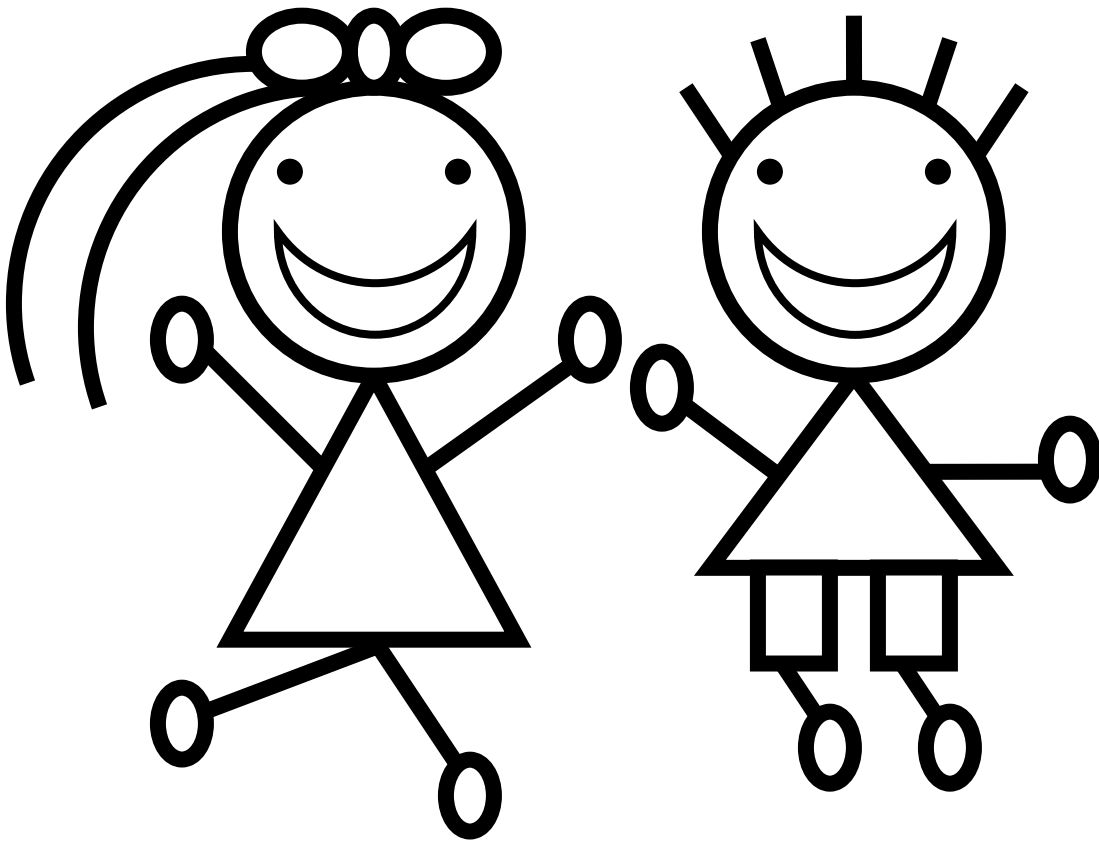


Shhh!
Don't tell them they
are learning!

Beyond the Phonics Dance
Revision 3



Ginny A. Dowd



Beyond the Phonics Dance Table of Contents



Introduction

Page 6



How do I do I introduce and teach that? Pages 6 - 252

This section provides lessons and assignments that can be introduced, reviewed and re-taught throughout the school year.

The Five Components of Reading	7
Stage and Purposes of Reading	8
The Wedding of Mr. Q and Miss U	9 - 11
An Alphabet Walk (Real Word or Nonsense Word?)	12
Letter - O! Word - O! Number - O!	13 - 15
Venn Diagrams with Letters	16 - 17
Class Surveys	18 - 20
Sounds on Parade	21
Let's Sort!	22 - 23
The Game of Sparkle	24 - 25
Word Theater	26
Contractions	27 - 31
Get a Chip - Give a Chip	32 - 33
(A game that helps students look at the entire word)	
Vocabulary for Meaning	34 - 35
Vocabulary for Decoding	36 - 38
F - Q - W!	39 - 40
I learned a new fact.	
I had a question.	
Wow! I can't believe that's true!	
Word Wall Chants	41
Poetry and Book Connections	42 - 49
Personification	50 - 51
Reading Chants	52
Read To, With and By Kids	53
Making Connections to a Story	54
Text to self, text to text, text to world	
Reading Logs	55 - 60
Student Response Forms	60 - 63
Problem and Solution	64 - 65
Guided Reading Chart	66
Book List Form	67

Reading Rubric for Beginning Readers	68
Reading Strategies and Posters	69 - 70
Just Right Books	71
Context Clues	72 - 73
Comprehension Made Easy	74 - 108
Real Estate Books	75 - 77
Picture – Word Match	78
Sequencing	78 - 86
Time	79 - 81
Days of week	82 - 84
Months in a year	85 - 86
How do I spell the months?	87
Classroom Month Calendar	88 - 89
Adjective, noun, verb review	
Following Written Directions	90 - 96
Social Studies Mapping Chants	97
Moveable Compass Roses	98
USA Map – Hello Mr. Mimal!	99
Mapping	100 - 101
Attribute Hunts	102 - 103
Story Elements	104 - 105
Letter Stationary	106 - 108
Homophones and Homonyms	109 - 114
Synonyms and Antonyms	115 - 120
Non-Fiction, Fiction and Opinions	121 - 127
Summarizing	128 - 133
Questioning	134 - 137
Book Talks	138 - 141
Morning Questions – Quick and Easy Edits	142 - 147
The Stumper – A Listening Game	148 - 151
Paragraph Writing – How do we start?	152 - 154
Paragraph Writing Format	155 - 156
Characterizations	157 - 159
Main Idea (Central Theme) and Details	160 - 168
The Information Zoo	169 -199
Graphic Organizers and Report Writing	171 - 199
Mayor and City Council Problem Solving	200
Cause and Effect	201 - 238
Compound Words	239 - 251



The Beginning of School

Pages 252 - 387

For directions to each of these lessons refer to pages:

Chicka Chicka Boom Boom (two Classroom stories)	257 - 260
Rules and Laws	261 - 265
<u>Miss Nelson is Missing</u> Unit	266 - 282
Where is she?	
Characterizations	
Mapping (Easy & Advanced)	
Opinion Survey	
Syllables	283 - 286
Name and Definition	287
Color Book, Language Arts and Writing Lessons	288 - 320
Beginning of the Year Writing	321 - 339
Opinion Book	
Animals at School (Easy & Advanced)	
I Am a Copy Cat!	
Animal! Animal! What can You Do? (Introduction to Word Bubbles)	
What Is It? Can You Guess?	340 - 341
Introduction to Nouns, Verbs and Adjectives	342 - 357
Emergent Reader Stories	342 - 357
Higher Level Sorts, Stories and Writing	358 - 387
Getting to know you Survey	378 - 379



Thematic Units

The break down of lessons can be found at the beginning of each theme.



Family and Friends p. 388 - 426



Down on the Farm p. 531 - 559



Birthday Parties p. 427 - 448



Hibernating Animals p. 560 - 591



Our Community p. 449 - 491



Frogs and Toads p. 592 - 631



Animal Groups p. 492 - 530



Monsters p. 632 - 653

Contractions



When teaching the class about contractions, remember this contraction chant:

Contraction! Contraction! You shorten it up! You pound it out! Don't forget your apostrophe fingerprint!



You can sing this song to the tune of London Bridges:

I'm the first word, don't change me! Don't change me! Don't change me!

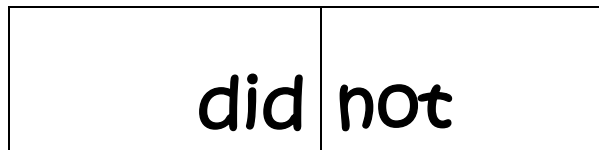
I'm the first word, don't change me!

Don't you change me!

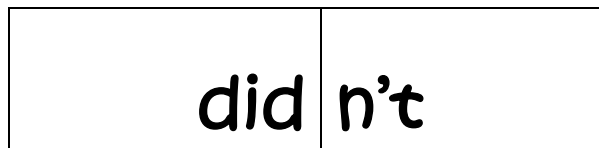
Always change the second word! Second word! Second word! Always change the second word!

Don't forget your apostrophe fingerprint!

1. Start by showing two index cards with words that can become a contraction.



2. Discuss how pounding out a letter from the second word and combining it with the first word makes a contraction. Explain that when a letter or letters are pounded out, they are replaced by an apostrophe fingerprint.
3. On the back of the second card, write the letters and apostrophe that will make the contraction. Have the class recite the contraction poem as you show the two words, and then flip the second card over to make the contraction.



4. Repeat with other words that can be made into contractions.
5. Now it's time to play the Memory Contraction Game on the next two pages.



Name _____

I am hiring you to be my real estate agent. Help! I want to buy a house. I will tell you a characteristic of a house I am looking for. When you find the house that fits that description, glue it on the page in the correct area.



Two-story houses have an upstairs and a downstairs!



One-story houses only have a downstairs.



Shutters are on both sides of a window. Some houses have them and some houses don't.



Wood houses are made from trees.



Some houses are made of brick.

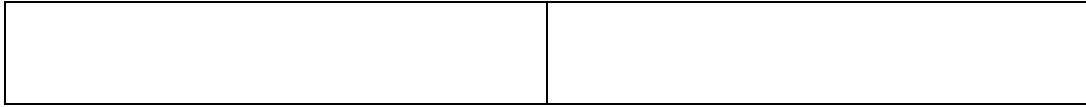
Name _____



Let's draw a dog!



1. Divide your paper in half. You will have two boxes.
2. The paper should look like this.



3. Can you follow these written directions? Each time you complete a direction place a check mark on the line!
4. Now get to work, dog gone it!



Box 1

- A big circle for the head _____
- Two oval ears - Color them brown. _____
- Draw three black spots on each ear _____
- An orange triangle nose and black mouth _____
- A pink tongue. _____
- Ten black freckles - Five on each sides of the nose. _____
- A yellow dog collar _____
- Two round eyes - Color the eyeballs blue. _____
- Color the rest of the dog's head brown. _____



Box 2


- A big oval body _____
- Color the body brown. _____
- Draw seven big black spots on the body. _____
- Four brown legs _____
- Draw five black spots on each leg. _____
- A long brown tail with six black spots _____
- Draw the dog in green grass. _____



Characterizations



Understanding a character's motives and actions gives the reader a better understanding of the meaning of the story. The characterization sheet on the following pages allows a student to think about a person or animal's personality and relate his or her characteristics to events that happened throughout the story.

 When the students are introduced to the characterization sheet, they are only expected to fill out the left side. Once they are proficient at recognizing the character traits on the left side, they are introduced to the traits on the right side.




Have each student select a main character from a story. Ask them to look at the characterization list and circle *yes* or *no* for each of the personality traits listed on the sheet. *Yes* indicating the characteristic was displayed. *No* indicating it wasn't.





Once the top portion of the worksheet has been filled out, it is time to choose four of the characteristics that were circled *yes*. The students write examples from the story that indicate the main character has that personality trait. The operative word is *when*. They must be able to tell you when in the story that character showed the trait.



Example: After reading the story Miss Nelson is Missing by Harry Allard, these were some of the student responses.


 Hannah M. - Miss Nelson was sly when she dressed up as Viola Swamp and tricked the kids.


 Matthew P. - Miss Nelson was sad when the kids in the class were throwing spitballs and being rude when she read a story.


 Abby S. - Miss Nelson was surprised when she came back to her classroom and found the kids were behaving in a good way.

The Information Zoo


This research activity is a fun one to do at the end of the school year. Your students put on an animal mask and sit in their chairs in the grass of the playground or front yard of the school to share their information.

 **Step 1:** Each student in your classroom will choose an animal he or she would like to research.

 **Step 2:** Using the graphic organizers from this section, students categorize information about their animals. This is how the graphic organizer is set up. Cut each set of words and glue them in the correct category.

 Higher level students can use animal books to find the information for their graphic organizers.

<p style="text-align: center;">Food</p> <ul style="list-style-type: none"> • Krill – little shrimp • sea weed 	<p>Seahorse</p> 	<p style="text-align: center;">Habitat</p> <ul style="list-style-type: none"> • salt water • love the ocean • mainly warm salt water
<p style="text-align: center;">Fun Facts</p> <ul style="list-style-type: none"> • very small • has a head like a horse • long tail Can hold seaweed 		<p style="text-align: center;">Babies</p> <ul style="list-style-type: none"> • Mom lays eggs in father's pouch. • Father holds onto the eggs until they hatch.

 **Step 3:** Once the graphic organizer is complete, the class begins writing their animal reports. The introduction sentence should contain an interesting question about their animal. This question is asked to peak the listener's interest. For example: *Do you want to learn about a fish that has a pouch in its stomach? Hi, I am a seahorse and that's me! Let me tell you about my life!*


Day One: Graphic Organizer – Introduction paragraph

Day Two – Second and third paragraphs

Day Three – Finish the report

Tell the class to make each sentence interesting. Instead of writing: *I eat krill.*

Give the sentences some umph! *Did you know I love to eat krill? Yum! They are little shrimp like fish.*

 Another option is to have the class write a true false test that they can give to the people who come to the Information Zoo. The introduction sentence would still contain an interesting question about the animal. For example: *Do you want to take a test about a fish that has a pouch in its stomach? Hi, I am a seahorse and that's me! Let me see what you know about my life? Let's go! True or false? I love to live in fresh water?* The person listening gives an answer and the reader lets him or her know if he or she was correct. *That's false! I would die in fresh water. I need to live in salt water.* The reader then asks the next question.



Cause and Effect



When its time to teach cause and effect, say this little chant:



Cause and effect! Cause and effect!



Because something happens - there's always an effect!
In other words...because of this...this is what happened!

The author Laura Numeroff has a number of books that deal specifically with cause and effect.



If You Give a Cat a Cupcake



If You Give a Mouse a Cookie



If You Take a Mouse to School



If You Give a Pig a Pancake



If You Give a Dog a Donut



If You Give a Pig a Party



If You Take a Mouse to the Movies

Throughout the school year we read these stories together, as a class or in guided reading groups. Students can work independently or with a partner to complete the work sheets on the following pages. We even do an author study on Laura Numeroff. Her web page is fun. It has lots of information and games.

Two more books that are ideal for teaching cause and effect are:



Fortunately by Remi Charlip

You will find a cause and effect worksheet on the next page to coincide with this book.

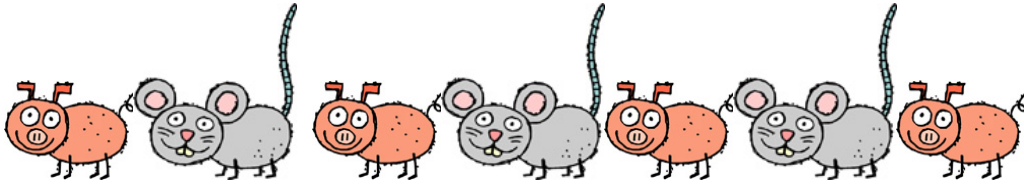


That's Good! That's Bad! by Margery Cuyler

There are two spin off lessons that overlap with this book.

- Have the class write their own stories similar to *That's Good! That's Bad!* Example: Today I was going to the zoo. That's good! All of the animals escaped! That's bad!
- There is a mapping lesson that is related to the story as well. Be sure to use the Mr. Mimal maps and the moveable compass roses. (pages 98 and 99)

Names _____ and _____
Let's add some adjectives to Laura Numeroff's book titles!



If you give a pig a pancake. BORING!

If you give a _____, _____ pig
a _____, _____ pancake

If you give a mouse a cookie. BORING!

If you give a _____, _____ mouse
a _____, _____ cookie

If you give a moose a muffin. BORING!

If you give a _____, _____ moose
a _____, _____ muffin

If you take a cat to school. BORING!

If you take a _____, _____ Cat
to a _____, _____ school



Name _____

Tikki Tikki Tembo No Saremb Chari Beri Ruchi Pip Peri Pembo has 21 syllables in his name. Let's see how many syllables are in our names!

	Tally Marks	Total
1 syllable		
2 syllables		
3 syllables		
4 syllables		
5 syllables		
6 syllables		

1. Let's survey the class.
2. Let's tally our answers as we survey.
3. Let's graph our answers.
4. Let's talk about our results.

Name _____

Let's add the number of letters in color words to one!

Remember: When you add one to a number, you find the highest number. Then you say the next number!

blue _____	+	1	=	
---------------	---	---	---	--

red _____	+	1	=	
--------------	---	---	---	--

green _____	+	1	=	
----------------	---	---	---	--

black _____	+	1	=	
----------------	---	---	---	--

yellow _____	+	1	=	
-----------------	---	---	---	--

orange _____	+	1	=	
-----------------	---	---	---	--

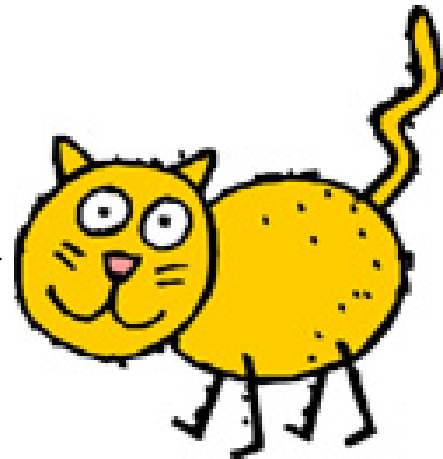
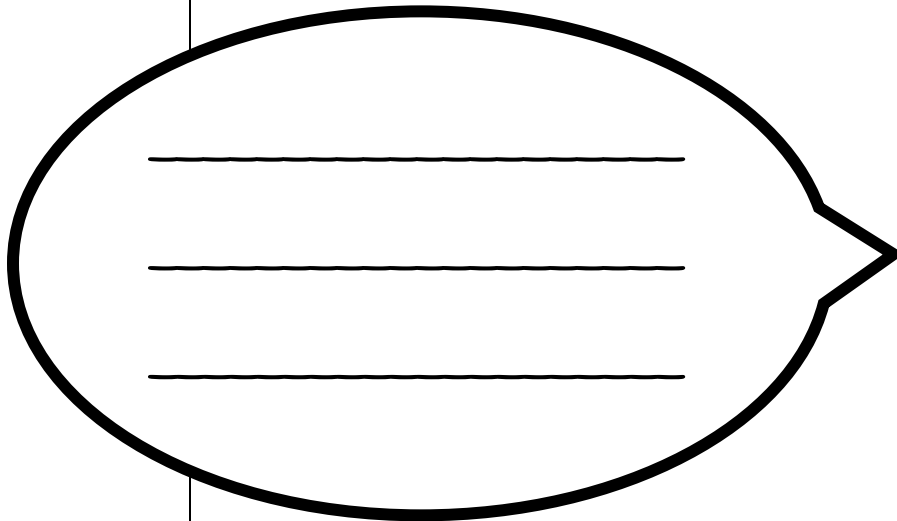
brown _____	+	1	=	
----------------	---	---	---	--

white _____	+	1	=	
----------------	---	---	---	--

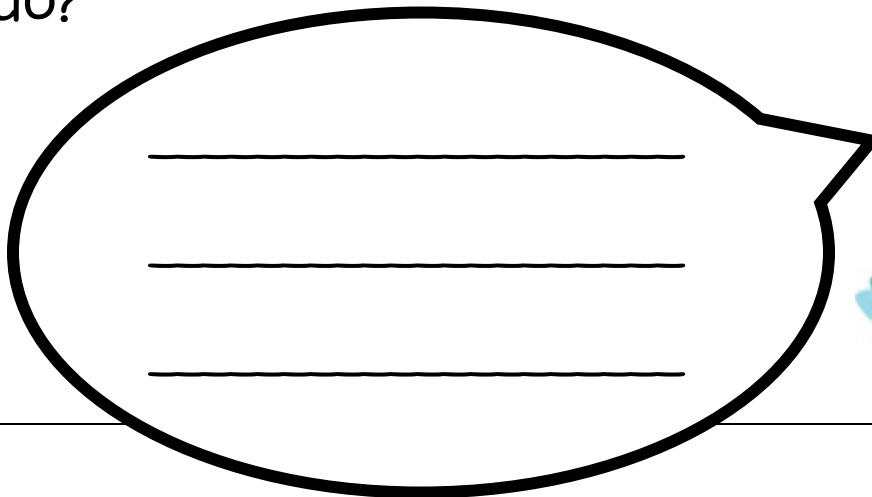
purple _____	+	1	=	
-----------------	---	---	---	--

Word bubbles tell you what someone is saying. Fill in the word bubble for each animal.

Mr. Cat! Mr. Cat! What can you do?



Rubber duck! Rubber duck! What can you do?

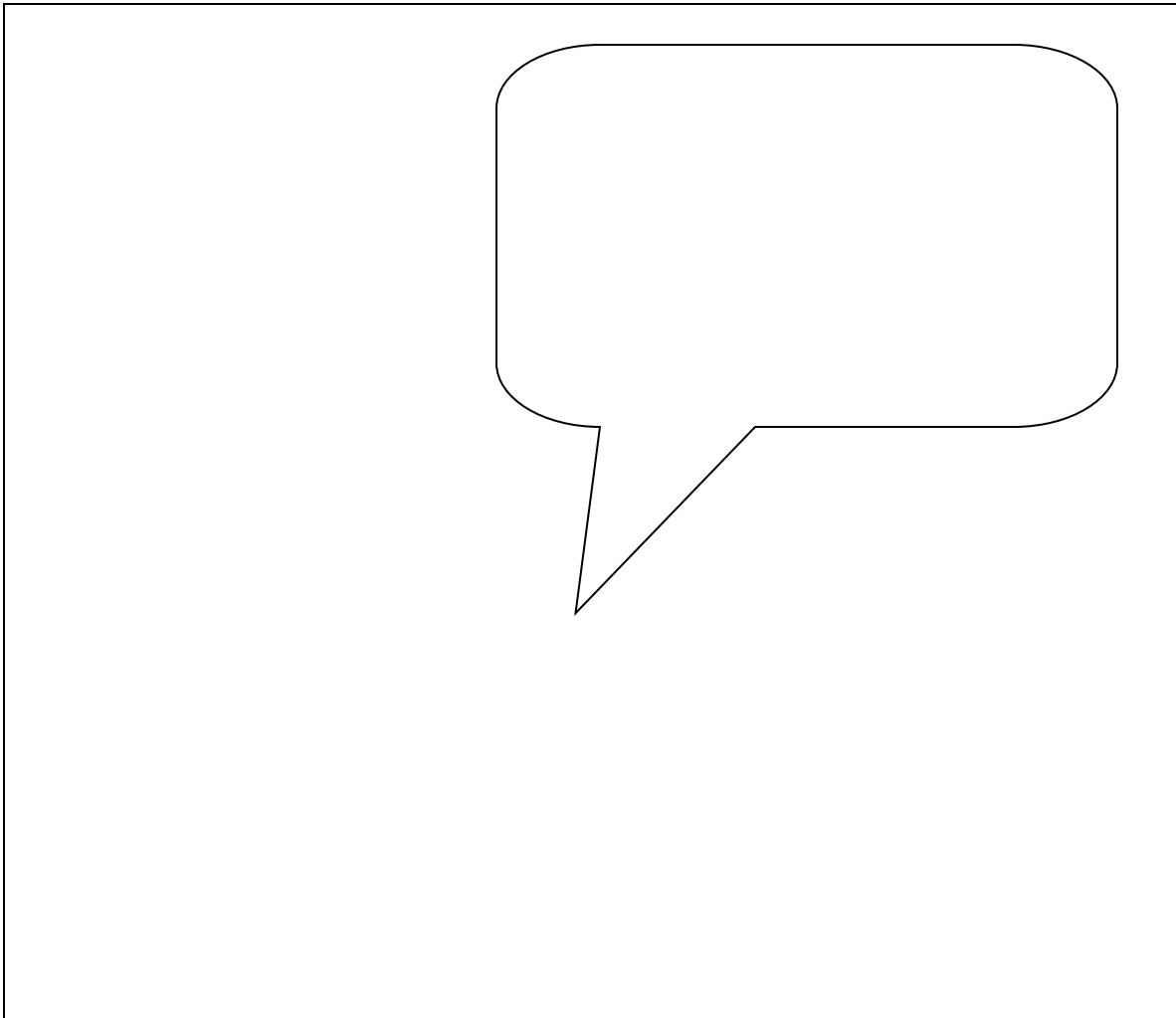


My Verb Book

A verb! A verb! You do it! Do
it! Do it!

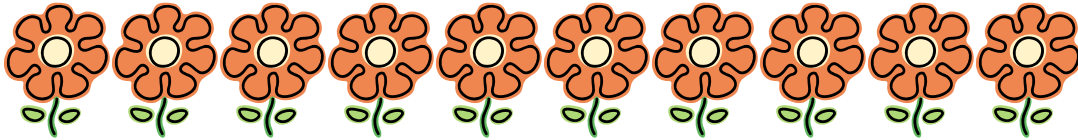
By _____

What can you do?





Names _____



Welcome to your new class!


Let's get to know each other!

Let's go on New Classmate Find!

When I say go, start asking these questions to the kids in our room. If students answer yes, have them spell their name for you as you write it on the line.

 Someone who went swimming this summer: _____


 Someone who loves to read: _____

 Someone who rides the bus to school: _____

 Someone who has been to Florida: _____

 Someone who has brown eyes: _____

 Someone who has blue eyes: _____

 Someone who has a dog for a pet: _____

 Someone who knows the name of the president: _____

 Someone who has a birthday in December: _____

Family and Friends



Coordinate Mapping: It's about my family!

This is how the coordinates should look:

3		
2		
1		
	a	b c

Alphabetical Order: It's a race of the letters!

A Family Haiku – Let's count syllables!

Class Story: Write your students' names on the lines. Watch out for the pronouns!

A Family Dictionary: Write the definitions using the sentence starters on page 395

Mother – Child Venn diagram

Family Fact or Fiction

Good Friends would never! Good Friends would! Read and circle the correct answer.

Wise Old Owl says, "Let's write rules for friendship!"

Friendship Survey, Graph and Analyze Data: Ask the class their opinion.

What do friends do? Tally and analyze data

Friendship Acrostic

Let's make a best friend diagram!

Which one of my friends has a pet? Let's map! Fill in the blanks with your student's names.

Animal Friendship Want Ads: Cut and paste

Animals are not good friends! Let me tell you why!

A friendly Game of Flip the Cards! Who has the highest sum? You win!

Let's take a Classroom survey to see what our friends want to do after school today!

Things to do!	tally marks	total
Play soccer 		
Catch butterflies 		
Play football 		
Play hide and go seek 		
Go swimming 		

Birthdays



pages 427 - 448



Mapping: Birthday Party Island

Let's infer! What kind of party are you having?

Planning my Perfect Birthday Party: Let's write in complete sentences.

Party Hats: Following written directions, make sure to fill in the blanks with your students' names.

Standard Party Invitation: How do I write that?

Party Invitations: Let's go from a standard format to a paragraph. Use the standard invitation format as your graphic organizer to write the paragraph. Add some detail to make the party sound exciting!

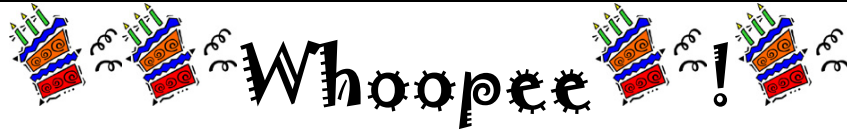
Addressing Envelopes: Sample and Practice

Birthday Party Word Problems: Let's listen for key numbers and key words to decide if we are adding or subtracting. Don't forget your label!

Creative Writing: What do you buy an elephant when you are invited to his party? Add adjectives to make sentences paint a picture. For example, Instead of writing: *I will buy an elephant peanut butter.* Write *I will give an elephant a jar of creamy peanut butter.*

Animal Coordinate Mapping: Let's follow written directions!

Animal Birthday Word Problems: Let's listen for key numbers and key words to decide if we are adding or subtracting. Don't forget your label!



It's time for a party!

It's a _____ party

for _____!

Date: _____

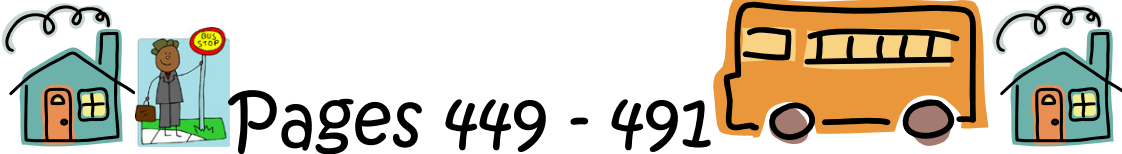
Place: _____

Time: _____

RSVP: _____



Community Helpers Goods and Services



Show Me Your Community! Letter from aliens

Story: Aliens want to learn about our community. Help them!
Context Clues: Those little aliens want you to learn about their community. Read their space-talk and see if you know what they are talking about.

Who Works in Your Community? Letter from aliens

Community Helper Dictionary (Classifying Nouns)
Community Cause and Effect

Let's Design an Alien: Following Written Directions

Goods and Services Cause and Effect

Adjective, Noun, Verb Sort: Who's working in the community?

Goods and Services Sort

Is it a good or a service, and how much does it cost?

Find the sum

Animal Town Goods and Services

Problem and Solutions

Our city has no laws! You have to write them!

Read and Infer – What do these products have in common?

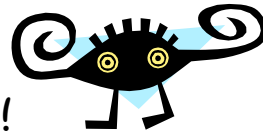
Community Fiction / Non-Fiction Sort





Name _____



Show me your community!



My name is  Zillo and this is Millo  .

We just landed from the planet Zyglot. We love your city! But we need help! Please tell us all about your community.

We want to see pigs and cows. We want to help a farmer plant seeds. That sounds like fun! Should we go to the

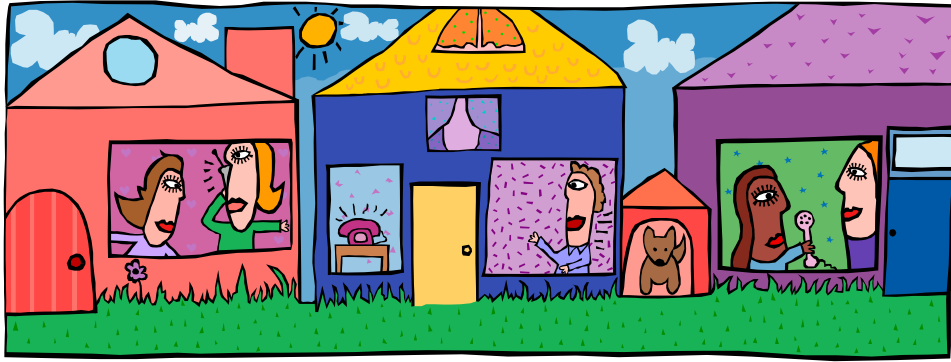
Yes No

Where should we go?

We want to swing on the swings and slide down the slide. We want to play in the sandbox. That sounds like fun! Should we go to the

Yes No

Where should we go?



Cause and Effect! Cause and Effect! Because something happened...there's always an effect!

Because.....









































This is where I will go!

<p>I want to milk a cow.</p>	<p>I will go to the farm.</p>
<p>I need to get my tonsils out.</p>	<p>I will go to the hospital.</p>
<p>I have to work and I can't watch my children.</p>	<p>I will go to the babysitter.</p>

Name _____

Let's add goods and services!

Find the sum!

 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____
 _____ +  _____ = _____	 _____ +  _____ = _____

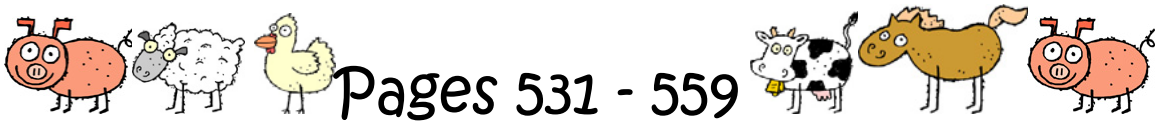
Name _____

Am I an herbivore, omnivore, or Carnivore?

My prediction! What I am!

Coyote	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Owl	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Skunk	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Porcupine	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Squirrels	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Grasshoppers	herbivore omnivore Carnivore	herbivore omnivore Carnivore
Raccoon	herbivore omnivore Carnivore	herbivore omnivore Carnivore

Down on the Farm



Pages 531 - 559

A Down on the Farm True Moo – False Honk Test

Pass out the farm vocabulary sheet. Have the class write sentences describing what farm animals and farmers do. The sentences can be true or false. The teacher walks around reading the sentences and circling the correct answer. For example: **A farmer milks a pig. A cow can moo.**

Letter Writing: Read the story Click Clack Moo by Doreen Cronin. Have the class pretend they are animals on the farm. Ask them to write a letter telling the farmer what they think would make the farm a better place.

Animal Match: Read the animal's name. Find his responsibility on the farm and glue it next to the animal.

Farm Days of the Week Sequencing: The farmer had a terrible week! See what happened.

A Farm Graphic Organizer: Cut and paste in the correct category.

Alphabetical Order Farm Style

Is it a farm fact? Or is it totally fiction fantasy? Read and Write your own.

Who is on the farm? Let's count and graph.

Who is on the farm? Let's count, determine if a number is odd or even, add doubles and doubles plus one.

Let's compare mammals and birds on the farm!

Farm Talk! Creative writing lesson where the students get to give the animals words!

What is it? Can you guess? The class writes clues about their favorite farm animal.









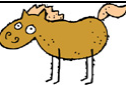
Let's write a farm acrostic!

Name _____

Let's match up the farm animal with the job he does for the farmer and you!

The Farm Animal

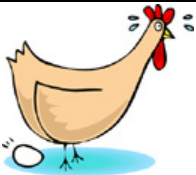
His Responsibility

 I am the dog.	
 I am the cat.	
 I am the hen.	
 I am the duck.	
 I am the goose.	
 I am the sheep.	
 I am the pig.	
 I am the cow.	
 I am the horse.	

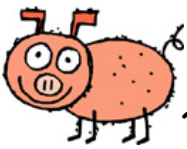
Name _____

Farm Talk!

What do those animals mean?



Hen just said, "Bock! Bock! Bock!" What does that mean in hen talk?



Pig just said, "Oink! Oink!" What does that mean in pig talk?



Horse just said, "Neigh, Neigh!" What does that mean in horse talk?

Habitats are homes!

If the answer is false, rewrite the sentence with the animal that would love that home. If the answer is true, just answer the question.

1. A good home for a bat is a doghouse. True or False

2. A good home for a squirrel is a tree. True or False
Why does a squirrel love that place?

3. A good home for a bee is a cave. True or False

4. A good home for a bear is a cave. True or False
Why does a bear love that place?

5. A good home for a butterfly is the pond. True or False

6. A good home for a turtle is the pond. True or False
Why does a turtle love that place?

7. A good home for a snake is a house. True or False

8. A good home for a skunk is the woods. True or False
Why does a skunk love that place?

9. A good home for a squirrel is the desert. True or False

10. A good home for a ladybug is a garden. True or False
Why does a ladybug love that place?

Name _____



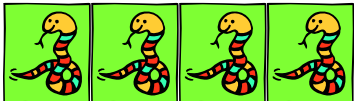



Good night! Sleep tight!

**See you in the spring when the
weather isn't a fright!**



Hibernation – To pass the winter in a dormant or torpid state! (SLEEPING!)

Make a prediction. Are these animals true hibernators?

Animal or Insect	your prediction		Yes or No!
squirrels 	Yes	No	True Hibernators Not True Hibernators
frogs 	Yes	No	True Hibernators Not True Hibernators
snakes 	Yes	No	True Hibernators Not True Hibernators
bears 	Yes	No	True Hibernators Not True Hibernators
skunks 	Yes	No	True Hibernators Not True Hibernators
butterflies 	Yes	No	True Hibernators Not True Hibernators

Frogs and Toads



Metamorphosis Poem

Frog? Toad? Or both? Prediction – Tally Mark Game

Hop to it! Hop to it, frog! You have flies to catch! Hop to it, flower! You have to bloom! What do other people and animals have to hop to it to do?

Frog and Toad Thoughts! Let's personify these amphibians.

What color are toads? Count, Graph and Analyze Data

How do you catch a toad or a frog? Come up with a plan that works!

Following Written Directions and Puzzle Party!

Is it a frog? Is it a friend? Read and Sort

Frog and Toad (Arnold Lobel) Coordinate Map: Let's find the cookies!

Frog and Toad Venn diagram

Fact or Fiction? Read and Sort

Frog and Toad Word Bank

Frog and Toad Test: Use the word bank to create a test whose answers are "Toad"ally right or "Toad"ally wrong!

1. Read each sentence to the class.
2. They will make a prediction placing the frog game piece (page 599) on either frog, toad, or both. (page 598)
3. When the answer is revealed the class tally marks whether their prediction was right or wrong. (page 600)

Let's play!



Am I a frog or a toad?



I have smooth skin. frog



Am I a frog or a toad?



I have bumpy skin. toad



Am I a frog or a toad?



I am fat and chubby. toad



Am I a frog or a toad?



I am skinny. frog