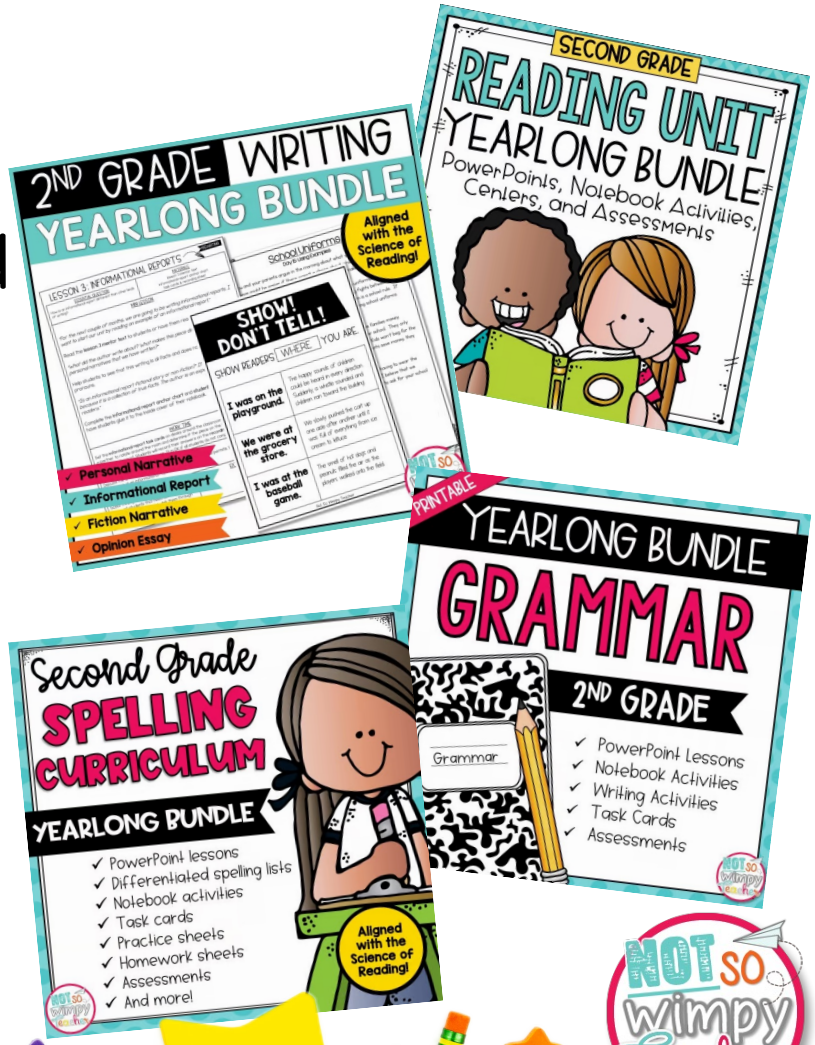
ULTIMATE ELA BUNDLE

THIS BUNDLE CONTAINS:

- ✓ A full year of standards-based reading units with centers
- ✓ A full year of writing instruction - four units included!
- ✓ A full year of grammar
- ✓ A full year of spelling





2nd Grade Yearlong Reading Bundle

10-day units designed to teach, review & assess students on all fiction & nonfiction reading standards – 16 units included!



2 Title Sort

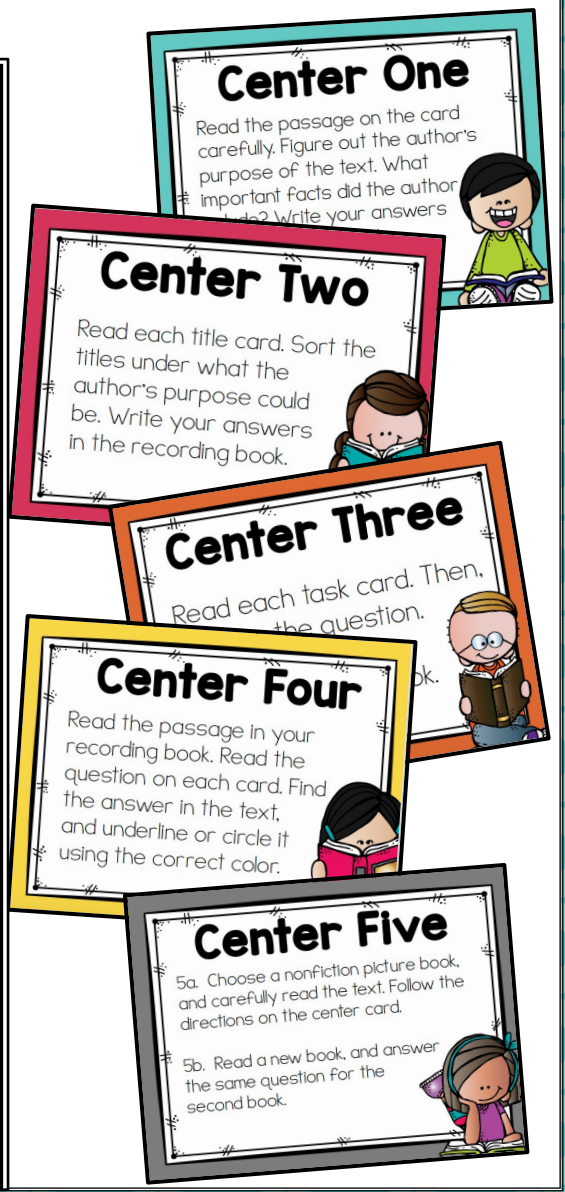
Answer

I Am Jane Goodall:
Ordinary People Change the World 1

Answer

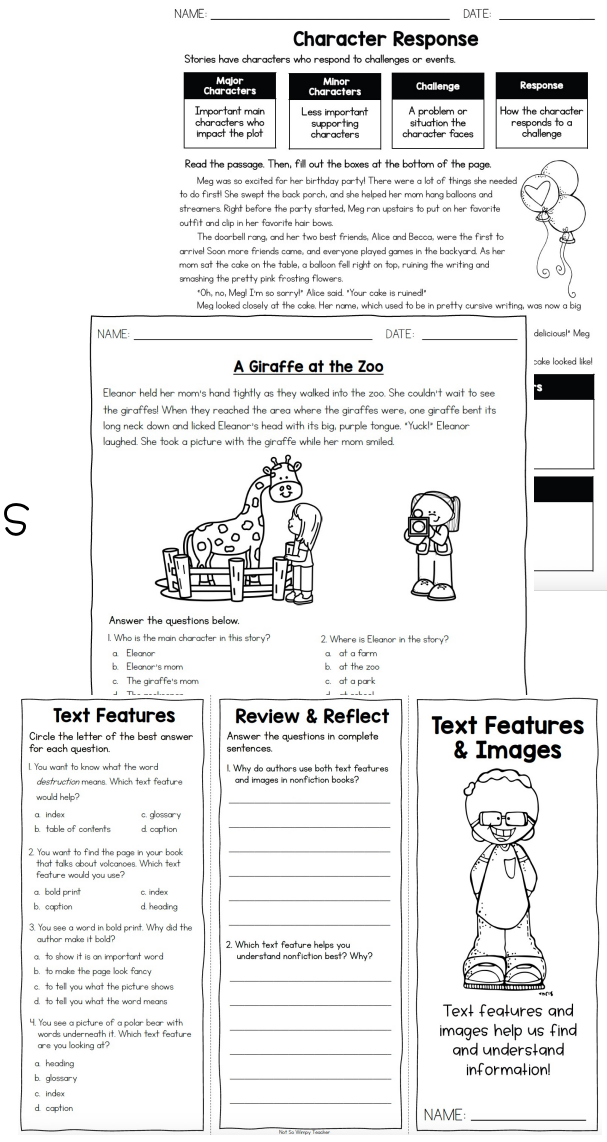
Describe

Explain



5 Centers with a Recording Book Per Skill

- Day 1: PowerPoint to introduce the skill
- Day 2: Interactive notebook activity
- Day 3: Skill worksheet
- Day 4: Worksheet for any text
- Day 5: Checkpoint passage with questions
- Day 6: PowerPoint to reinforce the skill
- Day 7: Interactive notebook activity
- Day 8: Skill worksheet
- Day 9: Tri-fold activity
- Day 10: Assessment



NAME: _____ DATE: _____

Character Response

Stories have characters who respond to challenges or events.

Major Characters	Minor Characters	Challenge	Response
Important main characters who impact the plot	Less important supporting characters	A problem or situation the character faces	How the character responds to a challenge

Read the passage. Then, fill out the boxes at the bottom of the page.

Meg was so excited for her birthday party! There were a lot of things she needed to do first! She swept the back porch, and she helped her mom hang balloons and streamers. Right before the party started, Meg ran upstairs to put on her favorite outfit and clip in her favorite hair bows.

The doorbell rang, and her two best friends, Alice and Becca, were the first to arrive! Soon more friends came, and everyone played games in the backyard. As her mom sat the cake on the table, a balloon fell right on top, ruining the writing and smashing the pretty pink frosting flowers.

"Oh, no, Meg! I'm so sorry!" Alice said. "Your cake is ruined!"

Meg looked closely at the cake. Her name, which used to be in pretty cursive writing, was now a big

NAME: _____ DATE: _____

A Giraffe at the Zoo

Eleanor held her mom's hand tightly as they walked into the zoo. She couldn't wait to see the giraffes! When they reached the area where the giraffes were, one giraffe bent its long neck down and licked Eleanor's head with its big, purple tongue. "Yuck!" Eleanor laughed. She took a picture with the giraffe while her mom smiled.

Answer the questions below.

1. Who is the main character in this story?
   a. Eleanor
   b. Eleanor's mom
   c. The giraffe's mom

2. Where is Eleanor in the story?
   a. at a farm
   b. at the zoo
   c. at a park

Text Features

Circle the letter of the best answer for each question.

1. You want to know what the word *destruction* means. Which text feature would help?
   a. index
   b. table of contents
   c. glossary
   d. caption

2. You want to find the page in your book that talks about volcanoes. Which text feature would you use?
   a. bold print
   b. caption
   c. index
   d. heading

3. You see a word in bold print. Why did the author make it bold?
   a. to show it is an important word
   b. to make the page look fancy
   c. to tell you what the picture shows
   d. to tell you what the word means

4. You see a picture of a polar bear with words underneath it. Which text feature are you looking at?
   a. heading
   b. glossary
   c. index
   d. caption

Review & Reflect

Answer the questions in complete sentences.

1. Why do authors use both text features and images in nonfiction books?

2. Which text feature helps you understand nonfiction best? Why?

Not So Wimpy Teacher

Text Features & Images

Text features and images help us find and understand information!

NAME: _____

Students follow a consistent weekly routine that builds familiarity, strengthens skills, and supports deeper learning throughout the unit.

CENTRAL MESSAGE >>>>

To help us find the **CENTRAL MESSAGE**, let's try these things:

1. **Recount* the story.**
   Describe what happened.
2. **Look at the characters.**
   Did the characters change?

>>>>>>POINT OF VIEW

The dialogue shows us Mary and Brooklyn's points of view.

Mary

"No, peanut butter doesn't really taste good with apples."

Brooklyn

"I don't really like popcorn."

>>>>>STORY ELEMENTS



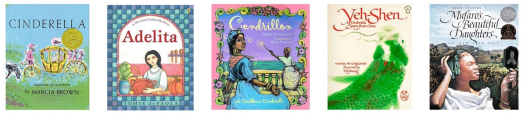
Turn and Talk:

- What does this character look like?
- Where is this character?
- How do you think she feels?
- Do you notice any other details?

>>COMPARE & CONTRAST

Examples of different versions

"Cinderella"



>>>>>>TEXT FEATURES>>>>>>

1 Table of Contents

The Table of Contents is at the beginning of the book. It lists the page number for each section

TABLE OF CONTENTS

1. Fish.....3-12
2. Sharks.....13-16
3. Octopuses.....17-21
4. Rays.....22-24
5. Reef Animals.....25-30

> AUTHOR'S MAIN PURPOSE >

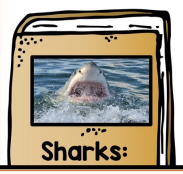
We can figure out the author's main purpose by asking ourselves these questions:

1. **Did the author answer a question?**
2. **Did the author describe something and use lots of details?**
3. **Did the author explain how to do something?**

>>COMPARING & CONTRASTING POINTS >>

We have a problem!

Both books are about sharks, but one says sharks are fierce hunters, and the other says they are gentle giants.



Can they both be



>>DESCRIBING CONNECTIONS>>

When we make a bowl of cereal, each step is connected. The steps must be followed in order, or in the correct sequence.



>>> ASKING QUESTIONS >>>

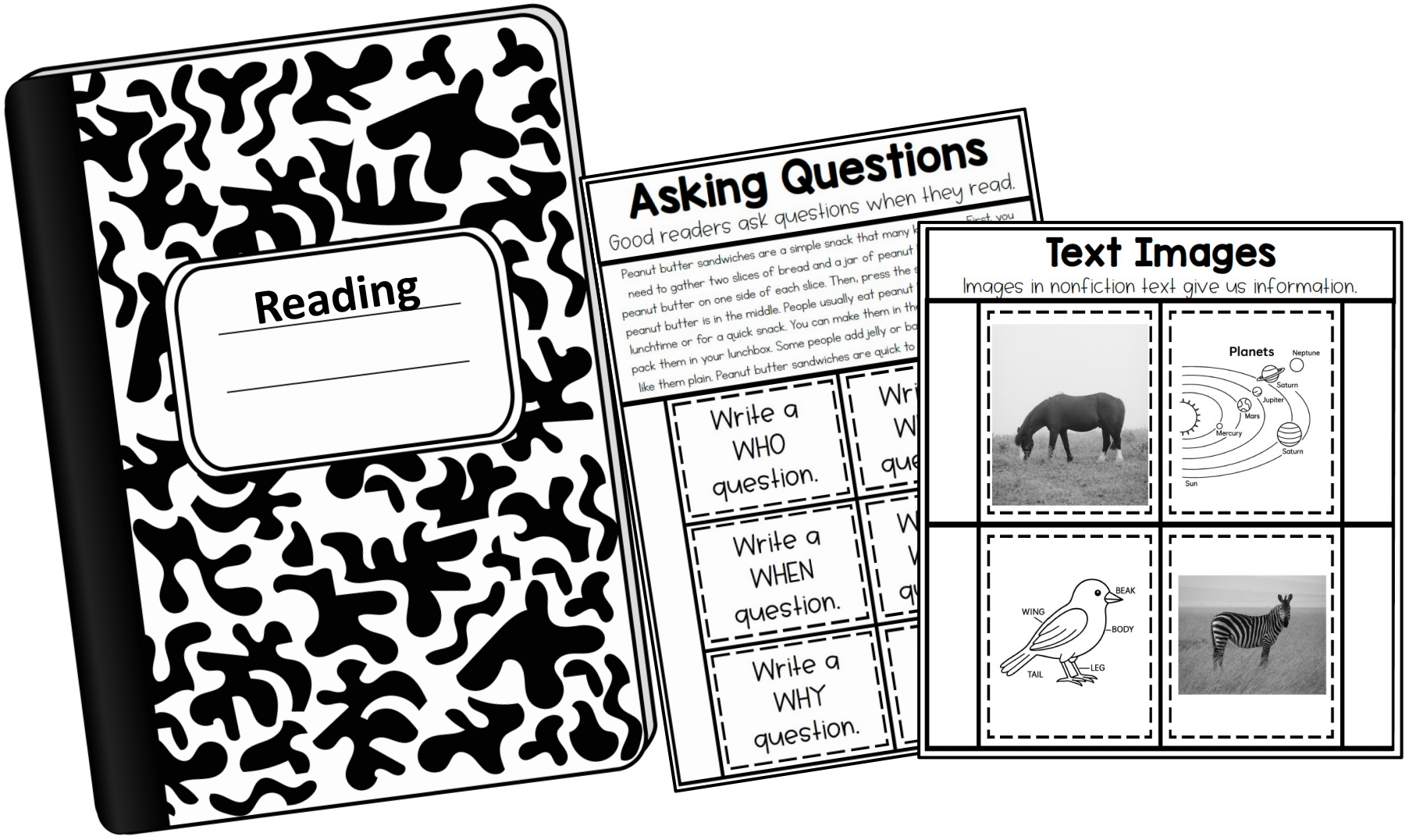
Let's try a WHO question.

Rosa Parks was a brave woman who stood up for equal rights by refusing to give up her seat on a bus.

WHO is this about?

Turn and Talk:
Read this sentence again quietly, then turn and talk. Who is this text mostly about?

32 PowerPoint Lessons to Introduce & Reinforce Each Skill



2 Interactive Notebook Activities Per Skill

5. Which text feature tells you what a section will be about?
   a. caption
   b. glossary
   c. heading
   d. index

6. How do the picture and caption work together to help you understand penguins?

NAME: _____ DATE: _____

Text Features and Images Assessment

The Penguin's Home

Life in the Cold

Penguins are birds that live in the Southern Hemisphere. Many live in Antarctica, where it is icy and freezing.



Penguins stand close together to stay warm.

Staying Warm

Penguins huddle together in groups. This keeps them safe from cold wind. Their feathers are waterproof. A layer of fat called **blubber** keeps them warm in icy waters.

Glossary
- blubber– a thick layer of fat under the skin that keeps animals warm

Answer the following questions.

1. What does the heading "Life in the Cold" tell you?
   a. what penguins look like
   b. where penguins live
   c. how penguins swim
   d. what penguins eat

2. Why did the author put the word *blubber* in bold?
   a. to show it is a fun word
   b. the author really likes that word
   c. to match the picture
   d. to tell the reader it is important

3. Which feature helps you understand the meaning of *blubber*?
   a. glossary
   b. caption
   c. index

e Pond

ter. They have smooth skin and long
dpoles in the water and then grow i

Eyes

Webbed Feet

quickly in the water.

Write the letter of the definition next to the word or phrase it describes.

12. heading _____
13. caption _____
14. glossary _____
15. index _____
16. bold print _____
17. diagram _____
18. photo of penguins huddled together _____
19. table of contents _____

8. Which text feature explains how frogs swim?
   a. glossary
   b. heading
   c. index
   d. diagram

9. Where do tadpoles live when they are young?
   a. on land
   b. in the water
   c. in trees
   d. in the ocean

10. Which text feature would help you find the page about frogs if you were reading a book about frogs?
    a. index
    b. caption
    c. glossary
    d. bold print

11. How do the diagram and the text work together?

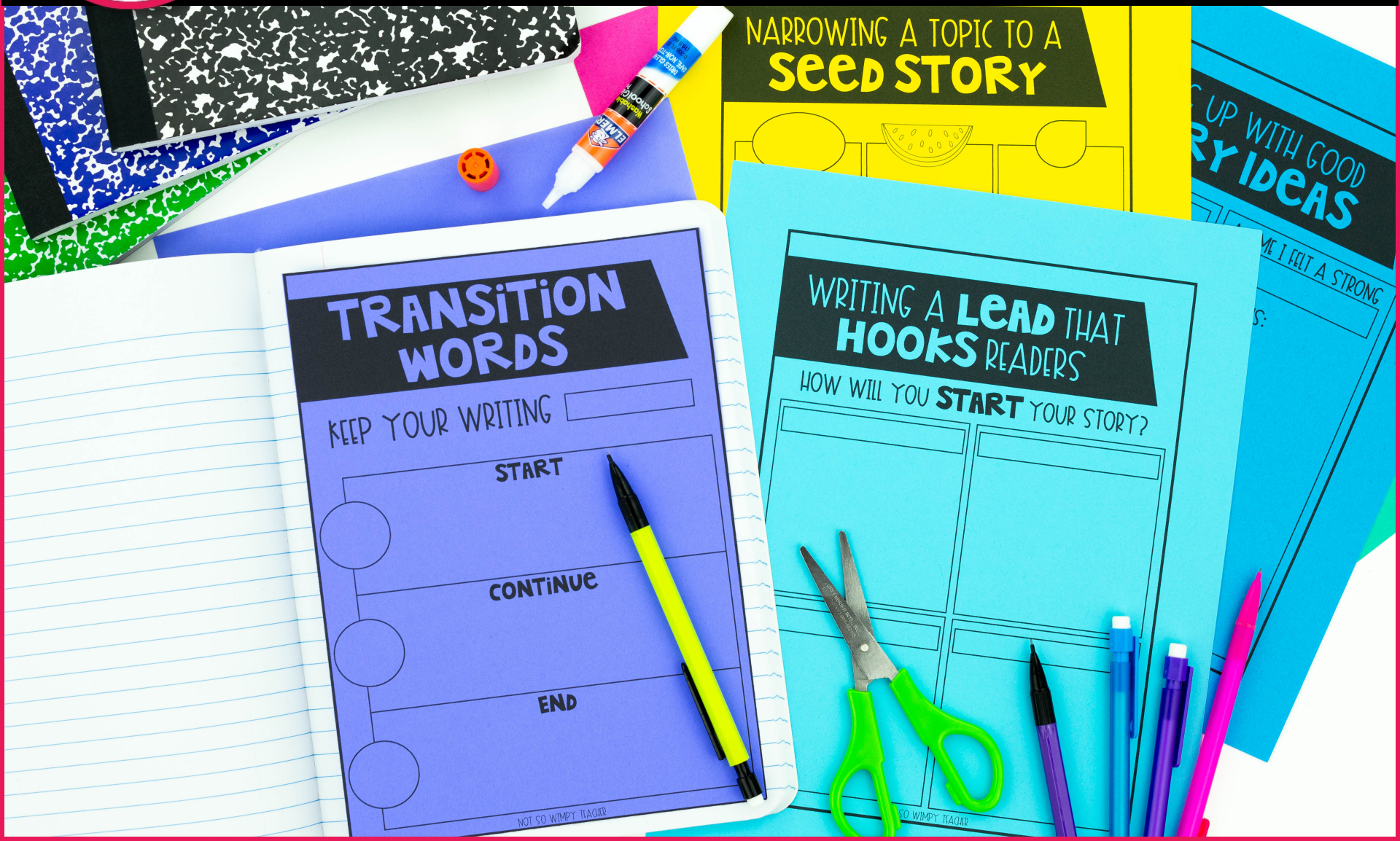
12. How does the caption help you understand how frogs move?

Why? (It is okay if your

Unit assessment included to gauge student understanding of each standard

2nd Grade Writing Yearlong Bundle

Everything you need to teach 2nd grade writing in a way that is fun for your students and easy for you!





A TYPICAL DAY OF WRITING

...t every day will have the same basic format. Students are much more ...ctive when they have clear procedures and routines!

DAILY WRITING WORKSHOP

Mini Lesson: 10-15 minutes
Wor...
Sha...

...NI LESSON: With the exception ... assessment days, writing will ...gin with a mini lesson. During the ...i lesson, students will read ...ntor text passages or have the ...ssages read to them. The skill ...r the day will be introduced. ...ring the first half of the unit, ...dents will often be creating ...chor charts to help remember ...e skills being taught.

...RK TIME: After the mini lesson, students will b... ...sterpiece writing (working draft - see page 8)

QUICK START

...ow for a successful first week of writing instruction!

...the Week One PDF. This ...ins everything you need

...for long-term use. I ...nting the task cards on ...rdstock and laminating for

...aterials. For each student, ...he task card recording ...rubric from the Week One ...o need one notebook



WHAT'S INCLUDED

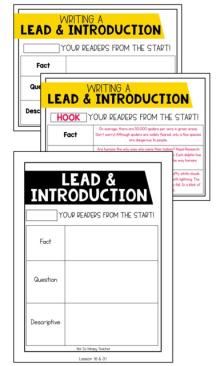
This unit contains everything you need to teach informational writing!



ANCHOR CHARTS

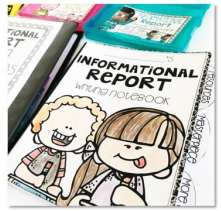
Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

...PROJECT ON SMARTBOARD...



THE WRITING NOTEBOOK

Every student will need a composition notebook ...riting unit. The use of a composition ...s highly encouraged due to their ...If a composition notebook cannot be ...a spiral notebook is the next best thing.



...ook will only be used for this eight- ...I highly suggest using a different ...for each unit. This will helps students to ...rganized and to differentiate between ...of writing that they will do throughout ...If necessary, you could also use two ...with two writing genres in each.

...mmend finding a place to keep their notebooks after the unit is complete. Once ...completed a couple units, you may want to use the notebooks to review the ...mre (personal narrative, informative, fiction, or opinion), or you may want to ...ompts for these genres. The notebooks can be used to review and practice ...t the year. It can also be a fast finisher activity all year!

...ook will be divided into three equal sections using the provided dividers (you can ...ate this). I strongly encourage you to print the dividers on cardstock! This will ...sure they last for the entire unit.

...rces

...on will be used for anchor charts and other resources that students complete ...l lessons. This is also a good place to keep student goals and a word list.

...erpiece

...ction, students will be writing their two major masterpiece stories. The first ...ce story will be highly guided through mini lessons. During the last three weeks, ...ll complete a second masterpiece story that is done more independently.

...stories

...ction, students will keep stories written when they finish the specific work task ...y can also write stories in this section when they finish work early during other ...he school day. It helps to keep students organized if they are not writing ...stories right in the middle of their masterpiece that is still being revised.

Noi So Wimpy Teacher

7

TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

Getting Started 1
What's Included 2
Quick Start Guide 4
A Typical Day of Writing 5
The Daily Lesson Plan 6
The Writing Notebook 7
The Masterpieces & Fast Finishers 8
Mentor Text Passages 9
Additional Mentor Text 10
Anchor Charts 11
Pre- and Post-Assessment 12
Writing Grades 13
Conferencing 14
Publishing & Sharing 15
Adapting Lessons & Using Technology 16
Author Share Celebration 17

Noi So Wimpy Teacher

MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.



All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students, and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are <u>not</u> reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

Noi So Wimpy Teacher

9

...r Text Passag...

...mentor text pass... ...strate the skill be... ...ught that day.



...rasing Task C...

...s will use these c... ...actice punctuatin... ...logue correctly.

...OTE!

...the mentor text. The mentor text is ...hart is used to model the skill. In a ...duction, you will read a mentor text a ...lead and introduction anchor chart ...our writing (or you can use the ...meant to be a brainstorming process ...a reading comprehension activity!

...Teacher

11

Detailed teacher directions explaining each component of the program will help you understand how to use the units and quickly get started in your classroom!

Lesson 4: generating a topic

Essential Question
How do opinion writers come up with topics to write about?

Materials
anchor chart
student printable

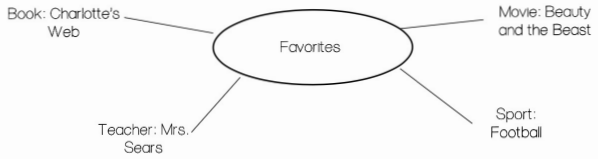
Mini Lesson

"Have you ever had a hard time deciding what to write about? Today we are going to learn a good strategy for coming up with ideas for opinion essays. If we have good strategies for generating topics, we won't waste our time and will have more time to write!"

"What is your favorite restaurant to eat at? Why?"

"Did you know that you are all sharing your opinions about different restaurants? Thinking about your favorites can be a good place to start when coming up with an opinion topic."

Do the first section of the topic ideas anchor chart. Add favorites that you have strong opinions about. An example is shown below.



Other favorites ideas: school, principal, field trip, friend, television show, app, board game, subject in school, type of music, place to vacation

Work Time
Students will make graphic organizers, or use the included printable, to brainstorm favorites. They should try to have at least four favorites, but can add more. This work should be kept in the resources section of their notebook.

Closing
Students will share with a partner one topic on their graphic organizer they are most excited to write about. You can have a few students share with the whole class if time permits.

Intervention
Ask students guiding questions to help them come up with favorites.

Extension

Lesson 8: point of view

Essential Question
How do writers develop stories that are interesting to read?

Materials
mentor text
point of view anchor chart

Mini Lesson
Read mentor text 8 to the class or have students read it with a partner.

Lesson 9: subtopics

Essential Question
How can authors organize the facts in their reports?

Materials
mentor text
subtopics anchor chart
subtopics printable for each student

Mini Lesson
Read the lesson 9 mentor text or have students read it with a partner.

"What is the topic of this report? If you look very carefully, you will see that the author has divided her report into multiple sections, or paragraphs. Each paragraph is a part, or subtopic, of her main topic. Let's look at each

Lesson 17: word choice: vocab

Essential Question
How can an author's words show readers that they are an expert on the topic?

Materials
expert word anchor chart mentor text
expert word printable

Mini Lesson
"Today, as we read, I want you to think about what words the author uses that help her to sound like an expert."

Read the lesson 17 mentor text or have students read it to each other.

"Did you notice any words that the author used that make her sound like an expert on the topic?" (fangs, stocky, burrow, prey, non-toxic) "Authors show that they are an expert by using vocabulary words that are commonly used when discussing their topic. They help readers to become an expert by defining the vocab words. They mix the definition into the text."

Go back to some of the vocabulary words in the mentor text and show how the author defined the words.

NOT SO wimpy Teacher

This bundle contains 160 days of simple, one-page lesson plans! Each day starts with a mini lesson, followed by work time where students can apply the new skill to their writing.

Washington, D.C.

Day 9: Subtopics

Would you like to go on a trip to a place where you can see all kinds of historical things? Washington, D.C. is our nation's capital. It is a very popular place to visit.

The Lincoln Memorial

If you look closely at the back of a penny, you will see a building with a man sitting in it. This picture is the Lincoln Memorial. It was built in honor of Abraham Lincoln in 1922. Abraham Lincoln was the 16th President of the United States. People felt that Lincoln stood for honesty and doing what was right. The statue of Lincoln was made with marble. There are 36 Greek-like columns that make up the outside of the memorial. At night, the whole monument is lit up like it is glowing.

The Cherry Blossom Festival

Would you like to see rows and rows of amazing pink-flowered trees? If you visit Washington, D.C. in the spring, you can go to their yearly Cherry Blossom Festival. It all began in 1912 with the mayor of Tokyo. He gave 3,000 cherry blossom trees to Washington, D.C. The trees were a gift to honor the friendship between Japan and the United States. You can go to the four week-long festival to see the beautiful trees.

The Smithsonian

If you love art, history, and science, then you will love the Smithsonian. This place is right in the middle of Washington, D.C. It is made up of many museums. There is the Air and Space Museum, the American Art Museum, the National Museum of American History, and even the Butterfly Habitat Garden. Just down the road is a zoo that is also part of the Smithsonian. The Smithsonian is perfect for kids and has something fun for



We Should Get a Pool

Day 7: Writing Strong Opinions

oes get hot outside in the summertime. Do you know ho
ecause it's too hot to go outside? I have an idea! We sh

Scared of Crows

Day 13: Develop the Characters

and sunny morning. It was nice and quiet in the garden. Charlie, the scarecrow, was
as looking over the garden. Suddenly, some crows swooped down toward him. It wasn'
t just two crows. It was a big group of crows!

eating the food in the farmer's garden. This was a nightmare for Charlie. He was af
t both arms over his face and started kicking his legs. This did not bother the crows
ed at Charlie. They thought that it was funny to see a scarecrow that was afraid of

came running to the garden. He clapped at the crows to scare them away. "What k
crows?" the farmer yelled at the scarecrow and walked away.

as very sad. He laid down his head and cried. A crow flew down and sat on the fence.
o sad?" the crow asked.

nade by the farmer to scare crows away. Instead, I'm afraid of you guys," the scar
e really aren't that scary. We are afraid of things, too, just like you. My name is Bill

to meet you, Billy. What are crows afraid of?" asked Charlie.

thing that scares us is loud noises. Also, shiny things that reflect the sun scare us," t

lly?" said Charlie.

the crow said as he flew off. Charlie was w
ce and helpful. Just then, the crow w
t laid the string of cans ar

The Babysitter

Day 12: What is dialogue?

ed very disappointed.

f hours. It's been a long time since your dad and I have gone out

Ladybugs

Day 3: What is an Informational Report?

en ladybugs before. Lots of kids can tell you that the
lowever, some kids don't know that ladybugs go thro
. The four stages are the egg, larva, pupa, and adult.

rts out in a small yellow or orange egg. The little egg
could spy a ladybug's egg sitting on the stem of a pl
on the back of a leaf. The egg can take four to ten

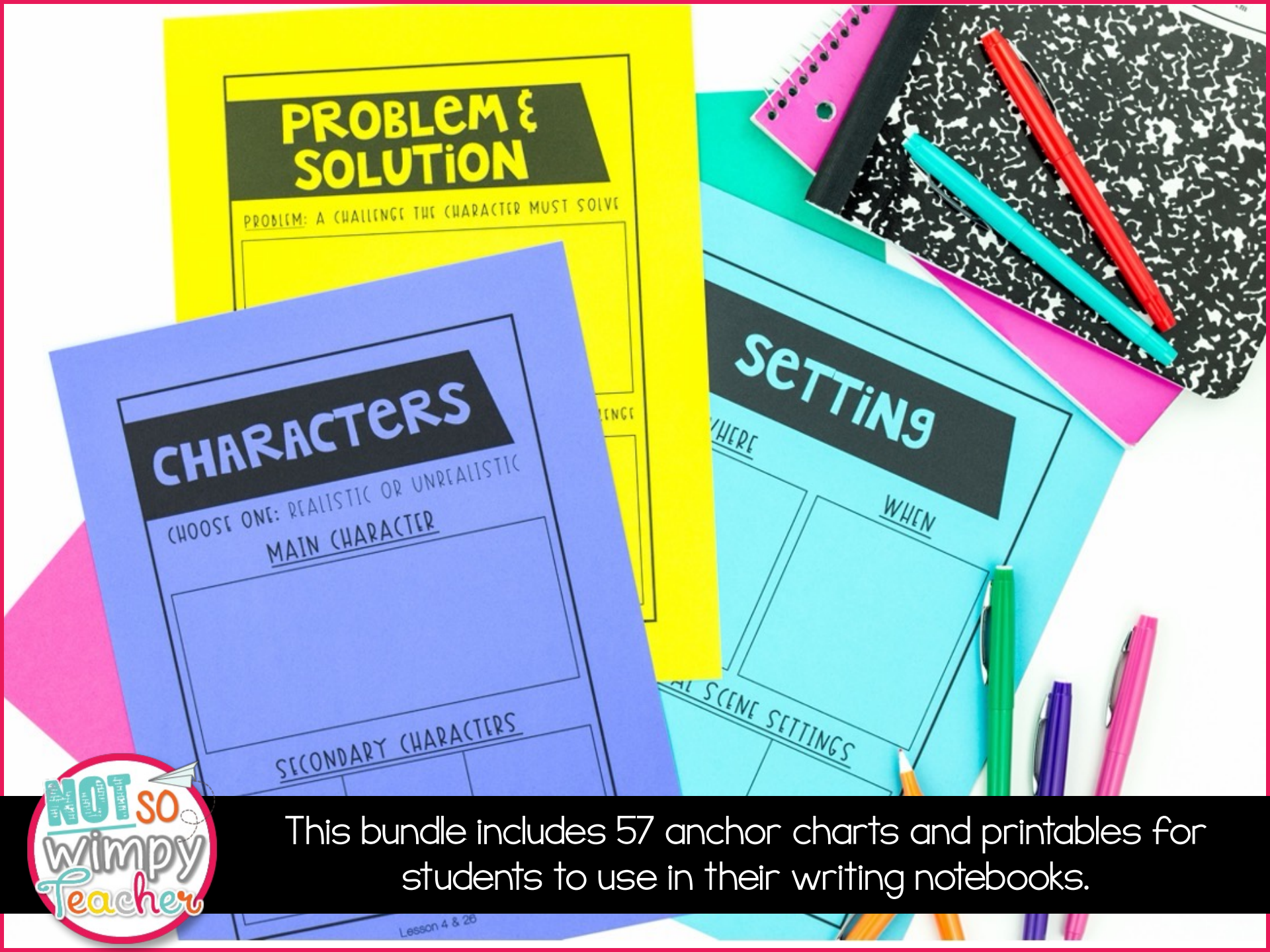
y black-spotted alligator? You might think that you h
rva. It looks just like a tiny alligator on a leave. The la
in a ladybug's life. It can look a little spiky. The larva
the pests that hurt our gardens. The ladybug will sta
weeks.

ttach itself to a leaf. It cannot move or eat. It
nging on the inside. The larva starts to turn a darker
e is called the pupa stage. It will sit very still on the
upa is ready.

ug comes

NOT SO wimpy Teacher

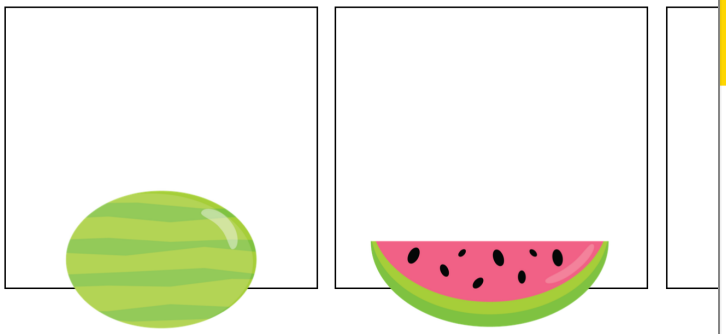
No need to buy books or spend time searching for mentor texts! This bundle contains 55 original mentor texts to help you teach specific skills in each genre of writing.


PROBLEM & SOLUTION
PROBLEM: A CHALLENGE THE CHARACTER MUST SOLVE
CHARACTERS
CHOOSE ONE: REALISTIC OR UNREALISTIC
MAIN CHARACTER
SECONDARY CHARACTERS
SETTING
WHEN
SCENE SETTINGS
Lesson 4 & 26
NOT SO wimpy Teacher
This bundle includes 57 anchor charts and printables for students to use in their writing notebooks.



NARROWING A TOPIC TO A SEED REPORT

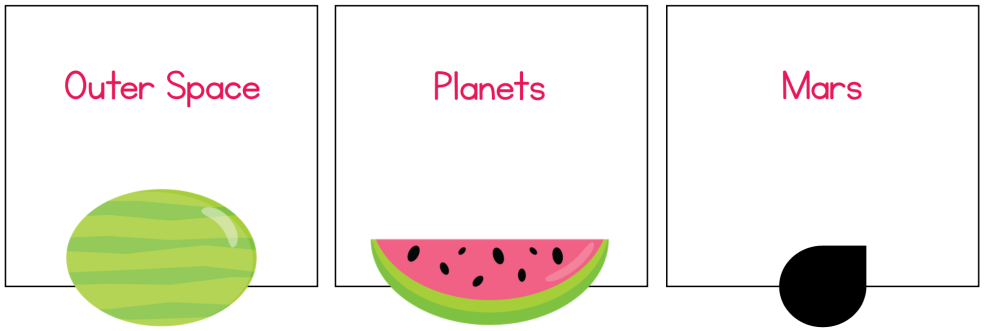
A **SEED REPORT** FOCUSES ON A [ ] PART OF A TOPI



NOT SO WIMPY TEACHER: LESSON 6 & 26

NARROWING A TOPIC TO A SEED REPORT

A **SEED REPORT** FOCUSES ON A **SMALL** PART OF A TOPIC



NOT SO WIMPY TEACHER: LESSON 6 & 26

The 50 included teacher anchor charts or posters come in both blank and filled-in versions.



Task cards provide writing prompts and practice identifying each genre.

Fiction narrative writing rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraphs	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
Setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
Problem and solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the ‚problem.
Transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
Dialogue	Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
Ending	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
Spelling	Spelling reflects editing d only has grade-level appropriate errors.	Writing includes some spelling errors that should have been	Writing has many spelling errors that should have been

Informational writing rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
Facts	Wrote a report with plenty of facts about a topic.	Wrote a report with limited facts and/or it included opinions.	Piece is not an informational report with facts about a topic.
Lea			
Parag			
Subt			

Opinion writing rubric

Student Name: _____ Date: _____ Score: /20

	Mastered	Progressing	Not yet
Opinion	Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.

Writing personal narrative rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
Small moment narrative	Wrote a personal narrative about a small moment in time.	Wrote a personal narrative but it is not narrowed down to a small moment.	Story is not a personal narrative.
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraphs	Divided the text into paragraphs to show when time passed, the topic changed or different characters spoke.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
Dialogue	Used dialogue to show what characters said and punctuated the dialogue correctly.	Used dialogue, but made some errors in punctuating the dialogue or used very little dialogue.	Did not use dialogue.
Details	Used lots of details that helped a reader to be able to visualize the story.	Used some details.	Story was basic and did not include enough detail.
Word choice	Used words that showed what was happening rather	Used words that told what happened	Used words that told what happened
	appropriate errors.	that should have been edited.	should have been edited.
Punctuation	Uses correct punctuation	Writing has some	Writing has many

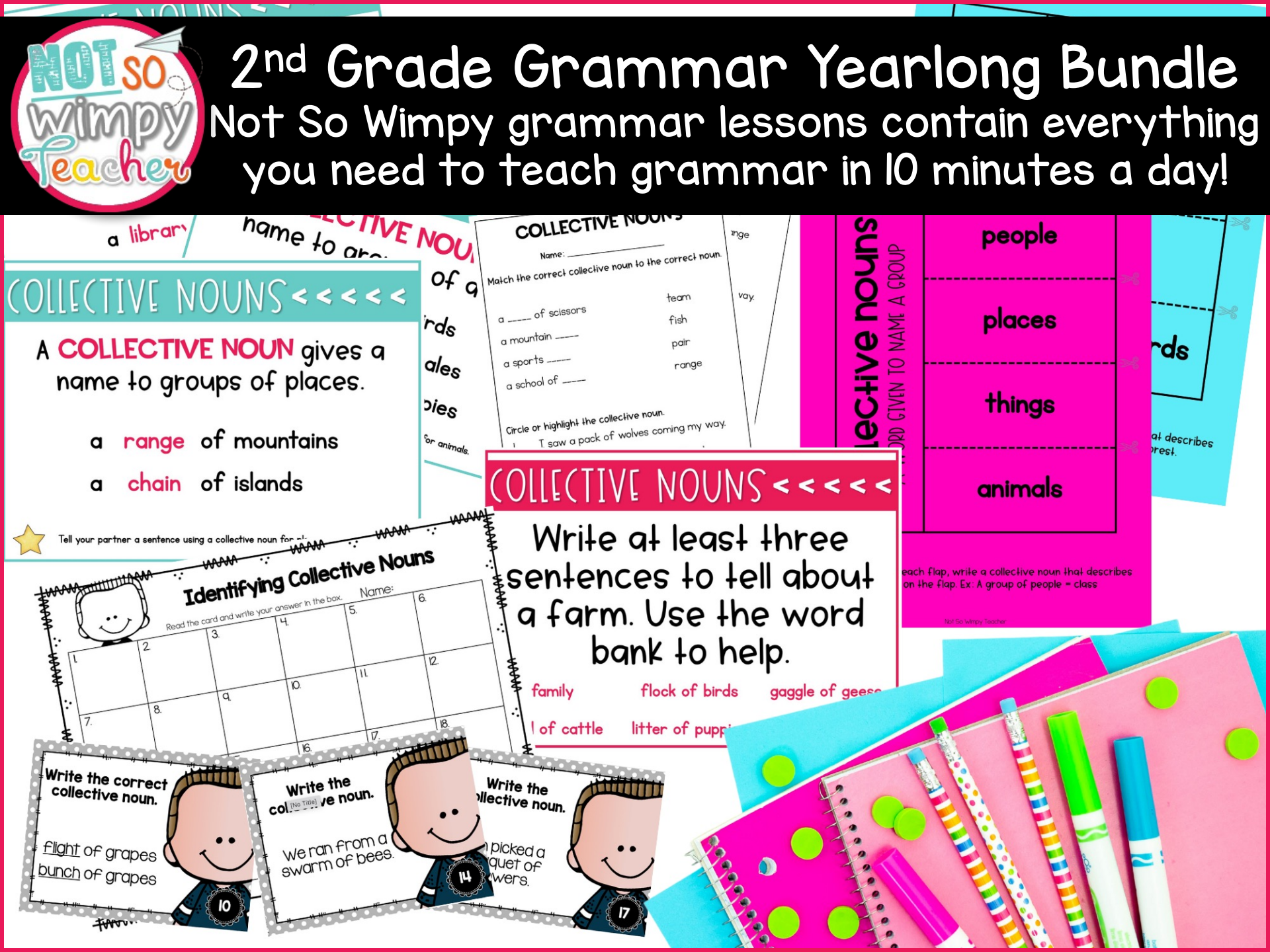
Simple and student-friendly rubrics are included in each unit.



Not So Wimpy writing units contain everything you need to teach personal narrative, informational, opinion & fiction writing!

2nd Grade Grammar Yearlong Bundle

Not So Wimpy grammar lessons contain everything you need to teach grammar in 10 minutes a day!



Schedule

Here is a suggested schedule for the products in each unit:

Monday: Teach a mini lesson using the provided PowerPoint

Tuesday: Practice the skill using an interactive notebook activity

Wednesday: Incorporate writing using the writing activity

Thursday: Practice using task cards

Friday: Assess with either a printable or digital assessment

I have also included options for a 3- or 4-day schedule as well!

Mini Lesson

Using the provided PowerPoint, introduce the weekly grammar skill. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with or a whiteboard on which to write and present answers.



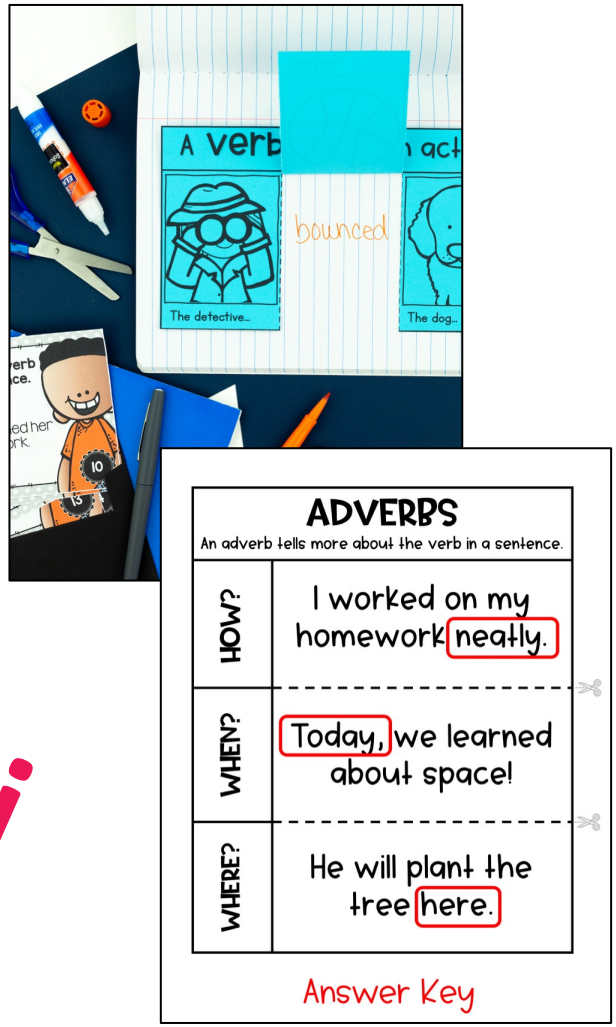
Slides can be printed if you want to have an anchor chart or poster for your classroom!

Not So Wimpy Teacher

Interactive Notebook

The interactive notebook activity is great practice and will become a resource that students can look back on all year.

Directions are written on each page. I like to print my notebook activities using brightly colored paper!



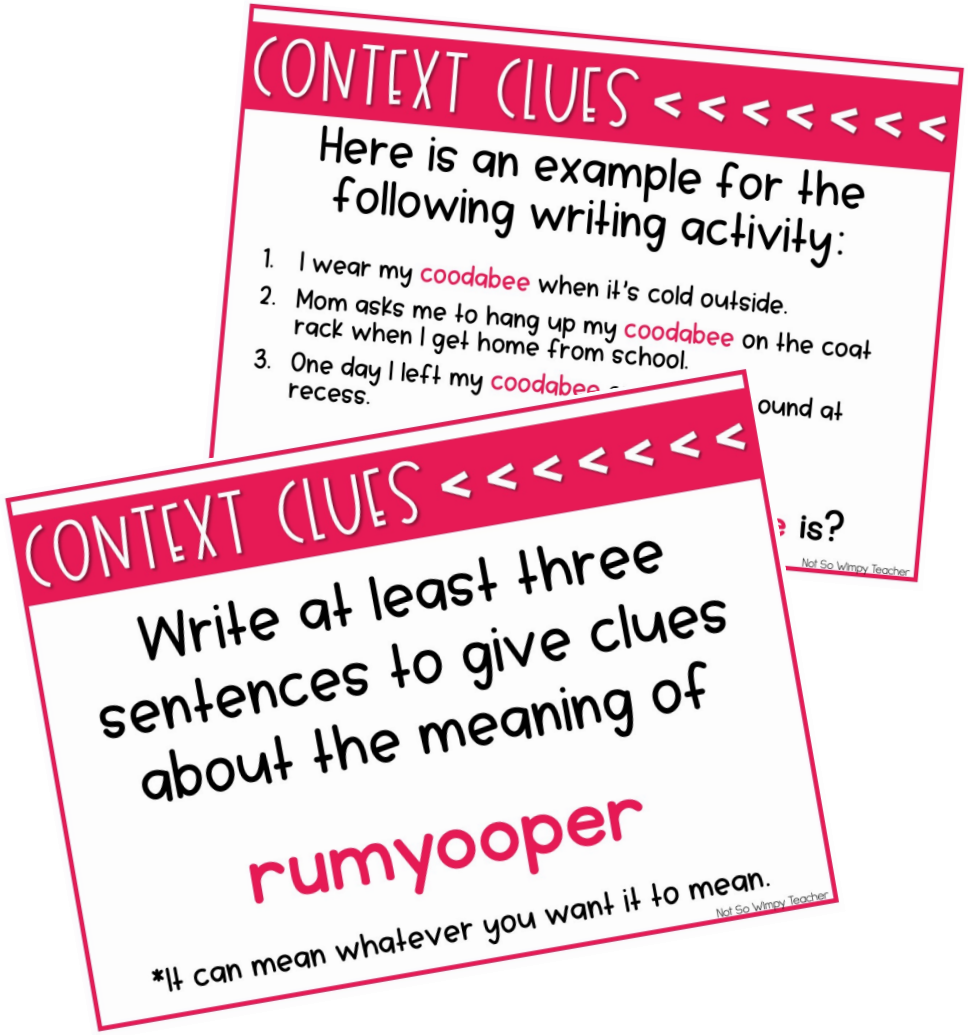
Some notebooks will include answer keys. Others will not, as student answers will vary.

Interactive Notebook



Writing Activity

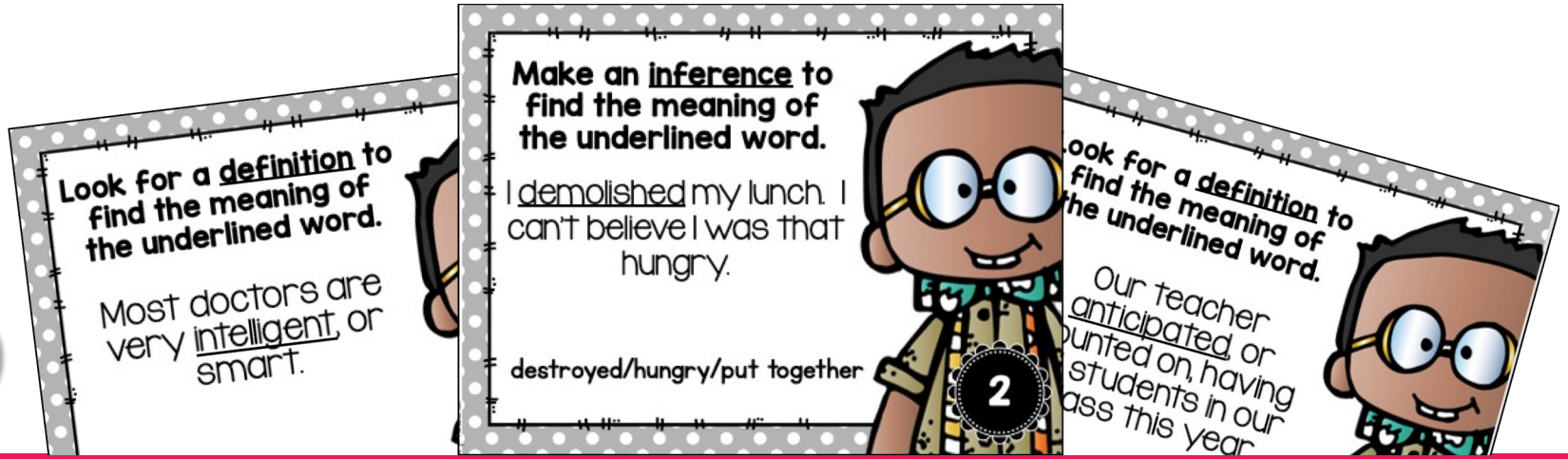
Each week, students will take their new language skill and incorporate it into their writing. Simply use the PowerPoint provided to guide students as to what they should be writing.



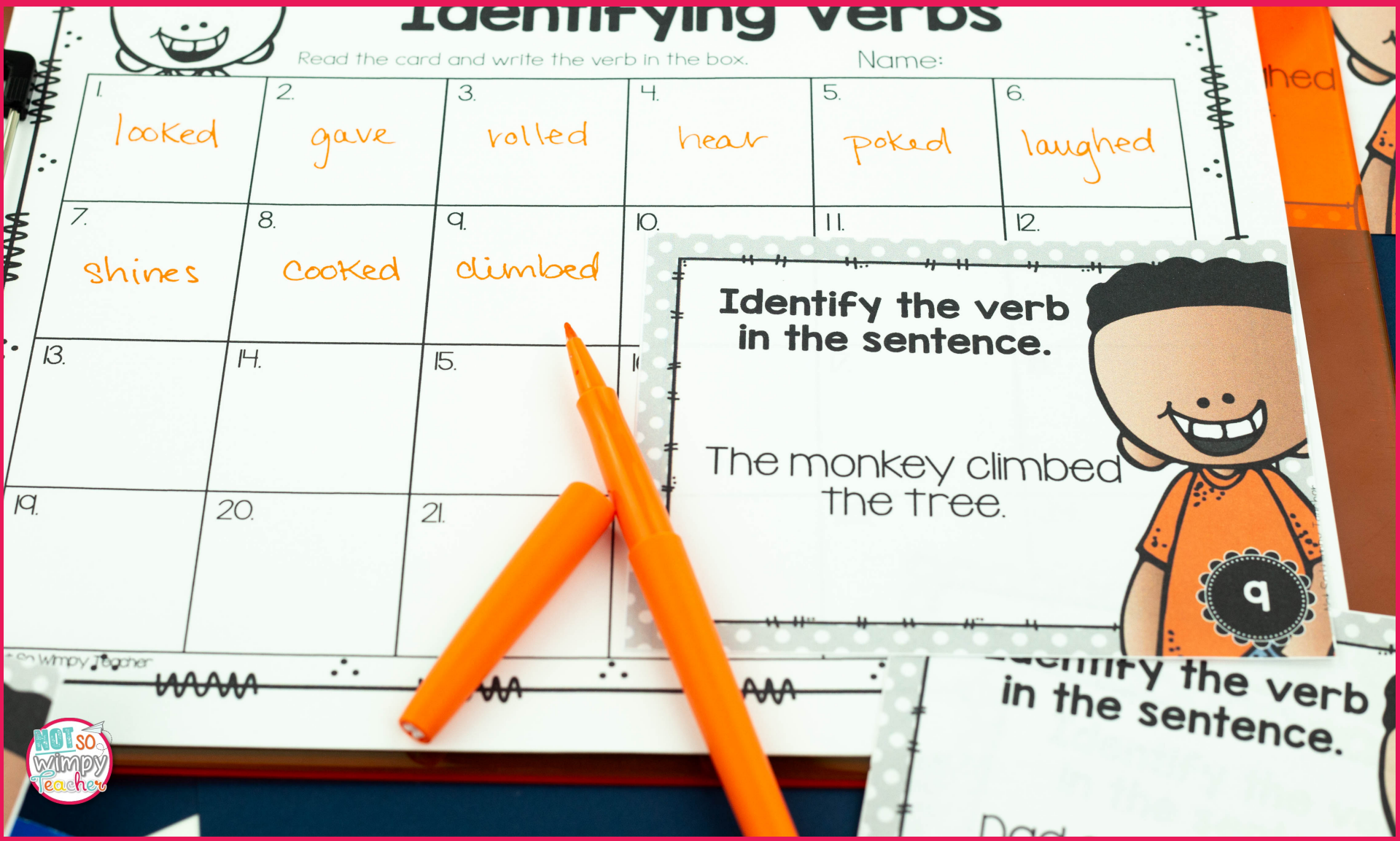
Task Cards

Students will practice the weekly grammar skill using task cards. Each student will need a recording sheet. You will need one set of task cards for the class.

Spread the task cards around on the desks. Students can start with the card closest to them and then scoot to the next card. The order in which they complete the cards does not matter, and they can work at their own pace.



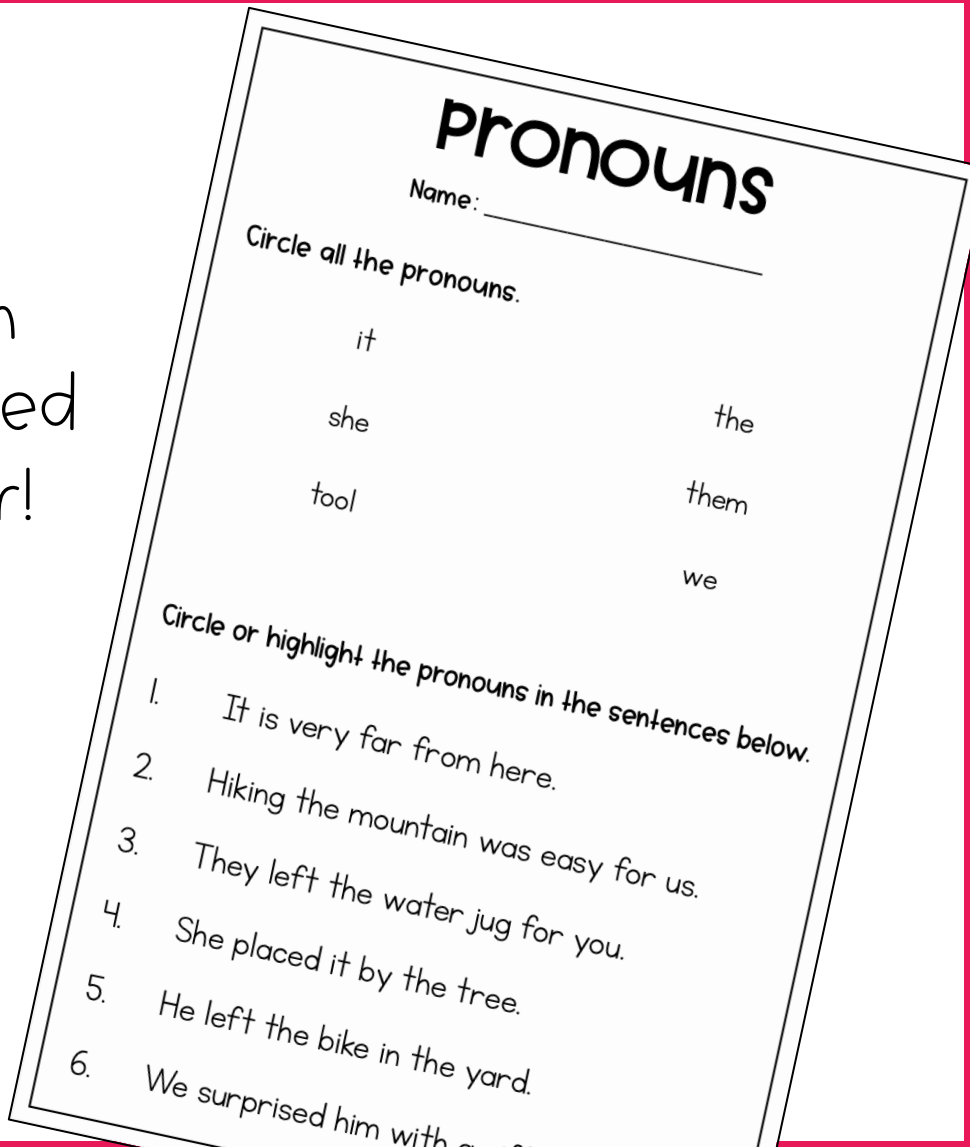
Task Cards


Identifying Verbs
Read the card and write the verb in the box.
Name:
1. looked
2. gave
3. rolled
4. hear
5. poked
6. laughed
7. shines
8. cooked
9. climbed
10.
11.
12.
13.
14.
15.
19.
20.
21.
Identify the verb in the sentence.
The monkey climbed the tree.
9
Identify the verb in the sentence.

Printable Assessment

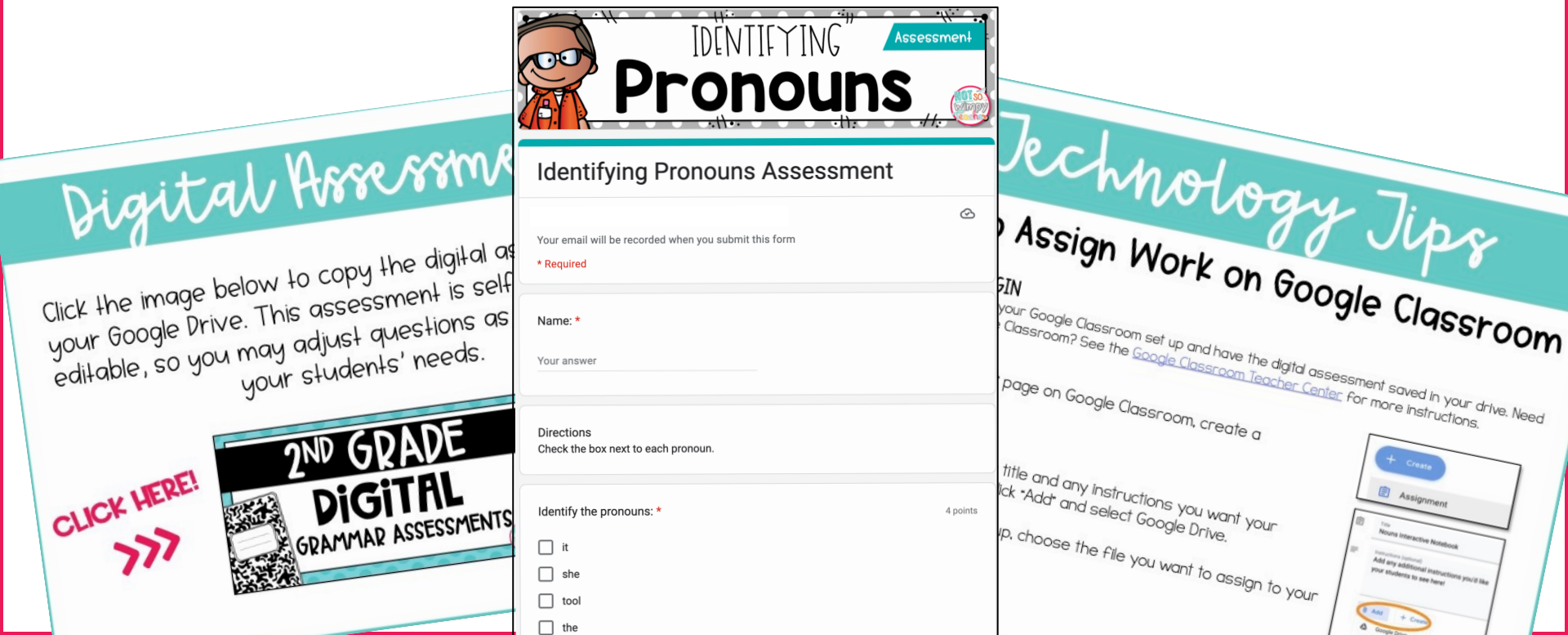
At the end of the week, students will work independently to complete an assessment. These are printed two to a page to save paper!

Answer keys are included.



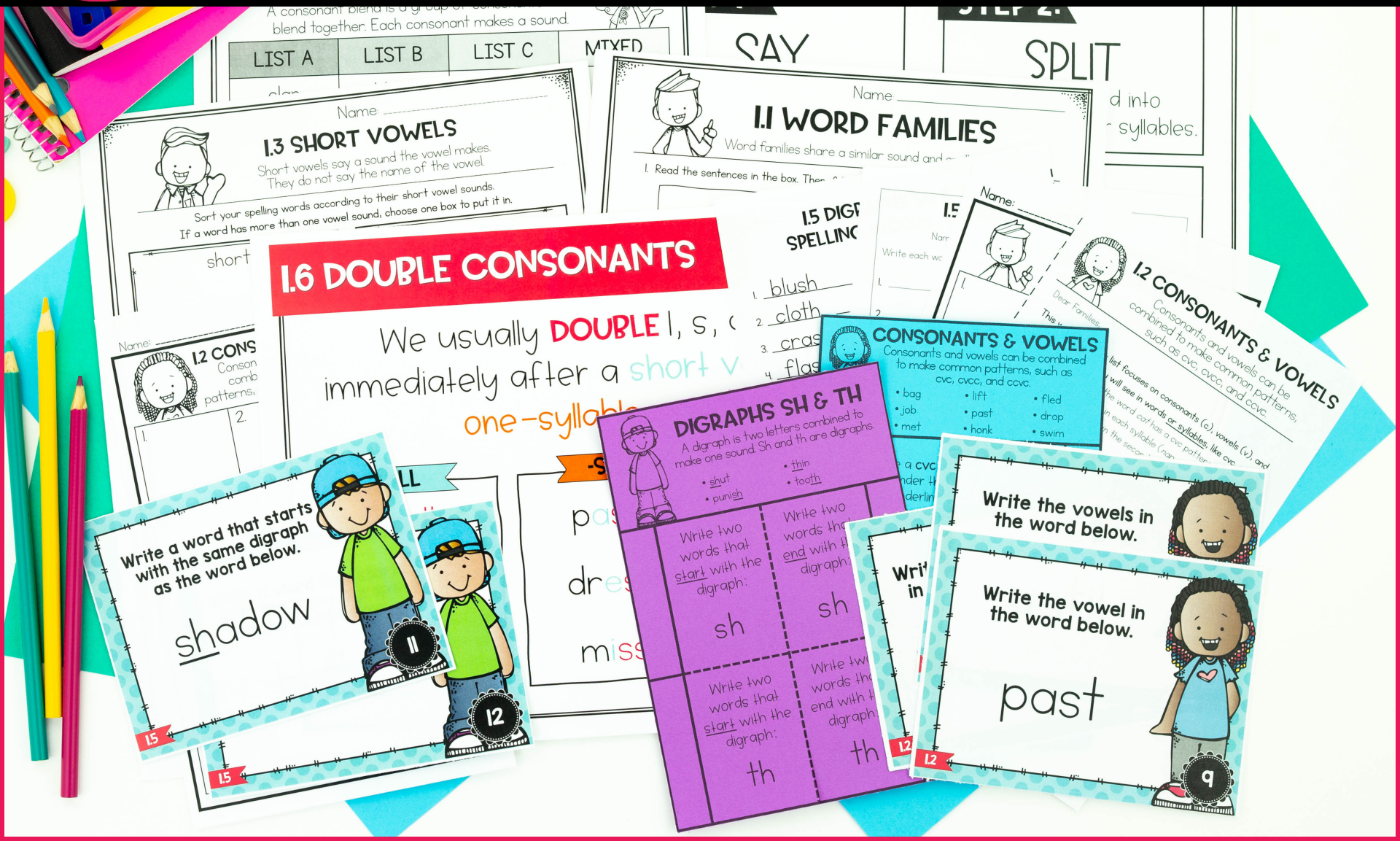
Digital Assessment

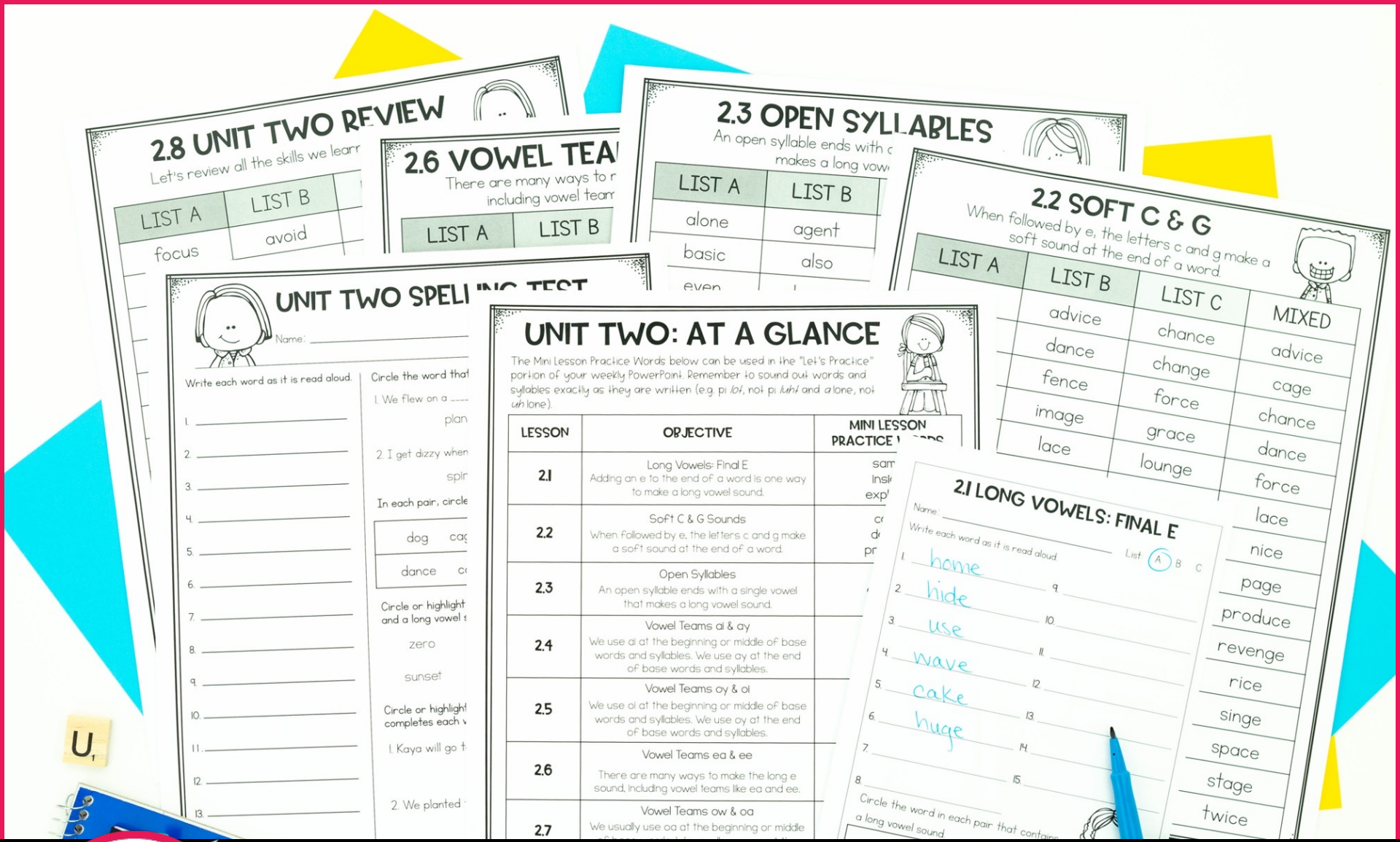
You can also use the included self-grading digital assessment by adding it to your Google Drive and assigning it in Google Classroom!



2nd Grade Spelling Yearlong Bundle

This bundle includes 32 weeks of lessons, flexible enough to be taught even if you don't have a dedicated spelling block.





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

LET'S REVIEW!

Which spelling pattern do you see in the words below? (cvc, cvcc, or ccvc)

jump

risk

1.4 CONSONANT BLENDS

This week, we will focus on **CONSONANT BLENDS** at the beginning and end of words.

slam jump craft

Turn and talk: Tell your partner which consonant blends are in each word.

Not So Wimpy Teacher

LET'S PRACTICE!

Here are some words with these consonant blends.

You probably thought of many more!

mp	st	lk	nd
stamp	best	milk	stand
jump	must	elk	spend

WRAP IT UP!

Turn and talk:

What is a **CONSONANT BLEND**?

Look around your classroom. What words or items do you see with **CONSONANT BLENDS**?

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

1.7 SYLLABLES

The words below have two **SYLLABLES**.
SYLLABLES are parts of words.



1.7 SYLLABLES

dir

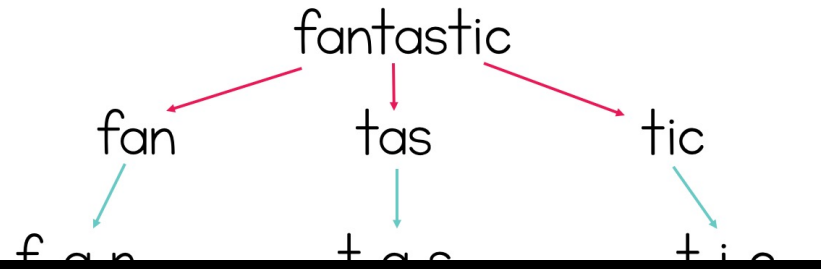
SYLLABLES are single units of speech.
This means you can say t

- Say the words on the left.
- Then, say the words on the right.
- Think about how your jaw moves. Can you tell the difference?

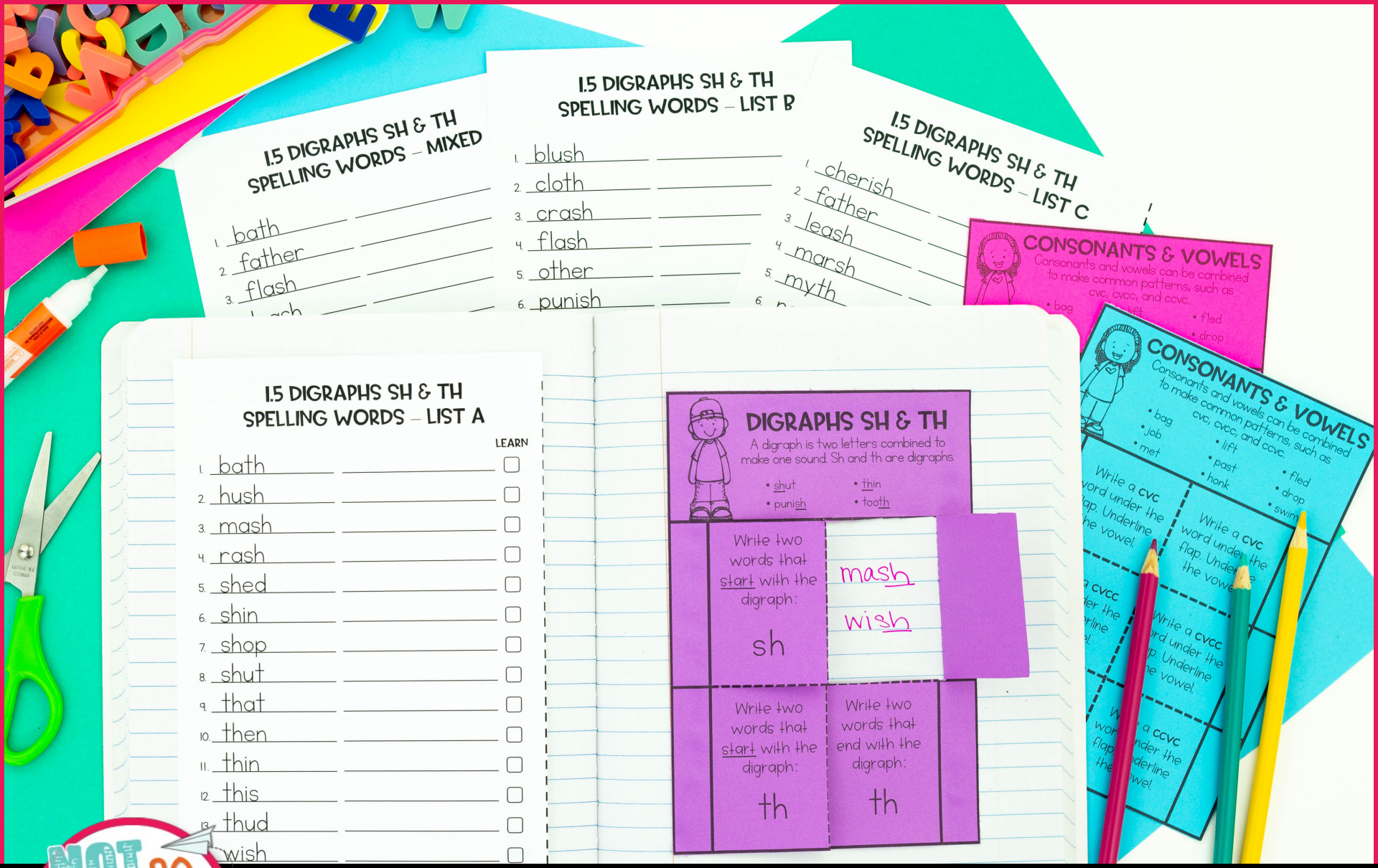
Hint: It can be helpful to put your finger on y
If your chin moves, it's likely

1.7 SYLLABLES

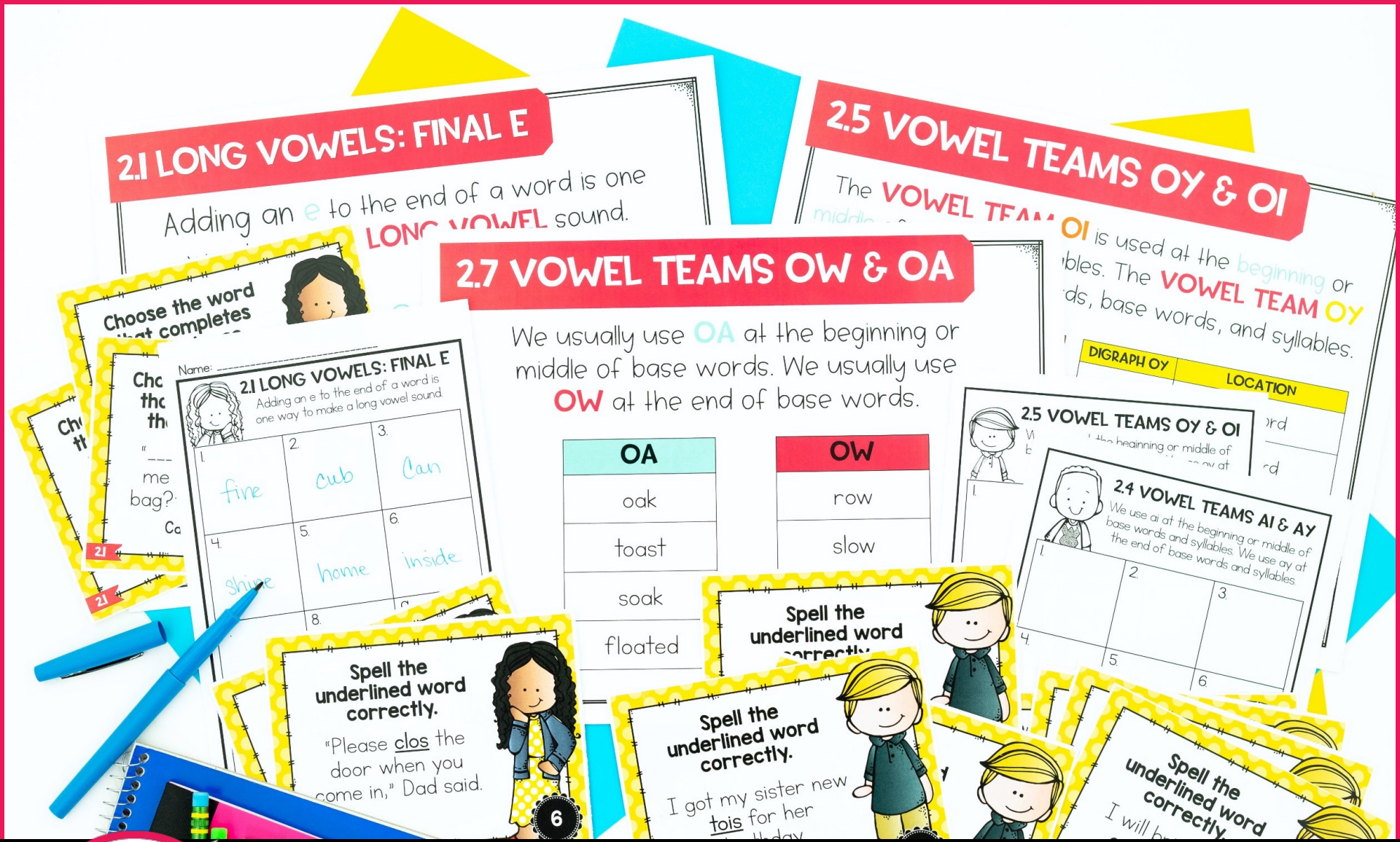
"Fantastic" may seem like a long or hard word to spell, but when we split it into **SYLLABLES** and sounds, it's actually very easy to spell!



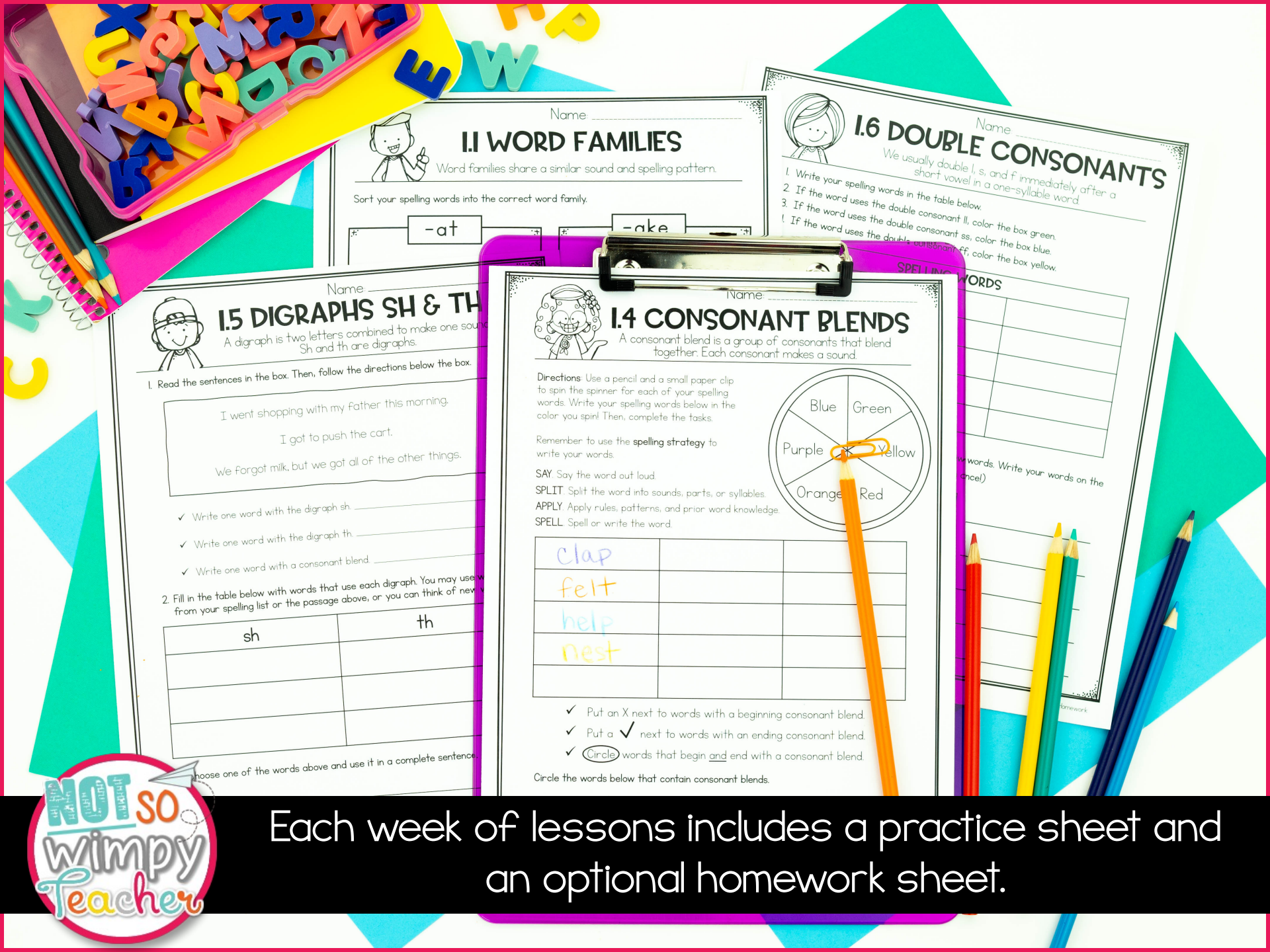
Lessons are concept-based with a focus on understanding common spelling rules and patterns.



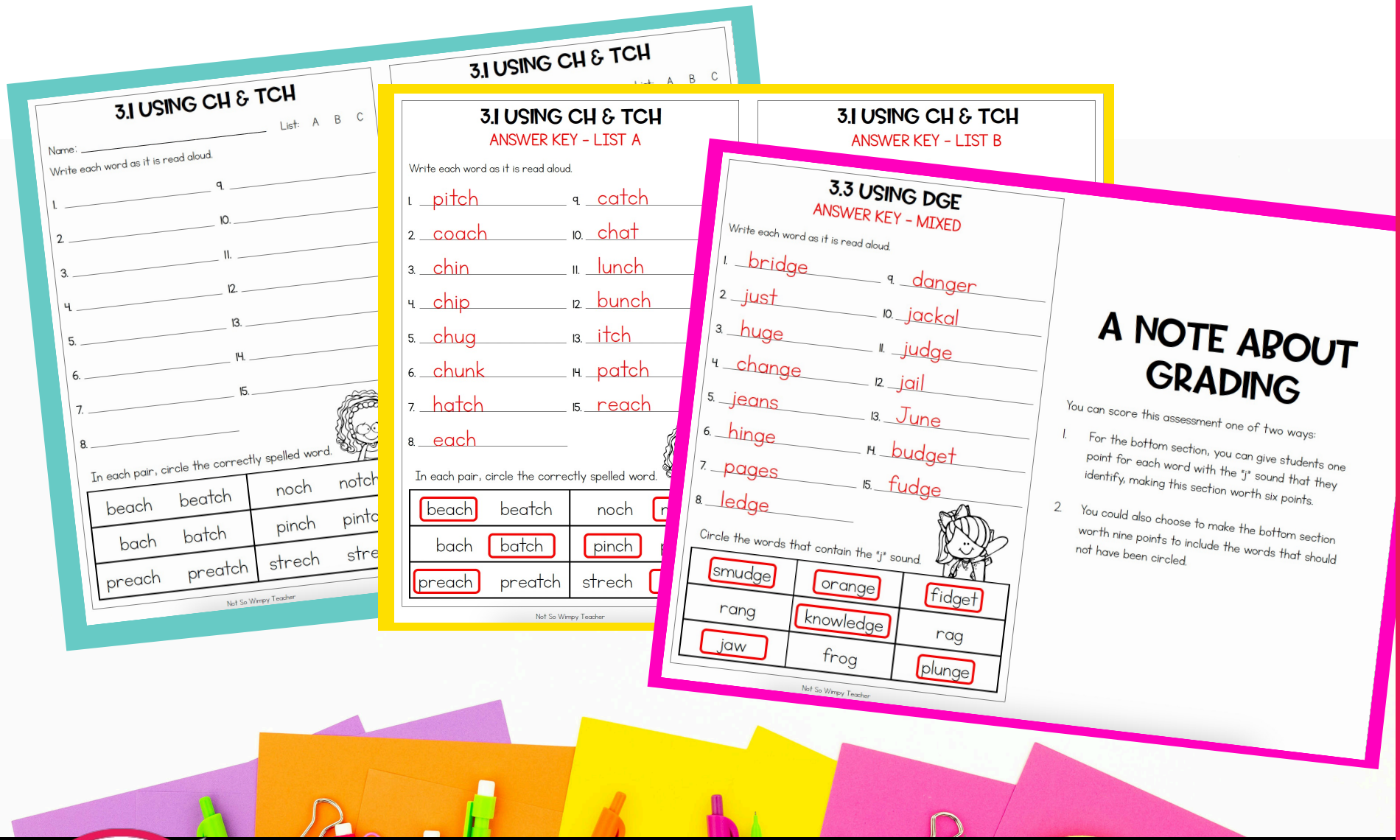
Choose from two interactive notebook activities each week to practice the weekly skill and spelling words.



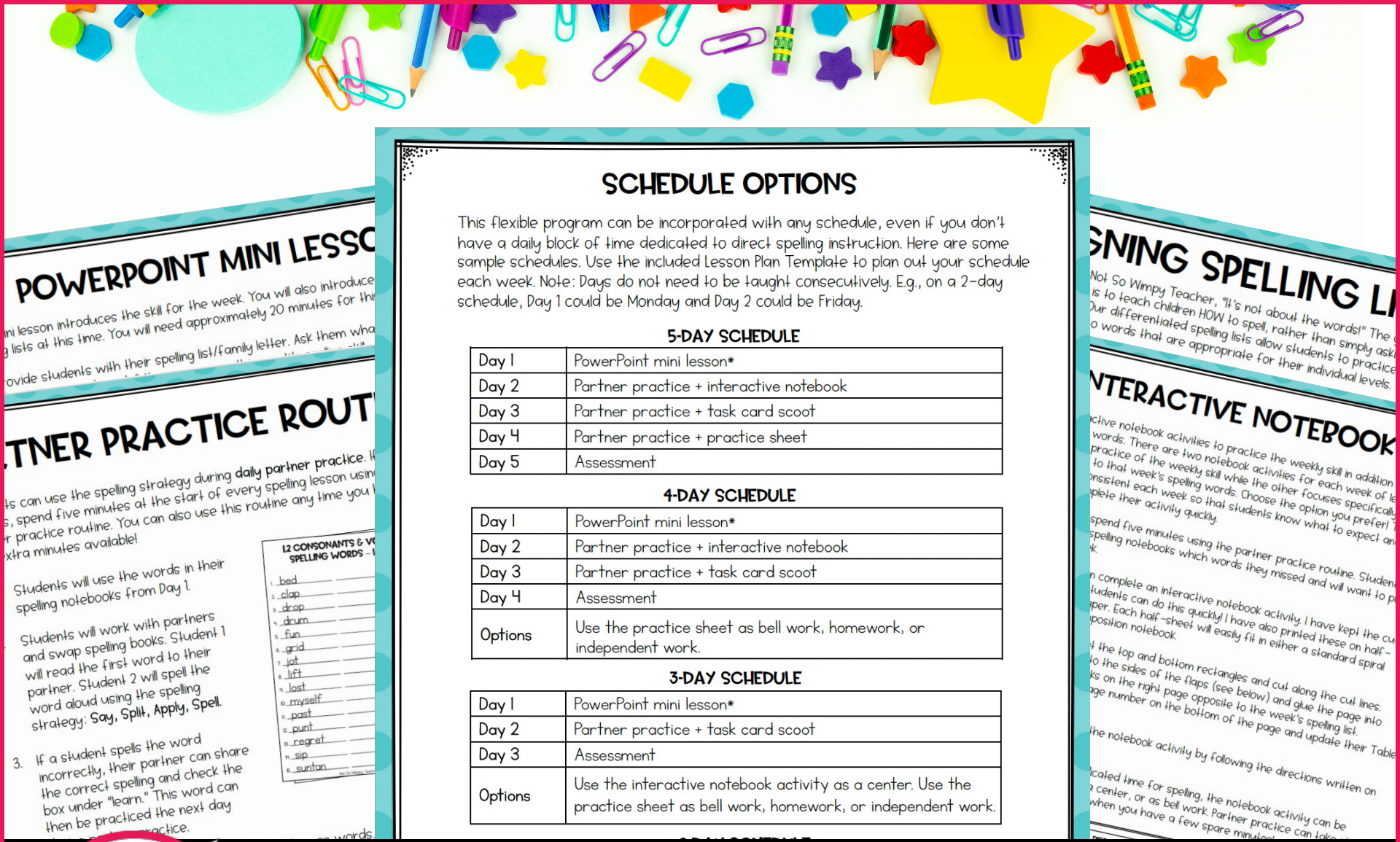
Task cards provide a fun, interactive way to practice spelling words and skills. Use one recording booklet for the whole unit!



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



Included assessments test students on both their spelling list and the weekly skill. Answer keys are included as well!



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

SPELLING UNITS

Unit 1

- ✓ Word families
- ✓ Consonants & vowels
- ✓ Short vowels
- ✓ Consonant blends
- ✓ Digraphs sh/th
- ✓ Double consonants
- ✓ Syllables
- ✓ Review

Unit 2

- ✓ Long vowels: Final e
- ✓ Soft c & g sounds
- ✓ Open syllables
- ✓ Vowel teams: ay/ai
- ✓ Vowel teams: oy/oi
- ✓ Vowel teams: ee/ea
- ✓ Vowel teams: ow/oa
- ✓ Review

Unit 3

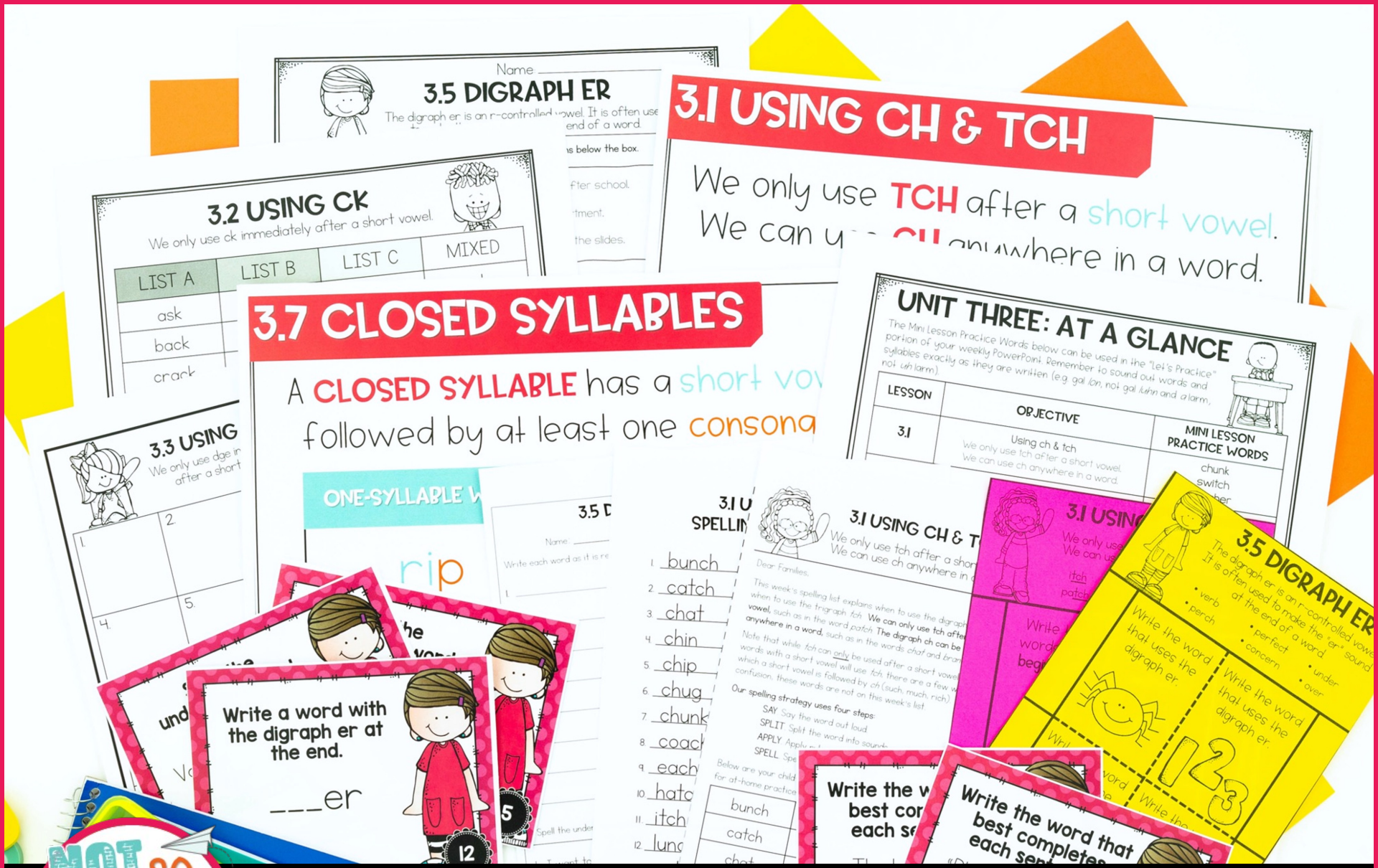
- ✓ Using tch & ch
- ✓ Using ck
- ✓ Using dge
- ✓ Digraphs ar &or
- ✓ The digraph er
- ✓ Digraphs ir & ur
- ✓ Closed syllables
- ✓ Review

Unit 4

- ✓ Word parts
- ✓ Suffixes: 1-1-1 rule
- ✓ Suffixes: Final e rule
- ✓ Suffixes: y to i rule
- ✓ Adding s & es to words
- ✓ Consonant + le words
- ✓ Word families
- ✓ Review



The completed bundle contains 32 weeks of concept-based lessons!



Everything you need to teach 2nd grade spelling in a way that is fun for your students and easy for you!

Not So Wimpy Teacher