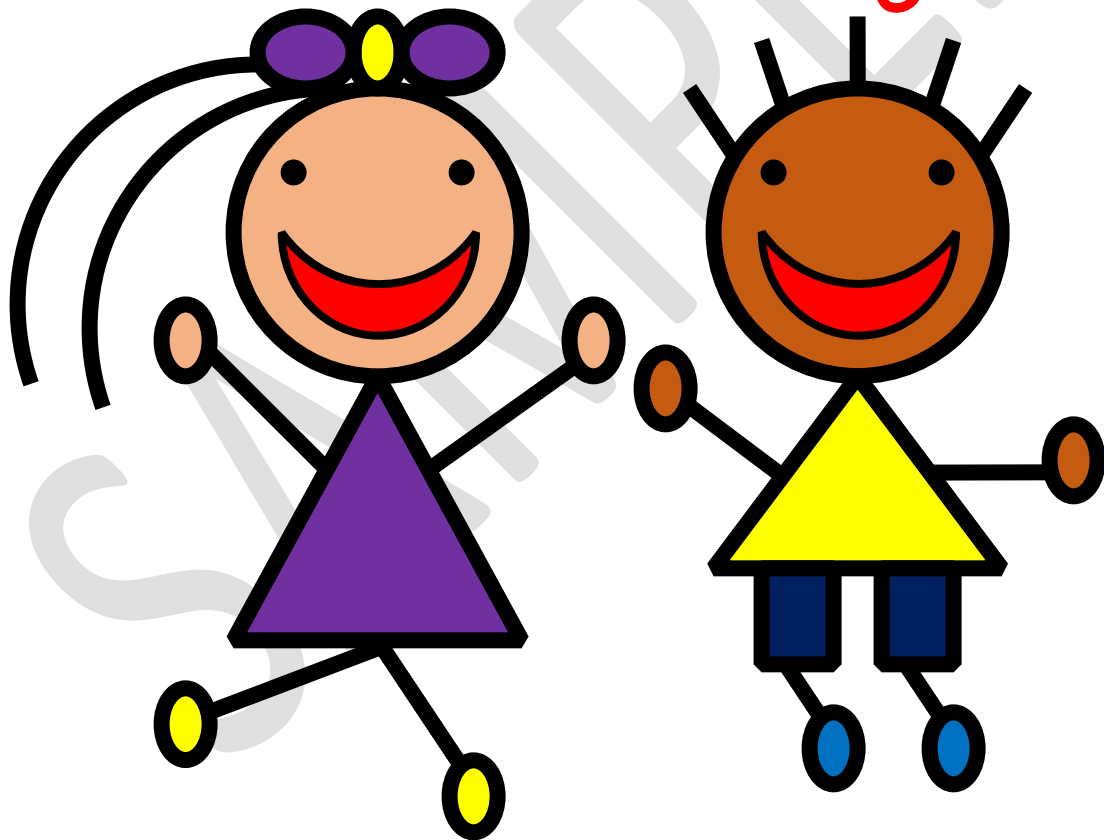


The Phonics Dance

Advanced Dance Lessons
Second 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 the second grade classroom. 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.

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The Phonics Dance

Six Steps to Literacy in the Primary Grades



 How do I start if I am a second grade teacher? 

As a second grade teacher the Alphabet Chant will be the starting point for your morning. There are two options to choose from.

Option One: For a class with the majority of the students starting the year at or above grade level (skip pages 13 – 27)



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

Tell the class you will be making them alphabet maniacs, and to do this you will be casting a spell on them. (You can find the spell on the previous page.) Being an alphabet maniac entails saying each and every sound in the alphabet without any word associations. One of the most important aspects of this step is to review the long and short vowels and the motions that go along with each one. Cast your spell.



Review of the short vowels sounds is so important. Many children have a hard time distinguishing between short *e* and short *i* especially children who live in southern regions of our country.



Step 2: Let's review the sounds we learned in first grade!

On the first day of word work, when chanting the Alphabet Review, you will say the sound and the class will repeat it. Point to the letter *a*. Say the short *a* sound and teach its motion. The class will repeat it. Next put your arms in the air to show off your muscles, and say *ay* (the long *a* sound). The class will repeat it. Point to the letter *b* and say *bah* (the *b* sound). Point to the letter *c* and make the *cah* sound. Continue this process through the entire alphabet. As you say each sound, the class repeats it after you. Once you have gone through the whole alphabet, ask the class to chant with you as you review each of the sounds one more time.



Starting on day two of word work the class will chant with you.



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

This review is done each day as part of the morning community time. The main purpose is to review the vowels, but the whole class can benefit from the consonant review that goes along with the chant.



The Alphabet Review should be chanted EVERY morning for the entire year.



How do I start if I am a second grade teacher? 

Option Two: For a class with the majority of the students starting the year at / or below grade level

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



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

Tell the class you are going to cast a spell on them that will help them remember all the sounds in the alphabet they learned in first grade. Take your magic wand and cast your spell by tapping on the top of the sprinkle container and saying the magic chant. Next put a few sprinkles in each student's hand. With their empty hand have them cast their own spell over the magic sprinkles. As they wave their hand with nothing in it over the hand with the sprinkles, they will say, "I am smart! I am smart! I am smart!" Finally, they get to eat the sprinkles. That's the best part!



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

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



Beginning of the Year Second Grade Alphabet Review And Word Associations

"a": Put one hand on the top of your mouth and the other below. As you say the short a sound, pull the hand above your mouth up. Move the bottom hand down.
Chant, "a – a – a! Abby is sad. a – a – a is a!" Then have the class cry, "WAHHHHHHH!"
(Show your muscles when you say the letter a. This will reinforce that it is a long strong vowel sound.)



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



"c": C says "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 – 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 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?

 e - l - l  e - l - l = ell, ell 

consonants

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

vowels

a	e	l	o	u
---	---	---	---	---

Can you write the word I say?

1. _____

2. _____

3. _____

"ell" detectives at work!

ell et ell em ell ell en ell

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

well sell spell smell quell

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! 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!)

 Option 2: 

The Second Grade Alphabet
November until the end of
the Year



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



Take away all of the word associations. The class will only move to the vowels.



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



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



Step 1: You can start with the Alphabet review.



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



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

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



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



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



The First Ten Days of Second Grade



What's My Ending Rime?

Average to Above Average Class

For the first ten days of second grade, follow the alphabet review with an activity called "What's my ending?" (Pages 45 - 55) You will review common rime (phonogram) patterns for ten days. This activity is to get your class in the habit of looking for patterns and parts in words. On day eleven it will be time to start the Phonics Dance.



Step 1: The entire class chants the Alphabet Review.



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



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



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



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



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

Name _____

What's my ending?

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

Can you write the word I say?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Can you read these words?

• sip

rip

zip

slip



• pop

hop

flop

top



• up

cup

pup



• nap

flap

trap

cap



What ending do you hear in the word I say?

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

Name _____

What's my ending?

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

___ake	___ike	___oke
--------	--------	--------

Can you write the word I say?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Can you read these words?

• bake

lake

rake



• like

hike

bike



• poke

joke

spoke

What ending do you hear in the word I say?

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



Questions about "Hunking and Chunking"



When do I start the Phonics Dance and the Art of Hunking and Chunking? First and second grade teachers will begin introducing two hunks and chunks a week 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 the new school year)



Week Three (Day 11 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

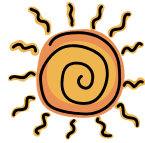
Monday ~ introduce the "ing" hunk and chunk

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, 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. (Turn in a circle three times as you chant the ing sounds.)

Name _____



At the end of a root word a-y! ay! ay! ay!

Hey do you want to play? Swish! Score! Hooray!

__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

3. _____ 4. _____

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

• gray tray clay stay

• subway away delay today

• Sunday Monday Friday



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

1. _____ 2. _____ 3. _____

Name _____



At the end of a root word a-y! ay! ay! ay!



Hey do you want to play? Swish! Score! Hooray!

__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

3. _____ 4. _____

staying laying paying playing | play playful

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



At the end of a root word a-y! ay! ay! ay!



Hey do you want to play? Swish! Score! Hooray!

__ay, __ay, __ay, __ay, __ay, __ay

1. _____ 2. _____

3. _____ 4. _____

staying laying paying playing | play playful

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Rain! Rain! You're a pain! a - il ai! ai! ai!

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

1. _____ 2. _____

3. _____ 4. _____

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

There is only one word with two syllables.

Circle it in blue.

• rain gain main stain

• mail snail tail fail

• afraid paid braid



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

1. _____ 2. _____ 3. _____

Name _____



Rain! Rain! You're a pain! a - il ai! ai! ai!

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

1. _____ 2. _____

3. _____ 4. _____

paint painting | wait waiting | email emailing

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Rain! Rain! You're a pain! a - il ai! ai! ai!

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

1. _____ 2. _____

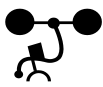
3. _____ 4. _____

paint painting | wait waiting | email emailing

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

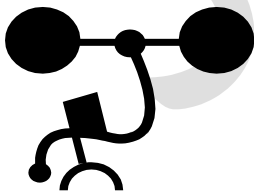
3. _____ 4. _____

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

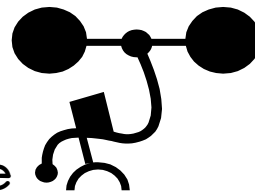
Can you find the three-syllable word? Circle it in green. There are two-syllable words. Circle them in orange. Circle all one-syllable words in yellow.

• neigh neighbor neighborhood

• eight eighty eighteen



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

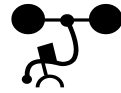


1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

3. _____ 4. _____

weigh weight weighing | freight

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



The strongest hunk and chunk of them all!



eigh, eigh, eigh, eigh, eigh, eigh

1. _____ 2. _____

3. _____ 4. _____

weigh weight weighing | freight

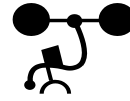
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



One is a pain. One is the strongest.



One wants to play!

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

1. _____ 2. _____

3. _____ 4. _____

afraid raid braid | sleigh weigh | delay today
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



One is a pain. One is the strongest.



One wants to play!

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

1. _____ 2. _____

3. _____ 4. _____


afraid raid braid | sleigh weigh | delay today
Word Wall Fun!

1. _____ 2. _____ 3. _____

Beyond the Hunks and Chunks

Extension Lessons and Worksheets

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

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

 old: pages 190 - 191

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

 ell and ill: pages 192 - 193

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

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

 Plurals: pages 194 - 198

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 199 - 202

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 203 - 204

(Example: hurry becomes hurried)

 Soft C and Soft G: pages 205 - 212

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, 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 213 -
215

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 216 - 224

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 225 - 226



Drop the e, add i-n-g: pages 227 - 230



Double a consonant with a cvc word: pages 231 - 234

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 235 - 236

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



Contractions: 237 - 240

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



Prefixes and Suffixes: pages 241 - 250

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 251 - 254

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



Adjective, Noun, Verb Sort: pages 255 - 256

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

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

Something you can touch! A noun!

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



ight and ite sort: pages 257 - 258



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

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

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



Super Silent e breaks the rules: page 264 - 265

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

class writes cvce words that contain the long vowel sound have them draw a little cape on the *super silent e*. This shows the power Super Silent e has to make a short vowel long and strong. (Examples: lake, bike, 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 266 - 267

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



ink, ank, unk Sort: pages 268 - 269

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

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: 270 - 273

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

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



Possessives: pages 274 - 277

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 278 - 280

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



edge: pages 281 - 283

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



ture: pages 284 - 285

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



Make Your Own Word Sort: pages 286 - 287

Name _____

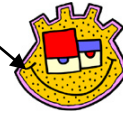
ing, ing, ing, ing, ing, ing, ing, ing, ing,



Double it!
Add i - n - g.



Don't double it.
Just add i-n-g!



Drop the e.
Add i-n-g!

1. _____ 1. _____ 1. _____

2. _____ 2. _____ 2. _____

giving living thinking | winking humming strumming
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

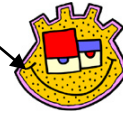
ing, ing, ing, ing, ing, ing, ing, ing, ing,



Double it!
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Add i-n-g!

1. _____ 1. _____ 1. _____

2. _____ 2. _____ 2. _____

giving living thinking | winking humming strumming
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?

un = not

pre = before

re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

replay redo | unhappy uncover | preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?

un = not

pre = before

re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

replay redo | unhappy uncover | preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

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

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

untruthful retired prevents unhappily

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

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

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix and suffix.

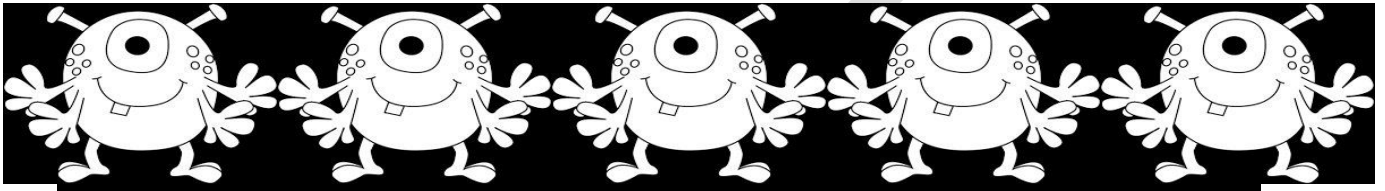
untruthful retired prevents unhappily

Word Wall Fun!

1. _____ 2. _____ 3. _____

Monster Words: What are 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. Whoooo? Whoooo? (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 h-d!
16. could: c-ou, could not forget the h-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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