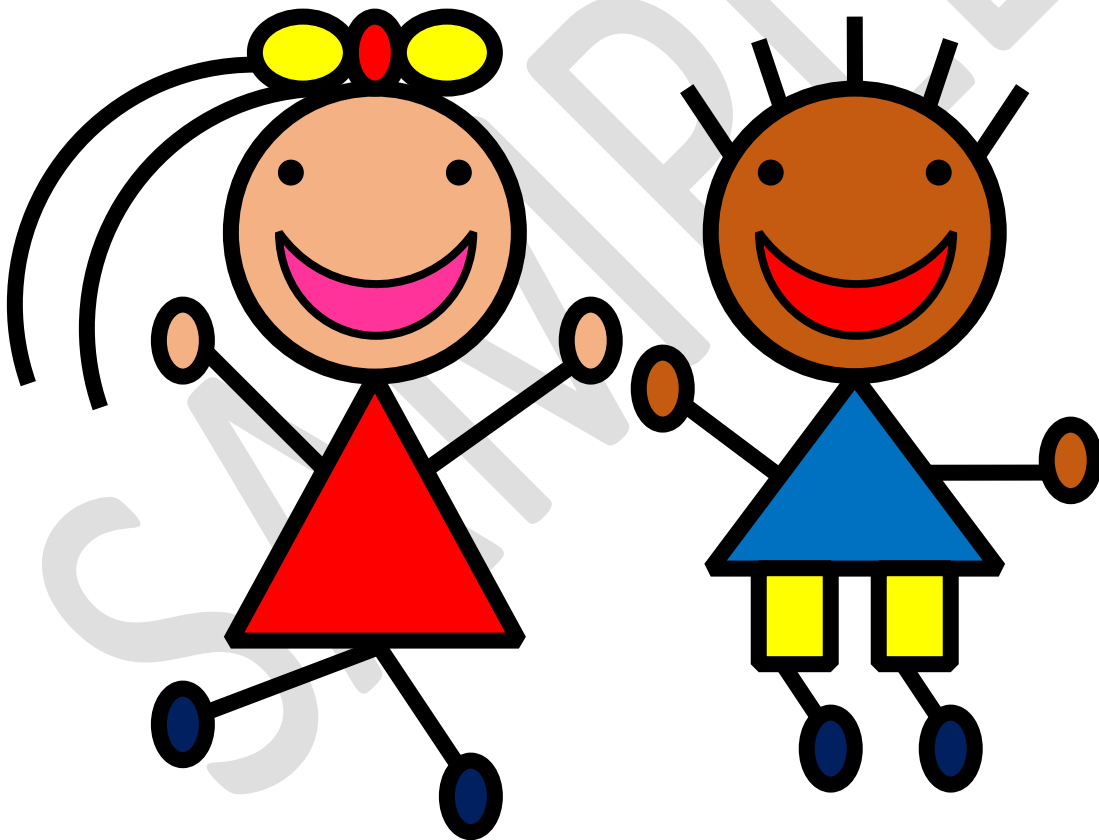


# The Phonics Dance

Dance Lessons k -2 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 a Title or Special Ed classroom. If you have any questions please email [www.phonicsdance.com](http://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.






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## Remedial Lessons

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

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## Advanced Lessons

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

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## Extension Lessons

Chants and Lessons  
 old  
 ell - ill  
 The Plurals s, es, and  
 Drop the y add i-e-s  
 Irregular Plurals  
 Drop the y, add ied  
 Soft c and Soft g  
 Consonant clusters and ir, ur, and er

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ea = a long vowel (eat)  
or a short vowel (bread)  
ear = ear or er and combined  
ing, ang, and ung  
Drop the e, add i-n-g.  
Double the Consonant  
Compound Words  
Contractions  
Prefixes and Suffixes  
Verb Tenses  
Adjective, Noun, Verb sort  
ight and ite Sort  
ending ck and super silent e  
Super Silent e breaks the rules  
Mystical Magical y says e or i  
at the end of a word  
ink, ank, and unk  
atch and itch  
Possessives  
Pronouns  
ending egde  
ending ture  
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# The Phonics Dance



## Six Steps to Literacy in the Primary Grades

1. Sound Attack: Daily review and introduction of consonants, short and long vowels, digraphs and variant vowel sounds.
2. Word Wall: Daily 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 ~ immediate feedback on student writing with emphasis on structure, spelling and punctuation.
6. Reading: Daily practice ~ Guided, independent, choral, or partner reading in correlation with literature that is teacher chosen and / or student selected, coinciding with comprehension lessons.



# Let's get started!



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

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



## Step 2: Let's chant!

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

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

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

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

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



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

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



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



## Beginning of the Year

### Remedial zoom

### Alphabet Review



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.)

"a": 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, is baby, baby. B - b - b is b!



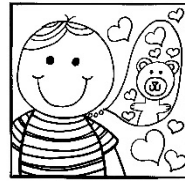
"c": C says "cah". C says "cah". C says "cah". Cat! Meow!



"d": d - d - d. I'm a digging dog! d - d - d. I'm a digging dog. d - d - d is d!



"e": (Hands in motion like a train) 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.)

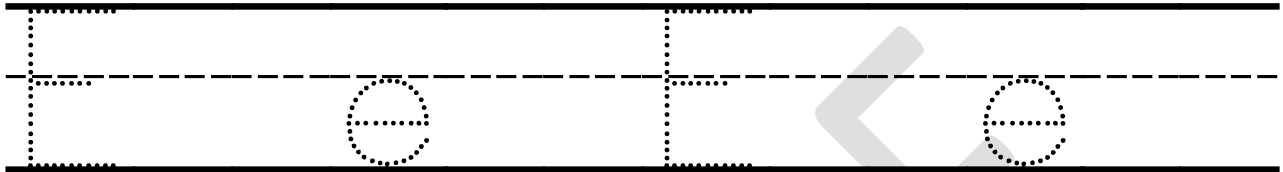


Name \_\_\_\_\_

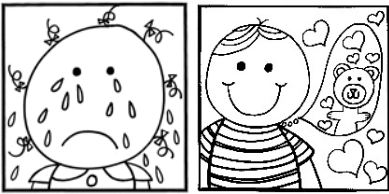
Eddy loves his teddy and Eddy loves e!

Follow Eddy's pattern!

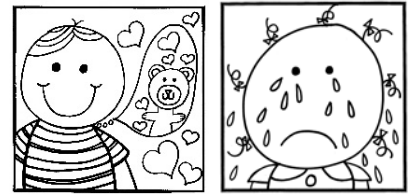
Trace the letter. Then write it on your own!



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



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

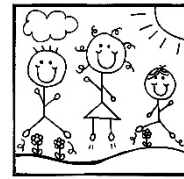


3. \_\_\_\_\_ 4. \_\_\_\_\_

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

Look at the letters below!  
 I will say a letter sound or a letter name.  
 Find it and color it in the color I say!

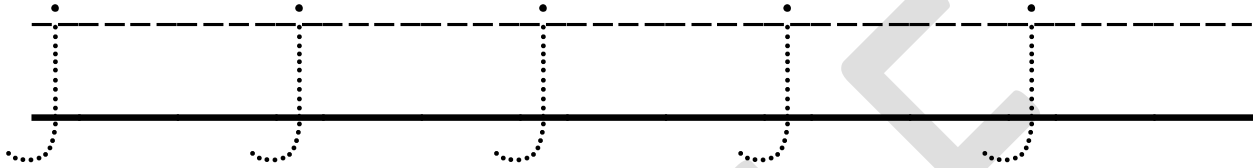
b            a            d            e            c







Name \_\_\_\_\_

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

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



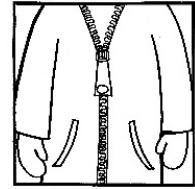
How many times do I want you to jump? First find lower case j and circle it in pink. Let's read what the sentence says to see how many times we can jump! Touch each word! Do you see the pattern?

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

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

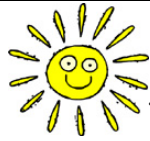
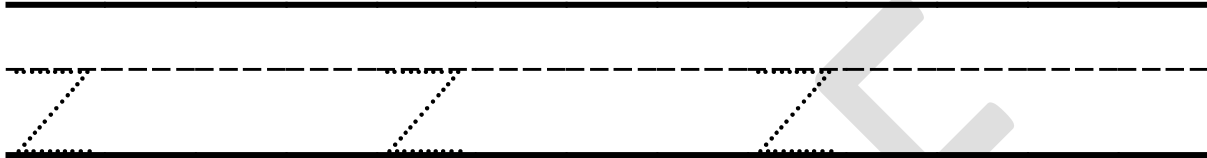
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Name \_\_\_\_\_



z - z - z is zipper! Zip!

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



The sun is hot.

The word hot has the ot ending. The word sun has the un ending. What are the ending sounds to each of the words I say?

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



Tell me a place you would like to  
zip and zoom off to!

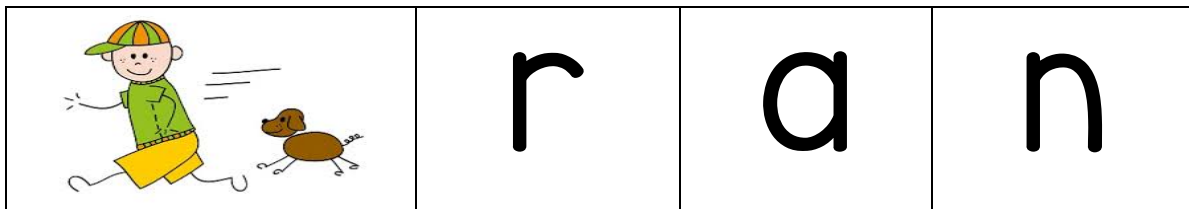
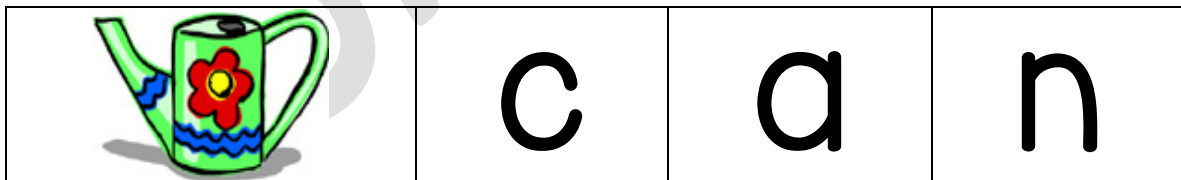
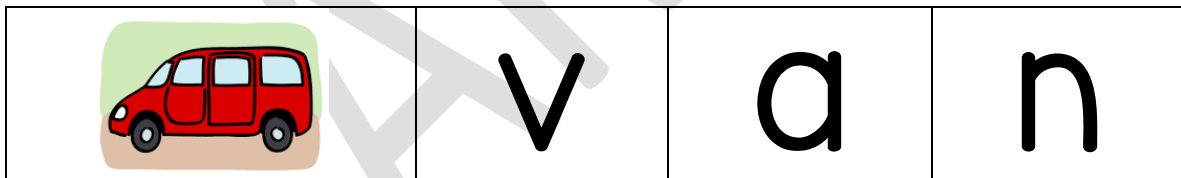
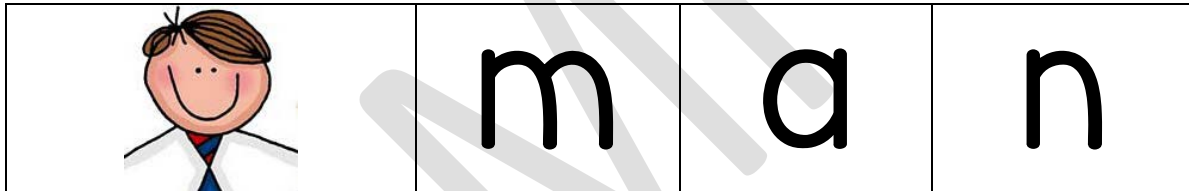
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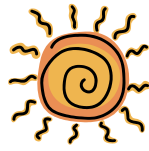
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Name \_\_\_\_\_

Let's segment!

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





# Alphabet Review



## Without all of the Repetition or Letter Names

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

Chant, “a - a - a! Abby is sad. a - a - a is a!” Then have the class cry, “WAHHHHHHH!”

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



“b”: b - b - b. Baby wants a bottle. Now burp your baby!



“c”: C says “cah”. Cat, meow!



“d”: d - d - d. I’m a digging dog!

“e”: (Hands in motion like a train) chant, “e - e - e - e - e - e - e - e - e - e - e - e - e”. Pointing up in the air chant,

“e - e - e - e - e - e. Eddy loves his teddy, and Eddy loves e!”

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



“f”: f - f - f. Froggy loves flies!



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

# The Haunted Alphabet

To be chanted the whole month of October



"a": a - a - a. Abracaddabra! 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! Bite!



"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!)

# The Shortened Alphabet

When your students no longer need words associations

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

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

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

Name \_\_\_\_\_

What's my ending?



e - t = et, et, et!



I am wet!

Consonants

h	j	s	t
---	---	---	---

Vowels

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

Can you write the word I say?

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

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

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

"et" detectives at work!

en et et ed et et

Be an "et" expert! Every time you see it,  
underline it! Then read the words!

get set vet

Name \_\_\_\_\_

What's my ending?

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

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

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

Can you write the word I say?

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

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

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

Can you read these words?

- ill      drill      hill      
- well      smell      bell      
- spill      spell      Bill      bell

What ending do you hear in the word I say?

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

Name \_\_\_\_\_

What's my ending?

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

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

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

Can you write the word I say?

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

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

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

Can you read these words?

• hump

slump

jump



• dunk

stunk

skunk



• clunk

clump

What ending do you hear in the word I say?

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

Name \_\_\_\_\_

What's my ending? Here comes super silent e! Make it long and make it strong! When you write a word draw a cape on your super silent e! Draw the long vowel symbol over the long strong vowel. Underline the ending.

__ake	__ike	__oke
-------	-------	-------

Can you write the word I say?

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

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

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

Can you read these words?

- bake      lake      awake
- pike      alike      unlike
- smoke      awoke

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? It will be up to you to determine when to start the art of "hunking and chunking". The developmental level of your students will determine when to begin this process. Generally first and second grade teachers will begin introducing two hunks and chunks a week on day eleven of school. The first two weeks focus on the daily alphabet review, and working with onsets and rimes (phonograms). Kindergarten students normally begin this process in the fourth grading period, focusing on one hunk and chunk a week.



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



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



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



## Six Week Sample ~Regular Classroom



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



### Week Three (Day II of School)

Monday ~ introduce the "sh" hunk and chunk

Tuesday ~ review "sh"

Wednesday ~ introduce the "ch" hunk and chunk

Thursday ~ review "ch"

Friday ~ review "sh" and "ch"



### Week Four

Monday ~ introduce the "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 three times. Then point to yourself as you chant, "I want more fish!")



ing: (This is the King of ing's dance.) i - n - g. ing. ing. ing. i - n - g. ing. ing. ing. (Each time you chant the **ing** sound jump once in a circular motion.)



all: a - l - l. a - l - l. all. 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 *Spike that ball!* March each time you chant the letters **a - l - l**. End the chant by doing the action.)

Name \_\_\_\_\_



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



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

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

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

king

sing

wing

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

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

Name \_\_\_\_\_



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



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

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

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

king

sing

wing

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

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

Name \_\_\_\_\_



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



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

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

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

sting

ding

ring

Word Wall Fun!

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

Name \_\_\_\_\_



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



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

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

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

sting

ding

ring

Word Wall Fun!

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

Name \_\_\_\_\_

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

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

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

all

fall

tall

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

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

Name \_\_\_\_\_

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

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

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

all

fall

tall

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

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

Name \_\_\_\_\_

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

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

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

call

wall

hall

Word Wall Fun!

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

Name \_\_\_\_\_

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

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

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

call

wall

hall

Word Wall Fun!

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

Name \_\_\_\_\_



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



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

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

king

sing

all

call

Word Wall Fun!

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

Name \_\_\_\_\_



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



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

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

king

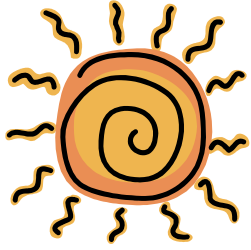
sing

all

call

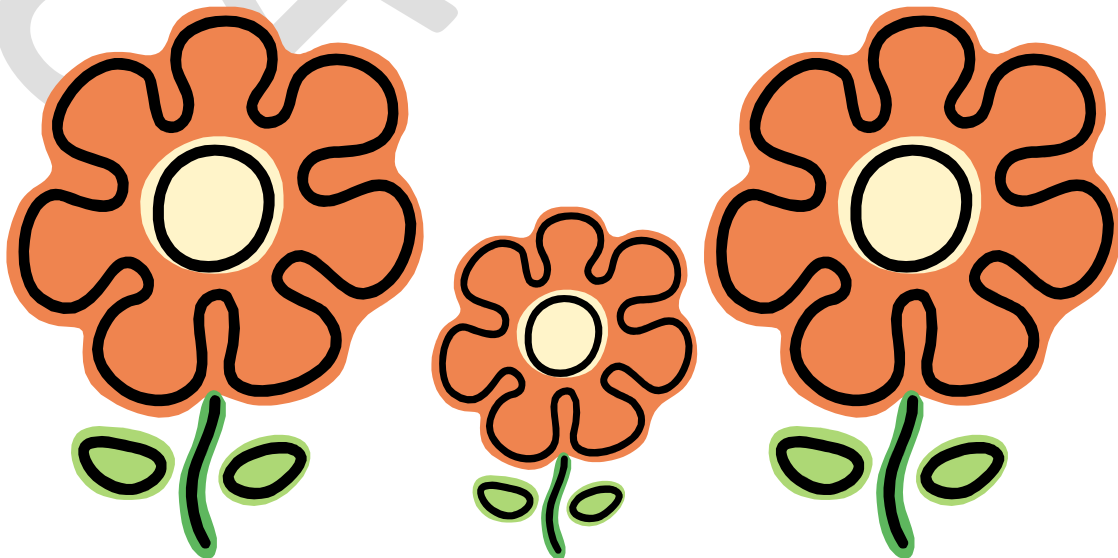
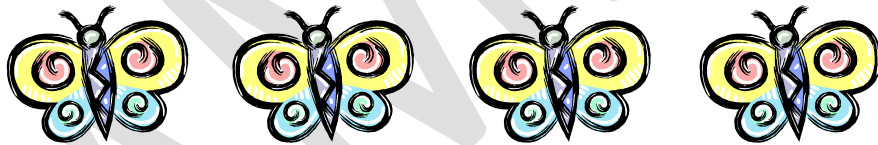
Word Wall Fun!

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



# Dance Lessons

For students who are  
ready to read and  
write more words



Name \_\_\_\_\_



o-w, ow! There's a cow going down! d-o-w-n!



That's the way to get down!

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

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

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

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

• now      how      bow      cow

• owl      howl      prowl

• down      clown



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



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

Name \_\_\_\_\_



o-w, ow! There's a cow going down! d-o-w-n!  
That's the way to get down!



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

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

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

wow chow plow | crown frown down  
Word Wall Fun!

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

Name \_\_\_\_\_



o-w, ow! There's a cow going down! d-o-w-n!  
That's the way to get down!



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

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

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

wow chow plow | crown frown down  
Word Wall Fun!

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

Name \_\_\_\_\_



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



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

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

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

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

• out      spout      shout

• south      mouth

• house      mouse      spouse



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



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

Name \_\_\_\_\_



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



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

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

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

round found sound ground hound

Word Wall Fun!

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

Name \_\_\_\_\_



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



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

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

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

round found sound ground hound

Word Wall Fun!

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

Name \_\_\_\_\_



ow, ou, ow, ou, ow, ou, ow, ou



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

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

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

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

owl howl prowl | out about shout

Word Wall Fun!

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

Name \_\_\_\_\_



ow, ou, ow, ou, ow, ou, ow, ou



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

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

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

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

owl howl prowl | out about shout

Word Wall Fun!

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

## Beyond the Hunks and Chunks Extension Lessons and Worksheets

After your 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 309 - 310

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

 ell and ill: pages 311 - 312

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 313 - 317

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

 Irregular Plurals: pages 318 - 321

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 322 - 323

(Example: hurry becomes hurried)

 Soft c and Soft g: pages 324 - 331

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

Smarty, smarty a, o, u. When you see C what will you do? 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, and u.*

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

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

Soft "g" words ~ *giant, gentle, germ, gem, general, ginger, and giraffe.*

**\*\*\*G makes the silly "j" when it comes before the letters i or e. G is smart and says "g" when it comes before the letters a, o, and u.**



Consonant blend and r controlled vowel review: pages 332 - 334

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 335 - 343

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 344 - 345



Drop the e, add i-n-g: pages 346 - 349



Double a consonant with a cvc word: pages 350 - 353

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 354 - 355

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



Contractions: 356 - 359

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



Prefixes and Suffixes: pages 360 - 369

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 370 - 373

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



Adjective, Noun, Verb Sort: pages 374 - 375

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 376 - 377



Short vowels ending in ck or super silent e: pages 378 - 382

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 383 - 384

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 385 - 386

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



ink, ank, unk Sort: pages 387 - 388

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: 389 - 392

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

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



Possessives: pages 393 - 396

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 397 - 398

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



ending dge: pages 399 - 401



ending ture: pages 402 - 403

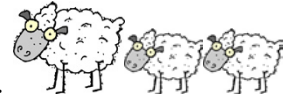


Make Your Own Word Sort: pages 404 - 405

Name \_\_\_\_\_



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



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

Singular

Plural

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

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

leaf leaves | tooth teeth | sheep sheep

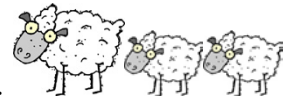
Is the noun I say a silly plural or does it have s or e - s?

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

Name \_\_\_\_\_



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



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

Singular

Plural

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

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

leaf leaves | tooth teeth | sheep sheep

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

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

Name \_\_\_\_\_

### Mystical Magical y

at the end of a word says e or i!

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

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

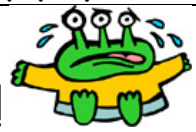
Read these words and sort them in the columns below!

party_____	fly_____	mommy_____	cry_____
deny_____	rely_____	library_____	puppy_____

y sounds like e!



y sounds like i!



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

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

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

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

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

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

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

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



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



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

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

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

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

Name \_\_\_\_\_

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

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

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

y sounds like e! 

Andy

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

y sounds like i! 

fly

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



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



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

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

Name \_\_\_\_\_



I'm a pronoun!



I'm a little word that takes the place of a noun!  
Choose a pronoun from the box and fill in the blank.

Read these pronouns!

it	we	she	her	he	him	his
	they	them		you	me	

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

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

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

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



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

1. My mom is nice.

Her Him She They

2. That man's dog is barking.

Me You His Him He

3. The house is on fire!

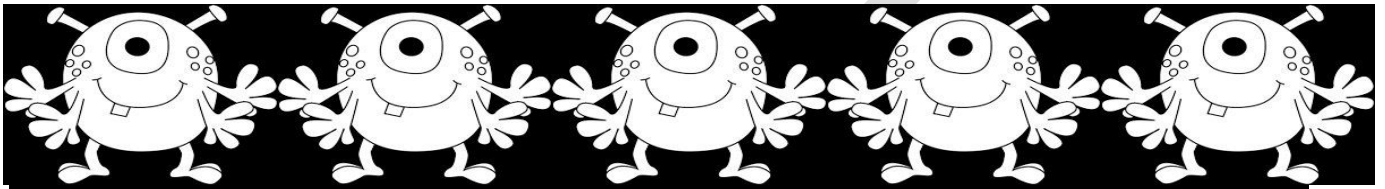
They I It Them

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

They We You

# Monster Words: what are 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???
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 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?



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