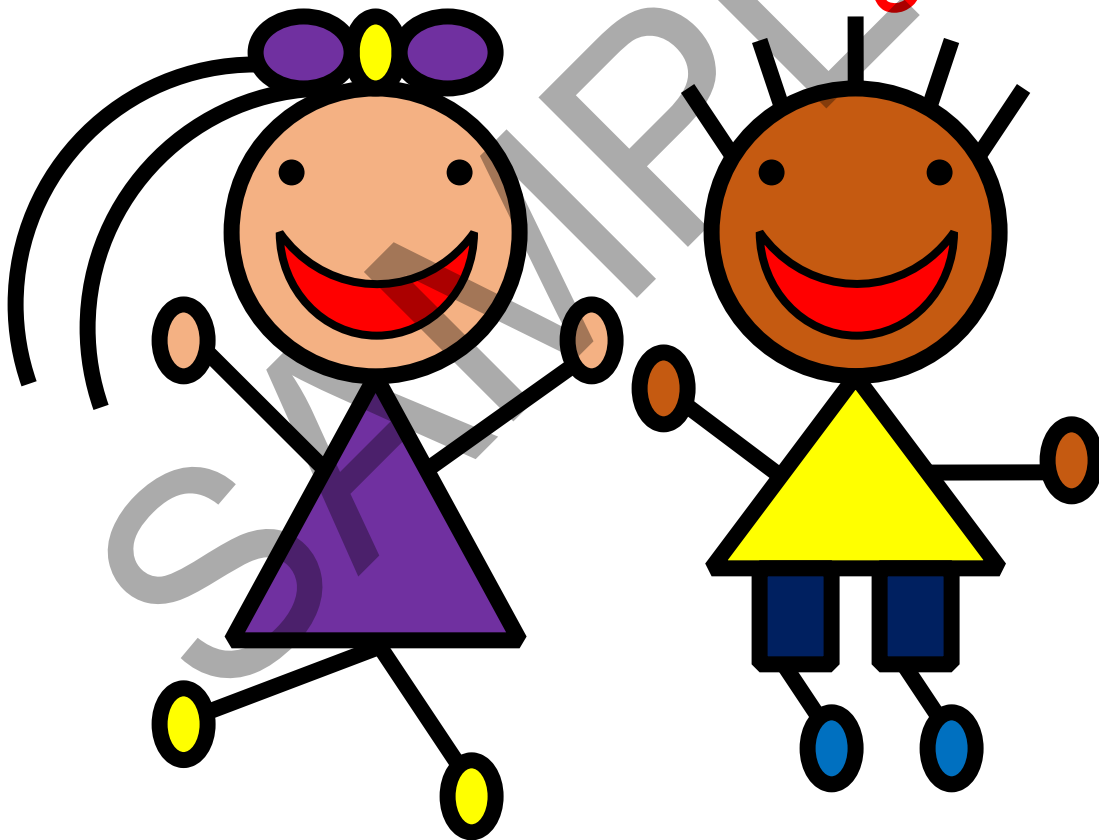


The Phonics Dance

Advanced Dance Lessons
Second Grade Style



Ginny A. Dowd



The Hunk and Chunk Worksheets

Pages 75 - 184

sh, ch, and combined review	76 - 80
th and combined review sh, th, ch	81 - 83
ing, all, and combined review	84 - 88
aw	89 - 90
ar, or, and combined review	91 - 95
oo the bully brothers (book)	96 - 97
oo the sweeties and bully brother review	98 - 100
ew and ue	101 - 103
ow, ou, and combined review	104 - 108
ea, ee, and combined review	109 - 113
oa, ow as long o, and combined review	114 - 118
ice, ace, and combined review	119 - 123
oi, oy, and combined review	124 - 128
ink, ank, and combined review	129 - 133
ai, eigh, ay, and combined review	134 - 140
igh and ight	141 - 142
ir, ur, er, and combined review	143 - 150
wh - the Question Words	151 - 155
wr, kn, and combined review	156 - 160
ph	161 - 162
ion	163 - 164
tion, sion, and combined review	165 - 169
ui, and ui, oo, ew, and combined review	170 - 172
au, ought, aught	173 - 179
ed at the end of a root word	180 - 184



Extension Lessons

Pages 185 - 287

Chants	186 - 189
old	190 - 191
ell - ill	192 - 193
The Plurals s, es,	194 - 199
Drop the y. Add i-e-s.	200 - 203
Irregular plurals	
Drop the y. Add ied	204 - 205
Soft c and Soft g	206 - 215
Consonant clusters or ir, ur?	216 - 218
ea = a long vowel (eat)	219 - 227
or a short vowel (bread)	
ing, ang and ung	228 - 229
Drop the e. Add ing	230 - 233

Double the Consonant	234 - 237
Compound Words	238 - 239
Contractions	240 - 243
Prefixes and Suffixes	244 - 253
Verb Tenses	254
Adjective, Noun, Verb sort	255 - 256
ite – ight review	257 - 258
Ending ck and Super Silent e	259 - 263
Super Silent e breaks the rule!	264 - 265
Mystical Magical y at the end of word	266 - 267
ink, ank and unk	268 - 269
atch and itch	270 - 274
Possessives	275 - 280
Pronouns	281 - 282
dge	283 - 285
ture	286 - 287



Step 2: Word Wall

Beginning of School Word Wall	Pages 288 - 307
How do I spell that?	page 289
Becoming Word Detectives	page 290
The Game of Sparkle	pages 291 - 299
Word Theater	page 300
The Alphabet Walk (Real or nonsense word?)	page 301
Monster Words	page 302
	pages 303 - 307



Step 3: Treacherous Word Training

Vocabulary	Pages 308 - 311
The Word Detective Agency	pages 309 - 310
	page 311






Step 4: Creative Writing

Writing Chants	Pages 312 - 324
Struggling Writers	page 313
Writing Topics and Themes	pages 314 - 316
	pages 317 - 324



Step 5: The Writing Conference

Predictable Story Writing Rubric	Pages 325 - 337
Second Grade Writing Rubric	page 326
Student – Teacher Conferencing	page 327
Writing Samples	pages 328 - 337

 Step 6: Reading and Comprehension	Pages 338 - 355
Reading Errors and Stages	page 339
Language Arts Chants and Songs	page 340
How should second graders be reading?	page 341
Responding to Literature	pages 342 - 352
Reading Strategies	pages 353 - 354
Just Right Books	page 355
 Spelling Tests	Pages 356 - 359
 Daily Schedule	Pages 360
 Scope and Sequence	Pages 361 - 369
Order to teach hunks and chunks & Language Arts Concepts	
 Parent Letter explaining the Phonics Dance	Page 370
 Word Lists	Pages 371 - 394
 Linking Cards	Pages 395 - 455
Alphabet Set	pages 397 - 422
The Haunted Alphabet	pages 423 - 426
c__, __ck, and __ke cards	page 427
Monster Word Cards	pages 428 - 442
Mean Old Uncle Mario	pages 396, 443 - 444
Hunk and Chunk Cards	pages 445 - 455
 Reading and Writing Posters	Pages 456 - 459
How do I become a better reader and writer?	page 456
What is my sentence stopper?	page 457
When do I use a capital letter?	page 458
Soft C and Hard C	page 459
Mystical Magical Y	page 460
Don't forget your vowel!	page 461
Super Silent E	pages 462 - 463
 References	Pages 464 - 472

Option 1: The Alphabet Review

For a class who has never had Phonics Dance instruction or a class with the majority of the students starting the year at / or below grade level.

If you are teaching in a school where the students are coming in below grade level, you will start the year with the alphabet review that contains the word associations. At the beginning of the year you will need 2 to 3 minutes for this sound review. In that time period you will chant all of the consonants and short and long vowel sounds in the alphabet. This alphabet review will change in October and then again in November.



Step 1: It all starts with a spell! (See page 10)

Tell the class you are going to cast a spell on them that will help them remember all the sounds in the alphabet they learned in first grade. 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 hand have them cast their own spell over the magic sprinkles. As they wave their hand with nothing in it over the hand with the sprinkles, they will say, "I am smart! I am smart! I am smart!" Finally, they get to eat the sprinkles. That's the best part!



Step 2: Let's review all of the letters and sounds we learned in first grade!

Now it's time for the alphabet review. You will point to the letter *a* on your alphabet chart and make its short vowel sound. (Use your magic wand to point to each letter.) The students will repeat what you say. Then you will say the phrase, "Abby is sad. And a-a-a is A! WAHHH!" (Don't forget to show your muscles when you make the long strong vowel sound!) Again, the kids will repeat what you say. Next make the *b* sound. The class repeats. Say, "Baby wants a bottle. Now burp your baby!" The class repeats after you. This process will be repeated with all of the alphabet sounds. To see and hear this alphabet chant, refer to the Phonics Dance You Tube site or the audio Cd.



Step 3: By day five it will be so easy!

Don't get discouraged! It may take your class about a week to get proficient with this process. At the end of five days your class will be able to chant along with you. The biggest advantage will be moving to all of the short and long vowels. The carry over into the writing process will be an easy one!



Option 1: Beginning of the Year Second 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.)



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 lollipops. Lick!

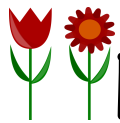


"m": M – m. Mean Monster! (Don't forget to sound mean and scary!)

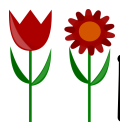
Option 2: Simple Instructions
The Second Grade Alphabet
First day of word work until the
end of the Year



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



Don't forget the short
vowel motions. It's easy to
recall their sounds if you can
move to them!



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

Option 1: Word Work

The First Ten Days of Second Grade

If the majority of your second grade class has not been exposed to the Phonics Dance or if the majority of the class is below grade level, for the first ten days of second grade you will follow the alphabet review with a lesson called "What's my ending?" (Pages 32 – 41) You will review each short vowel for two days. (During the Language Arts block you will work with each vowel for a longer period of time.) These ten lessons are a review of the short vowel sounds and word families that were learned in first grade. (On day eleven you will start the Phonics Dance. It is important that the class work with the short vowel sounds so the students are able to spell a variety of words that contain them.) Our big goal is to become word detectives and start identifying phonograms and consonant blends. Use the blank worksheet on page 42, to design extension lessons. Four more common rimes are *ap*, *est*, *in* and *it*. They can be reviewed on this generic page. Don't limit yourself to just phonograms. You can design lessons for consonant clusters, long vowels, and hunks and chunks.



When your class is ready to work with multiple common endings refer to pages 43 – 54.



Step 1: You can start with the Alphabet review.



Step 2: Pass out the "What's my ending?" sheet.



Step 3: The Consonants: In random order, ask the students to identify the consonants at the top of the page. Here are some options:

1. Say the alphabet chant for a specific letter. *Ask the students to identify that letter and color it in a specified crayon color.*
2. Say the sound the consonant makes. *Example: The sound is kuh. Find the letter that makes this sound and color it blue.*
3. Say the letter name. *Example: The letter is l. Find the letter l and color it purple. Ask, "Can someone tell me a word that starts with the letter l?"*
4. Say a word. Ask the class what its initial sound is. *Example: My word is "pig". What sound do you hear at the beginning of the word? Find it and color it red.*
5. Say a word. Ask the class what its ending sound is. *Example: My word is "cat". What sound do you hear at the end of the word? Find it and color it green.*



Before calling out a sound, letter or word: hold up an index card with a color word written on it. Have the group show you they know that word by holding up that color crayon. It's a good way to review basic sight words that were taught in kindergarten. Change the color word you hold up each time you ask the students to find a consonant.



Step 4: Review the consonants at the top of the page. Say each letter name and each letter sound.

Name _____

What's my ending?



e - l - l



e - l - l =

ell, ell



consonants

s	y	j	p	k
---	---	---	---	---

vowels

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

Can you write the word I say?

1.

2.

3.

"ell" detectives at work!

ell et ell em ell ell en ell

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

well sell spell smell quell

Option 2: Word Work

The First Ten Days of Second Grade

For the first ten days of second grade, follow the alphabet review with an activity called "What's my ending?" (Pages 45 - 54) You will review common rime patterns for ten days. This activity is to get your class in the habit of looking for patterns and parts in words. On day eleven it will be time to start the Phonics Dance.



Step 1: The entire class chants the Alphabet Review.



Step 2: Pass out the "What's my ending?" sheet.



Step 3: *The Rimes*: Ask your class to identify the rimes at the top of the page. *For example: Please find the ending "an". Point to "an".* Each time a rime is identified, do the vowel motion that goes along with it. This is a good time to share the poster that says: *Don't forget your vowel when you write a word!*



Step 4: Review each rime at the top of the page one more time in random order.



Step 5: Can you write the word I say? Call out words that contain each of the rimes of the day. Drag the words out of your mouth so the class can hear the onset and the rime. Draw lines on the board to show the kids how many letters a word contains. Point to each line and say the sound. As you say the word the class writes the letter that goes with it. The idea is to have the kids write words using the letters and sounds from our alphabet review. Don't forget to have the kids underline the rime in each word! If you do this on a regular basis it will make your class experts at recognizing word endings.



Step 6: After a word is written, sound it out as a class. First look for the onset then the rime and together read the word in

Name _____

What's my ending?

____ap	____ip	____op	____up
--------	--------	--------	--------

Can you write the word I say?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Can you read these words?

• Sip

rip

zip

clip



• pop

hop

flop

top



• up

cup

pup



• nap

flap

trap

cap



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 and underline the ending.)

____ake	____ike	____oke
---------	---------	---------

Can you write the word I say?

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Can you read these words?

• bake

lake

rake



• like

hike

bike



• poke


joke


spoke


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? 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.



Six Week Sample



(Beginning of week three of word work)



Beginning of Week Three 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 of Word Work

Monday: Introduce the "th" hunk and chunk

Tuesday: Review "th"

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

Thursday: Introduce "ing"

Friday: Review "ing"



Week Five of Word Work

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

Tuesday: Review "oo"

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

Thursday: Review "oo"

Friday: Review (the sweeties) "oo" and (the bully brothers) "oo"



Week Six

Monday: Introduce the "ew" hunk and chunk

Tuesday: Review "ew"

Wednesday: Review "oo" and "ew"

Thursday: Introduce "all"

Friday: Review "all"



For a suggested order for teaching the hunks and chunks refer to the Scope and Sequence section of the manual.

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.)

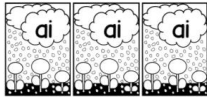


ink: I - n - k! I - n - k! Ink, ink, ink! I don't drink pink ink. That would stink! (Point to yourself each time you say the letter i.)

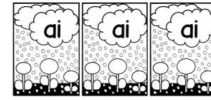


ank: A - n - k! A - n - k! Ank, ank, ank! I'm diving in a tank! (Hold your nose and pretend to submerge into a fish tank each time you say ank!)

Name _____



Rain, rain! You're a pain!



ai, ai, ai, ai, ai, ai, ai, ai

1. _____ 2. _____

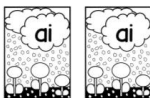
3. _____ 4. _____

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

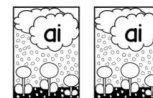
There is only one word with two syllables.

Circle it in blue.

- rain gain main stain
- mail snail tail fail
- afraid paid braid

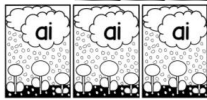


Does the word I say have the "ai" hunk and chunk?

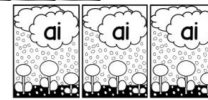


1. _____ 2. _____ 3. _____

Name _____



Rain, rain! You're a pain!



ai, ai, ai, ai, ai, ai, ai, ai

1. _____ 2. _____

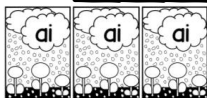
3. _____ 4. _____

paint painting | wait waiting | email emailing

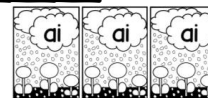
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Rain, rain! You're a pain!



ai, ai, ai, ai, ai, ai, ai, ai

1. _____ 2. _____

3. _____ 4. _____

paint painting | wait waiting | email emailing

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

3. _____ 4. _____

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

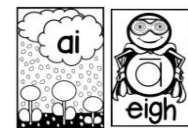
Can you find the three-syllable word? Circle it in green. There are two-syllable words. Circle them in orange. Circle all one-syllable words in yellow.

• neigh neighbor neighborhood

• eight eighty eighteen



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



1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

3. _____ 4. _____

weigh weight weighing | freight

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

3. _____ 4. _____

weigh weight weighing | freight

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



At the end of the root word a-y! AY, AY, AY!
Hey do you want to play? Swish! Score! Hooray!



__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

3. _____ 4. _____

Can you read these "ay" words? Don't forget to hunk and chunk and show what you know about each word.
Can you find five words with consonant blends?
Underline the blends. Find the compound words.
Box the two words that make each compound word.

- gray tray clay stay
- subway away delay today
- Sunday Monday Friday



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



1. _____ 2. _____ 3. _____

Name _____



At the end of the root word a-y! AY, AY, AY!
Hey do you want to play? Swish! Score! Hooray!

__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

3. _____ 4. _____

staying laying paying playing | play playful

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



At the end of the root word a-y! AY, AY, AY!
Hey do you want to play? Swish! Score! Hooray!

__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

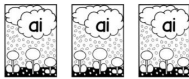
3. _____ 4. _____

staying laying paying playing | play playful

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



One is a pain. One is the strongest.



One wants to play!



ai, eigh, __ay, ai, eigh, __ay, ai, eigh, __ay

1. _____ 2. _____

3. _____ 4. _____

afraid raid braid | sleigh weigh | delay today

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



One is a pain. One is the strongest.



One wants to play!



ai, eigh, __ay, ai, eigh, __ay, ai, eigh, __ay

1. _____ 2. _____

3. _____ 4. _____

afraid raid braid | sleigh weigh | delay today

Word Wall Fun!

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 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 190 - 191

I don't know what you've been told! O-I-d is old, old, old!!



ell and ill: pages 192 - 193

I-I-I! I-I-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 194 - 199

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 becomes babies)



Irregular Plurals: pages 200 - 203

We call irregular plurals silly plurals. We chant, "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 204 - 205

(Example: hurry becomes hurried)



Soft C and Soft G: pages 206 - 215

Hard c: Smarty, smarty a, o, u. When you see c what will you do? Cuh!
(Review: *C is smart and says "c" when it comes before the letters a, o, and u.*)

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

(Review: *C makes the s sound when it comes before the letters i and e.*)

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

Hard g: Smarty, smarty a, o, u. When you see g what will you do? Guh! (Review: *G is smart and says "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! (Review: *G makes the j sound when it comes before the letters i and e.*)

Examples of 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 ir – ur (r controlled vowel) review:
pages 216 – 218

Sorting words with blends and r controlled vowels. (Examples: grin, girl, brown, bird, tree, turn, drink, and pretty)



Ea makes long e. Ear makes a long vowel or er. Ea makes short e.
Pages 219 – 227

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 228 – 229



Drop the e. Add i-n-g. pages 230 – 233



Double a consonant with a cvc word: pages 234 – 237

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! Also, bake becomes baking. That's a long vowel so the rule does not apply because we know to drop the e add ing.



Compound Words: pages 238 - 239

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



Contractions: 240 - 243

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



Prefixes and Suffixes: pages 244 - 253

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! That makes ending instead of end!



Verb Tenses predictable and irregular: pages 254



Adjective, Noun, Verb Sort: pages 255 - 256

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!



ite and ight sort: pages 257 - 258



Short vowels ending in ck or super silent e: pages 259 - 263

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 264 - 265

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, 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, simple*)



Mystical Magical y: pages 266 - 267

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



ink, ank, unk Sort: pages 268 - 269

I - n - k! I - n - k! 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: 270 - 274

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

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



Possessives: pages 275 - 280

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 281 - 282

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



dge: pages 283 - 285

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



ture: pages 286 - 287

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

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?



un = not



pre = before



re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

replay redo | unhappy uncover | preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?



un = not



pre = before



re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

replay redo | unhappy uncover | preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word put the suffix at the end.

That makes bending instead of bend!

That makes friendly instead of friend!

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

replayed unloving prepays unfriendly

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word put the suffix at the end.

That makes bending instead of bend!

That makes friendly instead of friend!

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

replayed unloving prepays unfriendly

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word put the suffix at the end.

That makes bending instead of bend!

That makes friendly instead of friend!

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

untruthful retired prevents unhappily

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word put the suffix at the end.

That makes bending instead of bend!

That makes friendly instead of friend!

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

untruthful retired prevents unhappily

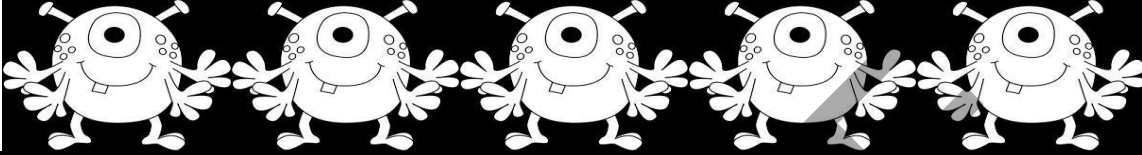
Word Wall Fun!

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!

References and Resources

- Adams, M.J. (1995). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: M.I.T. Press
- Allington, R. & Cunningham, P.M. (1996) *Schools that Work: Where All Children Read and Write*. New York, NY: Harper Collins Publishers Inc.
- Armstrong, Thomas. Multiple Intelligence in the Classroom. 2nd Edition, ASCD, 1994, 2000.
- Bear, Invernizzi, Templeton, and Johnston. Words Their Way. 3rd Edition. Prentice Hall Publishing, 2006.
- Caine & Caine (1991) *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cunningham, P.M. (1995) *Phonics They Use: Words For Reading and Writing*. New York, NY: Harper Collins College Publishers.
- Cunningham, Patricia M.; Hall, Dorothy P. and Sigmond, Cheryl M. *The Teacher's Guide to the Four Blocks*. Carson Dellosa Publishing Company, 1999.
- Hall, D.P., Prevatte, C. & Cunningham, P.M. (1995). "Eliminating Ability Grouping and Reducing Failure in the Primary Grades." In Allington, R.L. and Wamsley, S. (Eds.) *No Quick Fix*. Teachers College Press, 137-158.
- Harvey, S. & Goudvis, A. (2000). *Strategies That Work*, MA: Stenhouse Publishers.
- Keen, E. & Zimmerman, S. (1997). *Mosaic of Thought*. Portsmouth: Heinemann.
- Novick, Rebecca. (2002). *Many Paths to Literacy: Language, Literature and Learning in the Classroom*. Portland, OR: LLDT.
- Pinnell, G. (1998). *Word Matters: Teaching phonics and spelling in reading-writing classroom*. Portsmouth: Heinemann.
- Pinnell, G. P. Scharer. (2003). *Teaching for Comprehension in Reading*. New York: Scholastic.
- Pressley, M. (1990) *Cognitive Strategy Instruction the Really Improves Children's Academic Performance*. Cambridge, MA: Brookline Books.
- Routman, R. (1991). *Invitations, Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.
- Spandel, V. (2004). *Creating Young Writers: Using Six Traits to Enrich the Writing Process in the Primary Classroom*. Boston: Pearson.
- Stahl, S. (1992) Saying the "P" Word: Nine Guidelines for Exemplary Phonics Instruction. *The Reading Teacher*. Vol. 45. No. 8.