



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

4.1 Long a Words

There are not a lot of words that use **ei**gh, **ai**gh, and **ey** to make the **LONG A SOUND**. Once you learn those words, you can use your spelling rules to spell words in the same family.



4.6 Quadgraphs Spelling Words - List A

- LEARN
- bought
 - cough
 - dough
 - eight
 - naughty
 - ought
 - laugh
 - sleigh
 - straight
 - taught
 - though
 - thought
 - through
 - tough
 - weight

4.7 Word Families

We applied the **y to i** rule to the word *happy*. Now we can spell four more words in the same **WORD FAMILY!**

happy + **er** → happier
happy
hap
happ

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.

Unit Four: 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. confuse = CON fuse, not CUHN fuse).

Lesson	Objective	Mini Lesson Practice Words
4.1	Long a Words There are many different ways to make and spell the long a sound.	neighbor education available
4.2	Long e Words There are many different ways to make and spell the long e sound.	agreement grieve extremely
4.3	Long i Words There are many different ways to make and spell the long i sound.	delight magnify precisely
4.4	Long o Words There are many different ways to make and spell the long o sound.	tiptoe although approachable
4.5	Long u Words There are many different ways to make and spell the long u sound.	nephew gratitude suitcase
4.6	Quadgraphs A quadgraph is four letters combined to make one sound. Ough, aigh, eigh, and ough are quadgraphs.	eight daughter breakthrough
4.7	Word Families Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.	disorder excitement satisfactor
4.8	Unit Four Review Let's review all the skills we learned in Unit Four!	maintain excitement advertisement

Rearrange the letters to finish the missing word.

I love to wear interesting clothes. Mom says I have a good sense of s_____

L E Y T

6



4.1 Long a Words

There are many different ways to spell the long a sound.

LIST A	LIST B	LIST C	MIXED
always			
break			
create			
exclaim			
flavor			
great			
inhale			
maintain			
mistake			
neighbor			
obey			
passion			
season			

4.3 Long i Words

There are many different ways to spell the long i sound.

LIST A	LIST B	LIST C	MIXED
combine			
delight			
find			
giggle			
high			
join			
juice			
maintain			
mistake			
neighbor			
obey			
passion			
season			

4.5 Long u Words

There are many different ways to make and spell the long u sound.

LIST A	LIST B	LIST C	MIXED
confuse	avenue	acoustic	commute
costume	cartoon	attitude	costume
cruise	commute	attribute	coupon
group	consume	balloon	curfew
humid	coupon	confusion	evaluate
include	curfew	evaluate	jewelry
museum	gratitude	newspaper	manual
musical	jewelry	numeral	musical
nephew	manual	parachute	parachute
noodle	recruit	renewal	recruit
school	routine	residue	residue
threw	snooze	revenue	

4.7 Word Families

Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.

LIST A	LIST B	LIST C	MIXED
disorder	allowable	advertise	advertise
order	allowance	advertisement	advertisement
ordering	allowed	advertising	advertising
origin	appoint	embarrass	allowable
original	disappoint	embarrassing	allowance
originate	disappointment	embarrassment	allowed
promote	comfort	exhibit	appoint
promoted	comfortable	exhibited	disappoint
promotion	comforter	exhibition	disappointment
reduce	excite	necessarily	comfort
reducing	excitement	necessary	comfortable



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

4.4 Long o Words Spelling Words - Mixed

LEARN

1. afloat _____
2. although _____
3. approach _____
4. coax _____
5. compose _____
6. echoed _____
7. lowered _____
8. microscope _____
9. motor _____
10. narrow _____
11. oatmeal _____
- _____ protect _____

4.4 Long o Words

There are many different ways to spell the long o sound.



Dear Families,

This week, we are continuing to look at different ways to spell long vowel sounds. This week's list focuses on the **long o vowel sound**. We have previously learned that vowels at the end of a syllable (open syllables) are long vowels. We also know that adding an e can make an o say its long vowel sound, and that ow and oa are two ways to spell the long o sound.

This week, our spelling list contains words that use the long o vowel sound, including words that use **o, oe, ow, oa, oe, and ough**. There is not always a rule to determine exactly which spelling of long o to use! Encourage your child to think about any rules that may apply, if they know any words in the same family, and what just *looks* right.

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!

afloat	echoed	oatmeal
although	lowered	protect

Includes a weekly family skill letter connecting school to home.



Let's Review!

What do these words have in common?

seek
read

4.2 Long e Words

One way to make a **LONG VOWEL** is by adding an **e** to the end of the word.

thēm + e = thēme

★ Turn and talk: Tell your partner another word where a final e makes the long vowel say its name.

Not So Wimpy Teacher

Let's Practice!

Which words contain a **LONG E SOUND**?

athlete please believe
pepper sweet receive

Wrap It Up!

★ Turn and talk:

Take turns telling your partner words that use the long e sound. Try to spell the word, using the spelling of long e that makes the most sense.

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



4.3 Long i Words

This week, we will continue looking at ways to s

This week, with the

4.3 Long i Words

The digraphs **IE**, and the letter **Y** can make more than

IE
tries
believe

★ Turn and talk: Tell your partner each word. Which words cor

4.3 Long i Words

A common place to see **IE** make a long i sound is in words where we changed the y to an i before adding -ed or -es.

supply + ed = supplied

reply + s = replies



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

Which word does not belong in the word family?

referral
reference
refried
referred

1

Replace the underlined word with a word in the same family.

satisfy

2

Name: _____

4.7 Word Families

Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.

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

Not So

4.7 Word Families

Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.

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

So Wimpy Teacher

Write a word in the same family as the word below.

Mrs. Palmer asked us to investigate the disappear of her stuffed llama.

5

Write a word in the same family as the word below.

"Are we allow to take our shoes off in the classroom?" asked Josiah.

8

Replace the underlined word with a word in the same family.

taste

4.7

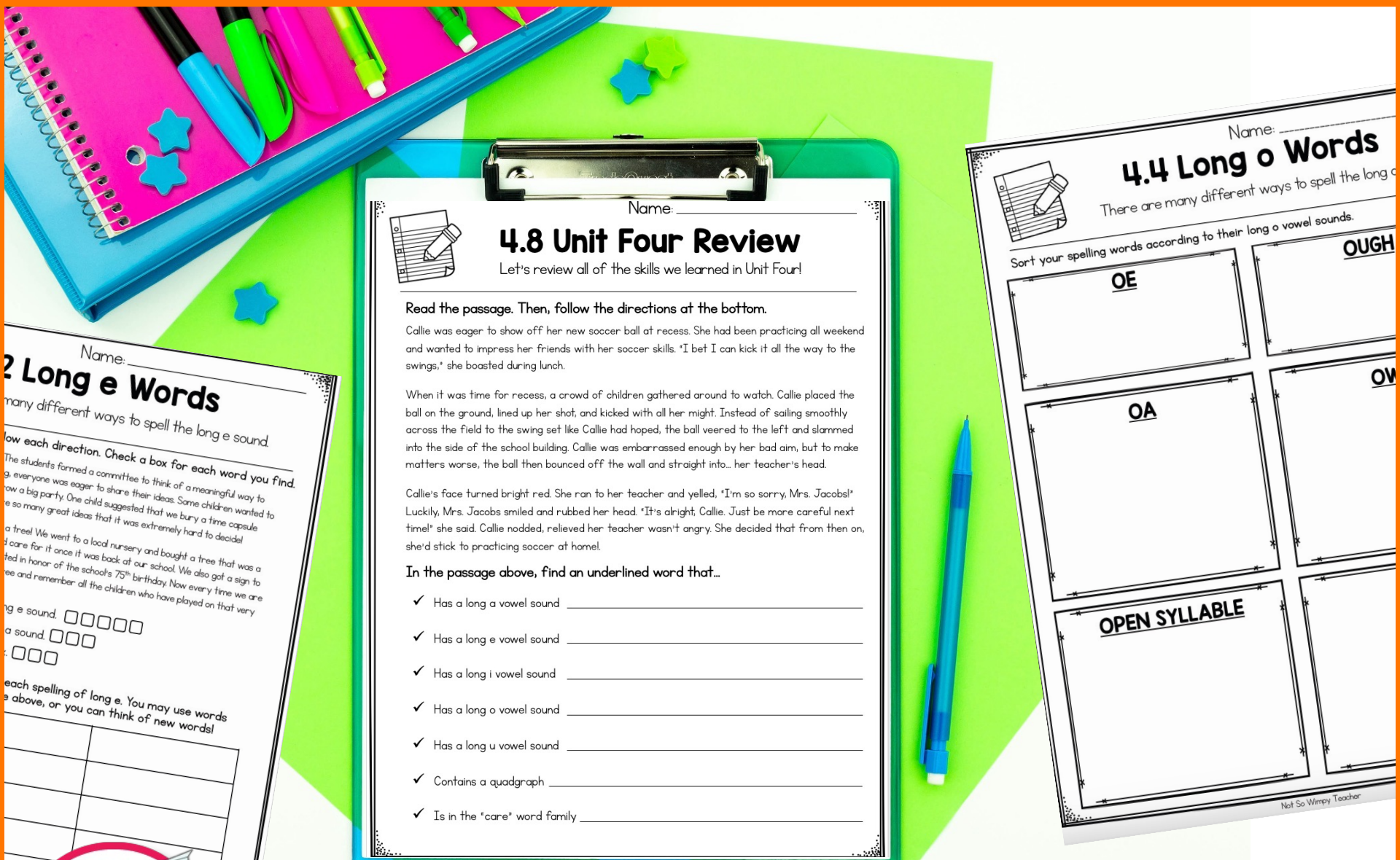
Which word does not belong in the word family?

consent
disconnect
connection
connected

4.7



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



Name: _____

2 Long e Words

There are many different ways to spell the long e sound.

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

The students formed a committee to think of a meaningful way to give everyone was eager to share their ideas. Some children wanted to throw a big party. One child suggested that we bury a time capsule and have so many great ideas that it was extremely hard to decide!

We went to a local nursery and bought a tree that was a special care for it once it was back at our school. We also got a sign to be put in honor of the school's 75th birthday. Now every time we are at the tree and remember all the children who have played on that very tree.

Long e sound:
a sound:
:

Write each spelling of long e. You may use words from the list above, or you can think of new words!

Name: _____

4.8 Unit Four Review

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

Read the passage. Then, follow the directions at the bottom.

Callie was eager to show off her new soccer ball at recess. She had been practicing all weekend and wanted to impress her friends with her soccer skills. "I bet I can kick it all the way to the swings," she boasted during lunch.

When it was time for recess, a crowd of children gathered around to watch. Callie placed the ball on the ground, lined up her shot, and kicked with all her might. Instead of sailing smoothly across the field to the swing set like Callie had hoped, the ball veered to the left and slammed into the side of the school building. Callie was embarrassed enough by her bad aim, but to make matters worse, the ball then bounced off the wall and straight into... her teacher's head.

Callie's face turned bright red. She ran to her teacher and yelled, "I'm so sorry, Mrs. Jacobs!" Luckily, Mrs. Jacobs smiled and rubbed her head. "It's alright, Callie. Just be more careful next time!" she said. Callie nodded, relieved her teacher wasn't angry. She decided that from then on, she'd stick to practicing soccer at home!

In the passage above, find an underlined word that...

- Has a long a vowel sound _____
- Has a long e vowel sound _____
- Has a long i vowel sound _____
- Has a long o vowel sound _____
- Has a long u vowel sound _____
- Contains a quadgraph _____
- Is in the "care" word family _____

Name: _____

4.4 Long o Words

There are many different ways to spell the long o sound.

Sort your spelling words according to their long o vowel sounds.

<u>OE</u>	<u>OUGH</u>
<u>OA</u>	<u>OW</u>
<u>OPEN SYLLABLE</u>	

Not So Wimpy Teacher



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



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

--	--

Spelling Quick Start

Students will use which the start of each unit, you can include spelling pretest or a measure of progress. The pretest includes one 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 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 on 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.

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

Use the time for spelling, the notebook activity can be used in the 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: _____

4.1 Long a Words

1. Read the paragraph and underline different ways to spell the long a sound.

Tomorrow, when I go to America where they have big cities. My great-grandparents are from there. They had big fingers. She added that passing the time is still learning.

2. Fill in the missing letters from your list.

Name: _____

4.3 Long i Words

1. Read the paragraph and underline different ways to spell the long i sound.

Deep in the ocean, there are very special things called bioluminescent organisms. Some animals can glow to scare off predators or to attract mates. Not all glowing organisms are also bioluminescent. They are called fireflies.

2. Fill in the missing letters from your list.

Name: _____

4.5 Long u Words

There are many different ways to spell the long u sound.

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

CATS is a famous musical composed by Andrew Lloyd Webber, and to this day it is still one of Broadway's most famous shows. It premiered in London's West End in 1981 and then opened on Broadway in 1982. The musical is based on a book of poems called *Old Possum's Book of Practical Cats* by T.S. Eliot.

CATS is about a group of cats called the Jellicles, who gather for their annual ball. Each cat has its own unique story, and they sing and dance to share who they are. The musical includes very detailed costumes, makeup, and choreography. During some parts of the show, the actors actually dress as cats and move through the audience. The song *Memory* became a huge hit and is still one of the most famous songs from a musical. *CATS* won the Tony award for Best Musical in 1983. It ran on Broadway for 18 years and 7,485 performances, making it one of the longest-running shows in Broadway history!

2. Fill in the missing letters from your list.

- Underline five words with a long u sound.
- Circle three words with a long u sound.
- Color three words with a long u sound.

SPELLING STRATEGY

STEP 1:

SAY

Say the word out loud.

STEP 2:

SPLIT

Split the word into syllables.

4.1 Long a Words

Here are some ways you can figure out how to spell the **LONG A** sound:

1. Look for patterns about any rules that might apply (e.g. ai and ei are in the middle of words).

2. Look for other words in the same family.

Rearrange the letters to finish the missing word.

I will t_____ quietly down the hallway so I don't _____ up my sister.

Write a word that uses the same spelling of long o as the word below.

loaf

4.6 Quadgraphs Spelling Words - List A

1. bought	<input type="checkbox"/>
2. cough	<input type="checkbox"/>
3. dough	<input type="checkbox"/>
4. eight	<input type="checkbox"/>
5. naughty	<input type="checkbox"/>
6. ought	<input type="checkbox"/>
7. laugh	<input type="checkbox"/>
8. sleigh	<input type="checkbox"/>

4.6 Quadgraphs

A quadgraph is four letters combined to make one sound. Ough, aigh, eigh, and ough are quadgraphs.

Dear Families,

This spelling program was designed to help children understand the building blocks of words, recognize common patterns, and understand WHY words are spelled the way they are! We previously learned that a digraph is two letters combined to make a single sound (ch, sh, wh, ck, etc.) and that a trigraph is three letters combined to make a single sound (dge, igh, etc.). This week we are learning about quadgraphs! A quadgraph is four letters combined to make one sound. Examples include ough, aigh, eigh, and ough.

This week, our spelling list contains words that contain a quadgraph. Many of these words contain the quadgraph ough, which makes many different sounds. There is not always a rule to determine exactly when to use different quadgraphs. Encourage your child to think about any rules that apply to the words in the same family.



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