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ANALYZE 2 Phonics Chant

Have students do motions when they say the spelling patterns.

Identify sound-spelling patterns.

- bl** Say: **bl, blend**. Have students do the action of blending the cake mix.
- gl** Say: **gl, glide**. Have students make a gliding motion with their arms.
- fl** Say: **fl, flute**. Have students play the flute.
- pl** Say: **pl, plug**. Have students do the motion of plugging something in.
- cl** Say: **cl, clap**. Have students clap.
- sl** Say: **sl, slide**. Have students do a sliding down motion with one hand.
- br** Say: **br, brush**. Have students brush their hair.
- cr** Say: **cr, cry**. Have students pretend to cry.
- dr** Say: **dr, drive**. Have students do the motion of driving with both hands.
- gr** Say: **gr, grab**. Have students do the motion of pulling the tail of a tiger.
- pr** Say: **pr, propeller**. Have students with one finger make the circular motion of a propeller.
- tr** Say: **tr, triangle**. Have students use two hands to make the triangle shape.
- thr** Say: **thr, throw**. Have students pretend to throw a ball.
- ph** Say: **ph, photo**. Have students pretend to take a picture with a camera.
- wa** Say: **wa, wash**. Have students with both hands do the motion of washing clothes up and down.
- oo** Say: **oo, book**. Have students pretend to read a book.
- air (ear)** Say: **air, hair, bear**. Have students point to their hair.
- ge-dge** Say: **ge, huge, judge**. Have students spread arms to show huge.
Have students do action of pounding with a gavel.
- ue** Say: **ue, clue**. Have students hold up their thumb to show a finger print clue.
- ng** Say: **ng, ing, sing**. Have students sing la, la, la, la.
- ck** Say: **ck, lick**. Have students do the motion of licking with their tongues.
- sk** Say: **sk, mask**. Have students do the motion of putting on a mask.
- nk** Say: **nk, blink**. Have students blink both of their eyes.
- nt** Say: **nt, paint**. Have students pretend to paint the ceiling.
- ss** Say: **ss, floss**. Have students floss their teeth.
- zz** Say: **zz, buzz**. Have students make the buzz sound ZZZZZZZ.
- eigh** Say: **eigh, weigh**. Have students with their two hands do a balancing motion of a scale.
- tion** Say: **tion, caution**. Have students hold up their palm face forward to indicate stop or caution.
- ture** Say: **ture, future**. Have students point up to the sky.
- atch** Say: **atch, watch**. Have students pretend to hold up binoculars.



Analyze Charts: Practice & Implement

- ★ The brain is the ultimate pattern seeking organ. When you are Analyzing your brain is doing what it does best!
- ★ Analyzing means “you are searching for word chunks” to help read unfamiliar words.
- ★ Practicing and learning the hand motions, and word “chunks” will help your child develop stronger reading/writing skills. This is especially true for beginning readers and struggling readers of all ages.
- ★ Support your child by allowing him/her to try figuring out the word on his/her own. If he/she needs support when reading; prompt him/her to **“Analyze the word”** or **“Chunk the word”**.
- ★ If your child struggles with the beginning sound of a word, prompt him/her by saying, **“Get your mouth/lips ready to say the first sound”**.
- ★ Links to the Analyze Charts Videos
 - [Analyze 1 Chart - Video](#)
 - [Analyze 2 Chart - Video](#)