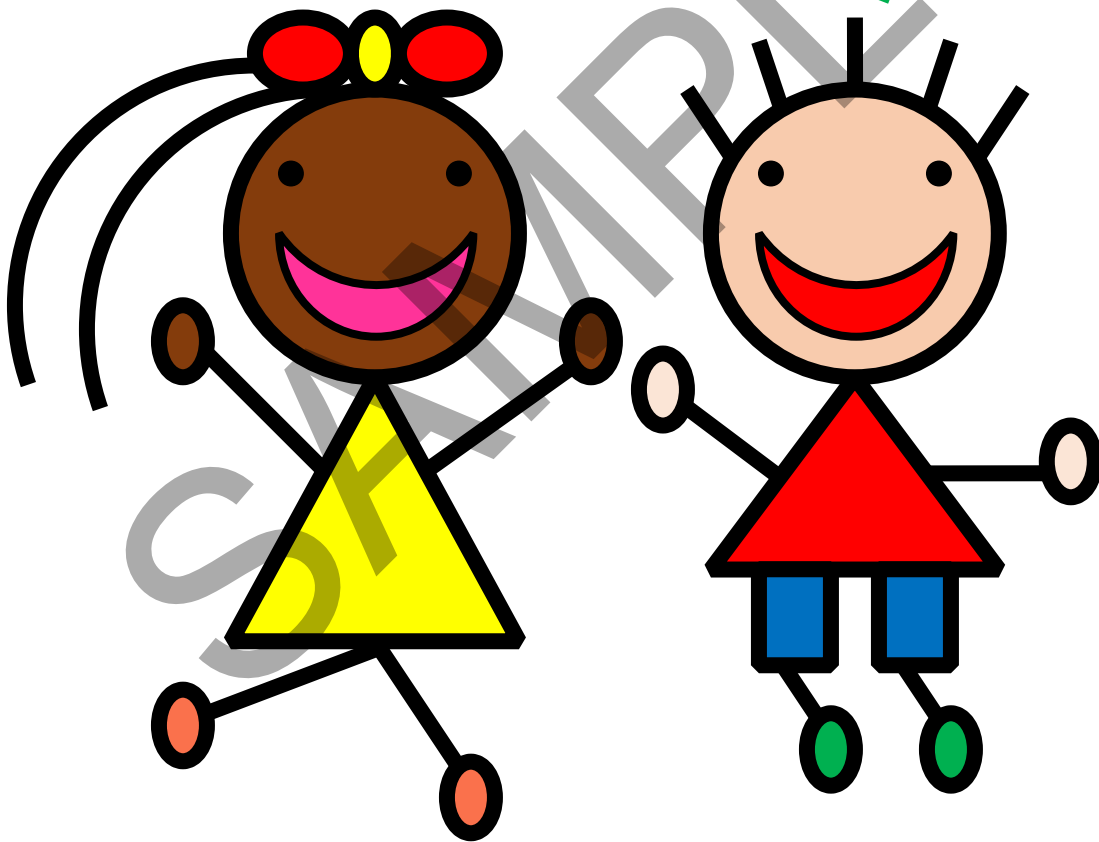


# The Phonics Dance

Dance Lessons  
First Grade Style



Ginny A. Dowd



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## The Phonics Dance Philosophy



In the 1990's, Whole Language had taken over our district and many other districts in our country. For three years our primary students were immersed in meaning and strategy instruction, but were not given any phonics to supplement this training. In 1992, I was hired as a third grade teacher at Kyle Elementary in Troy, Ohio. At that time my third grade students had very little sound sense. The Phonics Dance was inspired by my quest to help them recognize parts of words and the combinations of letters that came together to make a sound that could not be read phonetically. In addition, helping my students decode words such as *neighborhood* or *communication* while they were reading was often a difficult task, especially if a student was not a sight word reader. Many times the curriculum did not dictate that I teach certain diphthongs or digraphs, yet I found a majority of the words I was asking my class to read contained them. If my students were sounding out a word, repeatedly they were doing it letter by letter. It seemed only logical that we should look at words by parts.

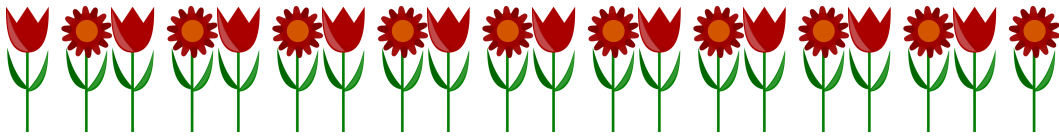
Knowing how young children love to get up and move, I decided to teach EVERYONE in the class the variant sounds kinesthetically. This instruction began early in the third grade year.

The basic premise became this: I cannot teach something in a week and expect it to become part of my classes' thinking process. Repetition, repetition, repetition became the motto of my classroom. Once we were introduced to a variant sound, we reviewed it each and every day of the school year. This allowed the learning process to take place at different times for different children. Some students might immediately recognize that *ow* made its own sound, while other students would need to hear it and work with it over and over again before the light bulb went off and a connection was made. As primary students "dance" their way through the chants and rhymes they start a journey through sound, continually looking for "hunks" and "chunks" that are part of our language. The decoding process is made easy because of the repetition and kinesthetic movement in the learning. Children of all developmental levels benefit from this daily reinforcement.

Phonics Dancing is a spiral approach to language arts. Initially you will see huge gains in each child's writing. As the students in your classroom learn how to "hunk" and "chunk" the carry over into reading will be an easy one. As children become expert decoders their fluency rates increase, and as their fluency rates increase so does their ability to comprehend. The Phonics Dance gives young children six more strategies to use in their journey towards literacy. Dancing all the way, of course!

# The Phonics Dance

## Six Steps to Literacy in the Primary Grades



1. Sound Attack: Daily review and introduction of consonants, short and long vowels, digraphs and variant vowel sounds
2. Word Wall: Daily introduction and review of high frequency words in association with Language Arts concepts
3. Treacherous (Unreliable) Word Training: Teaching the eye to look for big "hunks" and "chunks" and parts of words in the decoding process
4. Creative Writing: Student writing (both fiction and non-fiction) composed on a daily basis in correlation with weekly themes
5. Student/Teacher Conferencing: Revising and editing  
Providing immediate feedback on student writing with emphasis on structure, spelling and punctuation
6. Reading: Daily practice - Guided, independent, choral, or partner reading in correlation with literature that is teacher chosen and / or student selected; coinciding with comprehension lessons





## Beginning of the Year



### First Grade Alphabet Review and Word Associations

"a": Put one hand on the top of your mouth and the other below. As you say the short a sound, pull the hand above your mouth up. Move the bottom hand down.

Chant, "A – a – a! Abby is sad. A – a – a is a!" Then have the class cry, "WAHHHHHHH!"

(Show your muscles when you say the letter a. This will reinforce that it is a long strong vowel sound.)



"b": B – b – b. Baby wants a bottle. Now burp your baby!



"c": C says "cuh". Cat, meow!



"d": D – d – d. I'm a digging dog!

"e": (Hands in motion like a train engine coming down the track) chant, "E – e – e – e – e – e – e – e – e – e – e – e – e". Pointing up in the air chant, "E – e – e – e – e. Eddy loves his teddy, and Eddy loves e!"  
(Show your muscles when you say the letter e. This will reinforce that it is a long strong vowel sound.)



"f": F – f – f. Froggy loves flies!



"g": G – g – g. Goat! Goat! (Sound like a goat when you say this chant. Don't forget to make your goat horns with your pointer and middle fingers.)



Name \_\_\_\_\_

What's my ending?

a - t = at! a - t = at!  c - a - t = cat, cat, cat!

consonants

s	c	f	t	d
---	---	---	---	---

vowels

a	e	i	o	u
---	---	---	---	---

Can you write the word I say?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

"at" detectives at work!

an at ag at at at ap as at

Be an "at" detective! Every time you see at, underline it! Say the sound. Then read the word!

at

cat

bat

hat

Name \_\_\_\_\_ Here comes super  
silent e! Make it long and make it strong! (When you write a word, draw a cape on your  
super silent e! Draw the long vowel symbol over the long strong vowel. Underline the ending.)

ake      ike

Can you write the word I say?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Can you read these words?

•  rake      make      bake

•  bike      like      Mike

What ending do you hear in the word I say?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Draw a bike and a cake on Super Silent e's cape.



Name \_\_\_\_\_

What's my ending?

_____an	_____en	_____in	_____un
---------	---------	---------	---------

Can you write the word I say?

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_

Can you read these words?

• Ben      ten      men



• win      spin      pin



• bun      fun      bun



• tan      van      pan



What ending do you hear in the word I say?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Name \_\_\_\_\_

What's my ending?

____ast	____est	____ust
---------	---------	---------

Can you write the word I say?

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_

Can you read these words?

• last

fast

cast



• test

vest

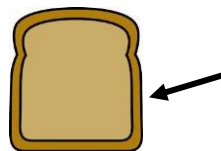
nest



• must

bust

crust



What ending do you hear in the word I say?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Name \_\_\_\_\_

What's my ending?

Here comes super silent e! Make it long and make it strong! (When you write a word, draw a cape on your super silent e! Draw the long vowel symbol over the long strong vowel. Underline the ending.)

ake	ike	oke
-----	-----	-----

Can you write the word I say?

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

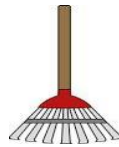
3. \_\_\_\_\_ 6. \_\_\_\_\_

Can you read these words?

• take

brake

rake



• Mike

spike

bike



• woke

poke

smoke



What ending do you hear in the word I say?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



# The Haunted Alphabet



To be chanted the whole month of October



"a": A – a – a. is abracadabra! A – a – a is A!



"b": B – b – b. Black bats, BOO!



"c": C says cuh. Cats love candy on trick or treat night! Meow!



"d": D – d – d. Dracula Dog! Woof! (After you say, "Woof," pretend to bite your arm.)



"e": (Hands in motion like a train) E – e – e – e – e – e – e – e. (Pointing in the air) E – e – e – e – e. Eddy loves his teddy! And Eddy loves e! (Our teddy bears help us feel safe when we get scared by spooky costumes on Halloween night!)



"f": F – f – f. Frankenfrog! Frankenfrog! Rib-bit! Rib-bit! Rib-bit!



"g": G. Ghost! BOO!



"h": H – h – h. Happy Halloween!



"I": i - dot it! I - dot it! i – i – i! Iggy loves her wicked witch's wiggy and Iggy loves i!



"j": J – j – j. Jumping jack-o-lanterns!



"k": K – k – k. Kissing kangaroos love Hershey's Kisses! (Don't forget to take a pretend bite of that Kiss!)



"l": L – l – l. Lions love lllipops. Lick!



"m": M – m. Mean Monster! (Don't forget to sound mean and scary!)

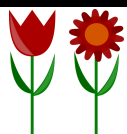


# The First Grade

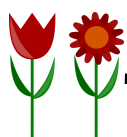


## Alphabet

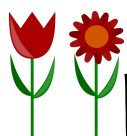
November until the end of the year



Simply point to each letter and have your first grade class say each sound.



Take away all of the word associations. Only move to the vowels.



Don't forget to show your long, strong muscles as you say the name of each vowel.





## Questions about "Hunking and Chunking"



When do I start the Phonics Dance and the Art of Hunking and Chunking? First and second grade teachers will begin introducing two hunks and chunks a week on day eleven of word work. The first ten days focus on the daily alphabet review, and working with onsets and rimes (phonograms).



What are "hunks and chunks"? "Hunks and chunks" are the terms referring to letter combinations that make up variant vowels, r-controlled vowels, digraphs and diphthongs.



What is "hunking and chunking"? "*Hunking and chunking*" is a decoding strategy. Hunking and chunking trains the eye to look for letter combinations and their sounds in words. This allows your students to concentrate on parts of words rather than individual sounds and letters. (Both hunking and chunking are used synonymously.) We can hunk and chunk a hunk and chunk by simply circling the letters that come together to make a sound you can't sound out. This lets the brain know that it cannot sound out a word by looking at just the letters. It has to think about the new sound the letter combination will make.



How do students "hunk and chunk"? Word work gives students the opportunity to "hunk and chunk", and become word detectives, by circling *Phonics Dance* letter combinations (hunks and chunks) that are being written and read. These letter combinations are the variants that are in the majority of the words we ask our kids to read. By circling the hunk and chunk, we allow the eye to look at more than one letter at a time, and to concentrate on a specific sound that combinations of letters make. It helps a class see a word in parts rather than individual letters.

# The Phonics Dance Hunk and Chunk Chants



sh: S - h! Sh, sh, sh! S - h! Sh, sh, sh! (Put your finger to your lips and make the sh sound as you say the sh sound three times.)



ch: (It's time to do the chicken cha cha dance!) C - h! Ch, ch, ch! (Flap your arms to resemble chicken wings.) C - h! Ch, ch, ch! (Cha cha down). (Let's dance!) Cha Cha Cha Cha Cha! Bock! Cha Cha Cha Cha Cha! Bock!



th: Point to the linking card and say, "This is a thorn, and that is a thistle." (Chant the hard th first.) T - h! Th, th, th! (As you say the hard th, think this and that.) Repeat saying the soft th. T - h! Th, th, th! (As you say the soft th, think thorn and thistle.)



ow: O - w! Ow! There's a cow going down, d - o - w - n! That's the way to get down! Oh, yeah! (Make the letter o with your right hand and the letter w with your left hand. Hit them together as you say the letters o - w).



ou: O - u! Ou! O - u - t! O - u - t! Get out of here you bumble bee. O - u - t. Out! Out! Out! O - u - t. Out! Out! Out! (Make the letter o with your right hand and the u with your left hand. Hit them together as you say the letters o - u).



ar: Car. Car. C - a - r. You stick your arm in a jar of stars. (Pretend to put your arm in a jar.) A - r. Ar, ar, ar! A - r. Ar, ar, ar! (As you chant the ar sound three times try to sound like a pirate and cover one eye to represent a pirate's eye patch.)

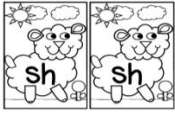


or: O - r! Or, or, or! O - r! Or, or, or! I want more fish! (Put your hands in the air and clap three times like a seal as you say the or sound. Then point to yourself as you chant, "I want more fish!" Finally, pretend to take a bite out of a fish's body.)



ink: I - n - k! I - n - k! Ink, ink, ink! I don't drink pink ink. That would stink! (Point to yourself each time you say the letter i.)

Name \_\_\_\_\_



Sh! Sheep love the quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

fish

dish

swish

squish

Does the word I say have the "sh" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



Sh! Sheep love the quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

fish

dish

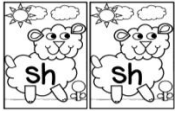
swish

squish

Does the word I say have the "sh" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



Sh! Sheep love the quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

ash

mash

flash

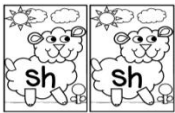
shop

ship

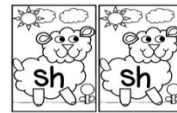
Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



Sh! Sheep love the quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

ash

mash

flash

shop

ship

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



C-h! Ch, ch, ch! Let's chicken cha cha!



ch, ch, ch, ch, ch, ch, ch, ch

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

munch

crunch

bunch

punch

Does the word I say have the "ch" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



C-h! Ch, ch, ch! Let's chicken cha cha!



ch, ch, ch, ch, ch, ch, ch, ch

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

munch

crunch

bunch

punch

Does the word I say have the "ch" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



C-h! Ch, ch, ch! Let's chicken cha cha!



ch, ch, ch, ch, ch, ch, ch, ch

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

match      batch      patch      |      chip      |      chop

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



C-h! Ch, ch, ch! Let's chicken cha cha!



ch, ch, ch, ch, ch, ch, ch, ch

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

match      batch      patch      |      chip      |      chop

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



sh, ch, sh, ch, sh, ch, sh, ch



1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

much    such    |    hush    blush    |    chip    ship

Does the word I say have the "sh" or "ch" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



sh, ch, sh, ch, sh, ch, sh, ch



1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

much    such    |    hush    blush    |    chip    ship

Does the word I say have the "sh" or "ch" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



Name \_\_\_\_\_



O-r, or, or, or! I want more fish!



or, or, or, or, or, or, or, or, or

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

or for more store shore

Does the word I say have the "or" or "ar" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



O-r, or, or, or! I want more fish!



or, or, or, or, or, or, or, or, or

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

or for more store shore

Does the word I say have the "or" or "ar" hunk and chunk?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



## Beyond the Hunks and Chunks

### Extension Lessons and Worksheets

After your class has been introduced to and had an opportunity to review each of the hunks and chunk families, these extension lessons will be the word work that coincides with the Phonics Dance for the remainder of the year. You get to choose the language arts concepts you will play.



Remember NEVER stop chanting the alphabet or the Phonics Dance. They must be done each and every day. You can find videos and mini-tutorials for these chants on the Phonics Dance YouTube site.



old: pages 199 - 201

I don't know what you've been told! O – L – d is old! Old! Old!



ill and ell review: pages 202 - 205



Plurals: pages 206 - 213

Add s or es. Drop the y! Add ies! Irregular Plurals (We call these silly plurals.): Silly plurals don't have e-s or s. Do you know what they are or will you have to guess? Examples: mice, children, feet, teeth, sheep, fish



Drop the y! Add i-e-d! pages 214 - 215

(Example: hurry becomes hurried)



Soft C and Soft G: pages 216 - 225

Smarty, smarty a, o, u. When you see c what will you do? Cuh!

(C makes the "c" sound when it comes before the letters a, o, and u)

Silly, silly i and e. How will you say the letter c? SSS!

(C makes the "s" when it comes before the letters i or e)

Example of soft "c" words: *city, cent, citizen, circle, cider, civil, center, cell, cellar, center, centimeter, circus, cement, December, certain*

Hard g: Smarty, smarty a, o, u. When you see c what will you do?

Guh! (*G makes the "g" when it comes before the letters a, o, and u.*)

Soft g: Silly, silly i and e. How will you say the letter g? J! J! J-

J-J-J! J! J! J-J-J-J! (*G makes the "j" when it comes before the letters i or e.*)

Example of soft "g" words: *giant, gentle, germ, gem, general, ginger, giraffe* \*\*\**G makes the silly "j" when it comes before the letters i or e. G is smart and says "g" when it comes before the letters a, o, and u.*



Consonant clusters or hunk and chunks? Pages: 226 - 228



Ea makes long e. Ea makes short e. Ear makes a long vowel or the er sound: Pages 229 - 237

Sorting words with the ea hunk and chunk / both short and long vowel sounds.

Examples of words with the e-a short vowel sound: *bread, instead, already, read, dread, heavy, lead, breath, deaf, ready, meant, health, thread, and head.*

E-a-r is ear, ear, ear! But sometimes it's er, er, er!

Examples of words with the e-a-r as an r-controlled vowel: *earth, early, pearl, learn, search, heard, and earn.*

E-a-r as a long strong vowel: *ear, tear, dear, fear, hear, near, gear, and rear.*



See word list section for more words relating to this concept.



Super Silent e and ck at the end of a root word review:  
Pages 238 - 245



Mystical Magical Y: pages 246 - 248

Mystical Magical y at the end of a word says long e or i!



Adjective, Noun, Verb review: pages 272 - 274

The adjective! The adjective! Describes the noun! Describes the noun!

Person, place, animal thing! Something you can touch! A noun!

A verb! A verb! You do it! Do it! do it!



ink, ank, and unk: pages: 275 - 277

I - n - k! I - n - k! Ink, ink, ink! I don't drink pink ink! That would stink!

A - n - k! A - n - k! Ank, ank, ank! I'm diving in a tank!

U - n - k! U - n - k! Unk, Unk! Skunk!



ing, ang, ung: pages 278 - 280



atch and itch: pages: 281 - 285

C - a - t - c - h! Catch the cat! Catch the cat!

I - t - c - h! I have an itch! I - t - c - h! I have an itch!



Possessives: pages 286 - 291

Possessive! Possessive! What's that you have? Possessive!

Possessive! What's that you possess? You can show me what it is with an apostrophe s!



Pronouns: pages 292 - 294

I'm a pronoun! I'm a little word that takes the place of a noun!



dge and ture: pages: 295 - 299

D - g - e! What's that you say? Why have three letters to just say j?

T - u - r - e! That creature has nice features!

Name \_\_\_\_\_



Silly Plurals don't have e - s or s.



Do you know what they are or will you have to guess?

Singular

Plural

1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_

leaf leaves | elf elves | sheep sheep

Is the noun I say a silly plural or does it have s or e - s?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



Silly Plurals don't have e - s or s.



Do you know what they are or will you have to guess?

Singular

Plural

1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_

leaf leaves | elf elves | sheep sheep

Is the noun I say a silly plural or does it have s or e - s?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_

Silly, silly i and e. How will you say the letter c?  
Smarty, smarty a, o, u. When you see c, what will you do?

I hear c! 

I hear s! 

1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_

cupcake cone castle | prince princess centimeter

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_

Silly, silly i and e. How will you say the letter c?  
Smarty, smarty a, o, u. When you see c, what will you do?

I hear c! 

I hear s! 

1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_

cupcake cone castle | prince princess centimeter

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_



un = not



You take a root word, put the prefix before.  
Who's that knocking on the root word door?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Bracket the root word. Box the prefix.

**undo**      **unlike**      **unkind**      **unwrap**

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Name \_\_\_\_\_



un = not



You take a root word, put the prefix before.  
Who's that knocking on the root word door?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Bracket the root word. Box the prefix.

**undo**      **unlike**      **unkind**      **unwrap**

Word Wall Fun!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

You take a root word, put the suffix at the end.  
That makes sending instead of send!

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Bracket the root word. Box the suffix.

playing   staying   praying   |   played   stayed   prayed

What suffix do you hear at the end of the root word?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

-----

Name \_\_\_\_\_

You take a root word, put the suffix at the end.  
That makes sending instead of send!

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Bracket the root word. Box the suffix.

playing   staying   praying   |   played   stayed   prayed

What suffix do you hear at the end of the root word?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Name \_\_\_\_\_

You double it! You double it!

Add i-n-g, if you have a wimpy vowel and ONE consonant!



Double it!



No, don't double it!

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

skip   skipping | jump   jumping | turn   turning

Should I double the consonant in the word I write?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Name \_\_\_\_\_

You double it! You double it!

Add i-n-g, if you have a wimpy vowel and ONE consonant!



Double it!



No, don't double it!

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

skip   skipping | jump   jumping | turn   turning

Should I double the consonant in the word I write?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

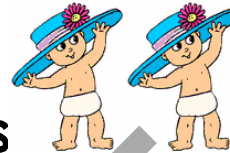
Name \_\_\_\_\_

Possessive! Possessive! What's that you have?  
Possessive! Possessive! What's that you possess?  
You can show me what it is with an apostrophe s!

a baby's hat



two babies



1. A toy of a boy is a \_\_\_\_\_.

2. A bike of a girl is a \_\_\_\_\_.

3. A bark of a dog is a \_\_\_\_\_.

4. A fin of a shark is a \_\_\_\_\_.

5. A hat of a cowboy is a \_\_\_\_\_.



Listen to the sentence I say. Do you hear a  
possessive or a plural?

Write 's for the possessive or s for the plural.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

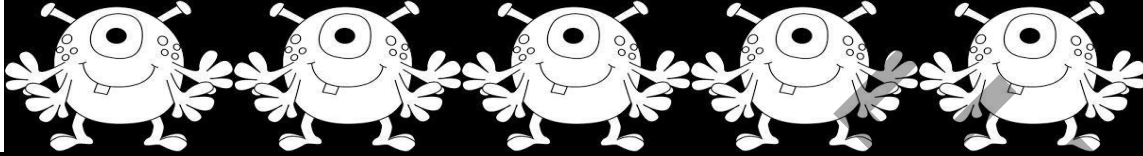
 **Word-o!** 

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

# Monster Words

## What are Monster Words?

Monster words are the basic sight words that students just have to know. Even if you are hunking and chunking and looking for parts of the word you know, it is impossible to sound them out, Monster Words have chants that help the class remember the correct spelling. Place these cards at the bottom of the Word Wall letter they coincide with. (The Word Wall Monster Cards that coincide with these chants can be found in the supplemental section in the back of the manual)



1. again: A-g-ain, and again and again and again!
2. and: A-n-d and again and again!
3. animal: A-n-I-m-a-l. I am an animal!
4. bear: B-e-a-r. Bear! bear!
5. because: Sing the letters to the tune of *Twinkle, Twinkle Little Star*. B-e-c-a-u-s-e. Because, because, it's cause with be!
6. before: B-e-f (pause) ore. Don't forget that e!
7. buy: B-u-y. You buy it. U buy it!
8. can: C – a – n. Can! Can! Can! C – a – n! Can! Can! Can!
9. can't: C-a-n. Apostrophe –t.
10. catch: C-a-tch. Catch the cat! Catch the cat!
11. come: C-o-me. Come to me!



# Vocabulary: The Decoding Process



## Building the Word Detective Agency

If you don't know a word automatically, what can you do?



Always look for the hunk and chunk first! Can you find a hunk and chunk? Circle it. If a word has more than one hunk and chunk, circle all of them you see.



Does the word have a familiar rime? Underline it.



Can you find any consonant clusters (blends)? Underline them.



Can you find words within words? Underline them.



Does the word have a Super Silent e? Draw a cape on the e. Place the long vowel symbol over the vowel. Underline the common ending.



Does the word have a mystical magical "y" at the end? Cross out the Y. Write an e with a long vowel symbol or a capital I above the Y.



Does the word have a root word? Bracket it.



Does the word have a prefix? Box it.



Does the word have a suffix? Box it.



Can you do a slide? Cover the word with your finger. Pull your finger away so you only see the first two or three letters. Start sounding the word out. Then slowly uncover the rest of the letters. As you do, look for parts of the word you know.



Did you get your mouth ready to say the first sound?



Remember: No Lazy Eye Syndrome! Look at that whole word!

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