

## Think to Spell® — a word analysis process

### Students encode

1. Teacher **says** the word and uses it in an **oral sentence**
2. Together, count **syllables** by feeling jaw movement and clapping.
3. Together, pull apart the word; **punch** or equally stress each syllable/sound.
4. **Say** and **listen** to sounds; identify **phonograms**
5. Students **write** each phonogram for each sound in Spelling Notebook.  
(teacher scaffolds thinking with questions as students blab answers orally and write)
6. Teacher tells student to think about **rules** and **mark** phonograms.  
("If you know for sure you may mark them; otherwise, wait and do it with me.")

### Students decode

7. Students **read** the word; teacher listens to blending, models as needed.
8. Together, count **syllables** by feeling the jaw drop and clapping.
9. Together, pull apart the word; **punch** or equally stress each syllable/sound.
10. **Say** and **listen to** sounds and identify **phonograms**
11. Teacher **writes** each phonogram for each sound.  
(Again, teacher scaffolds thinking with questions as students blab answers.)

### Students proof work and talk about their thinking

12. Students **check** their work, making **any corrections** with teacher's help.
13. Together, discuss **rules** and phonogram **markings**
14. Students **rewrite** (best print or cursive writing) word in second column.

### Quick focus

15. Teacher points to each phonogram/syllable in word in first column to model chunking: "We think to spell (say each sound/syllable with equal emphasis)"
16. Teacher moves hand under word in second column to model blending: "We read (say whole word with correct pronunciation [blended sounds])"

See *Johnny Can Spell Teacher's Guide* for

- ◆ A listing of the Spelling Rules on pages 122-23
- ◆ An explanation of the code on pages 124-26, [silent final e, 184-87]

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Handouts by Alice Nine, author of *Johnny Can Spell* and *Johnny Can Write*

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