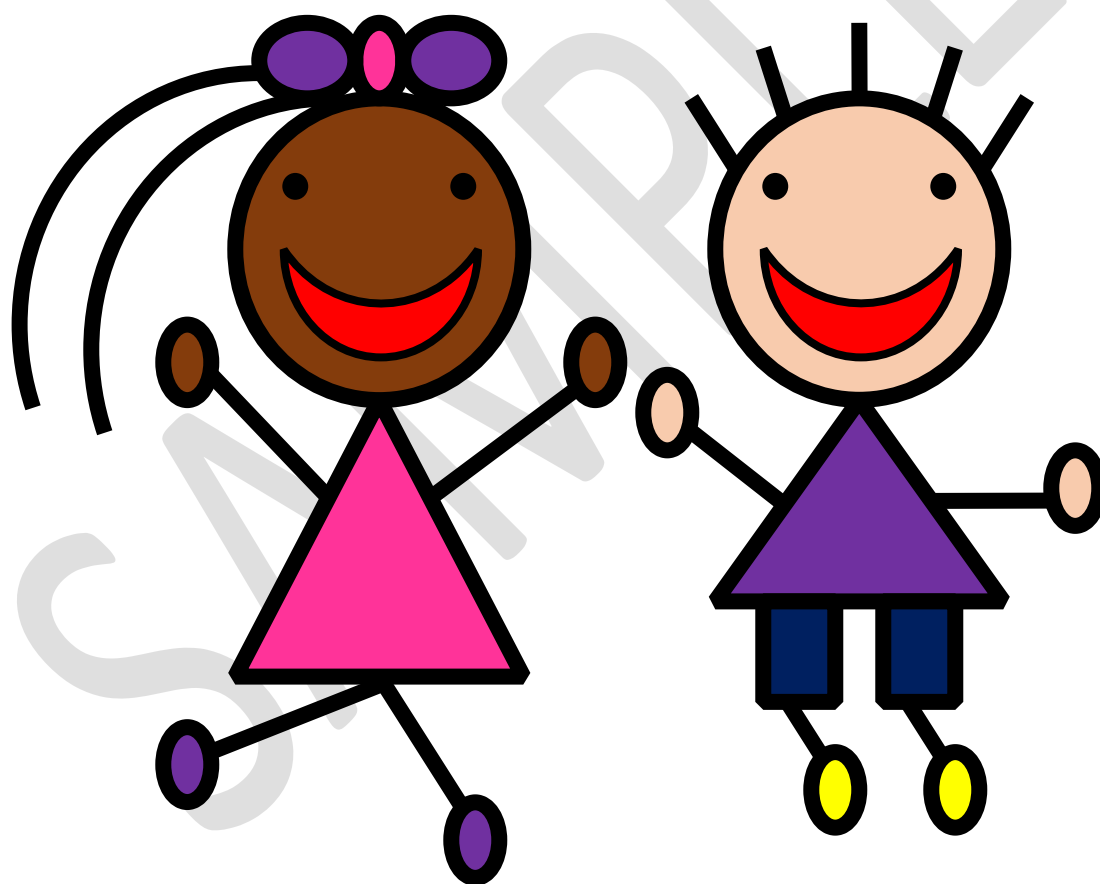


The Phonics Dance

Beginning Dance Lessons



Kindergarten Style

Ginny A. Dowd

Thank you for your interest in the Phonics Dance! This sample packet will give you an overview of the program in the kindergarten classroom. If you have any questions please email www.phonicsdance.com or call (937) 620 – 9186. I hope you'll come to the Dance!

Ginny Dowd

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.



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Beginning of the Year



Kindergarten Alphabet Review



“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.)



“b”: b - b - b, is baby, baby. b - b - b is b!



“c”: C says “cah”. C says “cah”. C says “cah”. Cat! Meow!



“d”: d - d - d. I’m a digging dog! d - d - d. I’m a digging dog. d - d - d is d!



“e”: (Hands in motion like a train engine coming down the track) chant, “e - 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 the letter e. This will reinforce that it is a long strong vowel sound.)

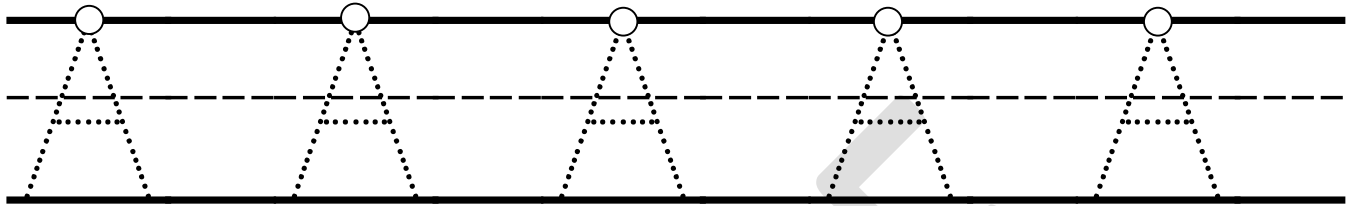


“f”: f - f - f. Froggy loves flies! f - f - f. Froggy loves flies. F - f - f is f!

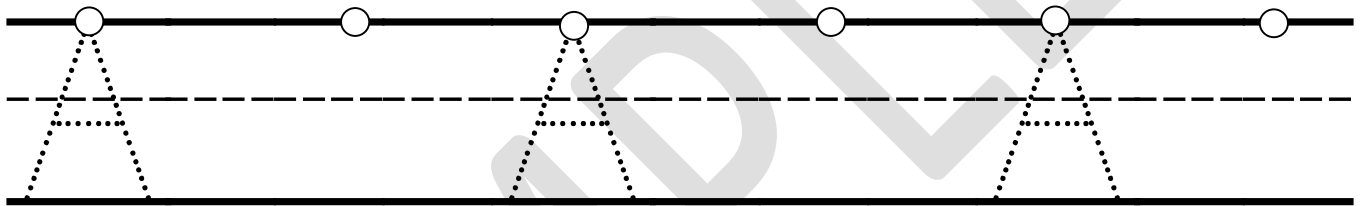
Name _____

Abby is sad. Wahhhhhh!

Abby is a special name! Big A is a capital letter. Trace.



Follow Abby's pattern. Trace the letter. Then write it on your own!



Letters and Alphabet Fun!

Abby wants you to be a capital A detective! When you find capital A, put a yellow circle around it and say its sound! Let's read!

B A A C A A D A

Sentences are made of letters, words and sentence stoppers!
Can you find capital A in the sentence? Circle it in yellow. Let's read! Let's write!

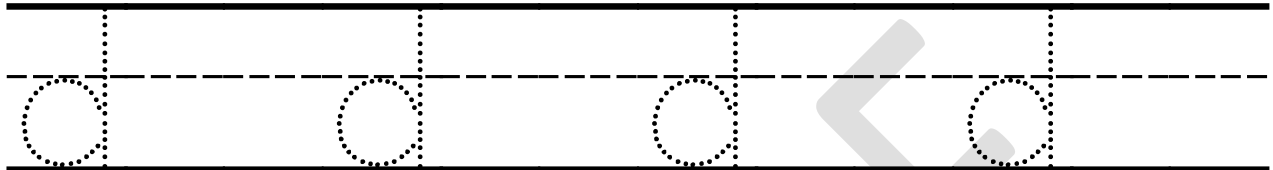


Abby is sad.



Name _____







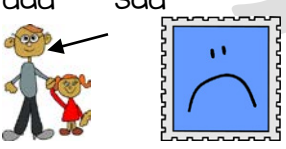





D - d - d! I'm a digging dog!
Be a digging dog! Trace the letter.
Then write it on your own!



The big digging dog challenge!
Find d. Circle it in orange! Find b. Circle it in blue.

b d d b d b b d

Circle the words in each column that start with d. Do these words rhyme? Color yes or no. Write the answer in the box.

<p>dig pig</p> 	<p>yes</p> 	<p>no</p> 	
<p>cat dog</p> 	<p>yes</p> 	<p>no</p> 	
<p>dad sad</p> 	<p>yes</p> 	<p>no</p> 	
<p>clown down</p> 	<p>yes</p> 	<p>no</p> 	

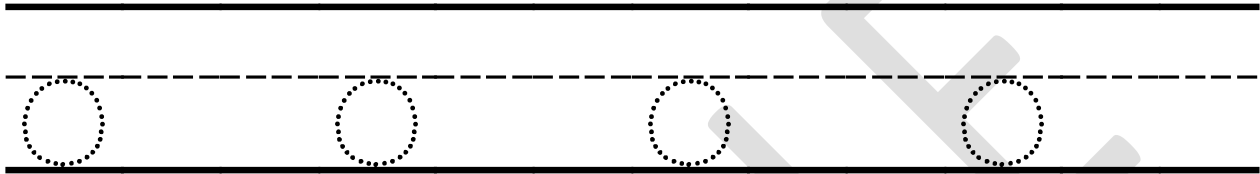
Name _____



o - o - o is opera! o - o - o is o!



Little o is lower case. Follow the pattern!
Trace the letter. Then write it on your own!



You know lots of vowel sounds!



What vowel sound do you hear in the word I say?
Think of the motions!

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



Word Wall Fun!



I will say a word. Can you find it on the Word Wall?

1. _____ 2. _____ 3. _____


Write the capital to go with each lower case letter.


a _____ h _____ k _____ m _____ o _____


Name _____


Let's segment!


1. Look at the picture. Say its name.
2. Touch each letter and say its sound.
3. Then say the whole word.

	b	u	g
---	---	---	---


	h	u	g
---	---	---	---

	r	u	g
--	---	---	---

	j	u	g
---	---	---	---

	d	u	g
---	---	---	---

This is the tricky one! Be careful!

	p	l	u	g
---	---	---	---	---



Mid-Year Kindergarten Alphabet Review And Word Associations



To be chanted once you've introduced all of the letters until the end of school. You'll love how short it is!

"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 a. This will reinforce that it is a long strong vowel sound.)



"b": b - b - b. Baby wants a bottle. Now burp your baby!



"c": C says "cah". Cat, meow!



"d": d - d - d. I'm a digging dog!

"e": (Hands in motion like a train engine coming down a track) 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 - 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.)

Name _____

What's my ending?

o - p = op! o - p = op! o - p! o - p! op, op, op!



Be a frog and hop!



Consonants

k	w	y
---	---	---

Vowels

a	e	I	o	u
---	---	---	---	---

Can you write the word I say?

1. _____

2. _____

3. _____

"op" detectives at work! Crach

op ip op op op up

Be an "op" expert! Every time you see it, underline it! Then read the words!

mop

hop

top

Name _____

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. Underline the ending.

____ake

Can you write my Super Silent e word?

1. _____ 2. _____

3. _____ 4. _____

Can you read these Super Silent e words?



cake

rake

lake

make

Name _____

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. Underline the ending.

____ake

Can you write my Super Silent e word?

1. _____ 2. _____

3. _____ 4. _____

Can you read these Super Silent e words?



cake

rake

lake

make



How do students “hunk and chunk”? Students “hunk and chunk” by circling *Phonics Dance* letter combinations found during word work. Those combinations are the variants that are in the majority of the words we ask our kids to read. By circling the hunk and chunk, we allow the eye to look at more than one letter at a time and to concentrate on a specific sound that combinations of letters make. It helps a class see a word in parts rather than individual letters.



All hunks and chunks will be in their own hunk and chunk houses UNLESS they have the same sound as another hunk and chunk. Then they are put in the same house. The sample below is the suggested order for kindergarten.



The Phonics Dance ~ Sample Timeline



One of the most common questions asked about the *Phonics Dance* is, “How many hunks and chunks should I do in a week?” In kindergarten, students learn one hunk and chunk a week starting in the fourth grading period.



Another question commonly asked is, “How do I choose the hunks and chunks for the week?” The order in the manual is what kindergarten teachers have found to be the most effective. Though it is at your discretion to choose the order that best fits your class, all these are the easiest hunks and chunks and they will be found in a lot of words the students are trying to spell.



Eight Week Sample

(Starting at the Beginning of the Fourth Grading Period)

Week One:	The <u>sh</u> hunk and chunk
Week Two:	The <u>ch</u> hunk and chunk
Week Three:	The <u>ing</u> hunk and chunk
Week Four:	The <u>all</u> hunk and chunk
Week Five:	The <u>ar</u> hunk and chunk
Week Six:	The <u>or</u> hunk and chunk
Week Seven:	The <u>oo</u> (school) hunk and chunk
Week Eight:	The <u>ow</u> hunk and chunk

The Phonics Dance Hunks and Chunks



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!) c - h. ch. ch. ch! (Flap your arms to resemble chicken wings.) c - h. ch. ch. ch! (Cha Cha down.) Let's dance! Cha, cha, cha, cha, cha, bock! Cha, cha, cha, cha, cha, bock!



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. 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. ing. i - n - g. ing. ing. ing. (Jump one time in circular motion each time you chant the **ing** sound.)



all: a - l - l. a - l - l. all. all. _____ that ball! (Decide what the class would like to do to a ball, and insert that word on the line. For example: **Throw that ball!** Or **Spike that ball!** March each time you chant the letters **a - l - l**. End the chant by doing the action.)

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. _____ 2. _____

3. _____

fish

wish

swish

Does the word I say have the "sh" hunk and chunk?

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. _____ 2. _____

3. _____

fish

wish

swish

Does the word I say have the "sh" hunk and chunk?

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. _____ 2. _____

3. _____

ash

mash

cash

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. _____ 2. _____

3. _____

ash

mash

cash

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. Show what you know about each "sh" word. Can you circle the hunk and chunk? What other parts of the word do you know?
2. After you read the word, be an illustrator! Draw a picture to show you know what each word says.

shell	shop	ship

fish	dish	splash

Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

1. Circle **sh** each time you see it!
2. Read each sentence.
3. Be an illustrator! Draw a picture to show what the sentence says!

The fish is on the dish.

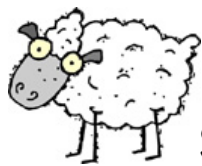
I can make a wish.

Splash! The sheep is in the tub!

Name _____

Be a "sh" detective!

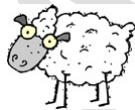
1. Circle sh each time you see it!
2. Let's read a poem about sh!



Sh! That sheep is asleep!
You should not try to wake him.



Sh! That fish is asleep!
You should not try to shake him.



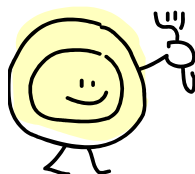
Sh! That sheep and fish are snoring on a



ship!

Crash!

I woke them up when I broke a dish!



Name _____



Sh! Sheep love when it's quiet!



sh, sh, sh, sh, sh, sh, sh, sh

Sh! The sheep are asleep!

How are you going to wake them up?

Illustrate.

A large, empty rectangular box with a black border, intended for the student to draw an illustration. A large, light grey watermark reading 'SAMPLE' is diagonally across the box.

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