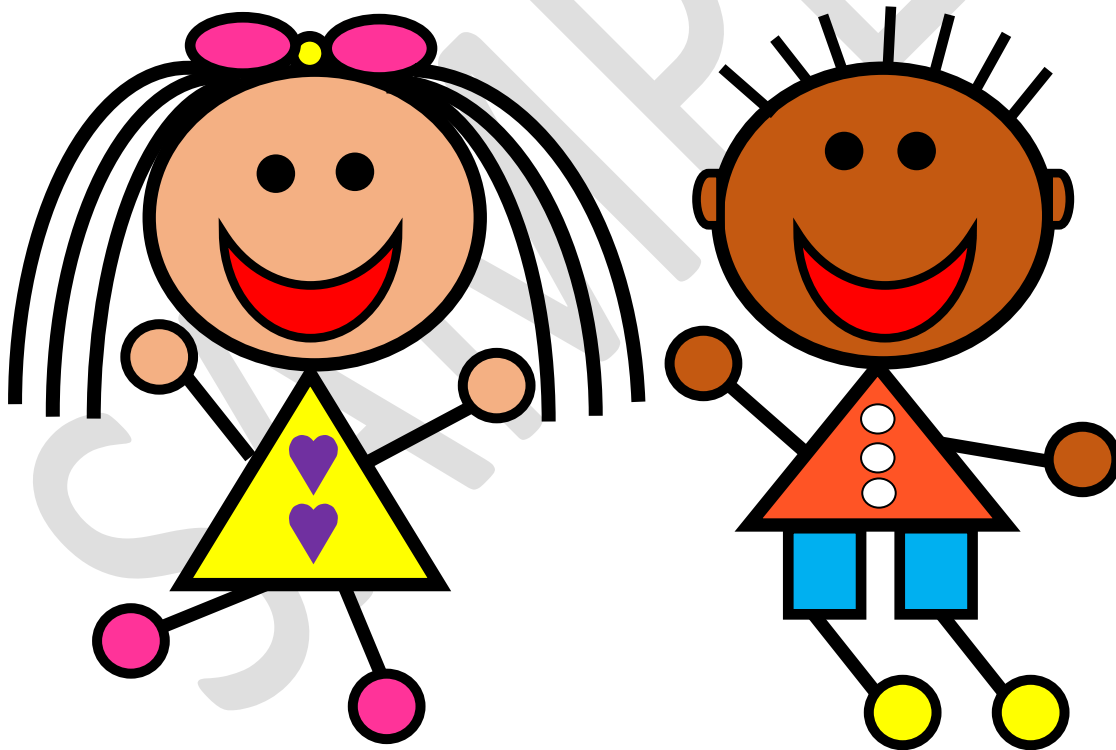
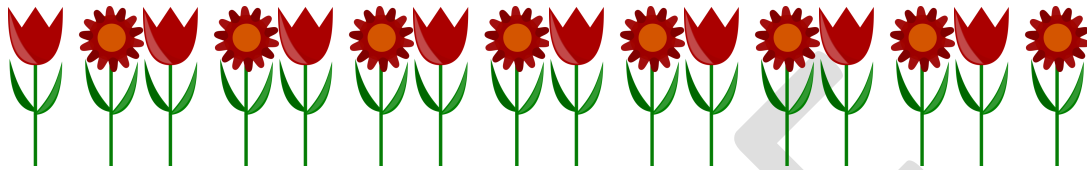


Phonics Dance Third Grade Style

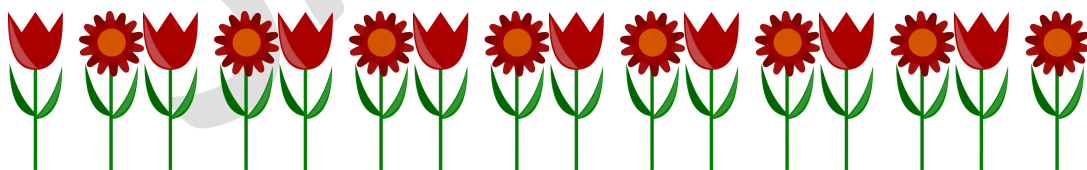


Ginny A. Dowd

Dedicated all of those teachers who don't want the Dance to end at the end of first or second grade.



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Want to get in touch with the author?
Email: www.phonicsdance.com



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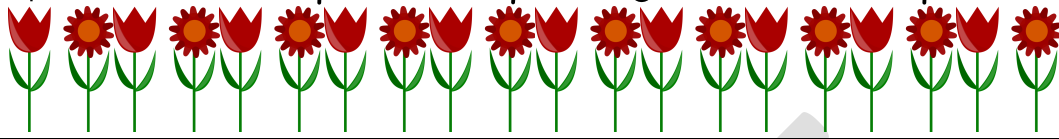
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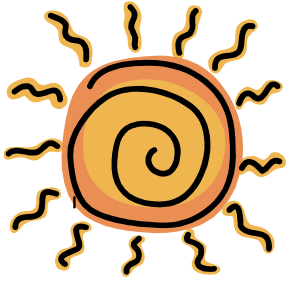
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The Phonics Dance

Six Steps to Literacy in the Primary Grades
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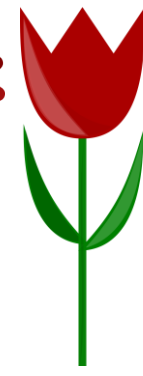
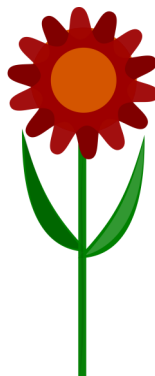
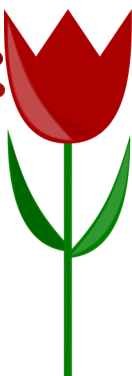
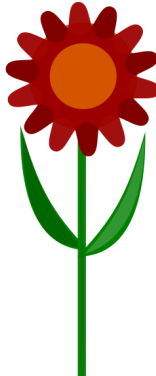
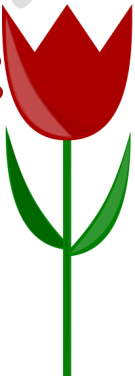
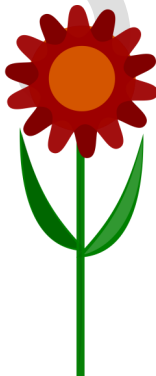
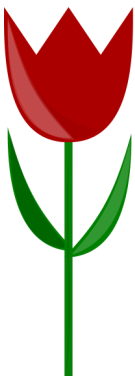


1. Sound Attack: Daily review and introduction of consonants, short and long vowels, digraphs and variant vowel sounds
2. Word Wall: Daily introduction and review of high frequency words in association with Language Arts concepts
3. Treacherous (Unreliable) Word Training: Teaching the eye to look for 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



The First Ten Days of Word Work

Let's review some
common endings!



Name _____

What's my ending?

____at	____et	____it	____ot	____ut
--------	--------	--------	--------	--------

Can you write the word I say?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Show what you know! Can you read these words?

• at

fat

flat

copycat



• set

secret

planet

wet



• spit

credit

split

pit



• robot

sandlot

spot

pot



• cut

nut

walnut

coconut



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. _____ 6. _____

Show what you know! Can you read these words?

• awake

remake

cupcake 

• Mike

dislike

bike 

• awoke

spoke

smoke 

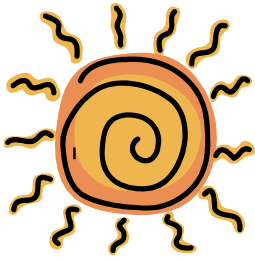
• rattlesnake

spike

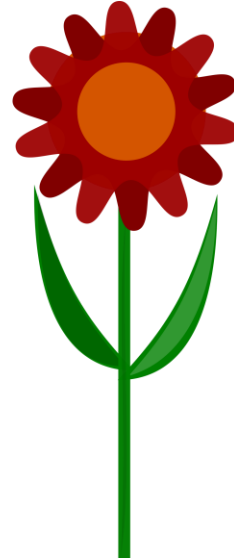
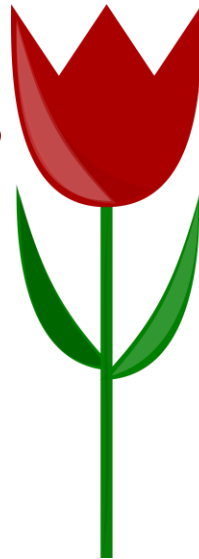
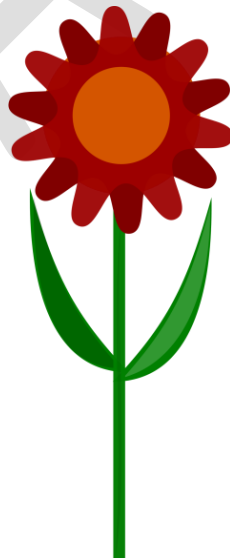
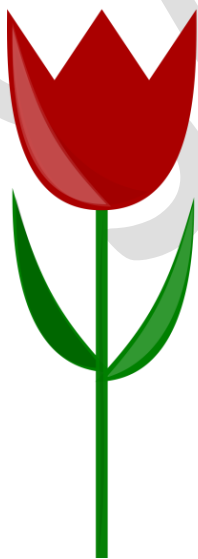
sunstroke

What ending do you hear in the word I say?

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



The Hunk and Chunk Worksheets



Name _____

You love school! I do too!



oo, oot, oo, ool, oo, oom, oo, oon



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Show what you know about each word! There are three words that are verbs. Circle them in purple. Let's read!

tooth toothbrush bloom blooming

reboot shampoo raccoon noodle



Singular means one! A plural! A plural means more than one!



Show what you know. Turn each singular noun into a plural.

boot - _____ pool - _____

school - _____ balloon - _____

hoop - _____ bedroom - _____



Magical Word!



Choose a plural from the list above. Write it on the line.
Color it in yellow. I will choose one too! Will you match me?





Name _____

More sweetness!



ui, ui, ui, ui, ui, ui, ui, ui, ui, ui



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Show what you know about each word! Let's read! There are three compound words. Circle them in yellow.

suit suitcase bodysuit wetsuit

recruit recruits recruited



Alphabetical Order!



It's a race of the letters! Put these words in a, b, c order.
Underline the first letter of each word. Circle it on the alphabet above.
What word is closest to a? What word is farthest away from a?

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

juice bruise cruise

1. _____ 2. _____ 3. _____

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

nuisance recruit fruit

1. _____ 2. _____ 3. _____

Name _____

Even more Sweetness! What sweet hunk and chunk usually comes at the end of a root word?



__ew, __ew, __ew, __ew, __ew, __ew, __ew



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Show what you know about each word! Let's read!
Can you find the word with two syllables? Circle them in red.

blew

threw

dew

chew

new

renew

newly



A Homophone



Ring, ring, ring! Hello, it's a homophone!

Two words sound exactly the same BUT different spelling! Different meaning! Look at the words you just read. Write the homophone for each of the words below. Can you use each word in a sentence?

knew or _____ through or _____

blue or _____ do or _____

choo or _____



Word Wall Fun!



1. _____ 2. _____ 3. _____

Name _____

Let's review!



oo, oo, oo, oo, oo, oo



ui, ui, ui, ui, ui, ui, ui, ui, ui, ui, ui, ui



ew, ew, ew, ew, ew, ew, ew



Which one of these hunks and chunks will you use to write the word I say?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Show what you know about each word! Let's read!

boot shoot moon spoon room broom

suitable unsuitable fruit fruitcake recruit

stew flew drew knew newspaper



Does the word I say have the "oo", "ui", or "ew" hunk and chunk?

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



A verb, a verb, you do it! Do it! Do it! Fill in the verb for each sentence.

hoot flew cruise blew

The bird _____. I _____ on a boat.

The wind _____. I heard the owl _____.

Name _____



wh, wh, wh, wh, wh, wh, wh... It's a question word!



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____



Be a word detective! Show what you know! Then read!



which what when where who why

when where which why what who

when why where who which what



Write the question word I say!



1. _____ 2. _____ 3. _____



Can you unscramble each question word?

twah = _____

ohw = _____

newh = _____

hyw = _____

rewhe = _____

hwihc = _____

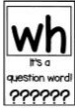


Magical Word!



Choose a question word. Write it on the line and color it in yellow!

Name _____



wh, wh, wh, wh, wh, wh, wh



It's more than a question word!

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____



Be a word detective! Show what you know! Then read!



wheat

white

whack

whacking

whop

whopping

whoa



Does the word I say start with w or wh?



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



Alphabetical Order!



It's a race of the letters! Put these words in a, b, c order.

Oh, no! There is a tie between the letters! What do you do? Go to the next letter of course!

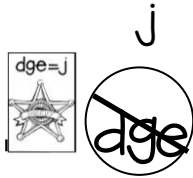
a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

wheat white whack 1. _____ 2. _____ 3. _____

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

whoa whop white 1. _____ 2. _____ 3. _____

Name _____



dge dge, dge dge



ture, ture, ture

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____



Be a word detective! Show what you know! Then read!
Each time you see dge circle it, cross it out, and put a j above it.



porridge

footbridge

dodgeball

picture

manufacture

nature

pledge

future

sledgehammer

structure



Adverb Fun!



Read each sentence. Does the adverb tell you how, when, or where?



The porridge appeared suddenly. how when where



I will say the pledge proudly. how when where



Never drop a sledgehammer! how when where



Let's play dodgeball later. how when where



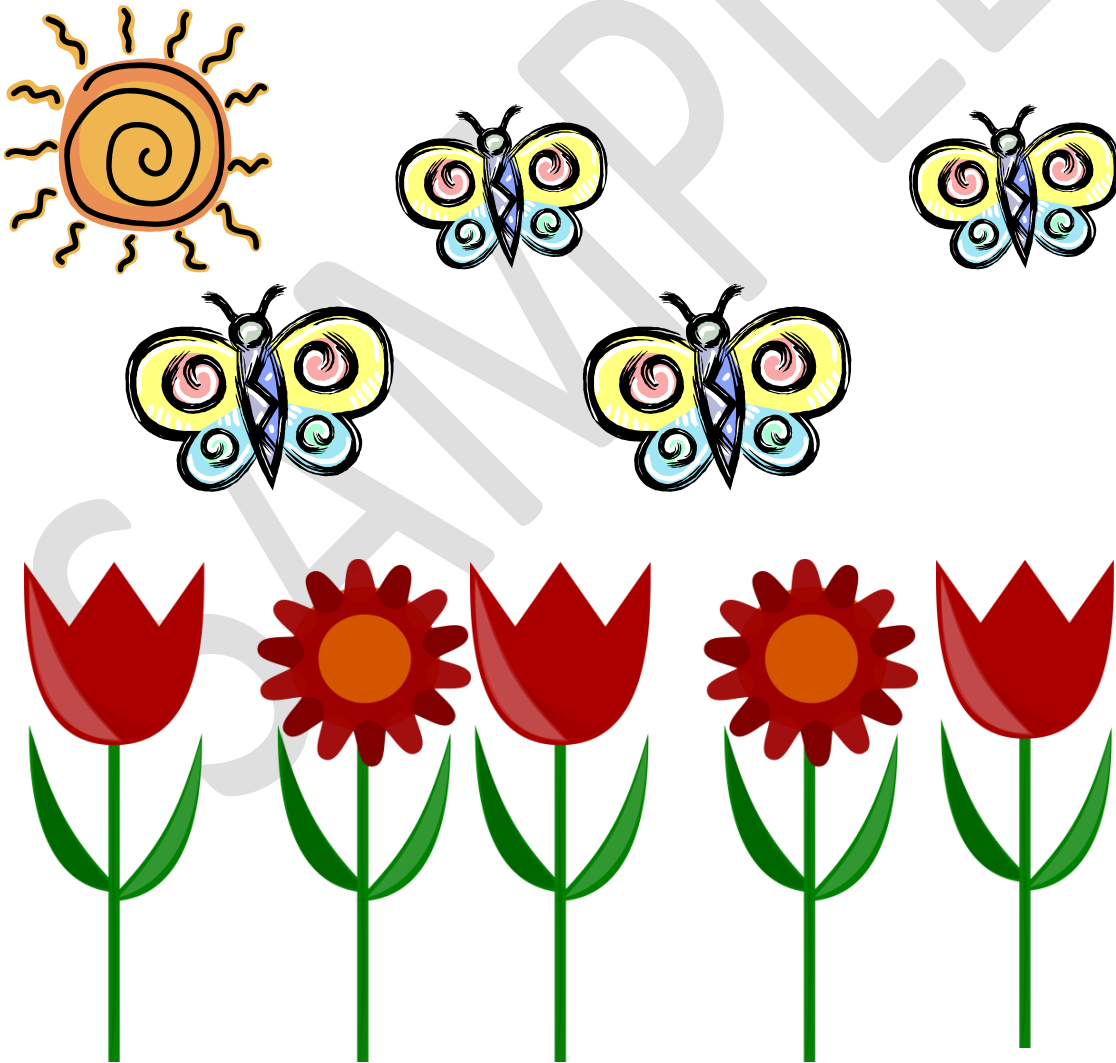
Magical Word!





Extension Lessons

Now that we are done with the
hunks and chunks
what do we do?



Name _____

Drop the y. Add ies! Drop the y. Add ies!

The singular

The plural: Drop the y! Add ies.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____



Be a word detective! Show what you know! Then read!



Circle all two syllable words in yellow and all three syllable words in orange. Put a box around the one syllable words.

strawberry

strawberries

pony

ponies

sky

skies

library

libraries



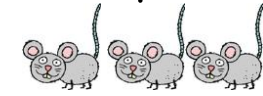
Word Wall Fun!



1. _____ 2. _____ 3. _____

Name _____

Silly plurals don't have es or s. Do you know what they are or do you have to guess?



The singular



The Silly Plural

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____



Be a word detective! Show what you know! Then read!



Are all of these words adjectives, nouns or verbs?

They are _____.

policemen

firemen

women

feet

teeth

children

sugar

moose

sheep



Magical Word!



Choose a compound word from the words you read. Write it and color it in yellow.





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. _____ 4. _____

Name _____

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

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

Underline the letter that comes after c to determine what it says!

I hear c! 

I hear s! 

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____



Be a word detective! Show what you know! Then read!



If a word has the smarty c sound put c hair around the c.
If the words has a silly c sound put s hair around the c.

cement

curly

color

December

citizen

company

camel

circus



Word-o!



Choose your favorite silly and smarty c words on the page.
Write them and color them yellow.

1. _____ 2. _____ 3. _____

Name _____

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

Bracket the root word. Box the prefix.

Un means not

Pre means before

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____



Be a word detective! Show what you know! Then read!



Bracket the root word and box the prefix!

unbox

undress

unkept

unfit

preset

presale

pregame

premature

uneven

preregister

undo

premix



what does prekindergarten mean?



what does unlucky mean?



Word Wall Fun!



1. _____ 2. _____ 3. _____

Name _____

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

That makes sending instead of send!

Bracket the root word. Box the suffix.

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____



Be a word detective! Show what you know! Then read!



Bracket the root word and box the suffix!

believeable

blacken

reader

careful

childless

darkness

loudly

fearless

direction



I will say a word with a suffix. Write the root word.



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



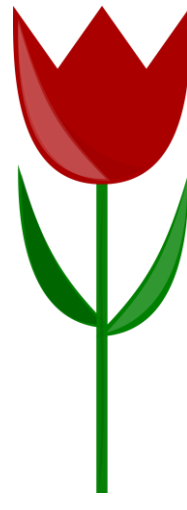
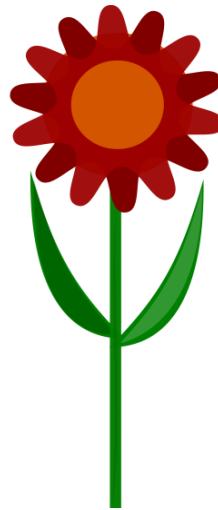
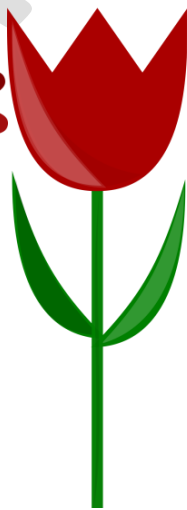
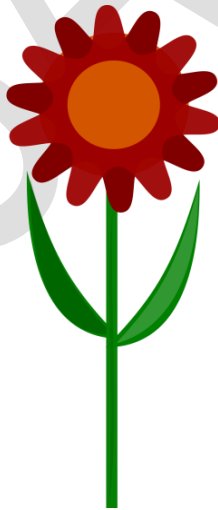
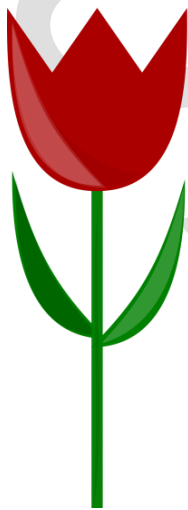
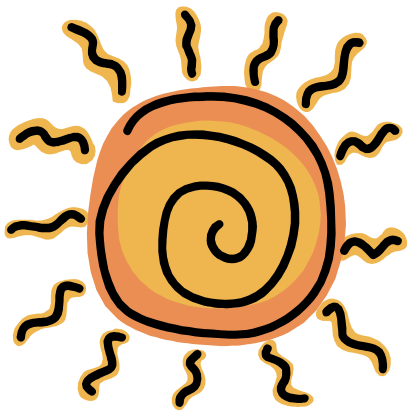
Word Wall Fun!



1. _____ 2. _____ 3. _____

Step 2:

Word Wall



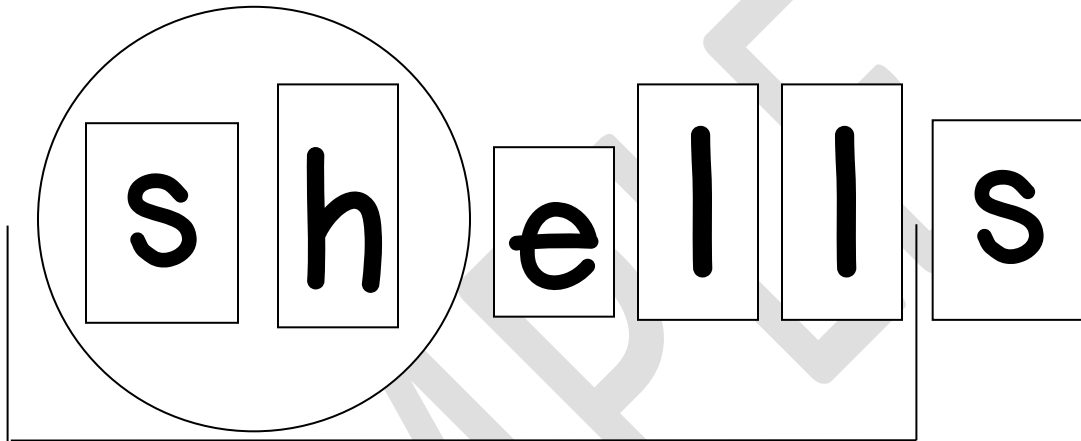
Step 2: Introducing the root word



Explain that *shell* is a word that means one. To make it a plural simply add an s. Say, "A plural! A plural means more than one!"



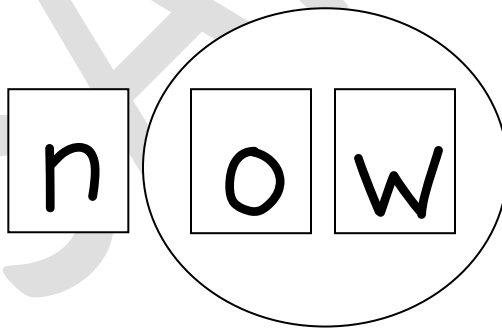
Write the letter s at the end of the word and bracket the root word.



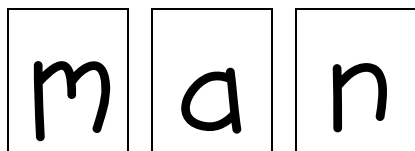
The Word Detective Agency



Hunks and Chunks: Circle any boxes of letter combinations that are "hunks" and "chunks".

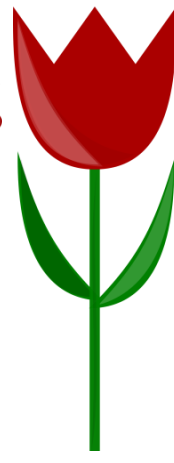
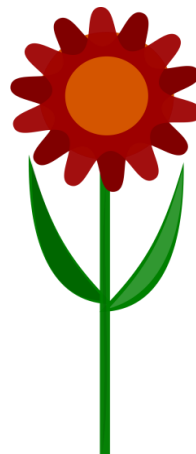
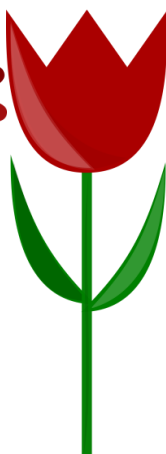
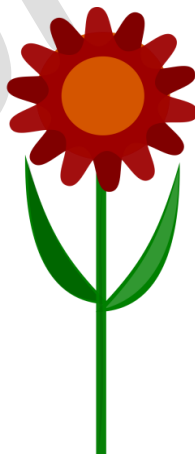
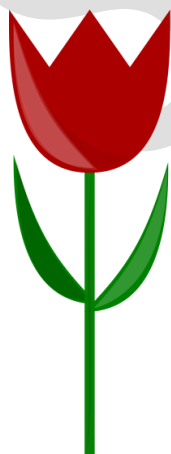
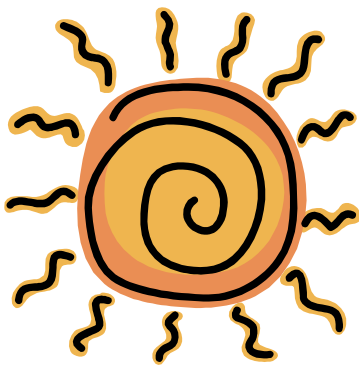


Phonograms: Underline common phonograms.



Step 3:

Treacherous Word Training





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.



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 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.



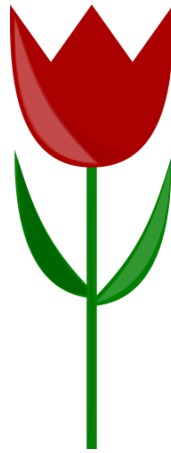
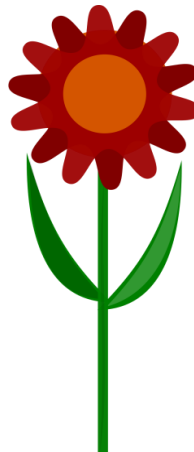
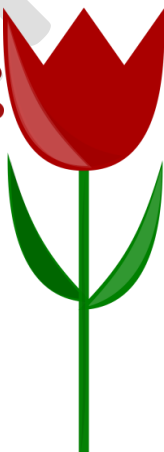
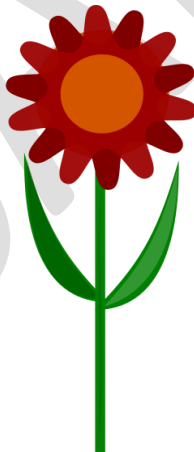
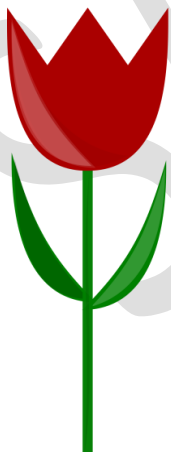
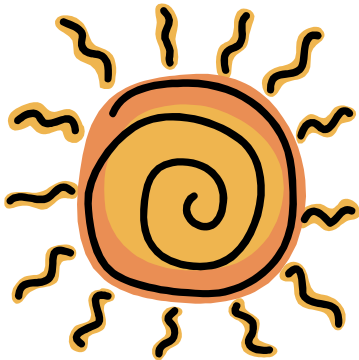
Did you get your mouth ready to say the first sound?



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

Step 4:

Creative Writing



For more lessons on Creative Writing refer to *Creative Writing the Phonics Dance Way*, *Morning Questions the Phonics Dance Way* and *Another Good Morning: Morning Questions Volume 2*.

Beyond Predictable Writing

You will see phenomenal growth in your third grade students when they write every day. Writing enhances reading, and reading enhances writing. What is writing like beyond predictable stories? The steps listed at the beginning of this section continue even when the students are becoming more independent writers. It is the writing expectations that change. Once your lower level students are comfortable writing simple, pattern sentences the expectations for writing increases.



writing Forms for Testing in the Third Grade

Many times writing is assessed and measured using three prose constructed response items. In the third grade classroom writing can take many forms, including both formal and informal. The list below represents a sample of the forms which may be elicited from students in response to this assessment.



In grades 3 – 5, students may be asked to write in these ways: 

Adventure stories

Autobiographies

Biographies

Book reviews

Brochures

Character Sketches

Descriptions

Diaries

Wiki entries

Endings

Essays

Explanations

Fables

Fantasy stories

Fiction

Sequels

How-to-do-it articles

Humorous stories

Legends

Letters

Magazine articles

Myths

News articles

Pamphlets

Persuasive letters

Reports

Reviews

Scenes (from a play)

Short Stories

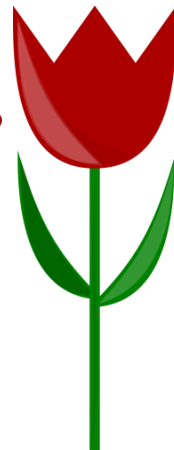
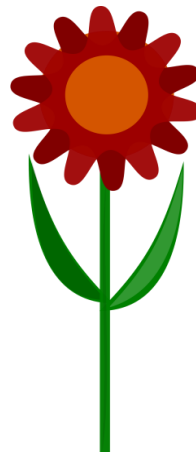
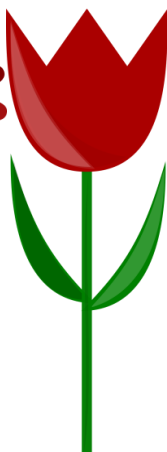
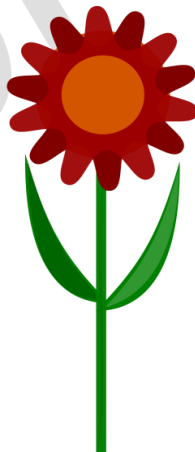
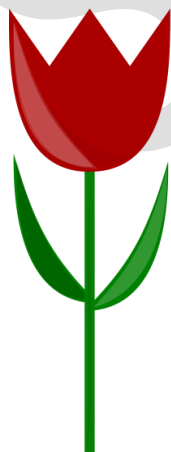
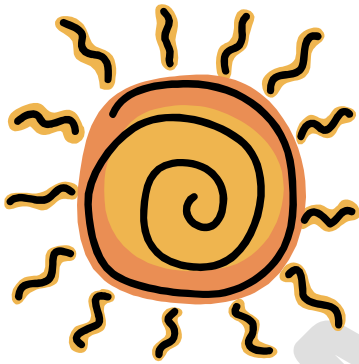
Science Articles

Science fiction stories

Speeches

Step 5:

Student - Teacher Conferencing





Writing Rubric: Beyond Predictable Stories

Name _____

Periods and Capital Letters	Hunks and Chunks	Word Wall Words	How does my story sound?
I did not use any periods or capital letters. _____	I forgot to hunk and chunk to help me spell my words. _____	My word wall words were not spelled correctly. _____	My story and sentences made no sense. _____
I used some periods and capital letters. _____	I hunked and chunked some of the time to help me spell my words. _____	I spelled some of my word wall words correctly. _____	Some of the sentences in my story made sense. _____
I used periods and capital letters throughout most of my story. _____	I hunked and chunked most of the time to help me spell my words. _____	I spelled most of my word wall words correctly. Occasionally I referenced the room to spell words that were not on the word wall. _____	Most of my story made sense and sounded right. I added a few details to support my writing. _____
I used periods and capital letters throughout my whole story. _____	I hunked and chunked all of the time to help me spell my words. _____	I spelled all of my word wall words correctly. I referenced the room to spell words that were not on the word wall. _____	All of my story made sense and sounded right. I added details throughout the story to support my writing. _____

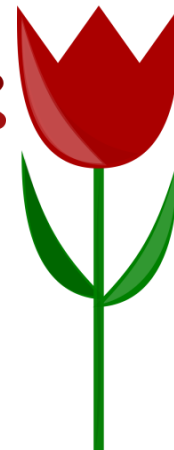
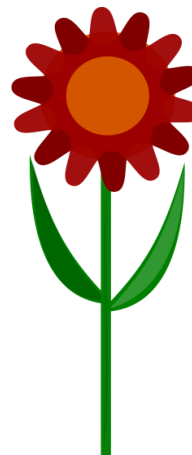
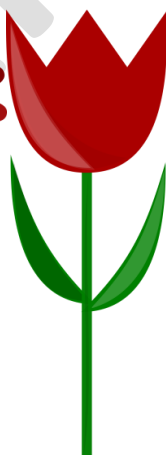
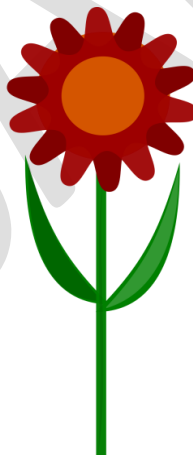
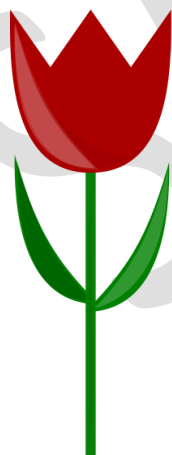
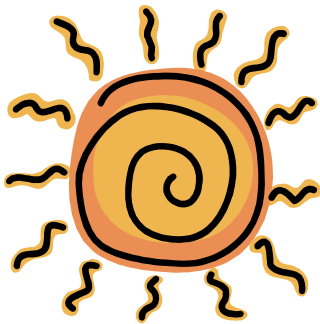


Score: _____

Comments: _____

Step 6:

Reading and Comprehension



For more lessons on Reading Comprehension refer to *Beyond the Phonics Dance*, *Language Arts and the Creative Arts Connection*, and *Way Beyond the Phonics Dance: Volumes 1 & 2*. These are the supplement manuals to step 6.



why do my third graders make mistakes when they read?



When students read a word incorrectly, it is normally due to one of the following errors:



Meaning Error

Example: Will you get up yesterday? Actual word is ~ today



Structure Error

Example: why will I eat for lunch? Actual word is ~ what



Visual Clue

Example: I ate a big, big egg. Actual word is ~ pancake



what are the three stages of reading?



Pre-Reading Activities



During Reading Activities



Post-Reading Activities



what are the three purposes of reading?



For Literary Experience




To Gain Information



To Perform a Task

Name _____



We love chapter books! 
Let's remember what we've read!
Time to summarize!

Book title: _____



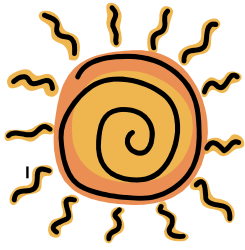
Chapter 1: _____



Chapter 2: _____

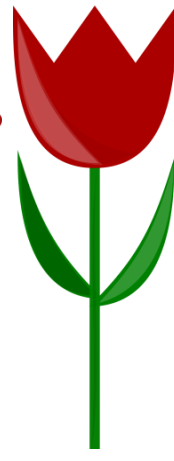
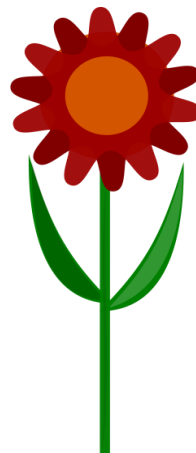
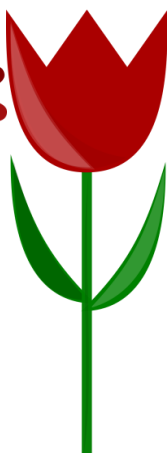
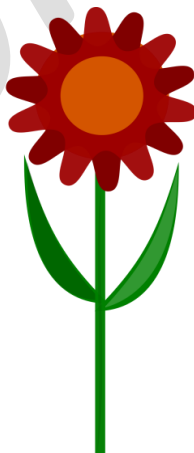
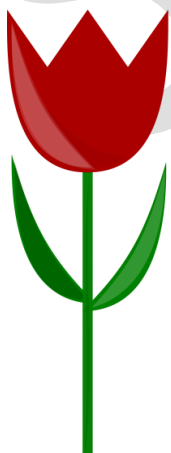


Chapter 3: _____



Spelling Tests

A new way to
think about
spelling!





Spelling Tests

A Three Week Spelling Rotation

Research indicates that a student can take a spelling test on Friday, get a 100%, and then misspell the majority of those words when they are writing the next week. This rotation helps students become better spellers by referencing the words that are on the Word Wall, and reinforcing the sight words that are tricky to spell (The Monster Words).

For each of these tests the number of words a group is asked to spell varies by developmental level.



Week 1: Each guided reading group gets their own set of spelling words (word families, spelling patterns, sight words). Words are chosen according to the developmental level of the group.

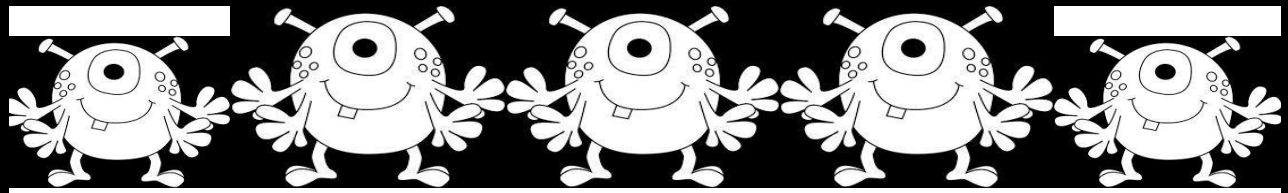


Week 2: Each guided reading group takes a Word Wall test. The teacher calls out words that are on the Word Wall. The students find the words and write them.



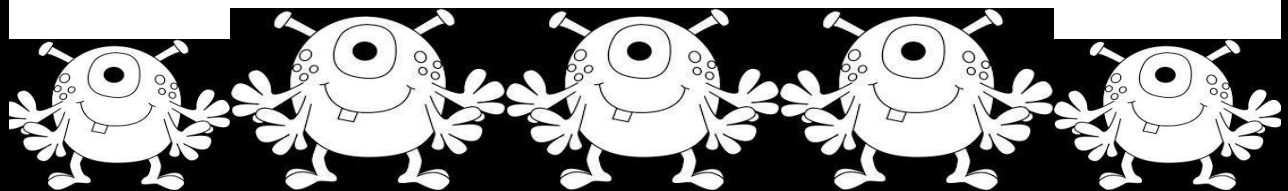
Week 3: Option 1 - Each guided reading group takes a Monster Word test. The teacher calls out Monster Words that are on the Word Wall. The students find the Monster card that coincides with each word and write it.

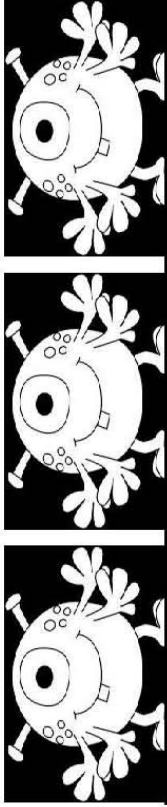
Option 2 - Each guided reading group takes a content area spelling test, referencing words in the room that coincide with science, social studies, math, and language arts.



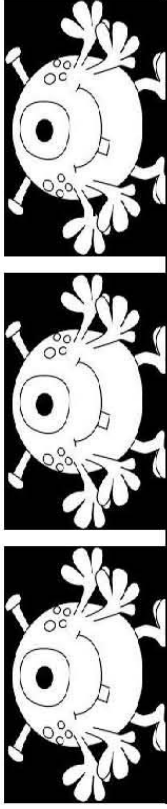
Monster Words

Special ways to
remember spelling
tricky words!

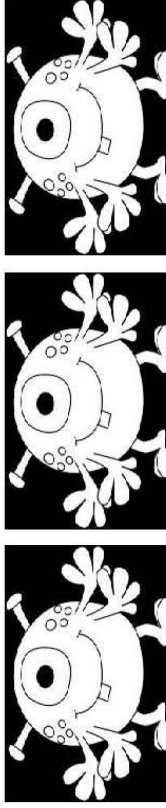




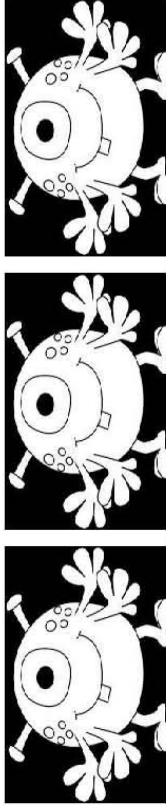
off



other



people



pretty



Scope and Sequence: 3rd Grade



1. Beginning of the Year (First Ten Days of Word Work)

- Chant the entire shortened alphabet. It does NOT matter if the alphabet chant was done previously in second grade.
- First ten days of word work: right after the alphabet chant, review vowel patterns learned the previous year. This includes short vowel families, super silent e, ending __ck, ump, unk, ell and ill.
- Start to build your Word Detective Agency. Identify parts of words (phonograms) by simply underlining them. Practice the onset and rime by reading words in parts.
- Introduction of consonant clusters. Practice reading these blends fast and fluently. Underline the clusters.
- Begin to build the word wall by introducing words that coincide with one of the phonograms of the day. We choose a word from the Fry List. In third grade we are responsible for words 221 - 320.



2. Day 11 of Word Work through mid - December:

- Continue the alphabet review.
- Choose the first hunk and chunk family to be presented to your class. Each day you will work with one hunk and chunk from the family. After all of the combinations for a particular sound have been introduced it will be time for that particular hunk and chunk family review.

- You will continue to introduce all hunk and chunk families in this manner. This will include working with each individual hunk and chunk in a family and then culminating with a review. You will continue these lessons until all of the hunks and chunks are on your board. (To choose your hunk and chunk families, match them up to stories in your basal or words that you will learn in other curriculum areas.)



Introducing and Reviewing the Hunks and Chunks



First, decide what hunk and chunk families you would like to present to the class. Example: This particular week you decide to work with ow, ou, ar, and or. On Monday, introduce ow. On Tuesday, introduce ou. On Wednesday, you would do a combined review for ow and ou. On Thursday, you would introduce ar. On Friday, you would introduce or. The following Monday, you would do the ar – or review.

- Continue to show what you know in your Word Detective Agency. Circle the hunks and chunks to train your eye to see them in words. Underline simple short vowel endings. Underline consonant clusters. Continue to read words in parts.
- Introduce root words. Be sure to bracket them.
- Continue to build the word wall by introducing words that coincide with the hunk and chunk of the day.
- Start to play word wall games. Introduce and review language arts concepts, (synonyms, plurals, antonyms, verbs, common nouns, proper nouns, adverbs, adjectives, etc.) through these word wall games. This gives us the opportunity to write high frequency

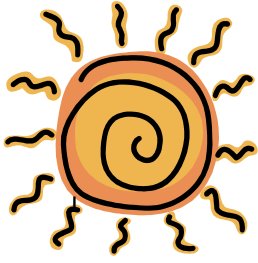
words and associate them with concepts we need to know.

- Begin to introduce monster words. These are sight words that cannot be sounded out. (Example: the words people, does, goes, and animal.)
- Start sounding the words that you are writing by counting syllables.
- In small groups, review and re-teach the whole group lessons that have not been mastered.
- Continue to introduce and review hunk and chunk families.



3. Early-December / Mid-December through the End of the Year

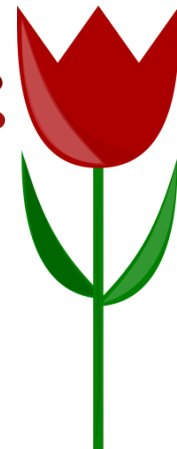
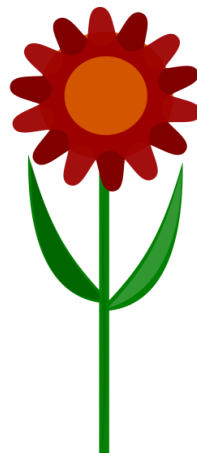
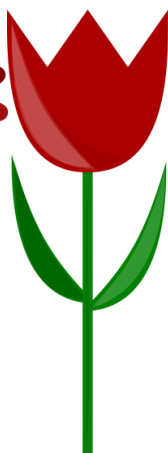
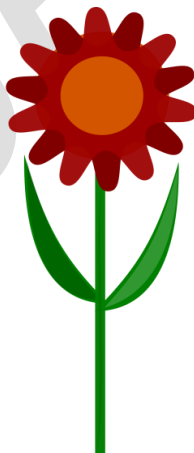
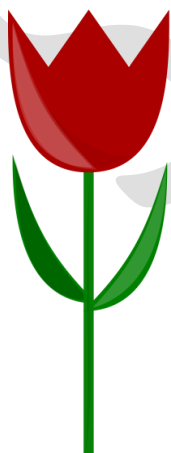
- Continue to chant the shortened alphabet every day until the end of the year.
- Continue to do the Phonics Dance hunk and chunk chants every day until the end of the year.
- Choose extension lessons from the manual for your word work. (Prefixes, suffixes, irregular plurals, possessives, contractions, soft and hard c, etc.)
- Continue to play word wall games to introduce and review language arts concepts.
- Continue to add words to the word wall that coincide with the lessons of the day.
- Continue to add monster words to the word wall.
- Continue to identify root words.
- Continue to identify syllables.
- In small groups, review and re-teach the whole group lessons that have not been mastered.



Word Lists

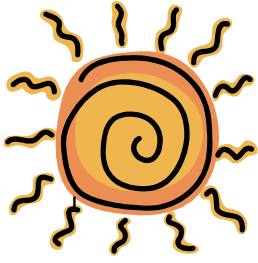
If your district does not have a standard word list, the lists on the next two pages can guide you. This third grade vocabulary list was built from an analysis of difficult words that appear in basal readers and other books commonly taught in third grade.

Another option would be using either the Dolch or Fry Word Lists. In our district, third grade teachers are responsible for teaching words 220 - 321 of the Fry List.

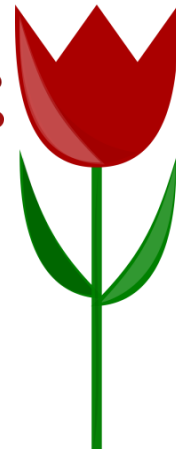
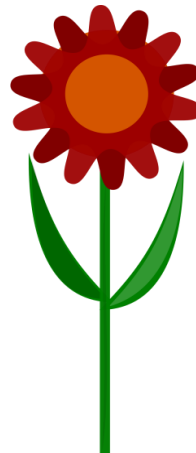
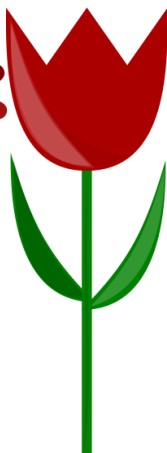
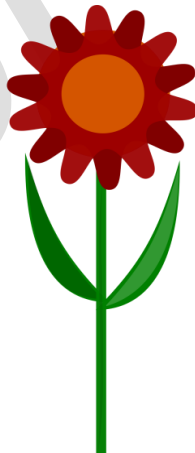
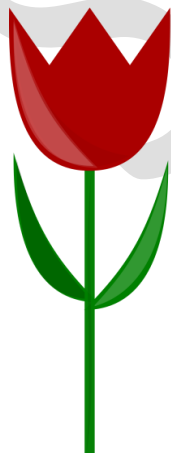


Third Grade Vocabulary Word List

A	build	drift	H
ability	built	daytime	habit
absorb	bought	doesn't	harsh
'accuse	bury		halfway
act		E	hang
active	C	elegant	hobbies
actual	cable	enable	holiday
adopt	capture	examine	hurry
advantage	certain	explore	
advice	chill	earn	I
ambition	clever	early	imitate
ancient	climate	employ	individual
approach	cling	elsewhere	intelligent
arrange	coast		intend
arctic	confess	F	itself
attitude	consider	fatal	
attract	contain	fan	J
average	continent	fierce	journey
avoid	convince	flutter	join
ability	coward	fortunate	joyful
absorb	crew	frail	
accuse	crumple	flavor	K
act	custom	fulfill	keep
active			kept
actual	D	G	kind
adopt	decay	gasp	know
advantage	deed	glide	known
	defend	globe	knew
B	delicate	grace	
bold	device	gradual	L
border	diagram	grasp	launch
brief	digest	guild	limit
brilliant	disease	guilt	locate
become	distant	goodness	loyal
birthday	doze		large



Word Lists for all
Hunk and Chunk
Lessons
and
Extension Lessons





Word Lists



Use these lists to determine what words you would like your class to write during the Phonics Dance word work.

ace : ace, face, lace, race, races, trace, pace, brace, space, place, Grace, grace, tracer, racer

ai : rain, pain, gain, stain, brain, drain, jail, main, plain, mail, email, nail, snail, pail, rail, hail, tail, trail, sail, paint, taint, faint, afraid, raid, braid, maid, paid, faith, air, fair, flair, hair, aim, domain, aid, wait, grain, pair, praise, sailor

air : air, hair, fair, stair, stairs, chair, chairs, dairy, fairy, hairy, lairs, airbag, airplane, airman, fairly, haircut, unfair, affair, repair, éclair, airport, unfair, funfair

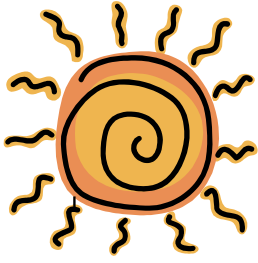
all : all, ball, call, fall, gall, hall, mall, stall, tall, taller, tallest, wall, called, calling, falling, small, smaller, smallest, appall, ballpark, baseball, football, kickball, basketball, meatball, waterfall, downfall, hallway, install, squall

ang : sang, bang, fang, hang, gang, rang, anger, angry, clang, slang, bangle, angle, hanger, sprang, dangle, hangout, wrangle

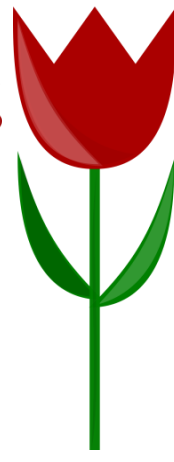
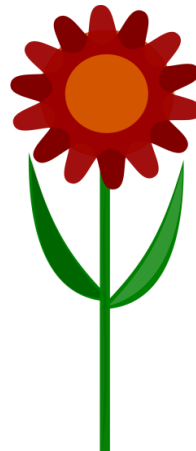
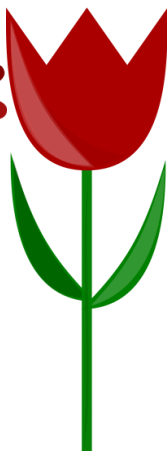
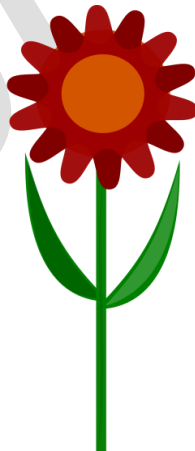
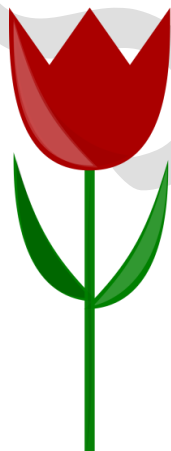
ank : thank, ankle, anklet, blank, bank, banker, blanket, drank, flank, clank, crank, rank, shrank, spank, tank, stank, Frank, prank, plank, sank, yank, thanking, thanks, frankly, spanking

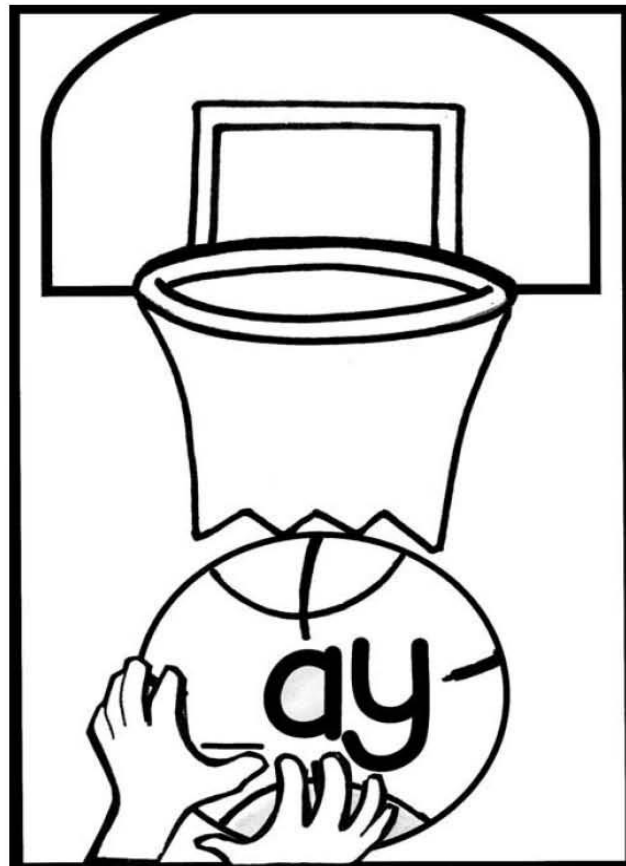
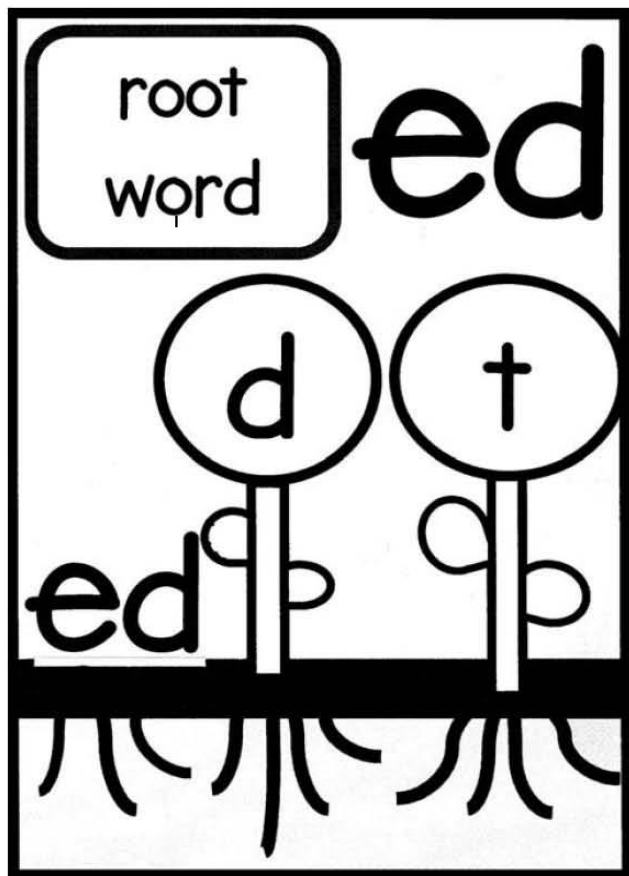
ar : are, car, bar, far, jar, par, tar, star, art, Bart, cart, chart, dart, mart, part, start, tart, arm, charm, farm, harm, alarm, barn, darn, garnish, starch, arch, parch, harsh, marsh, hard, yard, ark, bark, shark, dark, lark, park, stark, carve, starve, afar, ajar, cargo, Carl, arbor, parcel, March, garden, party

au : automobile, autograph, automatic, autopilot, auditorium, audience, audition, Australia, August, auction, autumn, author, auburn, applaud, Paul, sauce, sausage, haul, Austin, vault, haunt, haunted, maul, somersault, fault, cause, pause, because, laundry, authority



Linking Pictures and Posters







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