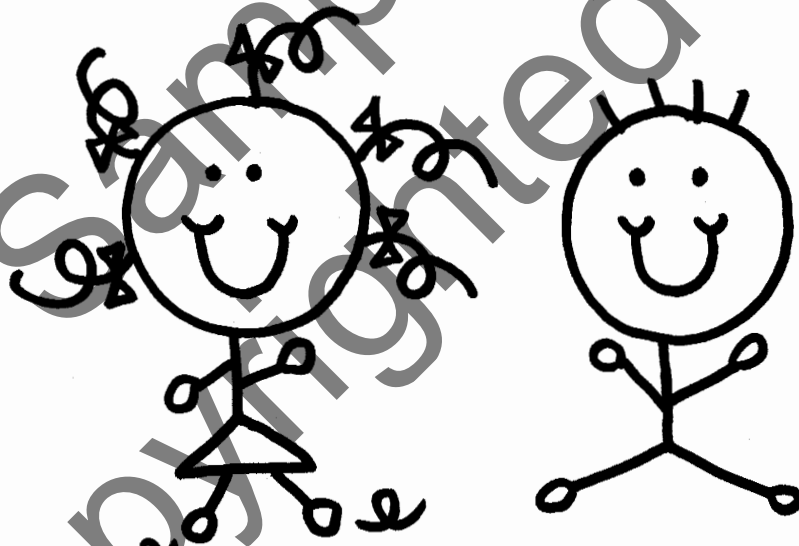


The Dance Continues



Phonics Dance the
2nd and 3rd Grade Way



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Vdowd©2009

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Table of Contents

Six Steps to Literacy in the Primary Grades	Page 4
High Expectations	Page 5
Sound Attack and Word Wall Lessons	Pages 6 - 41
The First Ten Days of Second Grade	Pages 7 ~ 26
Directions	Pages 7 ~ 9
Most Common Phonograms	10 ~ 14
What's my ending? Worksheets	15 ~ 26
Let's Dance!	Pages 27 ~ 41
Teaching the Hunks and Chunks	27 ~ 34
The Phonics Dance Chants	35 ~ 41
The Hunk and Chunk Worksheets	Pages 42 ~ 100
ing, all, & combined review	42 ~ 44
ar, or, & combined review	45 ~ 47
sh, ch, th, & combined review	48 ~ 52
oo (the bully brothers), oo (the sweeties), ui, ew, & combined review	53 ~ 58
ow, ou, & combined review	59 ~ 61
ee, ea, & combined review	62 ~ 64
ai, eigh, ay, & combined review	65 ~ 68
igh, oa, ow as o, & combined review	69 ~ 72
ice & ace	73 ~ 74
ir, ur, er, & combined review	75 ~ 78
oi, oy, & combined review	79 ~ 81
wh as a question word	82 ~ 83
ph, kn, wr, & combined review	84 ~ 90
tion & sion, ion & review	91 ~ 93
aw, au, aught, ought, & review	94 ~ 96
e-d at the end of a root word	97 ~ 100

Extension Lessons	Pages 101 ~ 184
ink, ank, unk, & combined review	102 ~ 104
old	106 ~ 107
Regular and Irregular Plurals	108 ~ 113
Drop the y. Add i-e-s. Drop the y. Add i-e-d.	114 ~ 118
Soft C and Soft G	119 ~ 126
Is it a consonant cluster or ir, ur, or er?	127 ~ 129
“ea” as long e or short e	130 ~ 133
“ear” as ear or er	134 ~ 138
ing, ang, ung	139 ~ 140
Drop the e. Add i-n-g.	141 ~ 144
Double the Consonant & Review	145 ~ 148
Compound Words	149 ~ 150
Contractions	151 ~ 154
Prefixes, Suffixes, & Review	155 ~ 164
Verb Tenses (ed & ing)	165 ~ 168
Adjective, Noun, & Verb Review	169 ~ 170
ight or ite?	171 ~ 172
Super Silent e = a long or a short vowel	173 ~ 174
Mystical Magical Y at the end of a word	175 ~ 176
Possessives	177 ~ 180
atch & itch	181 ~ 184
General Format Pages	Pages 185 ~ 191
Monster Words	Pages 192 ~ 196
Spelling Tests	Pages 197 ~ 200
Treacherous Word Training	Pages 201 ~ 203
Supplemental Manuals	Page 204
Word Lists	Pages 205 ~ 218
Monster Words & Hunk and Chunk Cards	Pages 219

Name _____

What's my ending? Here comes super silent e!
Make it long and make it strong! Draw a Cape on
the e and put the long vowel symbol over the
long strong vowel.

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

Can you write the word I say?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Can you read these words?

- take brake stake milkshake
- spike strike unlike tike
- broke smoke awoke stroke

What ending do you hear in the word I say?

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

Name _____

What's my ending? If you have a wimpy vowel you need a c-k. Not just a k! You need a c-k!

__ack	__eck	__ick	__ock	__uck
-------	-------	-------	-------	-------

Can you write the word I say?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Can you read these words?

- lock dock clock block
- duck luck tuck truck
- tack pack rack snack

What ending do you hear in the word I say?

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

Once my class has completed the worksheets for the first 10 days of school what comes next? Do a quick alphabet review. Then it's time to Dance!

Day One of a New Hunk and Chunk

A hunk and chunk is a combination of two or more letters that make a sound that you cannot sound out. They include, diphthongs, digraphs, and r controlled vowels.

Step 1: Let's Hunk and Chunk. Hand out the coordinating worksheet (pages 42 ~ 100). Ask the class to look at the top of the page, circle and say the new hunk and chunk sound each time they see it. You will call this hunking and chunking (circling) the hunk and chunk. A hunk and chunk can be a noun when it is a letter combination. It is also a verb when you practice the art of circling the letter combination. Once a letter combination has been hunked and chunked (circled), underline any common endings that are listed at the top of the page. ***See the **Word List Section** in the back of the book for your selection of words.

Step 2: Let's Write. Now it's time to write words that contain the new hunk and chunk. These words should not be the same as the words the class will be asked to read. *For example:* You introduced "ing". The first word you would ask your class to spell is the word *bring*. ***Once the students have written the word, they must circle any other hunks and chunks in it! *Bring* is a single hunk and chunk word so only the "ing" would be circled. In this case the class would underline the br. If a word contains a consonant cluster or a common rime underline it. If there is a prefix or a suffix, bracket the root word.

Step 3: Continue to ask the class to spell words that contain the new hunk and chunk. *For example:* You would ask your class to write *doing* and *yelling*. Don't forget to have them hunk and chunk (circle) the hunks and chunks! If a word contains a consonant cluster or a common rime underline it. If there is a prefix or a suffix, bracket the root word. ***Only ask the class to spell words that contain the hunks and chunks you have reviewed. If you have not introduced the *e-a* hunk and chunk, you **WOULD NOT** ask the class to spell the word *eating*.

Step 4: The last word your class will write will be the **Word Wall Word of the Day**. It **MUST** contain the hunk and chunk you just introduced. *For example:* If you have chanted "ing", your **Word Wall word of the day** could be "*anything*". *Don't forget to have your class hunk and chunk*

underline consonant clusters and common rimes. Once this process is complete have the class read each word. The students should put a checkmark above each word they are able to read. Your job is to monitor the reading being done by each student.

Step 4: Let's Listen! Call out words that contain the hunks and chunks you are reviewing. Each student will determine which letter combination the word contains and write it in the space provided.

Step 5: Word Wall Fun or Magical Word! Refer to Step 7 on pages 28 – 32.

~~~~~

### Word Wall Chants

(For an audio CD containing these chants go to [www.phonicsdance.com](http://www.phonicsdance.com))

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Synonym ~ A synonym, a synonym. It means the same!

Homophone ~ Ring, ring, ring. Hello, it's a homophone. Two words sound exactly the same but different spelling (Clap four times). Different meaning (Clap four times).

Homonym ~ It looks the same. It sounds the same. The meaning is different.

Antonym ~ The antonym means opposite. The antonym means opposite. The antonym means opposite. (Clap three times) Op-po-site!

Noun ~ Person, place, animal, thing. Person, place, animal, thing. Person, place, animal, thing, something you can touch. A NOÛN!

Proper Nouns... *Dahling* ~ these are the nouns that give us the "special" names of people, places, animals, and things. They are called *Proper Nouns Dahling! Or Proper Nouns Dude!*

The Phonics Dance

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(For an audio CD containing these chants go to www.phonicsdance.com)

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Sh – Say, “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 dance!) Say, “C-h, ch, ch, ch. (Flap your arms to resemble chicken wings.) C-h, ch, ch, ch.” (Cha Cha down.)

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 – Make the letters o and w with your fingers. Hit them together and say, “O - w, ow. There’s a cow going down, d - o - w - n! That’s the way to get down!” (Pretend to slide your arms down the slide as you say d-o-w-n.)

Ou - Make the letters o and u with your fingers. Hit them together and say, “O - u, ou. O-u-t, o-u-t, get out of here you bumble bee. O - u - t, out, out, out!”

Ing – (This is the King of ING’s dance.) Say, “I-n-g, ing, ing, ing. I-n-g, ing, ing, ing.” (Jump up and down and turn three times in a circle as you chant ing, ing, ing.)



Name \_\_\_\_\_

ow, ow, ow, ow, ow, own, own, own, ower, ower, ower

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

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

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

Fill in the hunk and chunk. Color it. Show what you know.  
Read it! Write your own and rhyme it!

|    |   |    |    |   |    |       |   |    |       |
|----|---|----|----|---|----|-------|---|----|-------|
| c  | o | n  | o  | h | o  | _____ |   |    |       |
| sh | o | er | t  | o | er | fl    | o | er | _____ |
| cl | o | n  | fr | o | n  | t     | o | n  | _____ |

**Compound Words!** You take a word. You take a word. You pound them together. It makes a new word! No spaces! Altogether! Show what you know. Circle the hunk and chunk. Bracket the two words that make up each compound word.

down      touchdown      cow      cowboy  
flower      cornflower      power      powerhouse

Word Wall Fun!

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

Name \_\_\_\_\_

ou, ou, out, ound, ouse, ou, out, ound, ouse, ou

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

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

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

Fill in the hunk and chunk. Color it. Show what you know.  
Read it! Write your own and rhyme it!

○ t      p ○ t      ab ○ t      \_\_\_\_\_ t  
f \_\_\_\_\_ nd      s \_\_\_\_\_ nd      gr \_\_\_\_\_ nd      \_\_\_\_\_ nd  
p ○ nce      ○ nce      \_\_\_\_\_ nce

The **Antonym** ~ The antonym means opposite.  
Write the antonym for each word.

north ~ \_\_\_\_\_ quiet ~ \_\_\_\_\_

embarrassed ~ \_\_\_\_\_ lost ~ \_\_\_\_\_

Magical Word! \_\_\_\_\_

Name \_\_\_\_\_

ou, ou, out, ound, ouse, ou, out, ound, ouse, ou  
ow, ow, ow, ow, ow, own, own, own, ower, ower, ower

Read the word above each column. Write three words that rhyme with it.

about

flower

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

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

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

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

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

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

Let's read! Show what you know about each word!

south ground sound mouse house

crowd frown how tower down

around town out cow loud south

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

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

A **Synonym!** A synonym! It means the same. Write a synonym for each word.

rodent ~ \_\_\_\_\_ city ~ \_\_\_\_\_

dwelling ~ \_\_\_\_\_ noisy ~ \_\_\_\_\_

Name \_\_\_\_\_

Shhhhhh, don't wake the w! Shhhhhh, don't wake the w!

wr, wr, wr, wr, wr, wr, wr, wr, wr, wr, wr, wr, wr, wr

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

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

Fill in the hunk and chunk. Color it. Show what you know. Read it!

o eath

o en

o inkle

o ite

re o ite

hand o iting

The antonym means opposite. The antonym means opposite. The antonym means opposite!

Write the antonym for each word.

|          |       |       |       |
|----------|-------|-------|-------|
| wrinkled | wrong | write | wreck |
|----------|-------|-------|-------|

read ~ \_\_\_\_\_

right ~ \_\_\_\_\_

smooth ~ \_\_\_\_\_

create ~ \_\_\_\_\_

Word Wall Fun!

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

Name \_\_\_\_\_

tion, sion, tion, sion, tion, sion, tion, sion, tion, sion

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

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

Fill in the hunk and chunk. Color it. Read it! Write your own and rhyme it!

Fill in the circles with tion.

po  lo  \_\_\_\_\_

Fill in the circles with sion.

colli  revi  \_\_\_\_\_

Do you need "tion" or "sion"?

addi  exten  multiplica

Do you need the "tion" or the "sion" hunk and chunk?

For each set of words, circle the one that is spelled correctly.

1. station stasion 2. attension attention

3. revision revition 4. televition television

5. fracrsion fraction 6. vition vision

7. permition permission 8. direction direcsion

Word Wall Fun!

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

# Extension Pages

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The following worksheets are for students who need help with certain letter and sound combinations that are not hunks and chunks. These pages also include lessons on spelling rules and Language Arts concepts that can be complicated. Each sheet is designed to be fast-paced and interactive. One sheet is for two students. Just cut it in half.

~~~~~

Name \_\_\_\_\_

Silly Plurals don't have e - s or s. Do you know what they are or will you have to guess?

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

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

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

fish fish goose geese child children

Word Wall Fun!

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. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

fish fish goose geese child children

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. _____

making taking telling yelling getting petting

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. \_\_\_\_\_

making taking telling yelling getting petting

Word Wall Fun!

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!

Choose the correct spelling for each sentence.

1. That \_\_\_\_\_ hair is beautiful.

girls      girl's      girls'

2. All \_\_\_\_\_ claws are sharp.

tigers      tiger's      tigers'

3. The \_\_\_\_\_ are having a meeting.

teachers      teacher's      teachers'

4. The \_\_\_\_\_ honey is delicious.

bees      bee's      bees'

Listen to the sentence I say. Listen to the sentence I say. Do you need an s, 's, or s'?

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

Word Wall Fun!

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

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