

# FUN

# Fonix

## book 2

### Shop



### king



# FUN Fonix

## book 2

To the teacher or parents:

This book will lead your student through consonant digraphs ch, ng, sh, th, ck, wh and qu\*. This book is designed to instill confidence in reading and solidify phonics rules for young learners. The words and pictures were designed for children and should be clear and easy to identify.

- At the top of each section there are instructions for the student to be read out by the teacher.
- The sections flow from sound recognition to vocabulary building. Then it moves from word building to spelling, reading and writing.
- This book is most beneficial if the vocabulary is not new to the student.

**ILLUSTRATIONS BY MARK COX**

# ck

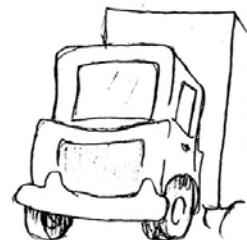
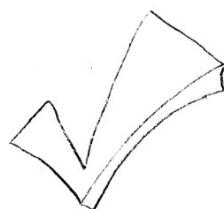
Does it start or end with ck ? O the answer.



ck- -ck X

ck- -ck X

ck- -ck X



ck- -ck X

ck- -ck X

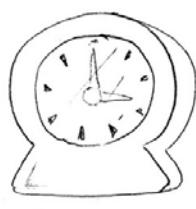
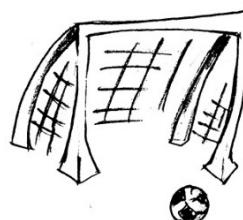
ck- -ck X



ck- -ck X

ck- -ck X

ck- -ck X



ck- -ck X

ck- -ck X

ck- -ck X

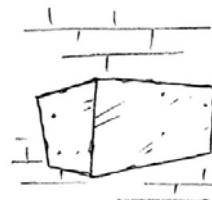
# Say it. Write in the ck . Read it.



clock

clock

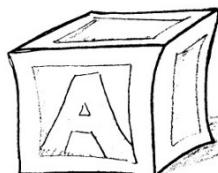
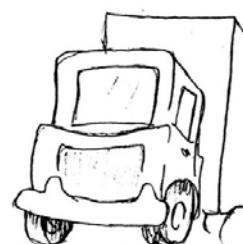
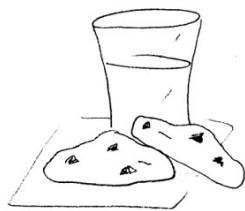
clock



clock

clock

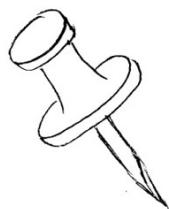
clock



clock

clock

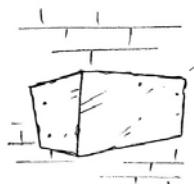
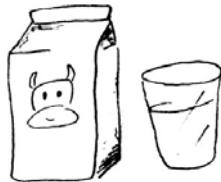
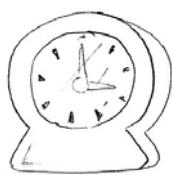
clock



clock

clock

clock



brick

rock

stock

clock

truck

book

pick

stock

# Say it. Build it. Write it. Read it.



d      i      t  
b      u      ck

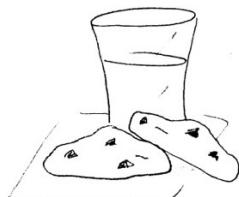
duck



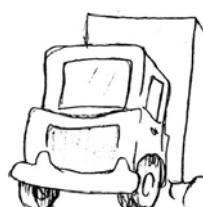
n      a      ck  
r      o      nk



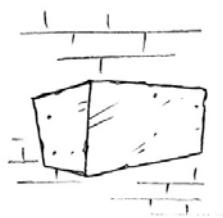
s      o      ck  
z      i      nd



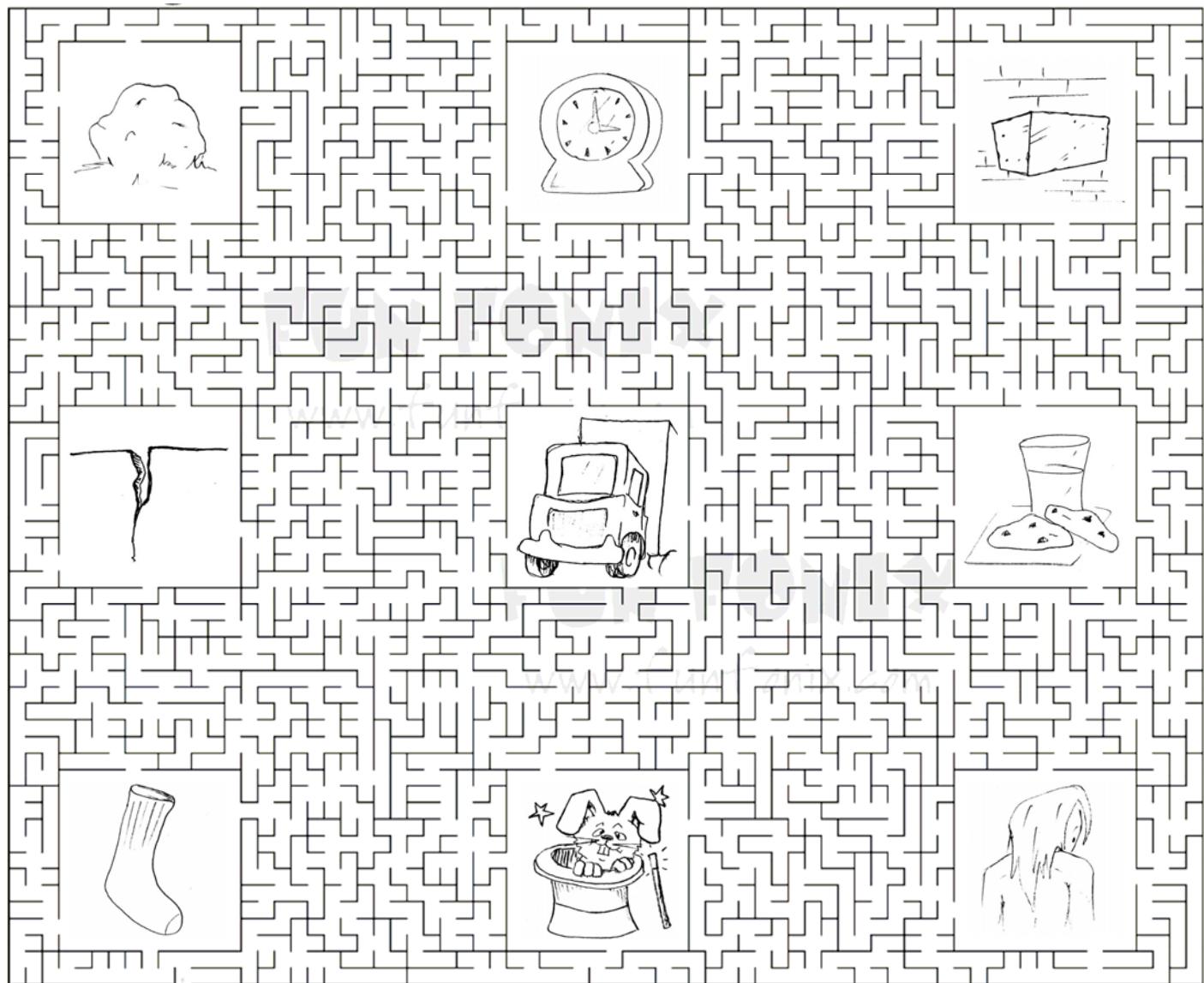
sc      e      ck  
sn      a      p



tr      u      d  
ck      o      ck



dr      i      ck  
br      e      mp



1. SOCK

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

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

7. \_\_\_\_\_

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

8. \_\_\_\_\_

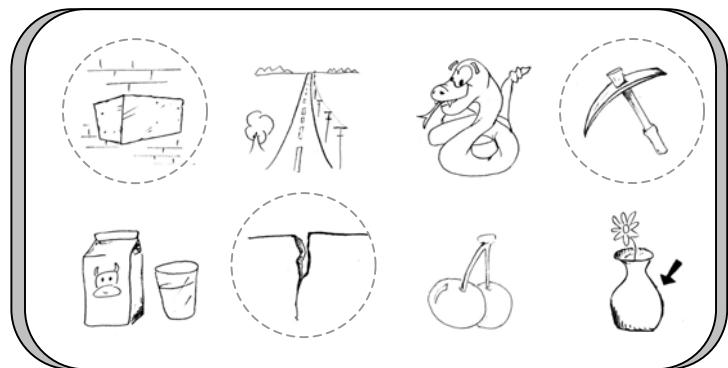
4. \_\_\_\_\_

9. \_\_\_\_\_

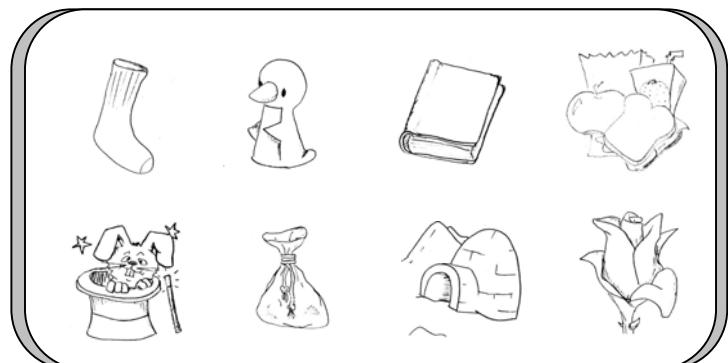
5. \_\_\_\_\_

# O the words from the readings.

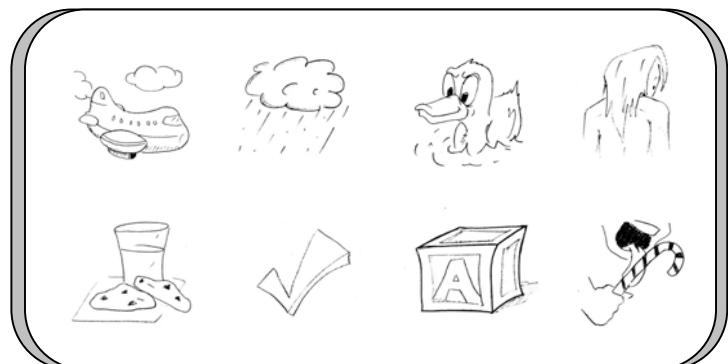
A brick fell in the crack.  
Tim has a pick. Tim will get  
the brick.



The trick is to get a rabbit,  
but Ken got a sock. Ken  
put the sock in the sack.



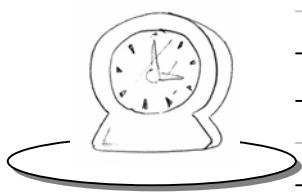
The block is on the duck.  
The block is on its back. The  
duck wants to lick the snack,  
but the block stops the duck.



The backpack is in the truck.  
My clock is in the backpack.  
Can you get my backpack?

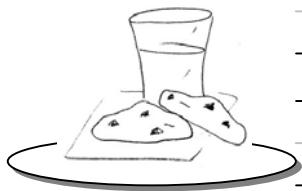


# Say it. Write it 3 times. Make a sentence.



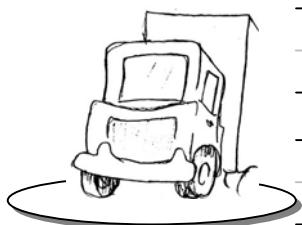
clock clock clock

My clock is block.



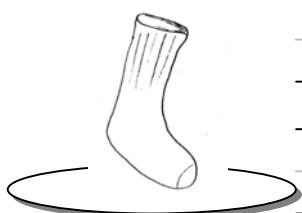
My clock is block.

.....



My clock is block.

.....



My clock is block.

.....



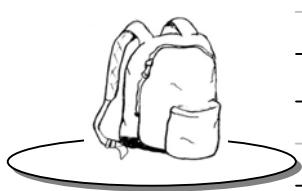
My clock is block.

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My clock is block.

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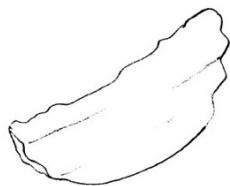
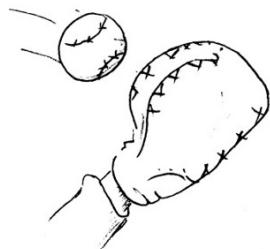
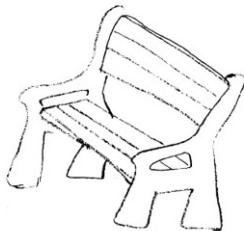


My clock is block.

.....

# ch

Does it start or end with ch ? O the answer.



ch- -ch X

ch- -ch X

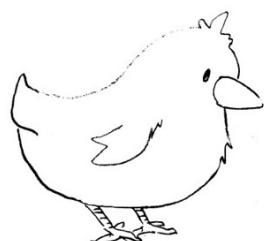
ch- -ch X



ch- -ch X

ch- -ch X

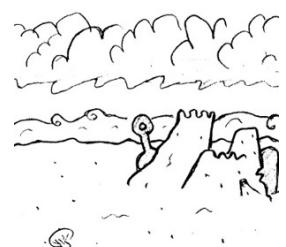
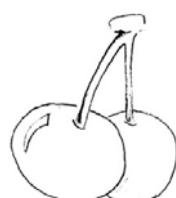
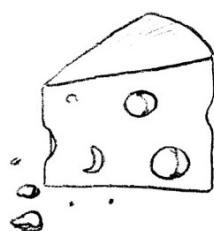
ch- -ch X



ch- -ch X

ch- -ch X

ch- -ch X

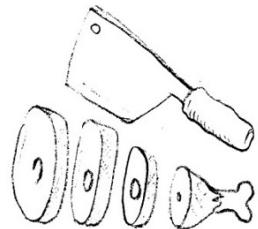
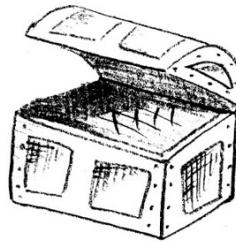
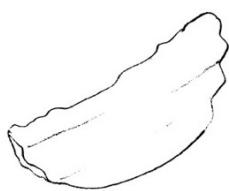


ch- -ch X

ch- -ch X

ch- -ch X

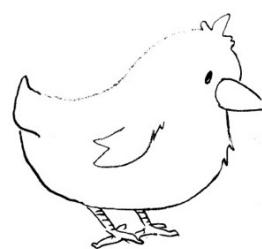
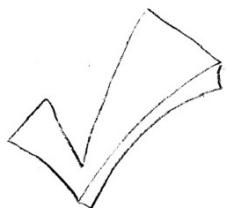
# Say it. Write in the ch . Read it.



o

o

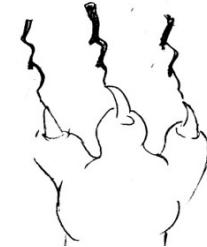
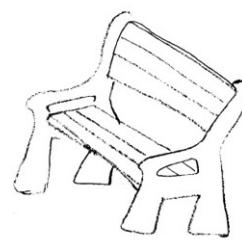
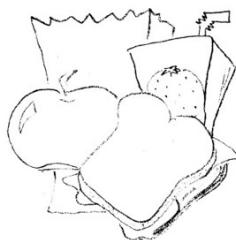
o



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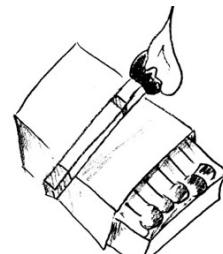
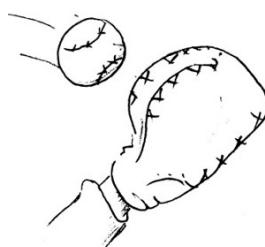
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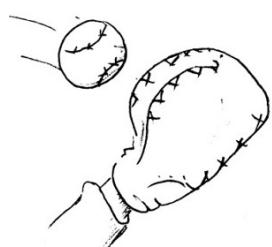
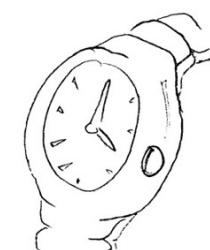
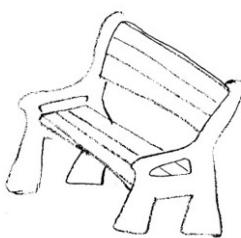
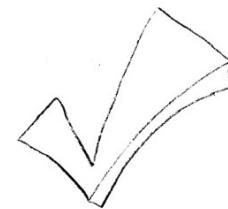
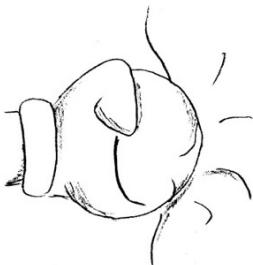
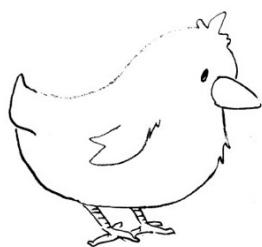
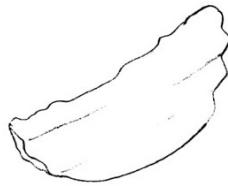
o



o

o

o



• chick

• chip

• French

• watch

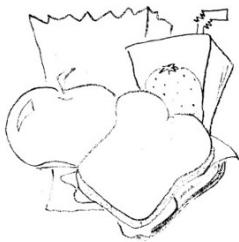
• catch

• check

• lunch

• French

# Say it. Build it. Write it. Read it.



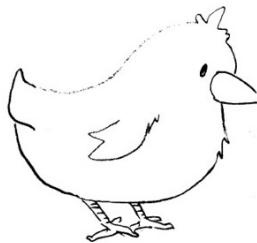
I	i	nch
b	u	nk

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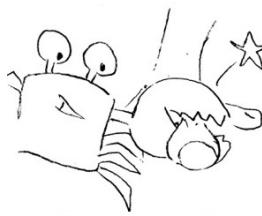
t	i	ck
ch	e	ng

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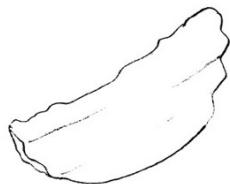
ch	a	nch
p	i	tch

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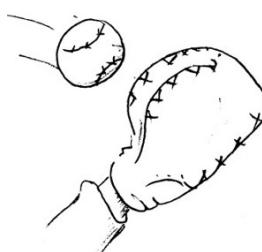
ch	o	ch
tr	i	p

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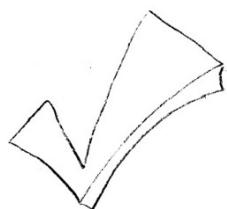
c	a	tch
b	o	d

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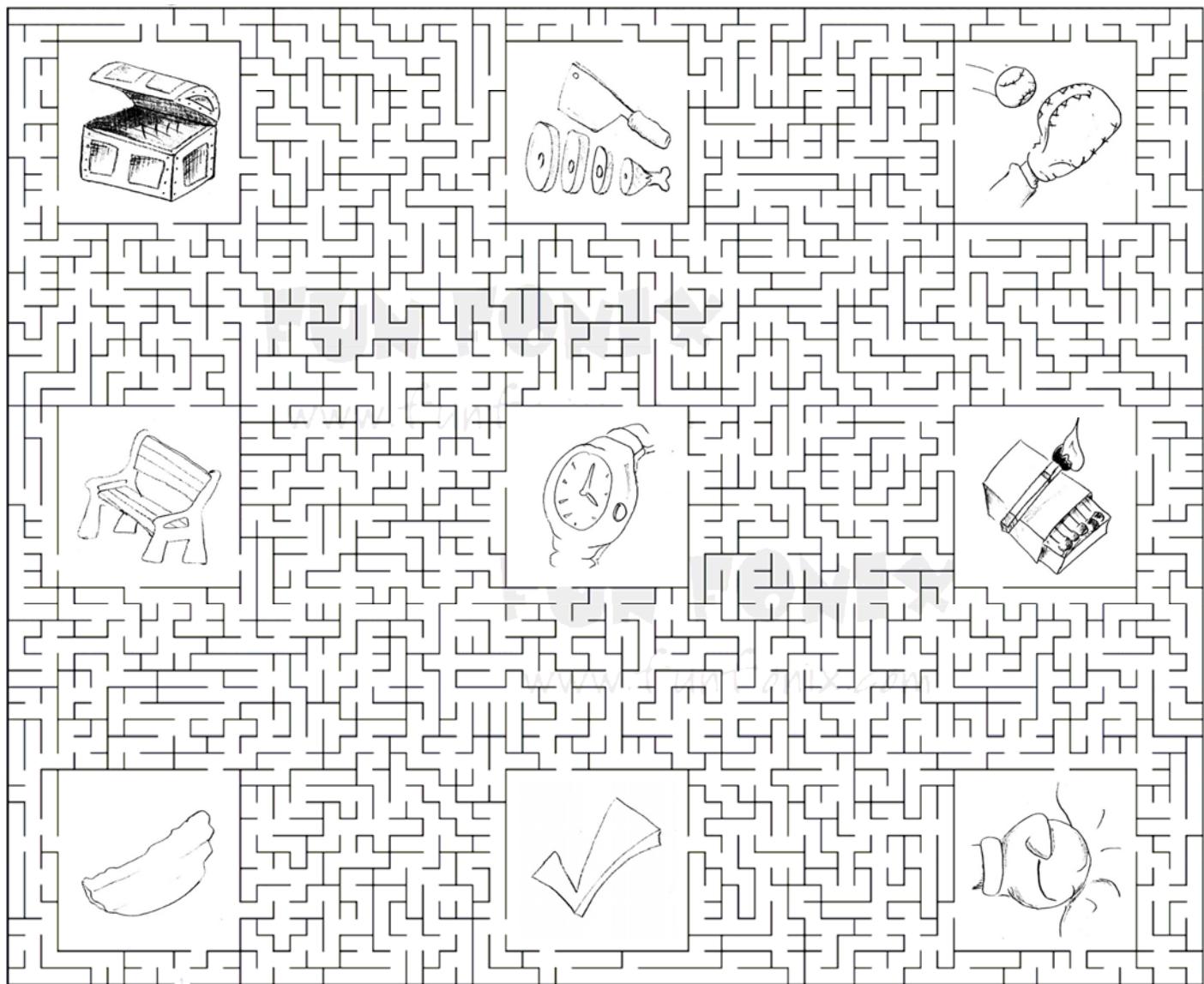
ch	i	nch
tr	e	ck

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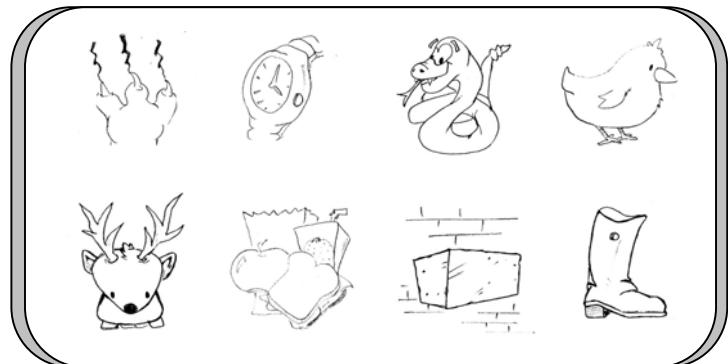
9.

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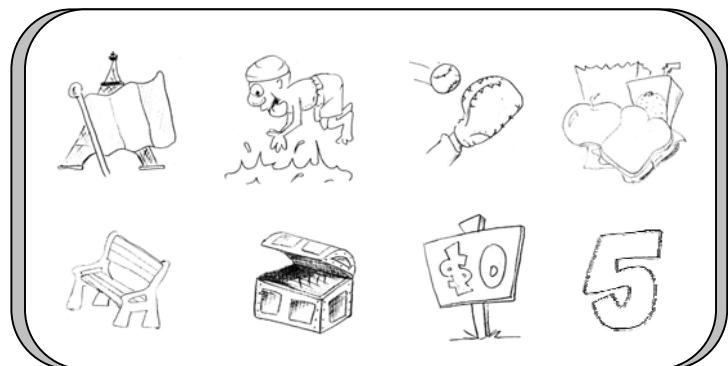
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# O the words from the readings.

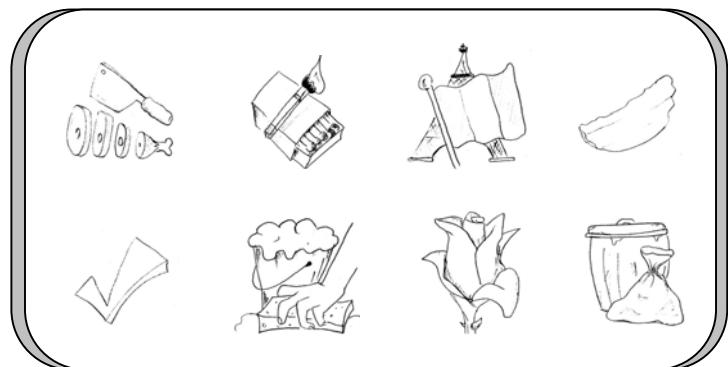
The chick is big. It has a big watch. The watch has a scratch.



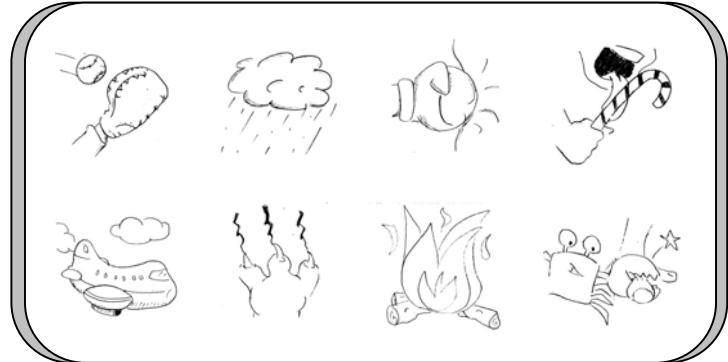
Lunch is not on the mat. It is on the bench. No, it is not on the bench. It is in the chest.



The French chop chips on desks. The French check the chips.

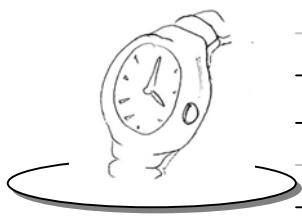


Crabs catch lunch. Crabs do not punch. Crabs do not scratch. Crabs pinch.

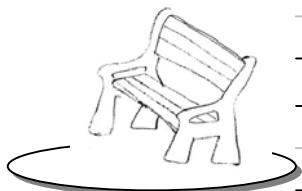


# Say it. Write it 3 times. Make a sentence.

[www.funfonix.com](http://www.funfonix.com)



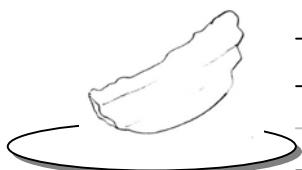
Handwriting practice lines for the word 'watch'.



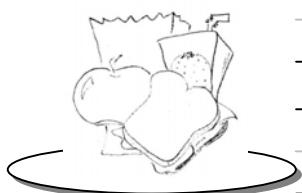
Handwriting practice lines for the word 'chair'.



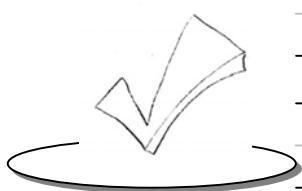
Handwriting practice lines for the word 'glove'.



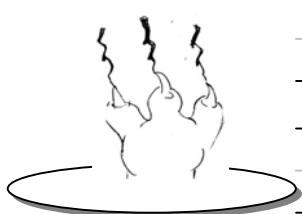
Handwriting practice lines for the word 'sandwich'.



Handwriting practice lines for the word 'fruit'.



Handwriting practice lines for the word 'check'.



Handwriting practice lines for the word 'fire'.

# ng

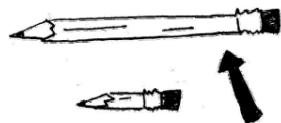
Does it start or end with ng? O the answer.



ng- -ng X

ng- -ng X

ng- -ng X



ng- -ng X

ng- -ng X

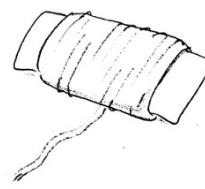
ng- -ng X



ng- -ng X

ng- -ng X

ng- -ng X

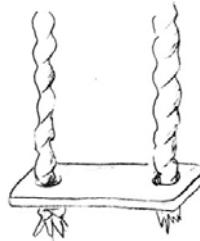


ng- -ng X

ng- -ng X

ng- -ng X

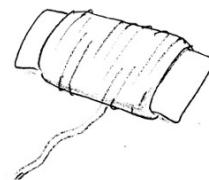
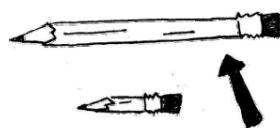
# Say it. Write in the ng . Read it.



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ti

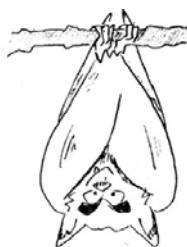
swi



lo

tri

sol



Reading reading  
oh oh it's fun!



mo

so

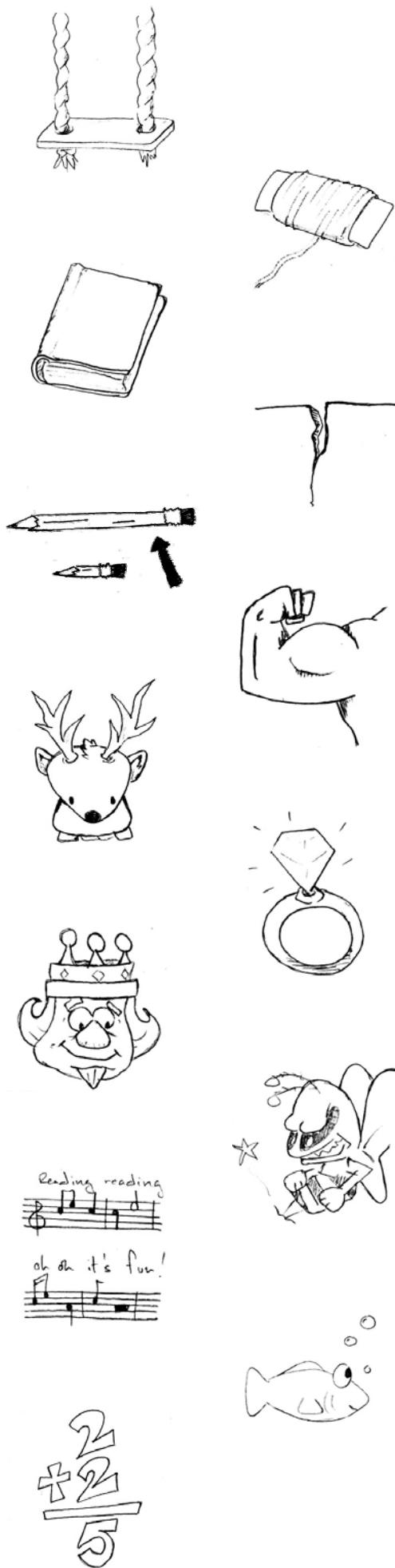
vi



wo

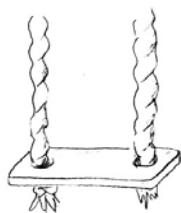
tri

stro



- long
- swing
- strong
- sting
- son
- kind
- wild
- king

# Say it. Build it. Write it. Read it.



sw	i	g
s	o	ng

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str	i	ch
spr	o	ng

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st	a	ng
ng	i	st

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scr	o	ng
wr	e	mp

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ch	a	nd
str	o	ng

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h	i	nch
w	o	ng

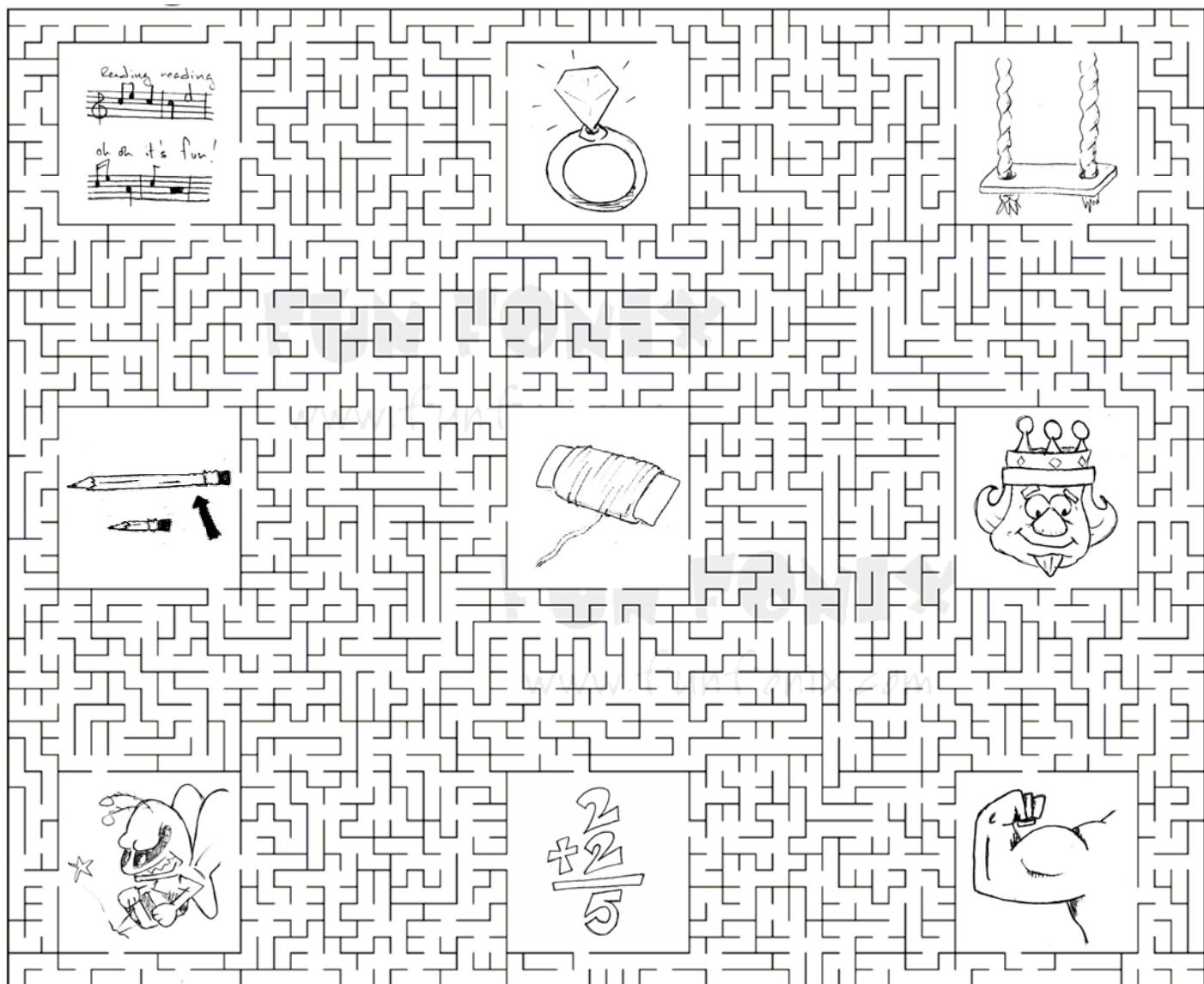
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# Do it. Say it. Write it in order.



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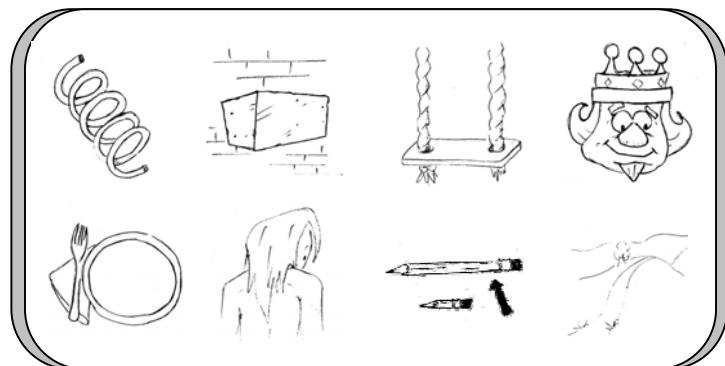
9.

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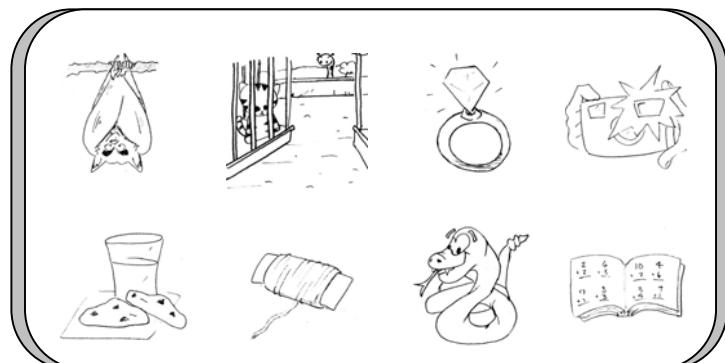
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# O the words from the readings.

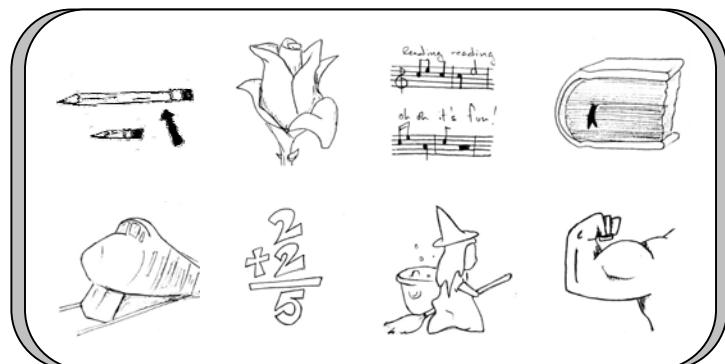
The king is on a swing.  
The swing has a spring. It is  
a long spring.



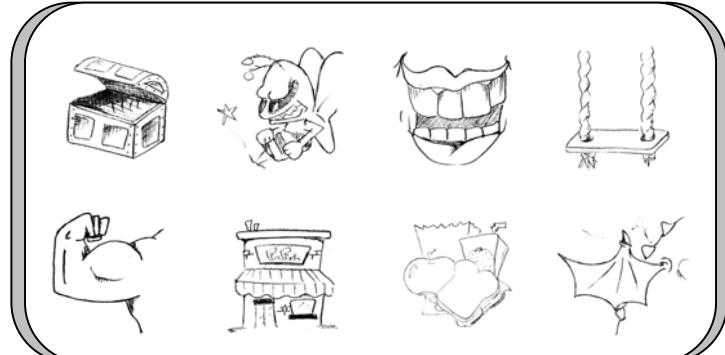
The cat has a string. The  
string hangs from my ring.  
I swing the string.



The man is strong. The  
man sings a long song, but  
the song is wrong.



The chick catches a wasp.  
The wasp is strong. The  
wasp stings the chick on the  
wing.



# Say it. Write it 3 times. Make a sentence.



Three

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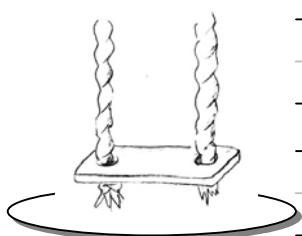


Four

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Four

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Four

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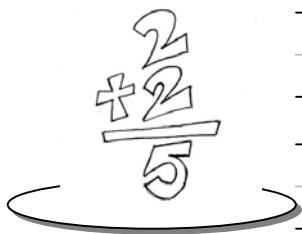


Four

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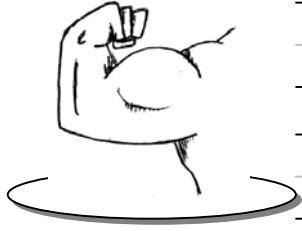


Five

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Five

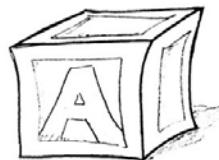
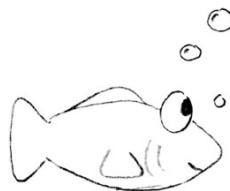
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# sh

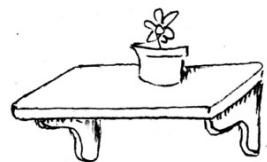
Does it start or end with sh? O the answer.



sh- -sh X

sh- -sh X

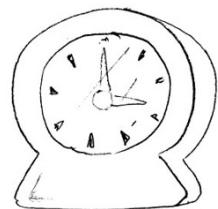
sh- -sh X



sh- -sh X

sh- -sh X

sh- -sh X



sh- -sh X

sh- -sh X

sh- -sh X

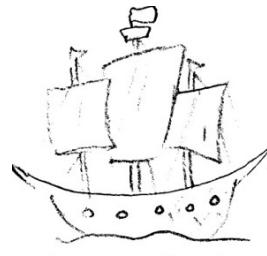
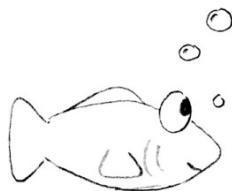


sh- -sh X

sh- -sh X

sh- -sh X

# Say it. Write in the sh . Read it.



sh

sh

sh



sh

sh

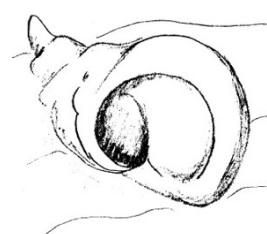
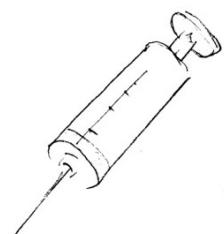
sh



sh

sh

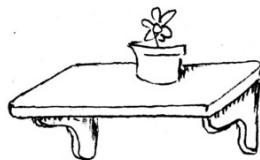
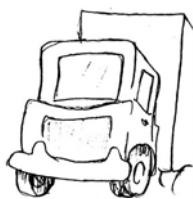
sh



sh

sh

sh



● cash

● shop

● wash

● trash

● shelf

● brush

● shot

● shrimp

# Say it. Build it. Write it. Read it.



ch

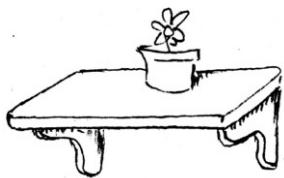
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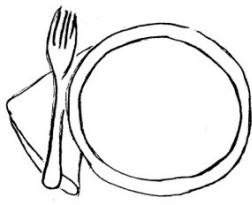
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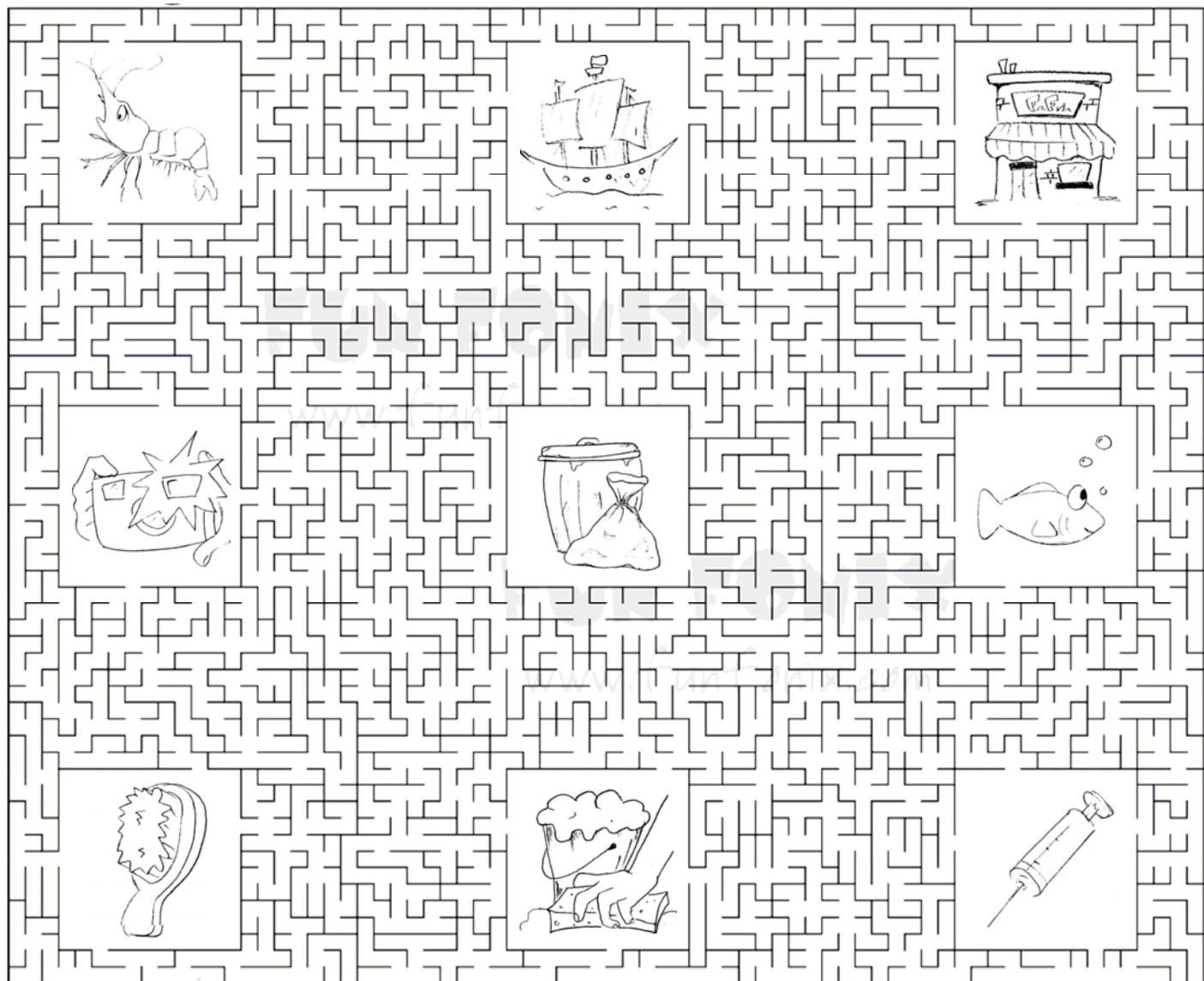
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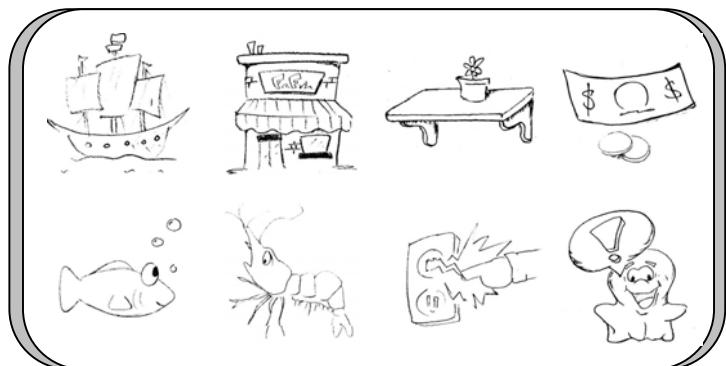
9.

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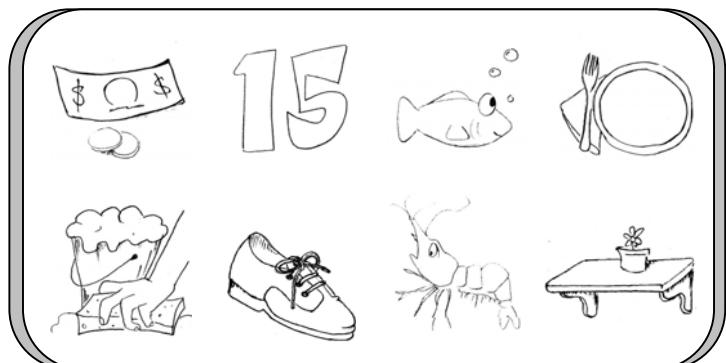
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O the words from the readings.

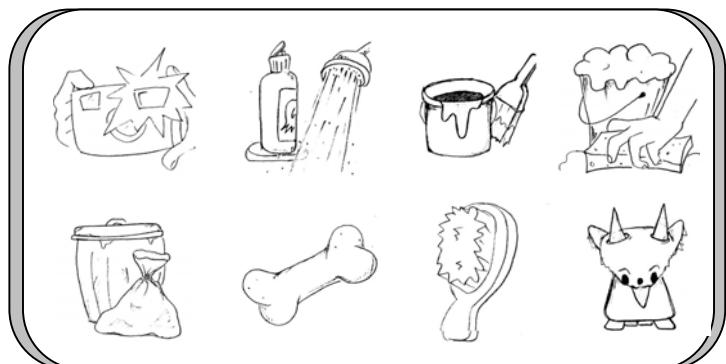
I had cash. I got a ship at the fish shop. The ship shocked the fish.



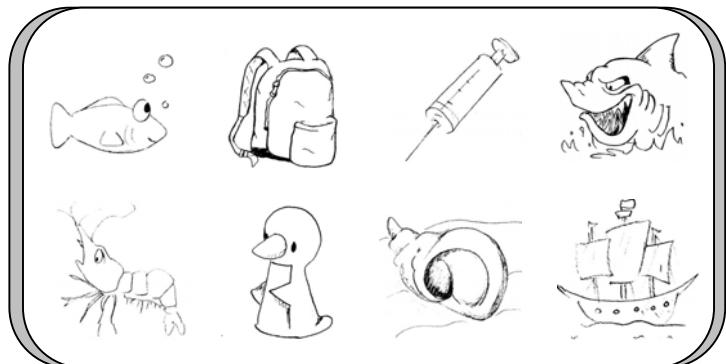
I washed the shrimp dish.  
The dish is on the shelf.  
I put the cash on the dish.



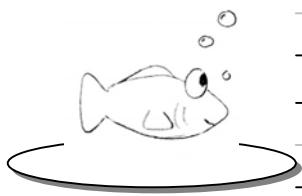
Ken and Tom wash the  
bench. Ken has a brush.  
Tom picks up the trash.



Sam has a big fish tank. His tank has a ship, a shell, fish and shrimp.



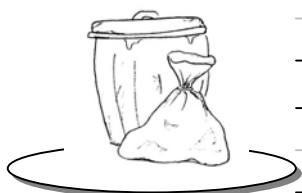
# Say it. Write it 3 times. Make a sentence.



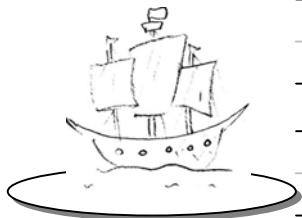
Handwriting practice lines for the word 'fish'. The first line has a fish illustration. The second line has four grey dots for letter formation.



Handwriting practice lines for the word 'fruit'. The first line has a shop illustration. The second line has four grey dots for letter formation.



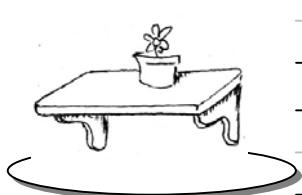
Handwriting practice lines for the word 'flour'. The first line has a sack illustration. The second line has four grey dots for letter formation.



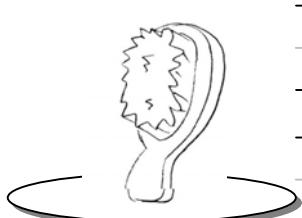
Handwriting practice lines for the word 'ship'. The first line has a ship illustration. The second line has four grey dots for letter formation.



Handwriting practice lines for the word 'chef'. The first line has a chef illustration. The second line has four grey dots for letter formation.



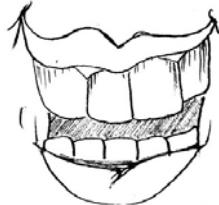
Handwriting practice lines for the word 'table'. The first line has a table illustration. The second line has four grey dots for letter formation.



Handwriting practice lines for the word 'lettuce'. The first line has a lettuce illustration. The second line has four grey dots for letter formation.

# th qu wh

Does it start or end with th, qu or wh ? O the answer.



th- -th X

th- -th X

th- -th X

3

16



th- -th X

th- -th X

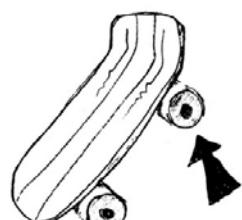
th- -th X



qu- -qu X

qu- -qu X

qu- -qu X

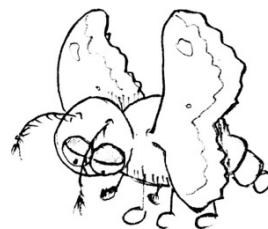
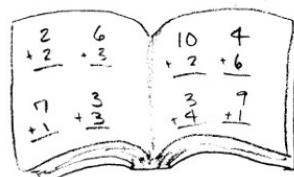


wh- -wh X

wh- -wh X

wh- -wh X

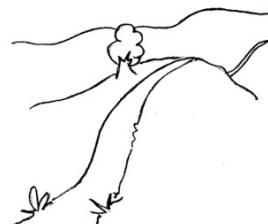
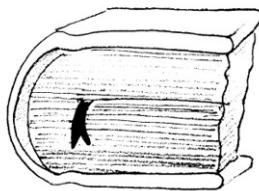
Say it. Write in the th, qu or wh . Read it.



bat

math

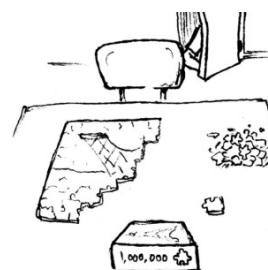
th



lock

in

th



lock

in

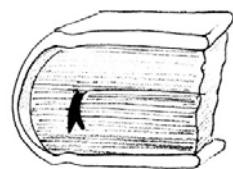
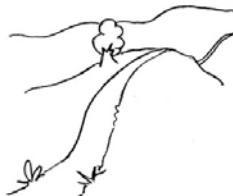
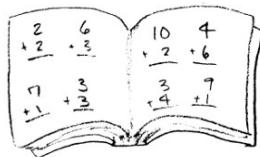
th



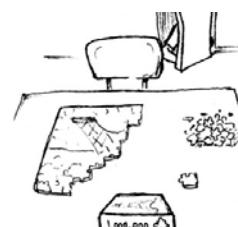
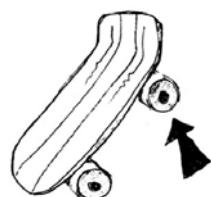
cock

hot

th



3



● path

● quiz

● moth

● whip

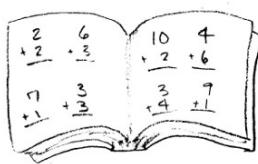
● thick

● which

● quit

● quick

# Say it. Build it. Write it. Read it.



m

i

ch

n

a

th



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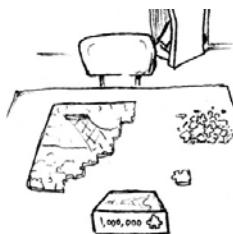
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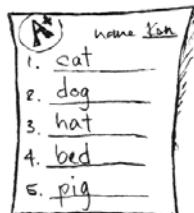
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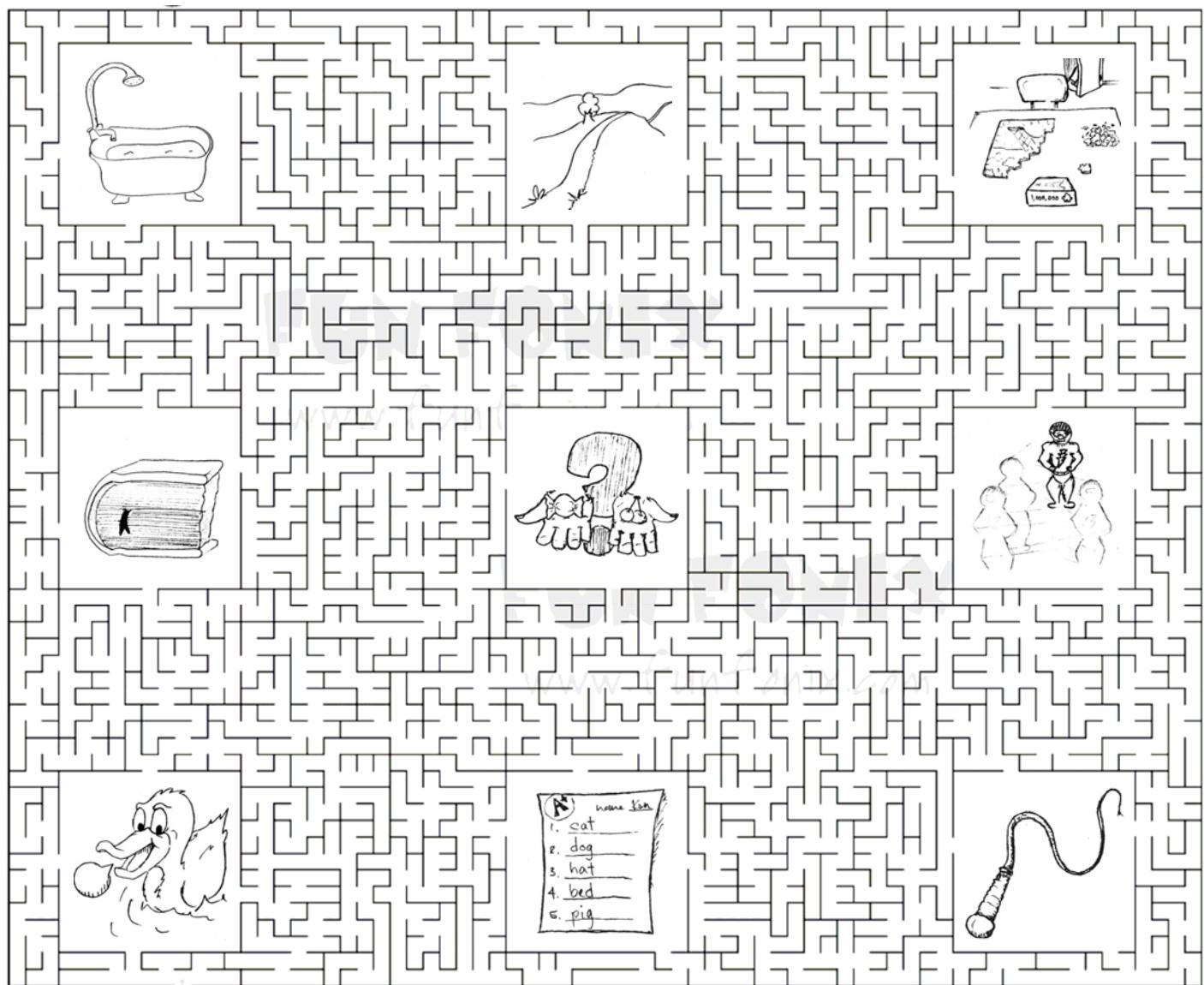
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9.

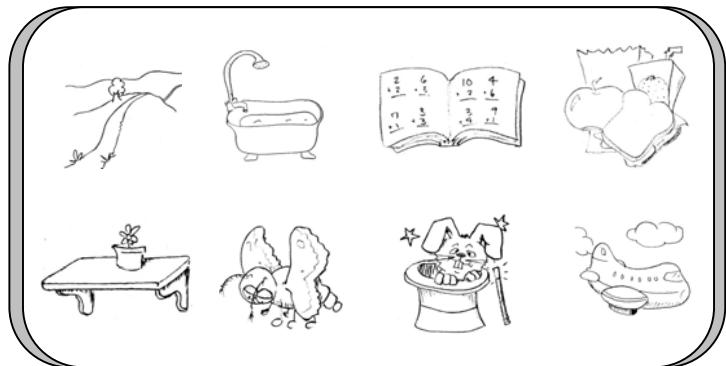
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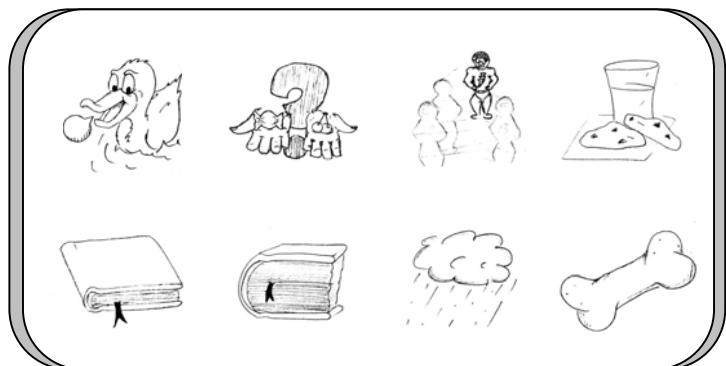
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# O the words from the readings.

The bath is on the path. A moth is in the bath. The moth is doing math.



Which do you want the thick sandwich or the thin sandwich? Be quick. The duck is hungry.



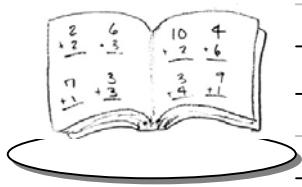
Miss Whips has a whistle. Miss Whips grabbed my quiz. Then she grabbed a whip and whistled to me. I ran away.



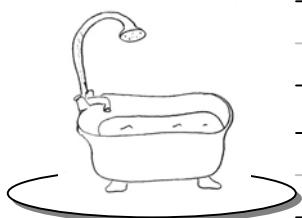
I ran down the path. I quit running, and I jumped into the bath. It was hot, but I was happy.



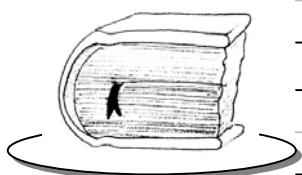
# Say it. Write it 3 times. Make a sentence.



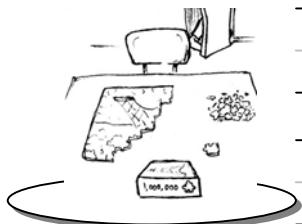
Handwriting practice lines for the first word. The first line has a small illustration of a bathtub with a faucet.



Handwriting practice lines for the second word. The first line has a small illustration of a book.



Handwriting practice lines for the third word. The first line has a small illustration of a computer monitor displaying a map.



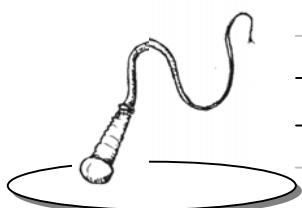
Handwriting practice lines for the fourth word. The first line has a small illustration of a worksheet titled 'name list' with a list of words starting with 's'.



Handwriting practice lines for the fifth word. The first line has a small illustration of a teddy bear.



Handwriting practice lines for the sixth word. The first line has a small illustration of a jump rope.



Handwriting practice lines for the seventh word.

# quiz

Write the words the teacher says.

Draw pictures if you want to.

1.

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2.

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8.

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9.

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\_\_\_\_\_

10.

\_\_\_\_\_

\_\_\_\_\_



making phonics fun for everyone!

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Create additional materials to support this workbook quickly and easily at [www.funfonix.com](http://www.funfonix.com).

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Happy teaching!  
Mark Cox

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