The Phonics Dance
Second Grade
Advanced Dance Lessons

Ginny A. Dowd
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### 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.
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.
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 school, 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. 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 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.
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.)


“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. 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.)
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.
Remedial Review in Second Grade

These lessons are designed for second grade students who need extra help with individual rimes (phonograms).

The following ten lessons are a review of short vowel sounds and word families that were learned in first grade. The goal is for the students to become word detectives and start identifying phonograms and consonant blends as big parts of words. Use the blank worksheet on page 41 to design similar 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 the hunks and chunks.

Step 1: You can start with the Alphabet review.

Step 2: Pass out the “What letter is it?” sheet.

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

1. Say the alphabet chant 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 cahl. 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 class 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.

Step 5: The Vowels: Each lesson concentrates on one specific vowel sound and coinciding rime. (You will know which vowel and rime to focus on by looking at the top of the page.) Review each vowel motion and sound. As you do, have the students identify the vowel by pointing to it in its box. You will notice that I is always capitalized.
What letter is it?

a – t = at ~ a – t = at
C – a – t = Cat, Cat, Cat!

Consonants

| s | c | f | t | d |

Vowels

| a | e | i | o | u |

Can you write the word I say?

1. __________________________
2. __________________________
3. __________________________

Be an “at” expert! Every time you see it, underline it! Then read the words!

sat  mat  fat  flat  brat

“at” detectives at work!

an at ag at at at ap as at
The First Ten Days of Second Grade
What’s My Ending Rime?

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?

____at  ____et  ____it  ____ot  ____ut

Can you write the word I say?

1. __________________   4. __________________
2. __________________   5. __________________
3. __________________   6. __________________

Can you read these words?

- at          bat       hat      cat
- pet          bet         wet
- it             bit          pit
- got          not          pot
- hut          gut          nut

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. __________________   4. __________________
2. __________________   5. __________________
3. __________________   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. ______
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 dance!) 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**: 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. 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. i – n – g. ing. ing. ing. (Turn in a circle three times as you chant the **ing** sounds.)
Teaching a Single Concept

This step can be used to teach or review any Language Arts concept.

Example:

On this particular day you are introducing nouns to your class. You would start by teaching them the noun rhyme (see Word Wall Chants).

Next you would ask the students to identify nouns around the classroom.

Once your class understands what a noun is, ask them to look at the list of words that they have written at the top of the page. On line one of Word Wall Fun, have them write a noun from the list. Our first word for Word Wall Fun ALWAYS comes from one of the four words we have written at the beginning of the lesson. Check to see that the word the students have written is a noun.

At this point you are finished with the list that is on your paper, and you will ask the kids to look at a certain letter on the Word Wall to find a noun. For example: Look at the letter m on the Word Wall and find a noun that is a person. Write it on line number 2 of Word Wall Fun. The class writes mother.

Once again, using your Word Wall, ask the kids to look at another letter to find a noun. For example: Look at the letter c and find a noun that is an animal. Write it on line number 3 of Word Wall Fun. The class writes cat.

Using the Word Wall for the last two games gives the class the opportunity to not only practice writing high frequency words but to review and learn Language Arts concepts.
Reviewing Multiple Concepts

On this particular day you will review three different concepts with your class.

Example:

Begin by having the class say the verb rhyme (see Word Wall Chants). Ask your class to look at the list of words that they have written at the top of the page or the words they are going to read. On line one of Word Wall Fun, have them write a verb from the list. Don’t forget: Our first word for Word Wall Fun ALWAYS comes from one of the four words the class has written at the beginning of the lesson or words they are going to read.

At this point you are finished with the list that is on your paper. Decide on the next concept you would like to review with the class. For example: synonyms. Have the class say the synonym rhyme, and ask them to look at a letter on the Word Wall to find a synonym for a particular word. Example: Look at the letter b on the Word Wall and find a synonym for the word huge. Write it on line number 2 of Word Wall Fun. The class writes the word big on line number 2.

Decide on the final concept you would like to review with the class. For example: antonyms. Ask the class to say the antonym rhyme, then look at a letter on the Word Wall to find the antonym for a specific word. For example: Look at the letters s and find the antonym of fast. The class writes the word slow on line number 3 of Word Wall Fun.

Remember, using the Word Wall for the last two games gives the class the opportunity to not only practice writing high frequency words but to review and learn Language Arts concepts.
Let's do the King of "ing" Dance!
ing, ing, ing, ing, ing, ing, ing, ing, ing, ing

1. _________________________  2. _______________________
3. _________________________  4. _______________________

Can you read these “ing” words? Don’t forget to hunk and chunk and show what you know about each word! Can you find five words that have a root word followed by “ing”? Bracket each root word.

- king          sing            spring
- telling       yelling      smelling
- being        seeing      buzzing

Does the word I say have the “ing” hunk and chunk?

1. _____________   2. ____________  3. ____________
Let's do the King of “ing” Dance!
ing, ing, ing, ing, ing, ing, ing, ing, ing, ing

1. _________________________  2. _________________________

3. _________________________  4. _________________________

spring sting bring | going | doing

Word Wall Fun!

1. _________________ 2. ______________ 3. _______________
Name ____________________________

a-l-l....Shoot that ball!

all, all, all, all, all, all, all, all, all, all, all, all

1. _________________________  2. _______________________

3. _________________________  4. _______________________

Can you read these “all” words? Don’t forget to hunk and chunk and show what you know about each word! Can you find three compound words? Color the first word in the compound word green and the second word orange.

• all  ball  fall
  tall  stall  mall

• basketball  |  baseball  |  kickball

Does the word I say have the “all” hunk and chunk?

1. ___________  2.___________  3. ___________
a-l-l….Shoot that ball!
all, all, all, all, all, all, all, all, all, all, all, all, all, all, all

1. _________________________  2. _______________________

3. _________________________  4. _______________________

   wall      hall      mall      tall     tallest

Word Wall Fun!

1. _________________ 2. ______________ 3. _______________

Name ____________________________
1. _________________ 2. _________________
3. _________________ 4. _________________

bringing  flinging  stinging  small  tall  stall

Word Wall Fun!

1. _________________ 2. _________________ 3. _________________

Name ____________________________
ing, all, ing, all, ing, all, ing, all

1. _________________ 2. _________________
3. _________________ 4. _________________

bringing  flinging  stinging  small  tall  stall

Word Wall Fun!

1. _________________ 2. _________________ 3. _________________
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 185 - 186
  o-l-d! Old granny says don’t give it an e!

- Ell and ill: pages 187 - 188
  i-l-l! i-l-l! I’m ill. I’m ill. I have a chill.
  e-l-l! e-l-l ell. ell. As you chant “ell” slide into it with both arms moving in front of you.

- Plurals: pages 189 - 193
  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 194 - 197
  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 198 - 199
    (Example: hurry becomes hurried)

- Soft C and Soft G: pages 200 - 207
  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!
e-a can be long and strong ea, ea, ea!
But sometimes it’s short and wimpy e, e, e!

ea = long and strong ea  ea = short and wimpy e

1. ____________________  1._____________________
2._____________________   2.______________________

weather     feather     leather    eat    meat    seat

Word Wall Fun!

1. ___________ 2. _____________ 3. ___________

Name ________________________________
Name ________________________________

Drop the e. Add i-n-g! Drop the e. Add i-n-g!

1. _____________________   2._____________________
3. _____________________   4._____________________

make  making  take  taking  rake  raking

Listen to the word I say. Do I drop the e. Add i-n-g or do I just add i-n-g?

1. ___________ 2. _____________ 3. ___________

Name ________________________________

Drop the e. Add i-n-g! Drop the e. Add i-n-g!

1. _____________________   2._____________________
3. _____________________   4._____________________

make  making  take  taking  rake  raking

Listen to the word I say. Do I drop the e. Add i-n-g or do I just add i-n-g?

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._____________________

scratching matching shopping hopping playing staying
Do I or don’t I double that consonant in the word I write?
1. ___________ 2. _____________ 3. ___________
Compound Words

You take a word. You take a word. You pound them together. It makes a new word, no spaces, altogether!

1. _____________________   2._____________________

3. _____________________  4._______________________

houseboat  friendship  ladybug  fireman

Is the word I say a compound word?

1. ___________ 2. _____________ 3. ___________

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You take a root word, put the prefix before.

Who’s that knocking on the root word door? un = not

1. ____________________   2._____________________
3. _____________________  4._____________________

Bracket the root word. Box the prefix.
untie      undress     unlucky     unlock

Word Wall Fun!

1. ___________ 2. _____________ 3. ___________
Finally, have the class read the word fast and fluent.
Place it on the Word Wall. Be sure the hunk and chunk is circled.

Root Words

One of the next steps in the Word Detective Agency is teaching the students to identify root words.

Step 1: Let's get started!

Example: The sh hunk and chunk has been introduced, and the class has written the word shell. This is how the puzzle would look at the end of the game, and how the students would have written the word on their worksheets. The class has spelled the word in two parts: sh ell
The class has sounded out the word in two parts: sh ell

Step 2: Introducing the root word

Explain that shell is a word that means one. To make it a plural simply add an s. Say, “A plural! A plural means more than one!”

Write the letter s at the end of the word and bracket the root word.
What are Monster Words?

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.)

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!
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? Cross out the Y. Write capital E or a capital I above the Y.

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?

Remember: No Lazy Eye Syndrome! Look at that whole word!
How do I get started?
Predictable Stories for Struggling Writers in Second Grade

Step 1:

Begin the writing lesson by reading a story to the class that is related to the theme.

Next, choose a writing assignment for the day that will coincide with the theme. For your lower level writers the stories they write will be very predictable. The main purpose for these writing assignments is to get your timid second graders to become comfortable with the writing process.

For example: Our Word Wall word of the day is wish. Say, “Today we are going to write an I wish story. Let me tell you things I wish for, and then you will tell me things you wish for!”

Model how to write the story on the board. Talk out loud saying, “I know every sentence in the whole wide world begins with a capital letter. Do you see me starting my sentence with a capital?”
Write: I wish on the board. As you write the word wish, have the class spell it with you.

Continue to compose the sentence, sounding out each word as you go. When you come to the vowel, do the motion from the alphabet that reinforces it. I wish (thinking out loud say, “I had a cat.” Together as a class sound out the words.) Write I. Now it’s time to sound out the word had. Say the h sound and then do the vowel motion that reinforces the short a sound. Write the letter a next to the h. Finally say the d sound and write it to complete the word. Repeat this process doing the same thing for the rest of the words in the sentence. As you start the Phonics Dance, if the word has a hunk and chunk, say the Phonics Dance chant to remind the class of the letter combination.
Beyond Predictable Writing

You will see phenomenal growth in your second grade students when they write every day. Writing enhances reading, and reading enhances writing. What is writing like beyond predictable stories? The steps listed at the beginning of this section continue even when the students are becoming more independent writers. It is the writing expectations that change. Once a second grader is comfortable writing simple, pattern sentences the expectations for writing increases.

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Creative Writing Ideas beyond Predictable Stories

• Who is it? Can you guess? Students write clues describing a person.
• What is it? Can you guess? Students write clues describing an animal or a thing.
• Letter Writing ~ Students write to a character in a book, another student in the room, a friend or a family member.
• Making Lists ~ Students make lists for what they would need to plan a birthday party or what they would need to go on a trip, etc.
• Meet My Family ~ Students write non-fiction sentences introducing their family members.
• That’s good! That’s bad! ~ Students write about something good that happened that turned into something bad.
• Laws for a Town ~ Students pretend they are the mayor of a town and write the laws they would like to see in place.
• Rules for a Classroom ~ Students write rules they would like to see followed by their classmates.
• Wise Old Owl Says ~ Students write sentences describing what a wise old owl would say that the perfect friend should do.
• If I were a ...... ~ Students pretend they are an animal and write sentences describing how their life would be.
Research indicates that the reading and writing correlation enhances literacy. Writing and reading should be given equal amounts of time and energy during the school day. Providing students with daily feedback about their writing is vital. That is the significance of the student ~ teacher conference. It does not require a lot of time, but it is most beneficial if it is done on a regular basis.

It is important for parents to know that their children's spelling is developmental. The way their children spell at the beginning of the year will be entirely different from the way they spell at the end of the year. The more phonograms and hunks and chunks students know, the better writers they become. It gives them a confidence when they are sounding out words.

As the year progresses, your second graders will become more assured in their writing. Four times a week, walk around the classroom with your eraser and provide mini-conferences during the writing process. Let parents know if they see a writing that looks pretty spectacular, it's because their child had help. Once a week, tell the class will be asked to write a story without any assistance from the teacher. Those stories will show the true writing ability of that child.

**Step 1: Let's write!**

![Flower](image)

Once the teacher has modeled the writing lesson for the day, it is time for the students to write their own stories. As the students are writing walk around the class and read what's on their pages. Look for mistakes. Erase them and have the writer fix them immediately.

![Flower](image)

If students do not have a capital letter where one is needed, talk about what should be done to fix the sentence.
If they have written a wrong vowel, say the word the way it is written. Ask if they can identify the correct vowel in the word. Together, do the vowel motion from the alphabet.

If a sentence does not sound right or make sense, read it exactly the way the student has written it. Ask if he or she knows how to fix the problem.

Consider these little mini-conferences. When there are five minutes left in the writing period, ask the class to finish up their stories. The developmental level dictates the number of sentences that should be written by an individual student.

**Step 2: Let’s conference!**

When the writing block is over, it is time to conference. Call a student to the conference table and for the next two to three minutes analyze what’s been written.

The teacher reads the story out loud and together with the student they look for mistakes. Do not look for every mistake in the story. Concentrate on the most common errors being made by individual students on a consistent basis. For example: Look for capital letters being used in the wrong way.

The teacher erases the errors and the student fixes them. The student makes these corrections immediately. If a Word Wall word is misspelled, the writer must correct it. We look for sentence structure, meaning, and spelling errors.

**Helpful hints to save time during a writing conference:**
1. You read the student’s story exactly as it is written.
2. You erase the mistakes and the student corrects them.
Why do my second graders make mistakes when they read?

When students read a word incorrectly, it is normally due to one of the following errors:

- **Meaning Error**
  Example: Will you get up yesterday? Actual word is ~ today

- **Structure Error**
  Example: Why will I eat for lunch? Actual word is ~ What

- **Visual Clue**
  Example: I ate a big, big egg. Actual word is ~ pancake

What are the three stages of reading?

- **Pre-Reading Activities**
- **During Reading Activities**
- **Post-Reading Activities**

What are the three purposes of reading?

- **For Literary Experience**
- **To Gain Information**
- **To Perform a Task**
When do I respond to a story?

In second grade, we begin by having verbal discussions about stories that have been read in class. After the class has listened to a story, students can talk about it in a variety of ways. There is a book response list in this chapter that allows children to think outside of the box when making connections to a story.

These class discussions can help students identify characters, setting, voice, problem and solution, feelings, genres and other concepts in the Common Core. After the first week of school, conversation and discussion will lead to written responses. There are a variety of book response forms that can be used at the end of a read aloud, shared reading or guided reading.

Example 1:
At the beginning of the year I read *Click Clack Moo* to my second grade class. I ask them to tell me who the characters are in the story. I ask about the setting and the problem the farmer had with the animals. Then I ask them to tell me what part they thought was funny. We share our opinions verbally.

Example 2:
In September, I read *Ruby the Copycat*. I ask what were ways Ruby copied Angela and Miss Heart? Then I ask the class ways they can be a copycat. This time instead of talking about our response, each student will write on a book response: *I can _____ just like a ________.*

Example 3:
At the conclusion of a guided reading group, book responses are good ways to get a class to make a connection to literature they have been exposed to. Before a group reads, let them know what the response is they will be writing about. They are to think about the connection as they are reading. When they are finished reading and writing their responses, they share their thoughts and ideas with the group. The class is getting ready to read a level G book called *The Treasure Hunt*. I tell my group that when they are finished reading they will each need to tell me a part of the story that surprised them. The level of the group will dictate whether they will share verbally or in written form.
Student Responses for Teacher Read Alouds, Shared Reading, Guided Reading and Self-Selected Reading

I began to think of ____________________________.

I can’t believe ________________________________.

I wonder why ________________________________.

I noticed ____________________________________.

I’m not sure why ______________________________.

My favorite part was when ____________________.

My favorite character was ___ because ________.

The character I am most like is __ because _____.

I felt ____when ______________________________.

The character that reminded me of someone I knew was ____ because ________________________________.

This reminded me of a time when ________________.

I would recommend this book to ___ because ___.

I thought it was funny when______________________.

The part of the story I didn’t like was when ____.

I was surprised when____________________________.

The setting of this story was ______. It had ____.
We love chapter books!
Let's remember what we've read!
Time to summarize!

Book title: _____________________________

**Chapter 1:** __________________________
___________________________________________
___________________________________________
___________________________________________

**Chapter 2:** __________________________
___________________________________________
___________________________________________
___________________________________________

**Chapter 3:** __________________________
___________________________________________
___________________________________________
___________________________________________
Reading Strategies

- Look at the pictures, still no clue? Read it again all the way through. When you get to the place where you are stuck, get your mouth ready and the word pops up! (And now...let's check it!)

- Think about the word you’re trying to say. Does it make good sense? Does it sound okay? Do all the letters look right to you? These are the things good readers do! (Still can’t get it?)

- Read it again all the way through. When you come to the tricky part, don’t get blue! Get your mouth ready, but go on by. Read to the end and give it a try. (And now...let’s check again!)

- Think about the words you’re trying to say. Does it make good sense? Does it sound okay? Do all the letters look right to you? These are the things good readers do! (Don’t forget to be a word detective and look for word families, vowels and hunks and chunks!)

Strategies:

- Look at the picture.
- Reread...go back and read again.
- Get your mouth ready to make the first sound.
- Think about the meaning of the story.
- Skip, then go back... read, skip, read.
- What do you know from your Word Detective Agency? Do you see vowels, phonograms, or any hunks and chunks?