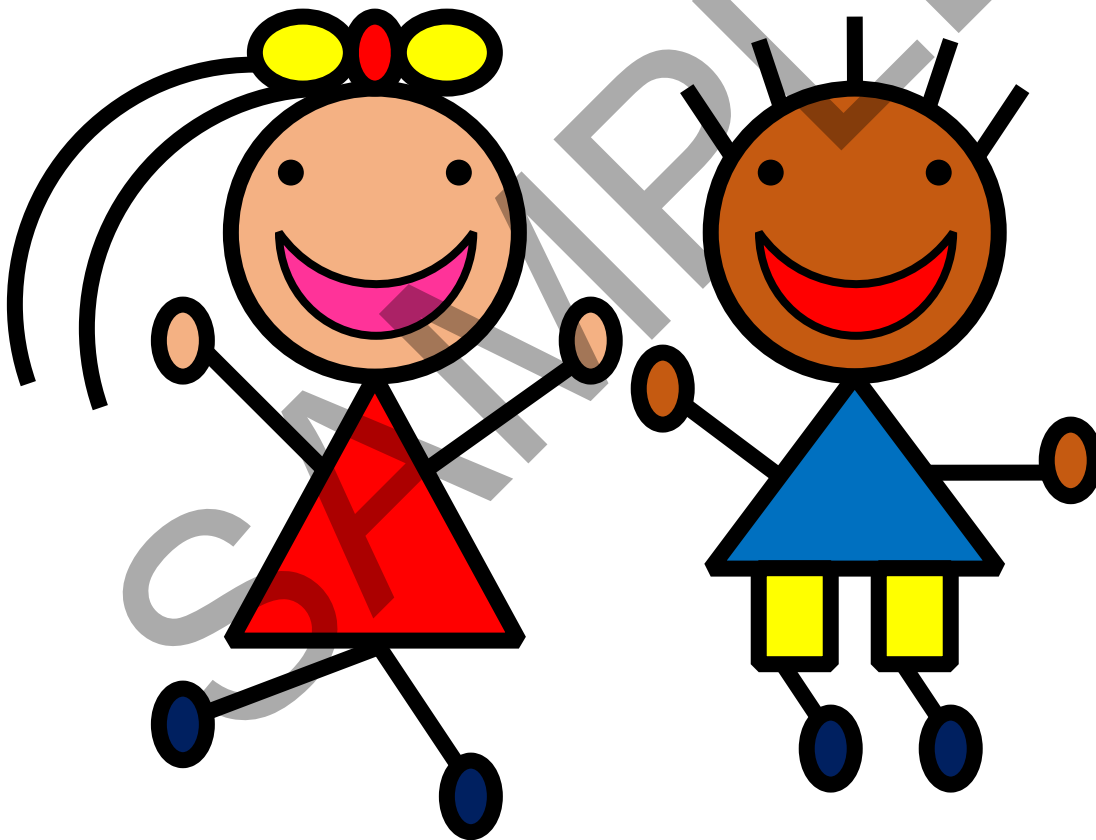



# The Phonics Dance

## Dance Lessons k -2 Style



Ginny A. Dowd

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## Hunk and Chunk Remedial Lessons

sh, ch, and combined review  
 ing, all, and combined review  
 ar, or, and combined review  
 oo (school), oo (book),  
 and combined review  
 ow  
 th and combined review sh, th, ch

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## Advanced Lessons

sh, ch, th, and combined review  
 ing, all, and combined review  
 aw  
 ar, or, and combined review  
 oo the bully brothers (book)  
 oo (school)  
 and oo (school) and oo (book)  
 combined review  
 ew, u-e, and combined review  
 ou, ow, and combined review  
 ea, ee, and combined review  
 oa and ow, as long o  
 ace, ice, and combined review  
 oi, oy, and combined review  
 ink and ank  
 ay, ai, eigh, and combined review  
 igh and ight  
 ir, ur, er, and combined review  
 wh: The Question Words  
 kn and wr combined review  
 ph  
 ion  
 tion and sion  
 ui and combined oo, ui, ew review  
 au, aught, ought, and aw, au,  
 aught, ought combined review  
 ed at the end of a root word

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Chants and Lessons  
 old  
 ell - ill  
 The Plurals s, es, and ies

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# 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 ~ 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.

# Let's get started!



## Step 1: Let's build a classroom phonics community!

Choose the first 2 to four letters you will teach your group. These will be the chants you will do for the first week. Tell your students you are going to cast a spell on them that will help them learn the letters and sounds in the alphabet. Take your magic wand and cast your spell by tapping on the top of the sprinkle container and saying the magic chant. Next, put a few sprinkles in each student's hand. With their empty hands, have them cast their own spell over the magic sprinkles. As they wave the hand with nothing in it over the hand with the sprinkles chant together, "I am smart! I am smart! I am smart!" Then, at the same time the whole class eats their sprinkles.



## Step 2: Let's chant!

Now it's time for the alphabet chant. (Use your magic wand to point to each letter.) For example: If you are starting with the letter A ~ touch the letter A and say, "A - a - a. Abby is sad! A - a - a is A!"

Then have the class cry like Abby, by saying, "WAHHHHHHHH!" Touch the letter B and say, "b - b - b is baby, baby! b - b - b is B!"

Now it's time to become a C expert. Touch the letter C and say, "C says Cuh! C says Cuh. c says Cuh! Cat! Meow!"

Touch the letter D and say, "D - d - d. I'm a digging dog! D - d - d. I'm a digging dog! D - d - d is D!"

As we say most of the letter names, we point to different kids in the class to show them we are experts at that letter.



## Step 3: Let's say the letter names!

You want to show the importance of the letters that are not being chanted. To do this, touch the letters in the alphabet you are not chanting and simply say their names. For instance, point to the picture of the frog and say, "f." Point to the picture of the goat and say the letter g. Continue this process through the entire alphabet. This shows the class the one to one correspondence of each letter and its name. (Refer to the Phonics Dance audio CD for the kindergarten chant.)





#### Step 4: Each week add to the chant!

At the start of each new week decide whether you would like to add one, two, three or four new chants to your alphabet. Don't forget to put the chant card under the new letters you are chanting. This routine gives your class the chance to be exposed to letters you have not yet taught. By the time you do teach a specific letter that you have been chanting, your class will be familiar with it.

## Helpful Hints



If you do not teach the letters in sequential order (a, b, c, d), start with the first four letters your curriculum dictates. For example: m, s, b, t. Point to the letter a and say its name. Have your class say the chant for letter b. Continue to point to each letter of the alphabet, saying only its name until you get to the letter m. Your class will say its chant. Continue to point to each letter of the alphabet, saying only its name until you get to the letters s and t. Say the chants for both letters. Finish the alphabet walk by pointing and saying the names of the remaining letters. Directions for the alphabet walk can be found on page 417.



The word associations match to the pictures of your alphabet.



The whole class points to someone in the classroom as they say the consonants, EXCEPT for the letters t, v, w and y. They will make these letters with their fingers, arms and hands.



Always show your muscles when you say the names of the long strong vowels!



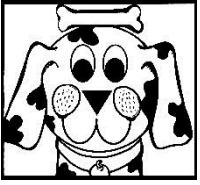
#### Step 5: We know all the letters - now what?

Once your class has mastered the entire alphabet you will reinforce the sounds each day by switching to the **Mid-Year Alphabet Chant**.



For the Mid-Year Alphabet Chant the class will no longer be saying the letter names. They will say sound and word association for each letter one time. It is fast and fun, and it also allows students to continue to move to the vowels and hear the consonants.

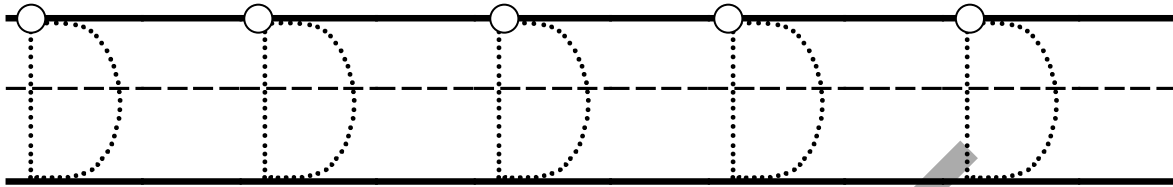




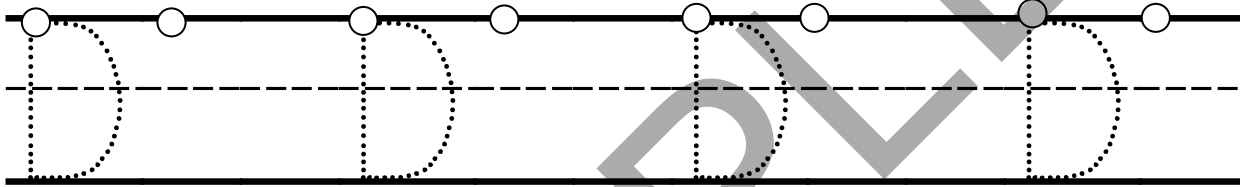
Name \_\_\_\_\_

D - d - d! I'm Dizzy the digging dog!

Big D is a capital letter. Trace.



Dizzy the digging dog wants you write capital D!

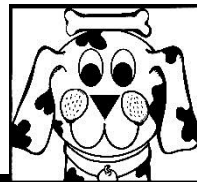
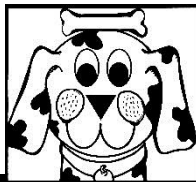


Letters and Alphabet Fun!

Circle little d in purple and big D in pink.

Say its sound each time you trace it!

D d D D d d d D



Special names start with capital letters. I'll say a word that starts with the d sound. Dizzy the digging dog wants to know if you need a capital D or a lower case d. Write it on the line!

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

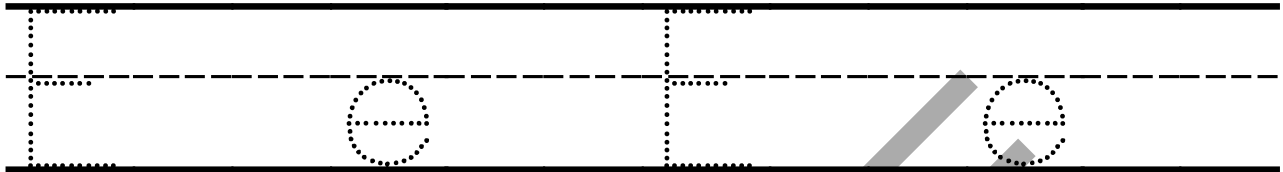


Name \_\_\_\_\_

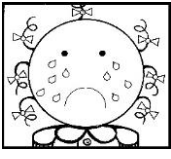
Eddy loves his teddy and Eddy loves e!

Follow Eddy's pattern!

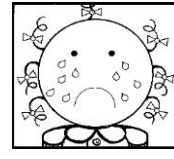
Trace the letter. Then write it on your own!



Listen carefully! What vowel sound do you hear? Fill in the blank with an a (Abby's favorite sound) or an e (Eddy's favorite sound). Remember your motions!



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



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

5. \_\_\_\_\_ 6. \_\_\_\_\_

Look at the letters below!

I will say a letter sound or a letter name.

Find it and color it in the color I say!

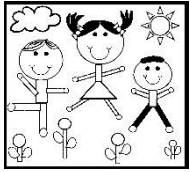
b

a

d

e

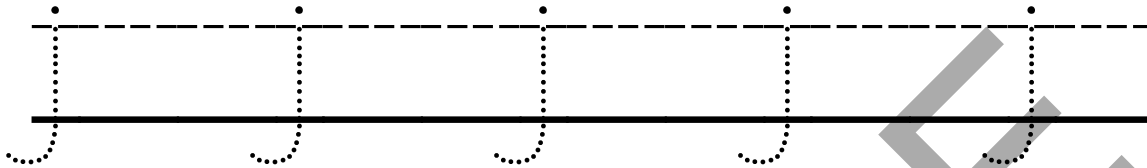
c







Name \_\_\_\_\_

J - j - j! Jumping, jumping, jumping!

Little j is lower case. Follow the pattern! Trace the letter. Then write it on your own.

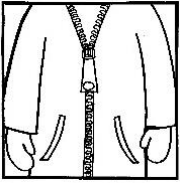


First find lower case j and circle it in pink. How many times do I want you to jump? Let's read what the sentence says to see how many times we can jump! Touch each word! Do you see the pattern?

1.  I can jump 2 times. I did it!
2.  I can jump 5 times. I did it!
3.  I can jump 8 times. I did it!
4.  I can jump 10 times. I did it!

Does the word I say have a j or a g sound?

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



Name \_\_\_\_\_

# Z - z - z is zipper! Zip!

Little z is lower case! Trace.



Follow the pattern! Trace the letter. Then write it on your own.



## Letters and Alphabet Fun!

I can circle little z in green.

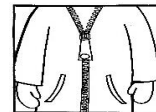
Each time you circle the letter say its sound!

W Z S Z O Z Z m z

Sentences are made of letters, words, and sentence stoppers!

Circle lower case z in green. Let's read!

You asked me a question. Where's your question mark?



Can you zip your zipper?

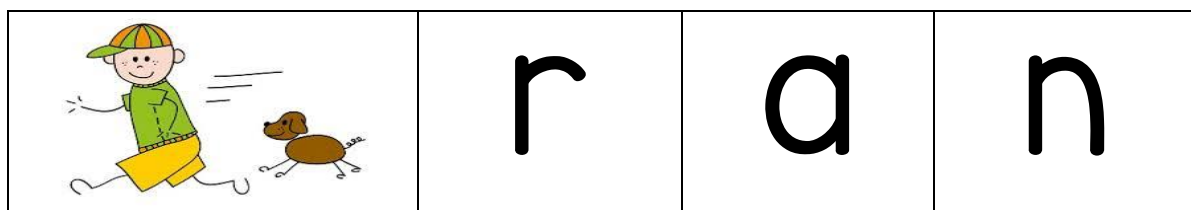
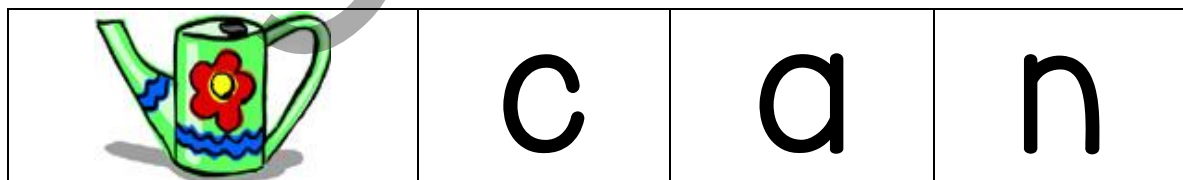
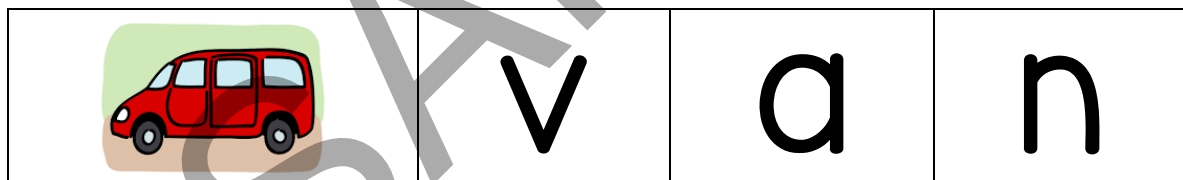
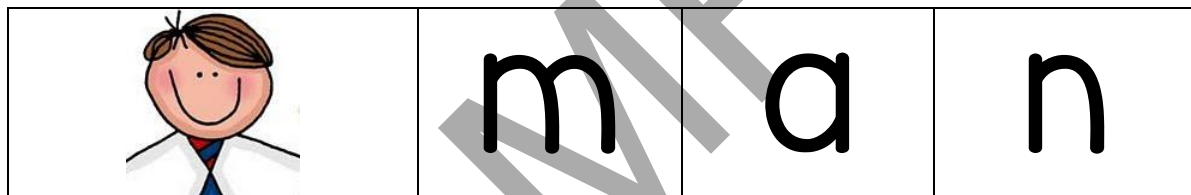
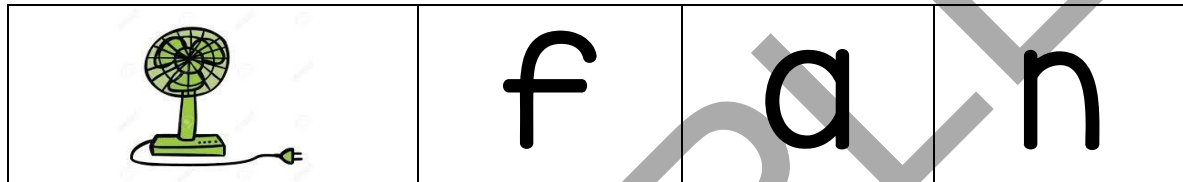
Circle and write your answer! Yes, I can! No, I cannot!

\_\_\_\_\_

Name \_\_\_\_\_

Let's segment!

1. Look at the picture. Say its name.
2. Touch each letter and say its sound.
3. Then say the whole word.



## Alphabet Review

### Without all of the Repetition or Letter Names

"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 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) chant, "E - e - e - e - e - e - e - e - e - e - e - e". Pointing up in the air chant, "E - e - e - e - e - e. Eddy loves his teddy, and Eddy loves e!" (Show your muscles when you say 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.)





# The Haunted Alphabet



By October, if your students are proficient with the beginning of the year alphabet chant, you can switch over to the Haunted Alphabet. You will continue to review the consonants and short and long vowel sounds, but if you need a change of pace, the Haunted Alphabet is fun and engaging! You will notice a few of the sounds and word associations will stay the same. (Linking cards for the Haunted Alphabet can be found in the back of the manual.) Many Title and Special Ed. Teachers opt to stay with the original alphabet for the consistency it gives their students.



"a": A - a - a. is abracaddabra! 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 - il 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!)



# The Shortened Alphabet



When your students no longer  
need words associations



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



Take away all of the word  
associations and only move to  
the vowels.



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

Name \_\_\_\_\_

What's my ending?

__ill	__ell
-------	-------

i-h-i! i-h-i! I'm ill. I'm ill. I have a chill!

e-h-i. e-h-i. ell, ell. (Slide your arms in front of you as you say ell.)

Can you write the word I say?

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

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

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

Can you read these words?

• ill

drill

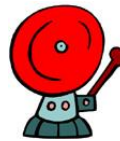
hill



• well

smell

bell



• spill

spell

Bill

bell

What ending do you hear in the word I say?

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

Name \_\_\_\_\_

What's my ending?

___unk	___ump
--------	--------

u-n-k. u-n-k. unk, unk! Skunk! (pretend to smell a skunk and wave your hand in front of your nose.)

u-m-p. u-m-p. ump. ump. ump! (Jump side to side when you say ump, ump, ump.)

Can you write the word I say?

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

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

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

Can you read these words?

• hump

slump

jump



• dunk

hunk

skunk



• clunk

clump

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

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

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

Can you read these words?

• bake

lake

cake



• like

alike

hike



• joke

awoke


broke





What ending do you hear in the word I say?


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

## Questions about "Hunking and Chunking"

 When do I start the Phonics Dance and the Art of Hunking and Chunking? The developmental level of your students will determine when to start introducing the hunks and chunks. Title and special education teachers normally do not follow the same schedule as regular classroom teachers. Generally first and second grade teachers will begin introducing two hunks and chunks a week on day eleven of school. The first two weeks focus on the daily alphabet review, and working with onsets and rimes (phonograms). Kindergarten students normally begin this process at the end of the third grading period or beginning of the fourth grading period, focusing on one hunk and chunk a week.

 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.



## Six Week Sample - Regular Classroom

In the regular classroom this is the timeline that the teachers are following for first and second grade. Your students may need more time with each of the hunks and chunks. It will all depend on their developmental level. You can find the suggested order on pages 476 - 478.



### Week Three (Day II of Word Work)

Monday: Introduce the "sh" hunk and chunk

Tuesday: review "sh"

Wednesday: Introduce the "ch" hunk and chunk

Thursday: Review "ch"

Friday: Review "sh" and "ch"



### Week Four

Monday: Introduce the "th" hunk and chunk

Tuesday: Review "th"

Wednesday: Review "sh", "ch", and "th"

Thursday: Introduce the "ing" hunk and chunk

Friday: Review "ing"



### Week Five

Monday: Introduce the "oo" hunk and chunk (school)

Tuesday: Review "oo"

Wednesday: Introduce the "oo" hunk and chunk (book)

Thursday: Review "oo"

Friday: Review (sweet) "oo" and (bully brothers) "oo"



### Week Six

Monday: Introduce the "ew" hunk and chunk

Tuesday: Review "ew"

Wednesday: Review "oo" (school) and "ew"

Thursday: Introduce the "all" hunk and chunk

Friday: Review "all"

# The Phonics Dance Hunk and Chunk Chants



**sh:** S - h. Sh, sh, sh. S - h. Sh, sh, sh. (Each time you say the "sh" sound alternate your pointer fingers to your lips.)



**ch:** (It's time to do the chicken cha cha!) 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:** This is a thorn and that is a thistle. T - h. Th, th, th. T - h. Th, th, th. (Chant the hard "th" sound first. As you say the hard "th" sound think of the words this and that. Repeat saying the soft "th" sound three times. As you say the soft "th" sound think of the words 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 "ow" sound.)



**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 "ou" sound.)



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



**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. Point to yourself as you chant, "I want more fish!" Finally, hold up your pretend fork and take a bite of the fish.)

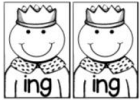


**ing:** (This is the King of ing's dance.) I - n - g. Ing, ing, ing. I - n - g. Ing, ing, ing. (Pretend you are on a spring. Jump in a circle three times as you chant each "ing" sound.)



**all:** A - l - l. A - l - l. All, all, all. \_\_\_\_\_ that ball! (Decide what you would like the class to do with a ball. Fill in the blank with that word. For example: *Throw*

Name \_\_\_\_\_



Let's do the King of "ing" Dance!



ing, ing, ing, ing, ing, ing, ing

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

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

king

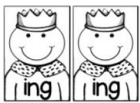
sing

wing

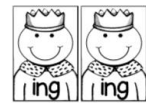
Does the word I say have the "ing" hunk and chunk?

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

Name \_\_\_\_\_



Let's do the King of "ing" Dance!



ing, ing, ing, ing, ing, ing, ing

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

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

king

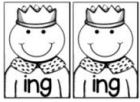
sing

wing

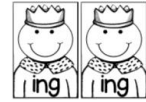
Does the word I say have the "ing" hunk and chunk?

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

Name \_\_\_\_\_



Let's do the King of "ing" Dance!



ing, ing, ing, ing, ing, ing, ing

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

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

sting

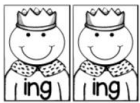
ding

ring

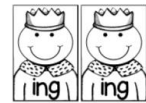
Word Wall Fun!

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

Name \_\_\_\_\_



Let's do the King of "ing" Dance!



ing, ing, ing, ing, ing, ing, ing

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

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

sting

ding

ring

Word Wall Fun!

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

Name \_\_\_\_\_



Throw that ball! all, all, all, all, all, all



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

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

all

fall

tall

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

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

Name \_\_\_\_\_



Throw that ball! all, all, all, all, all, all



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

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

all

fall

tall

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

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

Name \_\_\_\_\_



Throw that ball! all, all, all, all, all, all



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

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

call

wall

hall

Word Wall Fun!

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

Name \_\_\_\_\_



Throw that ball! all, all, all, all, all, all



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

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

call

wall

hall

Word Wall Fun!

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



Name \_\_\_\_\_



ing, all, ing, all, ing, all, ing, all



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

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

king

sing

| all

call

Word Wall Fun!

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

Name \_\_\_\_\_



ing, all, ing, all, ing, all, ing, all



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

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

king

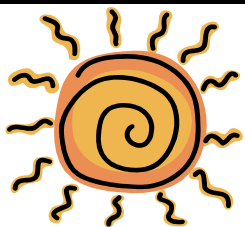
sing

| all

call

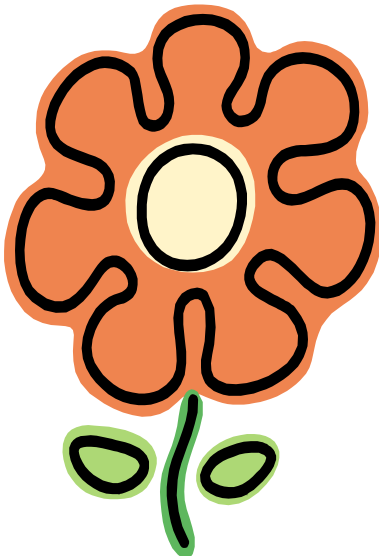
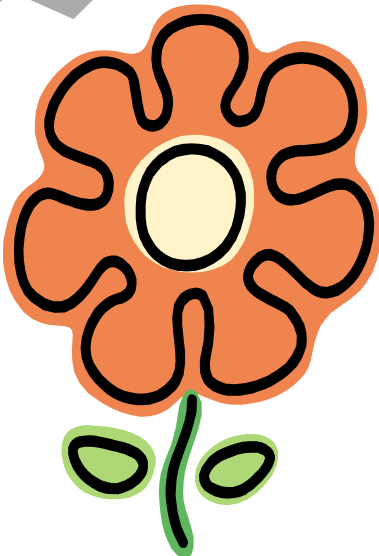
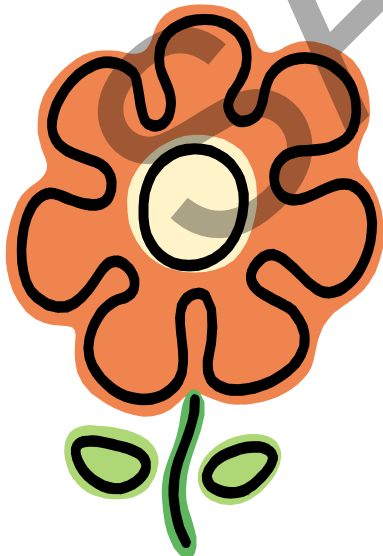
Word Wall Fun!

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

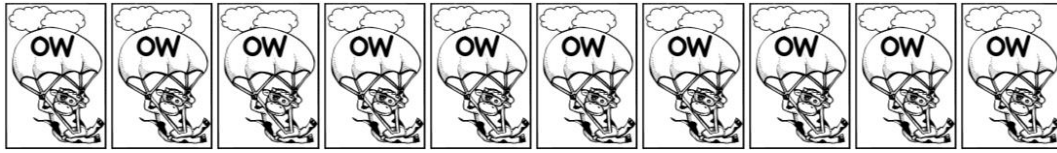


# Dance Lessons

These pagesw are designed for students who are ready to be introduced to all of the hunks and chunks.



Name \_\_\_\_\_



There's a cow going down! D-o-w-n!

That's the way to get down!

OW, OW, OW, OW, OW, OW, OW, OW

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

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

Can you read these "ow" words? Don't forget to hunk and chunk and show what you know about each word.

• now how bow cow

• owl howl prowl

• down clown



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



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

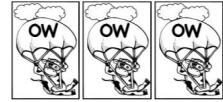
Name \_\_\_\_\_



There's a cow going down! D-o-w-n!

That's the way to get down!

OW, OW, OW, OW, OW, OW, OW, OW



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

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

wow chow plow | crown frown down

Word Wall Fun!

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

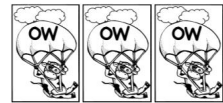
Name \_\_\_\_\_



There's a cow going down! D-o-w-n!

That's the way to get down!

OW, OW, OW, OW, OW, OW, OW, OW



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

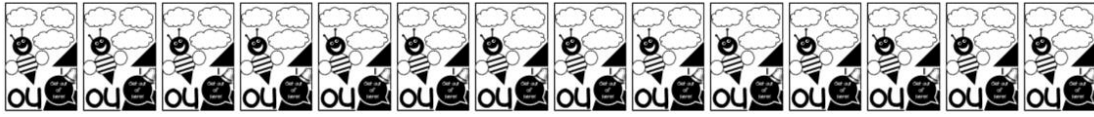
3. \_\_\_\_\_ 4. \_\_\_\_\_

wow chow plow | crown frown down

Word Wall Fun!

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

Name \_\_\_\_\_



O-u-t! O-u-t! Get out of here you bumblebee!

ou, ou, ou, ou, ou, ou, ou, ou

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

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

Can you read these "ou" words? Don't forget to hunk and chunk and show what you know about each word.

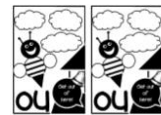
• out spout shout

• south mouth

• house mouse spouse

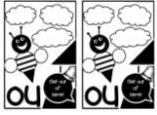


Does the word I say have the  
"ou" hunk and chunk?



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

Name \_\_\_\_\_



O-u-t! O-u-t! Get out of here you bumblebee!



ou, ou, ou, ou, ou, ou, ou, ou

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

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

round found sound ground hound

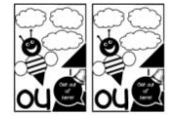
Word Wall Fun!

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

Name \_\_\_\_\_



O-u-t! O-u-t! Get out of here you bumblebee!



ou, ou, ou, ou, ou, ou, ou, ou

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

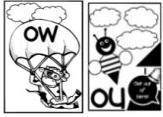
3. \_\_\_\_\_ 4. \_\_\_\_\_

round found sound ground hound

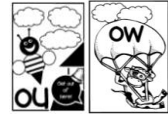
Word Wall Fun!

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

Name \_\_\_\_\_



OW, OU, OW, OU, OW, OU, OW, OU



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

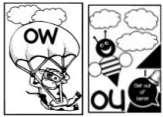
3. \_\_\_\_\_ 4. \_\_\_\_\_

owl howl prowl | out about shout

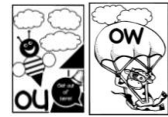
Word Wall Fun!

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

Name \_\_\_\_\_



OW, OU, OW, OU, OW, OU, OW, OU



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

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

owl howl prowl | out about shout

Word Wall Fun!

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

# Beyond the Hunks and Chunks

## Extension Lessons and Worksheets

After your students have been introduced to and had an opportunity to review each of the hunks and chunks, these extension lessons will be the word work that coincides with the Phonics Dance for the remainder of the year.



Remember NEVER stop chanting the alphabet or the Phonics Dance. They must be done each and every day.



old: pages 307 - 308

O-I-d! Old granny says don't give it an e!



ell and ill: pages 309 - 310

i-H-I. i-H-I. I'm ill. I'm ill. I have a chill.

E-I-I! E-I-I! Ell, ell! As you chant "ell" slide into it with both arms moving in front of you.



Plurals: pages 311 - 315

With a noun: s or e-s mean more than one! With a noun: s or e-s mean more than one! Practice adding "s" and "es" to nouns such as girl, lunch, school, box, and branch. Drop the y. Add ies. (Example: baby ~ babies)



Irregular Plurals: pages 316 - 319

Silly plurals don't have e - s or s. Do you know what they are or will you have to guess?



Drop the y. Add i-e-d. pages 320 - 321

(Example: hurry becomes hurried)



Soft c and Soft g: pages 322 - 329

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

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

Review that c will make the s sound when there is an i or an e



after it. It makes the "cuh" sound if it is followed by an a, o, or a u.  
Soft "c" words~ *city, cent, citizen, circle, cider, civil, center, cell, cellar, center, centimeter, circus, cement, December, and certain.*

\*\*\*C makes the silly "s" when it comes before the letters i or e.

*C is smart and says "c" 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!

Smarty, smarty a, o, u. When you see g what will you do? gah!

Soft "g" words ~ *giant, gentle, germ, gem, general, germ, ginger, and 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 blend and r controlled vowel review: pages 330 - 332  
Sorting words with blends and r controlled vowels. (Example: grin, girl, brown, bird, tree, turn, third, and pretty)



Ea makes long e. Ea makes short e. ear makes a long vowel or er. Pages 333 - 341

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

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!

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.*



ing, ang, ung: pages 342 - 343



Drop the e. Add i-n-g. pages 344 - 347



Double a consonant with a cvc word: pages 348 - 351

You double it. You double it. Add i-n-g, if you have a wimpy vowel and ONE consonant. A wimpy vowel is a short vowel. For example: run becomes running, skip becomes skipping. Practice adding the "i-n-g"

suffix to a word that has a short vowel and one consonant. You would not double the p in the word helping because there are two consonants after the vowel. Sleeping would not need a double p because it does not have a wimpy vowel. And remember: Never double a hunk and chunk! Bake becomes baking. That's a long vowel so the rule does not apply because we know to drop the e adding.



Compound Words: pages 352 - 353

You take a word. You take a word. You pound them together. It makes a new word. No spaces! Altogether!



Contractions: 354 - 357

Contraction! Contraction! You shorten it up. You pound it out! Don't forget your apostrophe fingerprint!



Prefixes and Suffixes: pages 358 - 367

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

You take a root word. Put the suffix at the end. That makes friendly instead of friend!



Verb Tenses: page 368

catch - caught      buy - bought      teach - taught



Adjective, Noun, Verb Sort: pages 369 - 370

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

A noun is a person, place, animal, thing! Person, place, animal, thing!

Something you can touch! A noun!

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



ight and ite sort: pages 371 - 372



Short vowels ending in ck or super silent e: pages 373 - 377

If you have a wimpy vowel you need a c-k, not just a k, you need a c-k!

Here comes super silent e! Make it long and make it strong!" (When you say *long* and *strong* it represents a long vowel sound.)



Super Silent e breaks the rules: page 378 - 379

Here comes super silent e! Make it long and make it strong!" (When you say *long* and *strong* it represents a long vowel sound.) As the class writes cvce words that contain the long vowel sound have them draw a little cape on the *super silent e*. This shows the power Super Silent e has to make a short vowel long and strong. (Examples: lake, bike, and skate) If the word has a silent e at the end but the vowel is short, do not put the cape on the silent e. (Examples: give, giggle, and simple)



Mystical Magical y: pages 380 - 381

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



ink, ank, unk Sort: pages 382 - 383

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! (Pretend to submerge yourself into a fish tank!)

U-n-k! U-n-k! Unk, unk! Skunk! (Hold your nose and wave your hand in the air as if a skunk just sprayed you!)



atch and itch review: pages 384 - 388

C - a - t - ch! Catch the cat!

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



Possessives: pages 389 - 394

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 395 - 396

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



ending dge: D - g - e! What's that you say? Why have three letters to just say j? pages 397 - 399



ending ture: T - u - r - e! That creature had nice features! pages 400 - 401

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 | tooth teeth | 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 | tooth teeth | sheep sheep

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

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

\_\_\_\_\_

Name \_\_\_\_\_

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

The general rule is longer words that end in y usually say the  
long strong E!

Shorter words that end in y usually say the long strong I!

Read these words and sort them in the columns  
below!

party_____	fly_____	baby_____	cry_____
deny_____	rely_____	library_____	puppy_____

Y sounds like e!



Y sounds like i!



1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____



Does the word I say have the mystical magical y  
with an "e" sound or the "igh" hunk and chunk?



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

Name \_\_\_\_\_

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

The general rule is longer words that end in y usually say the long strong E!

Shorter words that end in y usually say the long strong I!  
Can you find four rhyming words for each column below?

y sounds like e!



Andy

y sounds like i!



fly

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

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

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

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



Does the word I say have the mystical magical y  
with an "e" sound or the "igh" hunk and chunk?



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

Magical word! \_\_\_\_\_

Name\_\_\_\_\_

I'm a pronoun!

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

Choose a pronoun from the box and fill in the blank.

Read these pronouns!

it we she her he him his  
they them you me

girl: The pronoun for girl is \_\_\_\_\_.

my class: The pronoun for my class is \_\_\_\_\_.

the car: The pronoun for the car is \_\_\_\_\_.

boy: The pronoun for boy is \_\_\_\_\_.



Circle the pronoun you would use to replace the underlined noun.

1. My mom is nice.

Her Him She They

2. That man's dog is barking.

Me You His Him He

3. The house is on fire!

They I It Them

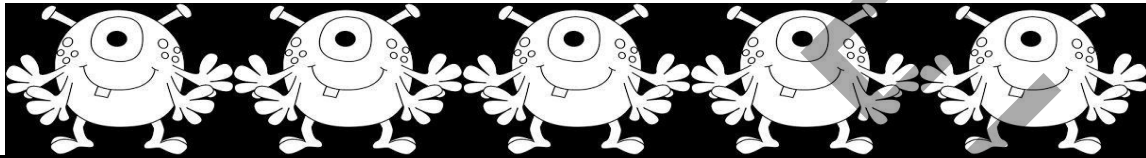
4. Jen, Tim and I are going to the party.

They We You

# 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

## 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.



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 ending.



Does the word have a mystical magical 'Y' at the end? Cross out the Y. Write capital E 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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