



This unit includes 8 weeks of lessons, flexible enough to be taught even if you don't have a dedicated spelling block.

3.3 Suffixes: 2-1-1 Rule

Name: _____

When adding a vowel suffix to a word with two or more syllables, we double the final consonant if the last syllable has one consonant and is accented.

Read the paragraph

Last summer, my friend _____ was new to the area so she started weaving through _____ we got closer to the _____ enormous loops. We _____ slower rides where _____ was frozen in place. "I understand. I can start on something _____ would save the M _____"

✓ Underline
✓ Circle
✓ Color

2. Fill in the t _____

3. Ch _____

Unit Three: At a Glance

The Mini Lesson Practice Words below can be used in the "Let's Practice" portion of your weekly PowerPoint. Remember to sound out words and syllables exactly as they are written (e.g. adorable = AY dor AY ble, not UH dor UH ble).

Lesson	Objective	Mini Lesson Practice Words
3.1	Word Parts Some words can be broken into word parts that include prefixes, suffixes, and base words.	disagree misbehave unbreakable
3.2	Suffixes: 1-1-1 Rule When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.	cutting shipping unplanned
3.3	Suffixes: 2-1-1 Rule When adding a vowel suffix to a word with two or more syllables, we double the final consonant if the last syllable has one vowel followed by one consonant and is accented.	beginning modeling submitted
3.4	Suffixes: Final e Rule When a word ends with e, we drop the e before adding a suffix that begins with a vowel.	related convinced participating
3.5	Suffixes: y to i Rule When a word ends with a consonant and y, we change the y to i before adding a suffix, unless the suffix begins with i.	replies satisfied memorial
3.6	Adding s and es If a word ends in s, sh, ch, x, or z, we add es instead of s.	punishes guesses waltzes
3.7	Multiple Suffixes We can use the spelling strategy and suffix rules to spell words with more than one suffix.	widened relatively mysterious
3.8	Unit Three Review Let's review all the skills we learned in Unit Three!	admitted validating categories

3.5 Suffixes: y to i Rule

Spelling Words - List C

LEARN

- angrily _____
- beautiful _____
- categories _____
- clarifies _____
- friendlier _____
- heavier _____
- identified _____
- loneliness _____
- luxurious _____
- memorial _____
- modifies _____
- mysterical _____
- qualified _____
- tragedies _____
- wealthy _____

3.3 Suffixes: 2-1-1 Rule

When adding a vowel suffix to a word with two or more syllables, we double the final consonant if the last syllable has one vowel followed by one consonant and is accented.

In the word *beginning*:

- ✓ The base word *begin* has two syllables.
- ✓ The second syllable, *in*, has one vowel.

beginning

3.6 Adding s & es

If a word ends with s, sh, ch, x, or z, we **ADD ES** instead of s.

He rushes

She mixes

Choose the word or words where we add es instead of s.

journey _____

compress _____

patch _____

3.6 *There may be more than one answer!

7

Spelling Strategy

STEP 1: SAY Say the word out loud.	STEP 2: SPLIT Split the word into sounds, parts, or syllables.
STEP 3: APPLY Apply patterns, rules, or previous knowledge.	STEP 4: SPELL Write or spell the word.



3.1 Word Parts

Some words are broken into word parts that include prefixes, suffixes, and roots.

LIST A	LIST B	LIST C	MIXED
active			
disagree			
enjoyable			
hopeless			
joyous			
misplaced			
passage			
player			
preheated			
preparation			
quilt			
reception			
theater			
uniform			

3.3 Suffixes: 2-1-1 Rule

When adding a vowel suffix to a word with two or more syllables, we double the final consonant if the last syllable has one vowel followed by one consonant and is accented.

LIST A	LIST B	LIST C	MIXED
acting			
admitted			
admitted			
beginning			
beginning			
company			
company			
denial			
denial			
denied			
denied			
easily			
easily			
emptied			
emptied			
enemies			
enemies			
envious			
envious			
fanciest			
fanciest			
funnier			
funnier			
happiness			
happiness			
pitiful			
pitiful			
replies			
replies			
u			
u			

3.5 Suffixes: y to i Rule

When a word ends with a consonant and y, we change the y to i before adding a suffix, unless the suffix begins with i.

LIST A	LIST B	LIST C	MIXED
applies	companies	angrily	angrily
berries	denial	beautiful	beautiful
denied	furious	categories	companies
easily	glorious	clarifies	denial
emptied	happily	friendlier	fanciest
enemies	healthiest	heavier	furious
envious	lonelier	identified	happiness
fanciest	memories	loneliness	heavier
funnier	multiplies	luxurious	identified
happiness	notified	memorial	memories
pitiful	plentiful	modifies	prettier
replies	prettier	mysterious	

3.7 Multiple Suffixes

We can use the spelling strategy and suffix rules to spell words with more than one suffix.

LIST A	LIST B	LIST C	MIXED
activates	activating	alternatively	activates
defined	admirable	beautifully	admirable
flattened	amazingly	cavities	amazingly
hardened	beautiful	creatively	carefully
joyfully	carefully	forgetfulness	furiously
laziness	furiously	industrial	industrial
pitifully	hopelessness	irritating	laziness
preferred	memorial	mysteriously	occurring
prettiest	observer	occasionally	regretted
provider	proposal	occurring	selfishly
selfishly	relatively	regretted	softener



Differentiated spelling lists allow students to work at their level, or you can use the mixed spelling list for the whole class.

3.6 Adding s and es Spelling Words - Mixed

LEARN

1. abolishes _____
2. benches _____
3. classes _____
4. colonies _____
5. entertains _____
6. galleries _____
7. occupies _____
8. prefixes _____
9. recesses _____
10. segments _____
11. sketches _____
- _____ splashes _____

3.6 Adding s and es

If a word ends in s, sh, ch, x, or z,
we add es instead of s.



Dear Families,

Over the past several weeks, we have been learning about word parts and adding suffixes to words. This week we are learning that if a word ends with s, sh, ch, x, or z, we add es instead of s.

We add s or es to make a word plural, such as in the words *sharks* and *dishes*. We also add s or es to make a word present tense, such as in the words *thinks* and *catches*. This week's spelling list has some words where we add s and some where we must add es by following the rule above. It will also include some words that use last week's rule to change the y to i before adding es.

Remember, our spelling strategy uses four steps:

SAY. Say the word out loud.

SPLIT. Split the word into sounds, parts, or syllables.

APPLY. Apply rules, patterns, and prior word knowledge.

SPELL. Spell or write the word.

Below are your child's spelling words. Save this list! You will need it for at-home practice and homework!

abolishes	galleries	sketches
benches	occupies	splashes

Includes a weekly family skill letter connecting school to home.

Let's Review!

Find the misspelled word.

We went shopping for new shoes after school

3.4 Suffixes: Final e Rule

We know that **SUFFIXES** are added to the end of base words.

sad + **ness** → sadness

pitch + **er** → pitcher

thank + **ful** → thankful

Not So Wimpy Teacher

Let's Practice!

Did you spell the words correctly?

BASE WORD	SUFFIX	NEW WORD
revise	ed	revised
handle	ing	handling
debate	able	debatable

Wrap It Up!

★ Turn and talk:

Which steps of the spelling strategy are especially important when spelling words with multiple suffixes? Why?

Each week begins with a PowerPoint mini lesson to introduce and practice the skill. Review is spiraled throughout each unit.



3.3 Suffixes: 2-1-1 Rule

Last week, we learned how to add suffixes to words with **one syllable, one vowel, and one consonant**.

ship + i

scan +

★ Turn and talk: What the suffix that beg

3.3 Suffixes: 2-1-1 Rule

When adding a vowel suffix to a word with **two or more** syllables, we double the final consonant if the last syllable has **one** vowel and is a

In the word *beginning*:

- ✓ The base word *begin* has two
- ✓ The second syllable *gin* has one followed by one consonant.
- ✓ The syllable *gin* is accented.

3.3 Suffixes: 2-1-1 Rule

Do we need to use the **2-1-1 RULE**?

regret + ed

- Does the base word have two or more syllables?
- Is the second syllable accented?
- Does the second syllable have **one** vowel?
- Is the vowel followed by **one** consonant?



Aligns with the science of reading through phonemic awareness, as well as phonics and word recognition, providing a systematic approach to teaching spelling.

3.2 Suffixes: 1-1-1 Rule Spelling Words - List A

LEARN

- clapped _____
- confirmed _____
- cutting _____
- darkest _____
- longest _____
- maddest _____
- planner _____
- reading _____
- robber _____
- smarter _____
- spotted _____
- standing _____
- stayed _____
- stopping _____
- waiter _____

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3.2 Suffixes: 1-1-1 Rule

When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.

stop + ed = stopped
plan +

Spell the new word:	trip + ed	Spell the new word:	feel + ing
Spell the new word:	wrap + er	Spell the new word:	hot + est
Spell the new word:	strong + est	Spell the new word:	clean + ed

3.2 Suffixes: 1-1-1 Rule Spelling Words - List C

LEARN

- 1. afforded
- 2. bragging
- 3. brightest
- 4. cleaner
- 5. designer
- 6. guaran
- 7. knitter
- 8. overs
- 9. scann
- 10. shre
- 11. stru
- 12. supr
- 13. sw
- 14. thi
- 15. un

3.2 Suffixes: 1-1-1 Rule Spelling Words - List B

LEARN

3.2 Suffixes: 1-1-1 Rule

When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.

stop + ed = stopped
plan + er = planner

Write one of your spelling words:

Write one of your spelling words:

Under the flap, explain why it does or doesn't use the 1-1-1 rule.

Under the flap, explain why it does or doesn't use the 1-1-1 rule.

Write one of your spelling words:

Write one of your spelling words:

Under the flap, explain why it does or doesn't use the 1-1-1 rule.

Under the flap, explain why it does or doesn't use the 1-1-1 rule.

Choose from two interactive notebook activities each week to practice the skill and spelling words.



Use the final e rule to spell the new word.

compose + er

2

Name: _____

3.1 Word Parts

Some words can be broken into word parts that include prefixes, suffixes, and base words.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	

3.7 Multiple Suffixes

We can use the spelling strategy and suffix rules to spell words with more than one suffix.

1.	2.	3.
4.	5.	6.
7.	8.	9.
11.	12.	

Write the new word. You may need to use suffix rules.

valid + ate + ing

3

Add a suffix and write the correct form of the underlined word.

Mrs. Metcalf is the nice teacher I have ever had.

12

Spell the underlined word correctly.

Felix taped on the door to the room before entering.

10

Spell the underlined word correctly.

We use fabric softener to keep our sheets nice and soft.

3.7

Find the base word in the word below.

reconsidered

3.1



Task cards provide a fun, interactive way to practice spelling words and skills. Use one recording booklet for the whole unit!



Name: _____

Word Parts

Words can be broken into word parts that include prefixes, suffixes, and base words.

For each direction. Check a box for each word you find.

chuckles and says I am hopeless, but I honestly don't
ard I try, I still misplace things all the time. One time my
pencil that smelled like cherries. I was so excited to take
went to put it in my backpack at the end of the day,
at my table. The whole class patiently helped me look for
ncil box. Another time I found the most unusual rock by
put it in the basket on my bike, but when I went to get
ually I found it later in my back pocket. I may lose a lot
finding them later!

with a vowel team.

a digraph.

d with a consonant + le.

the passage above.

WORDS	WORDS WITH A SUFFIX
row	patiently

Name: _____

3.7 Multiple Suffixes

We can use the spelling strategy and suffix rules to spell words with more than one suffix.

1. Read the paragraph, then follow each direction. Check a box for each word you find.

Last week, I got to go white water rafting for the first time! When we arrived at the river, I was a little nervous at first. I was afraid I would fall out of the raft! Our guide told us that rarely happens, but she talked to us about safety and taught us what to do if we fell in. Thankfully, we did not need that advice because we all stayed in the raft!

When the river widened, the water was calm and gentle, and we floated along peacefully. Other times when the river was narrow and going downhill, we would paddle furiously as we splashed through multiple huge rapids! Our guide said that some people actually don't like getting wet on rafting trips, which I thought was silly. Getting drenched going through the big rapids was the best part! I can't wait to go do it again!

- Underline three words with more than one suffix.
- Circle three words that end with a consonant + le.
- Color three words that contain a vowel team.

2. Fill in the table below with words that have multiple suffixes. You can use words from your spelling list or the passage above, or you can think of new words!

BASE WORD	+ SUFFIX	+ SUFFIX	= NEW WORD
surprise	ing	ly	surprisingly

3. Choose one of the words in the table above and use it in a complete sentence.

Name: _____

3.4 Suffixes: Final e R

When a word ends with e, we drop the e before adding that begins with a vowel.

DIRECTIONS: Use a pencil and a small paper clip to spin the spinner for each of your spelling words. Write your spelling words below in the color you spin!

Remember to use the spelling strategy to write your words.

SAY → SPLIT → APPLY RULES → SPELL

Did we need to use the final e rule to make the words below? Circle yes / no

- intruder yes / no 4. shari
- hopped yes / no 5. nicel
- slipper yes / no 6. hop

Not So Wimpy Teacher



Each week of lessons includes a practice sheet and an optional homework sheet.

3.5 Suffixes: y to i rule

List: A B C

Name: _____
Write each word as it is read aloud.

- _____ 9. _____
- _____ 10. _____
- _____ 11. _____
- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____
- _____

Circle or highlight the words that use the y to i rule.

filed gravy happen
blueberries noisily scarier
envious trying busier
confides carried famer

Not So Wimpy Teacher

3.5 Suffixes: y to i rule

Name: _____

Write each word as it is read aloud.

- _____ 9. _____
- _____ 10. _____
- _____ 11. _____
- _____ 12. _____
- _____ 13. _____
- _____ 14. _____
- _____ 15. _____
- _____
- _____

Circle or highlight the words that use the y to i rule.

filed gravy h
blueberries noisily
envious trying
confides carried

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3.5 Suffixes: y to i rule

3.5 Suffixes: y to i rule ANSWER KEY - LIST A

Write each word as it is read aloud.

- happiness 9. denied
- berries 10. applies
- fanciest 11. envious
- pitiful 12. trial
- various 13. easily
- funnier 14. emptied
- sillier 15. replies
- enemies

Circle or highlight the words that use the y to i rule.

filed gravy happening
blueberries noisily scariest
envious trying busier
confides carried famous

Not So Wimpy Teacher

3.5 Suffixes: y to i rule ANSWER KEY - LIST B

Write each word as it is read aloud.

- memories 9. prettier
- notified 10. lonelier
- silliness 11. glorious
- companies 12. multiplies
- verifies 13. plentiful
- furious 14. denial
- healthiest 15. satisfied
- happily

Circle or highlight the words that use the y to i rule.

filed gravy happening
blueberries noisily scariest
envious trying busier
confides carried famous

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Assessments test students on both their spelling list and the weekly skill. Answer keys are included!

PowerPoint Mini Lesson

Mini lesson introduces the skill for the week. You will also introduce spelling lists at this time. You will need approximately 20 minutes for this. Provide students with their spelling list/family letter. Ask them what about their words and if they can guess this week's spelling skill.

Partner Practice Routine

Students can use the spelling strategy during daily partner practice. If possible, spend five minutes at the start of every spelling lesson using partner practice routine. You can also use this routine any time you have extra minutes available!

Students will use the words in their spelling notebooks from Day 1.

Students will work with partners and swap spelling books. Student 1 will read the first word to their partner. Student 2 will spell the word aloud using the spelling strategy: Say, Split, Apply, Spell.

3. If a student spells the word incorrectly, their partner can share the correct spelling and check the box under "learn." This word can then be practiced the next day during partner practice.

16 Digraphs Spelling Words - L	
1. cherish	_____
2. chimney	_____
3. digraph	_____
4. knead	_____
5. known	_____
6. method	_____
7. nephew	_____
8. school	_____
9. shadow	_____
10. shovel	_____
11. weather	_____
12. whale	_____
13. whisper	_____
14. wrestle	_____
15. writer	_____

quizzing each other on words. Learn for at least five

Schedule Options

This flexible program can be incorporated with any schedule, even if you don't have a daily block of time dedicated to direct spelling instruction. Here are some sample schedules. Use the included Lesson Plan Template to plan out your schedule each week. Note: Days do not need to be taught consecutively. E.g., on a 2-day schedule, Day 1 could be Monday and Day 2 could be Friday.

5-day Schedule

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Partner practice + practice sheet
Day 5	Assessment

4-Day Schedule

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + interactive notebook
Day 3	Partner practice + task card scoot
Day 4	Assessment
Options	Use the practice sheet as bell work, homework, or independent work.

3-day Schedule

Day 1	PowerPoint mini lesson*
Day 2	Partner practice + task card scoot
Day 3	Assessment
Options	Use the interactive notebook activity as a center. Use the practice sheet as bell work, homework, or independent work.

2-Day Schedule

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Spelling Quick Start

At the start of each unit, you can use a spelling pretest or a measure of progress. The pretest includes words from each week of lessons. You

Unit One: A	
Lesson	Objective
1	
2	

Interactive Notebooks

Interactive notebook activities to practice the weekly skill in addition to the words. There are two notebook activities (INB) for each week of partner practice of the weekly skill, while the other focuses specifically on that week's spelling words. Choose the option you prefer! They are consistent each week so that students know what to expect and complete their activity quickly.

Spend five minutes using the partner practice routine. Students complete interactive notebooks which words they missed and will want to practice.

Students can do this quickly! I have kept the cutouts on half-sheets. Each half-sheet will easily fit in either a standard spiral notebook.

Use the top and bottom rectangles and cut along the cut lines. Glue the sides of the flaps (see below) and glue the page into the notebook on the right page opposite to the week's spelling list. Write the number on the bottom of the page and update their Table of Contents.

Use the notebook activity by following the directions written on the page.

Use the notebook activity by following the directions written on the page. If you have limited time for spelling, the notebook activity can be used as a center, or as bell work. Partner practice can take place at the end of the day when you have a few spare minutes!



Includes detailed instructions and sample schedules so you can choose how to best incorporate spelling into your day.



Name: _____

3.4 Suffixes: Final e Rule

When a word ends with e, we drop the e before adding a suffix.

DIRECTION: Spin the wheel to spin the words. Write the word and color your drawing.

Remember your words!

SAY →

Sort your spelling words:

- Some words end in e.
- Some words end in es.
- Some words end in ed.

Name: _____

3.6 Adding s and es

If a word ends in s, sh, ch, x, or z, we add es instead of s.

Sort your spelling words:

- Some words end in s.
- Some words end in es.
- Some words end in ed.

SAY →

Name: _____

3.8 Unit Three Review

Let's review all of the skills we learned in Unit Three!

Read the passage. Then, use the underlined words to complete the bottom line!

Last week, my class took a field trip to the local natural history museum to learn about dinosaurs and other prehistoric animals. I had not been to the museum since the beginning of kindergarten, so I was excited to go again as a fifth grader and make new memories with my class.

The best part of the museum was seeing all of the fossils and dinosaur skeletons. My favorite was the T-Rex skeleton! There were many other classes at the museum that day. Lots of children gathered around the T-Rex, stopping to take photos and admire the huge creature. We learned all about how fossils are formed and we also learned all about how fossils are used. We asked the experts on the museum for more information.

Write the underlined words in the spaces below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Spell the underlined word correctly.

Gianna sang her solo beautifully in the musical.

Use the final e rule to spell the new word.

nature + al

SPELLING STRATEGY

STEP 1: SAY

Say the word out loud.

STEP 2: SPLIT

Split the word into syllables.

3.7 Multiple Suffixes

Let's use our spelling strategy to spell a word with **MULTIPLE SUFFIXES**.

STEP 3: APPLY

Apply patterns, rules, or your knowledge.

Use your knowledge to this word.

act

3.2 Suffixes: 1-1-1 Rule Spelling Words - Mixed

- bragging _____
- cleaner _____
- clogged _____
- confirmed _____
- flattest _____
- loudest _____
- planner _____
- publishing _____

LEARN

3.2 Suffixes: 1-1-1 Rule

When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.

Dear Families,

Last week, we learned that some words can be split into meaningful word parts like prefixes, base words, and suffixes. Over the next few weeks, we will be learning about spelling rules that apply to suffixes.

This week we are learning about the 1-1-1 rule, which tells us that when we have a one-syllable word with one vowel followed by one consonant, we must double the consonant before adding a suffix that begins with a vowel. For example, the word trap has one syllable with one vowel (a) followed by one consonant (p). Therefore, we double the p before adding the suffix -ing, which begins with vowels. The new word is trapping. Your child will



Everything you need to teach spelling in a way that is fun for your students and easy for you!