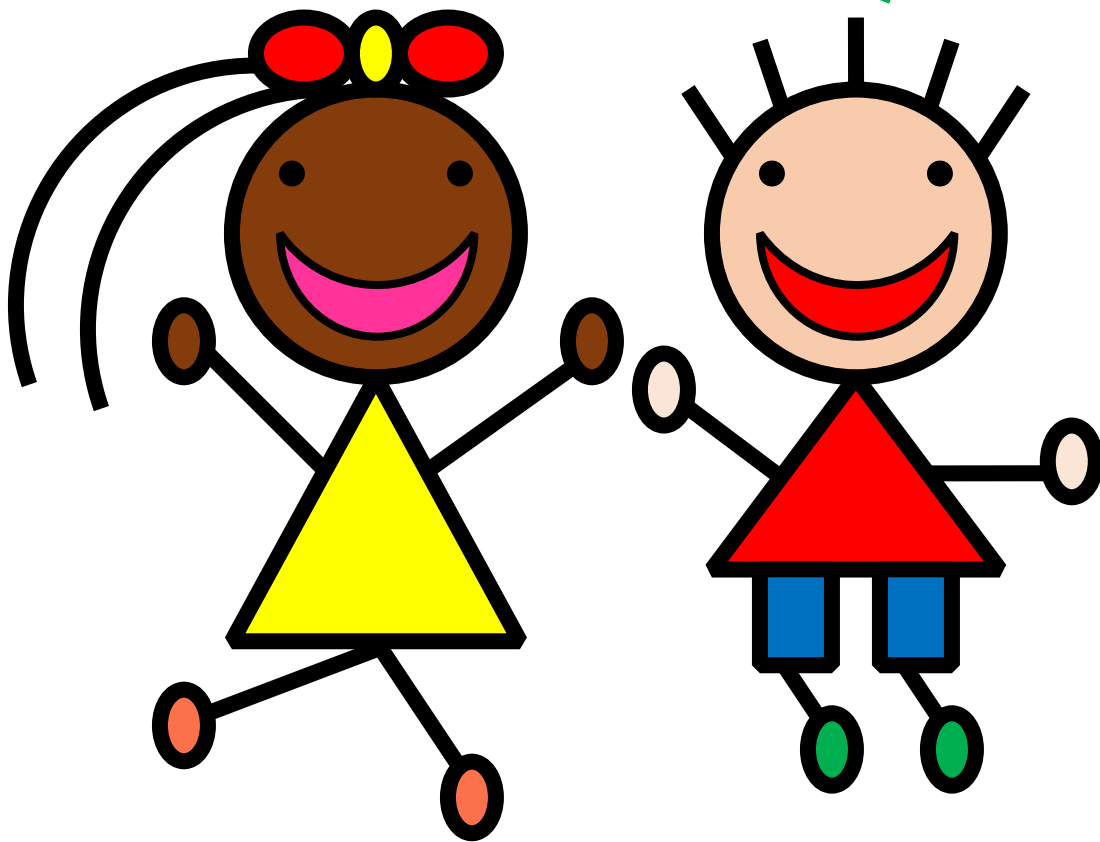


The Phonics Dance

Dance Lessons
First Grade Style



Ginny A. Dowd

Thank you for your interest in the Phonics Dance! This sample packet will give you an overview of the program in first grade. If you have any questions please email www.phonicsdance.com or call (937) 620 – 9186. I hope you'll come to the Dance!

Ginny Dowd

Why do we need the Phonics Dance?

Reading is a difficult process. Here's why:

84% of the words in the English language are phonetically correct. BUT....the 16% that are not phonetically correct appear in all types of literature 80% of the time.



Table of Contents















Table of Contents	Pages 3 – 6
6 Steps to Literacy	Page 7
Beginning of the Year Alphabet	Page 8
Phonograms and Super Silent e	Pages 9 – 12
Haunted Alphabet & Shortened Alphabet	Pages 13 – 14
Questions about the hunks and chunks	Page 15
Six Week Sample	Page 16
Hunk and Chunk Chants	Page 17
Full Week Lesson: sh and ch	Pages 18 – 22
Beyond the Dance: Extension Lessons	Pages 23 – 31
What are Monster Words?	Page 32
Word Work: Vocabulary	Page 33
References	Page 34




Table of Contents



 Introduction to the Phonics Dance	Page 6 - 7
 The Six Steps to Literacy	Page 8
 Step 1: Sound Attack	Pages 9 - 290
 Alphabet Chants	Pages 10 - 27
Magic Sound Spell	10
High Expectations	11
Alphabet Chants	12 - 18
Short Vowel Chants and Movements	19
 The First Ten Days of First Grade	Pages 20 - 34
 Super Silent e (End of September)	Pages 35 - 40
 Beyond the Common Rimes	Pages 41 - 52
 The Haunted Alphabet and Seasonal Alphabet	Pages 53 - 57
 November Alphabet - End of the Year	Pages 58 - 59
 Let's Dance!	Pages 60 - 79
How do I read the hunks and chunks?	61
How do I choose the hunks and chunks?	61
Common Questions about the Dance	62
Sample Timeline	63
The Hunk and Chunk Chants	64 - 68
How do I teach the hunks and chunks?	69 - 73
Day 1: Introducing a new hunk and chunk	69 - 70
Day 2: Reinforcing the new hunk and chunk	71 - 72
Day 5: The Week in Review	73
How do I play Word Wall games?	74 - 76
Word Wall Chants	77
Magical Word and Word-O!	78
The Hunk and Chunk Bulletin Board	79










 The Hunk and Chunk Worksheets	Pages 80 - 186
sh, ch and combined review	81 - 85
th and combined review sh, th, ch	86 - 88
ing, all and combined review	89 - 93
ace, ice and combined review	94 - 98
ar, or and combined review	99 - 103
ea, ee and combined review	104 - 108
oo, ew, ui, ue and combined review	109 - 116
oo the bully brothers (book)	117 - 119
and oo (sweeties) review	
ay, ai, eigh, and combined review	120 - 127
ou, ow and combined review	128 - 132
ink and ank combined review	133 - 137
ir, ur, er, and combined review	138 - 145
oi, oy and combined review	146 - 150
igh and ight	151 - 152
wh - the Question Words	153 - 157
aw, au, aught, ought	
and combined review	158 - 163
wr and kn combined review	164 - 167
oa and ow as long o	168 - 172
ph	173 - 174
tion, sion, and ion	175 - 181
ed at the end of a root word	182 - 186
 Extension Lessons	Pages 187 - 290
Chants	188 - 190
old	191 - 192
ell - ill	193 - 194
The Plurals s, es,	
and drop the y add i-e-s	195 - 199
Irregular Plurals	200 - 203
Drop the y, add ied	204 - 205
Soft c and Soft g	206 - 214
Consonant clusters versus ir, ur, and er	215 - 217
ea = a long vowel (eat)	
or a short vowel (bread)	
ear = ear or er and combined	218 - 226

ing, ang and ung	227 - 228
Drop the e, add ing	229 - 232
Double the Consonant	233 - 236
Compound Words	237 - 238
Contractions	239 - 242
Prefixes and Suffixes	243 - 252
Verb Tenses	253 - 256
Adjective, Noun, Verb sort	257 - 258
ight and ite Sort	259 - 260
ending ck and super silent e	261 - 265
Super Silent e breaks the rule	266 - 267
Mystical Magical y at the end of word	268 - 269
says long strong e or i	
ink, ank and unk	270 - 271
atch and itch	272 - 273
Possessives	274 - 279
Pronouns	280 - 283
dge ending	284 - 286
ture ending	287 - 288
Sort those words!	289 - 290

 Step 2: Word Wall	Pages 291 - 309
Beginning of School Word Wall	292
How do I spell that?	293
Becoming Word Detectives	294 - 302
The Game of Sparkle	303
Word Theater	304
The Alphabet Walk	305
(real word or nonsense word?)	
Monster Words	306 - 309

 Step 3: Treacherous Word Training	Pages 310 - 313
Vocabulary	311 - 312
The Word Detective Agency	313

 Step 4: Creative Writing	Pages 314 - 326
Writing Charts	315
Let's start the process!	316 - 318
Writing Topics and Themes	319 - 326

 Step 5: The Writing Conference	Pages 327 - 339
Predictable Story Writing Rubric	328 First Grade
Writing Rubric	329
Student – Teacher Conferencing	330 - 333
Writing Samples	334 - 339
 Step 6: Reading and Comprehension	Pages 340 - 358
Reading Errors and Stages	341
Language Arts Chants and Songs	342
How should first graders be reading?	343
Responding to Literature	344 - 354
Reading Rubric	355
Reading Strategies	356 - 357
Just Right Books	358
 Spelling Tests	Pages 359 - 362
 Daily Schedule	Pages 363
 Scope and Sequence	Pages 364 - 366
 Word Lists	Pages 367 - 384
 Linking Cards	Pages 385 - 444
Alphabet Set	386 - 412
Mean Old Uncle Mario	413 - 414
Hunk and Chunk Cards	415 - 425
The Haunted Alphabet	426 - 429
Monster Word Cards	430 - 444
 Reading and Writing Posters	Pages 445 - 456
Mystical Magical Y	445
Don't forget your vowel!	446
Super Silent E	447 - 448
How do I become a better reader and writer?	449
What is my sentence stopper?	450
c, k, ck, ke Cards	451 - 452
When do I use a capital letter?	453
Soft C and Hard C	454
 References	Pages 455 - 464

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



Beginning of the Year



First Grade Alphabet Review and Word Associations

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

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

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



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



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



"d": d – d – d. I'm a digging dog!

"e": (Hands in motion like a train engine coming down a track) chant, "e – e – e – e – e – e – e – e – e – e – e – e". Pointing up in the air chant,

"e – e – e – e – e. Eddy loves his teddy, and Eddy loves e!" (Show your muscles when you say the letter e. This will reinforce that it is a long strong vowel sound.)




"f": f – f – f. Froggy loves flies!



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

Name _____

What's my ending?

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

consonants

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

vowels

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

Can you write the word I say?

1. _____

2. _____

3. _____

"at" detectives at work!

an at ag at at at ap as at

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

at

cat

bat

hat

Name _____

What's my ending?

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

Can you write the word I say?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Can you read these words?

• Ben ten men



• win spin pin



• bun fun bun



• tan van pan



What ending do you hear in the word I say?

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

Name _____

What's my ending?

_____ast	_____est	_____ust
----------	----------	----------

Can you write the word I say?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Can you read these words?

• last

fast

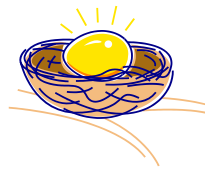
cast



• test

vest

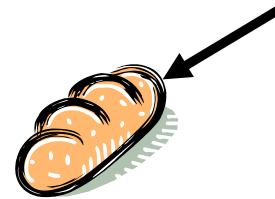
nest



• must

bust

crust



What ending do you hear in the word I say?

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

Name _____

What's my ending?

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

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

Can you write the word I say?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Can you read these words?

• take

brake

rake



• Mike

spike

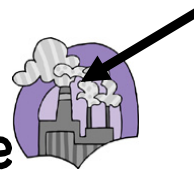
bike



• woke

poke

smoke



What ending do you hear in the word I say?

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

The Haunted Alphabet

To be chanted the whole month of October



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



"b": b – b – b. Black bats, BOO!



"c": C says cah. 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 lollipop. Lick!



The First Grade



Alphabet

November until the end of the year



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



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



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



Questions about “Hunking and Chunking”



When do I start the Phonics Dance and the Art of Hunking and Chunking? First and second grade teachers will begin introducing two hunks and chunks a week starting on the third week of school. The first two weeks 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



Starting at the Beginning of Week Three of Word Work



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: "sh" and "ch" review



Week Four

Monday: Introduce the "ow" hunk and chunk

Tuesday: Review "ow"

Wednesday: Introduce the "ou" hunk and chunk

Thursday: Review "ou"

Friday: "ow" and "ou" review



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: (sweet) "oo" and (bully brothers) "oo" review



Week Six

Monday: Introduce the "ing" hunk and chunk

Tuesday: Review "ing"

Wednesday: Introduce the "all" hunk and chunk

Thursday: Review "all"

Friday: "ing" and "all" review

The Phonics Dance



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!) 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! 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.)

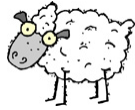


ing: (This is the King of ing's dance.) i – n – g, ing, ing, ing, i – n – g, ing, ing, ing. (Turn in a circle three times as you chant the ing sounds.)

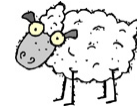


all: a – l – l, a – l – l, all, _____ that ball! (Decide what the class would like to do to a ball, and insert that word on the line. For example: *Throw that ball!* Or

Name _____



Sh! Sheep love when it's quiet!



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

1. _____ 2. _____

3. _____ 4. _____

wish

fish

swish

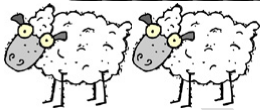
finish



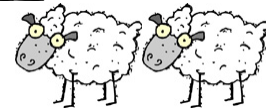
Does the word I say have the "sh" hunk and chunk?

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



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

1. _____ 2. _____

3. _____ 4. _____

wish

fish

swish

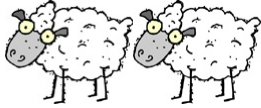
finish



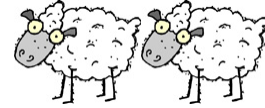
Does the word I say have the "sh" hunk and chunk?

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!
sh, sh, sh, sh, sh, sh, sh



1. _____ 2. _____

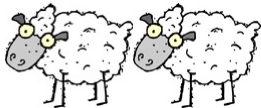
3. _____ 4. _____

lash flash smash | shop | ship | she

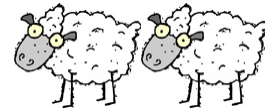
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!
sh, sh, sh, sh, sh, sh, sh



1. _____ 2. _____

3. _____ 4. _____

lash flash smash | shop | ship | she

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



c-h! ch, ch, ch! Chicken Cha Cha!



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

1. _____ 2. _____

3. _____ 4. _____

munch crunch bunch punch



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

1. _____ 2. _____ 3. _____

Name _____



c-h! ch, ch, ch! Chicken Cha Cha!



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

1. _____ 2. _____

3. _____ 4. _____

munch crunch bunch punch



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

1. _____ 2. _____ 3. _____

Name _____



c-h! ch, ch, ch! Chicken Cha Cha!



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

1. _____ 2. _____

3. _____ 4. _____

match batch patch | chip | chop

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



c-h! ch, ch, ch! Chicken Cha Cha!



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

1. _____ 2. _____

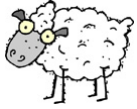
3. _____ 4. _____

match batch patch | chip | chop

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



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



1. _____ 2. _____

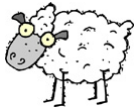
3. _____ 4. _____

much such | hush blush | chip ship

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

1. _____ 2. _____ 3. _____

Name _____



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



1. _____ 2. _____

3. _____ 4. _____

much such | hush blush | chip ship

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

1. _____ 2. _____ 3. _____

Beyond the Hunks and Chunks

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 191 - 192

o-l-d! Old granny says don't give it an e!



ell and ill: pages 193 - 194

i-ll, i-ll, I'm ill, I'm ill, I have a chill.

e-ll! e-ll! ell, ell. As you chant "ell" slide into it with both arms moving in front of you.



Plurals: pages 195 - 199

With a noun: s or es mean more than one! With a noun: s or es 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 200 - 203

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 - 214

Silly, silly I and E. How will you say the letter c? SSS! Smarty, smarty A, O, U. When you see C what will you do? CAH! Review that c is making the s sound because it is a silly c! Review the ice and ace hunk and chunks. Reinforce that c is making the s sound because it's a silly c!

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, or 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, or u.



Consonant blend and r controlled vowel review: pages 215 - 217

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 218 - 226

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 227 - 228



Drop the e, add i-n-g: pages 229 - 232



Double a consonant with a cvc word: pages 233 - 236

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 add ing.



Compound Words: pages 237 - 238

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



Contractions: 239 - 242

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



Prefixes and Suffixes: pages 243 - 252

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 predictable and irregular: pages 253 - 256

e-d, I did it already! i-n-g, I'm doing it now!



Adjective, Noun, Verb Sort: pages 257 - 258


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 259 - 260

 Short vowels ending in ck or super silent e: pages 261 - 265

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 rule: page 266 - 267

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 268 - 269

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

 ink, ank, unk Sort: pages 270 - 271

i - n - k! i - n - k! I don't drink pink ink!

a - n - k! a - n - k! ank! ank! ank! I'm going down 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: 272 - 273

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

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

 Possessives: pages 274 - 279

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 280 - 283

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


dge: pages

 edge: pages 284 - 286

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

 ture: pages 287 - 288

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

 Sort those words! pages 287 - 288

This generic worksheet gives you the option to design your own word sorts, word matches, and memory games.

Name _____



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



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

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

tooth teeth | mouse mice | man men

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?

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

tooth teeth | mouse mice | man men


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

1. _____ 2. _____ 3. _____

Name _____

I'll write a word. Read it and write it in its correct column.

Silly C = i and e ○

Smarty C = a, o, u 

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____


Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

I'll write a word. Read it and write it in its correct column.

Silly C = i and e ○

Smarty C = a, o, u 

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

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



Double it!



No, don't double it!

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

skip skipping | scratching matching | shopping hopping

Do I double the consonant in the word I write?

1. _____ 2. _____ 3. _____

Name _____

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



Double it!



No, don't double it!

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

skip skipping | scratching matching | shopping hopping

Do I double the consonant in the word I write?

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door? un = not

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

untie

undress

unlucky

unlock

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

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

untie

undress

unlucky

unlock

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

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

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the suffix.

playing staying | praying played | stayed prayed

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

1. _____ 2. _____ 3. _____

Name _____

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

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the suffix.

playing staying | praying played | stayed prayed

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

1. _____ 2. _____ 3. _____

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 and "s" for the plural.

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

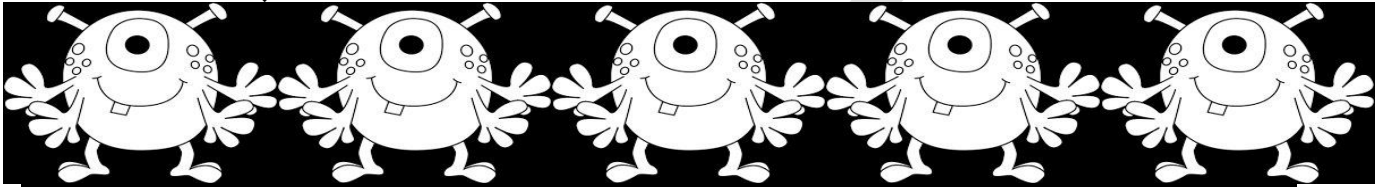
Word Wall Fun!

1. _____ 2. _____

3. _____ 4. _____

Monster Words: What are they?

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. who: wh-o. Whooo? Whooo? (sound like an owl).
2. what: wh-at. What is that in the hat???
3. when: wh-en. When, when will you kiss a hen?
The answer: NEVER!
4. where: wh-ere. Where, where, where???
The answer: Here! Here! Here!
5. why: wh-y. Why is there a w-h?
6. which: wh-ich. It's not a wicked witch!
7. went: w-ent. We went to the _____!
8. want: w-ant. I want to go on a picnic, but I don't want ants in my pants!
9. can't: c-a-n. Apostrophe – t.
10. friend: f-r-i-end. A friend until the end.
11. said: s-a-i-d. Dot that i. Dot that i! I said...
12. have: h-av. Don't forget the e!
13. bear: b-e-a-r. Bear! bear!
14. and: a-n-d and again and again!
15. should: s-h-ou, should not forget the l-d!
16. could: c-ou, could not forget the l-d!



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? If y says e, cross out the y and write e with a long strong vowel symbol above it. If y says I, cross out the y and write a capital I above it.



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.
- Stahl, S., Duffy-Hester, A. Stahl, K. (1998) Everything you Wanted to Know About Phonics (but were afraid to ask). *Reading Research Quarterly*, Vol. 33, No. 3.
- Taberski, S. (2000). *On Solid Ground*. Portsmouth, NH: Heinemann.