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## The Phonics Dance

### Six Steps to Literacy in the Primary Grades

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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. Student/Teacher Conferencing ~ Revising and editing ~ immediate feedback on student writing with emphasis on structure, spelling and punctuation.
5. Creative Writing ~ Student writing (both fiction and non-fiction) composed on a daily basis in correlation with weekly themes.
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.

# Beginning of the Year Kindergarten Alphabet Sound Review

## And Word Associations ~ revised 2006

~~~~~

"a" Make a big AHhhh sound with your mouth. Notice how wide open your mouth is.  
Chant, "A-a-a.....Abby is sad. A-a-a is A! (Show your muscles when you say the long A to reinforce that it is a long strong vowel sound.) Then have the class cry, "WAHHHHHHH!"

"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!**

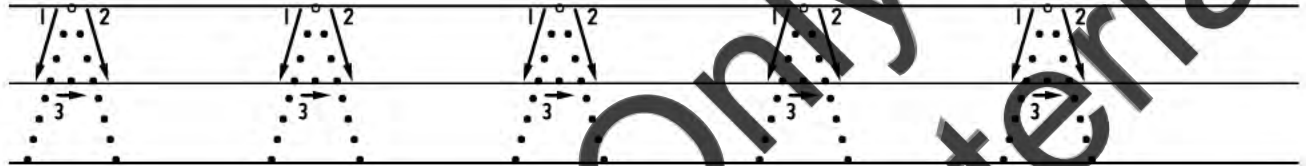
"e" - (Hands in motion like a train) chant, "e-e-e-e-e-e-e-e-e-e-e-e-e-e" - pointing up in the air - "e - e - e - e - e - e. Eddy loves his teddy and Eddy loves E!" (Show your muscles when you say the long E to reinforce that it is a long strong vowel sound.)

"f" -F - f - f. Froggy loves flies! F - f - f. Froggy

Name \_\_\_\_\_

Abby is sad. Wahhhhhh! 

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



Abby wants to see you write capital A!

---

---

Letters and Alphabet fun!

Abby wants you to be a capital A detective!

**B A A C A A D A**

Sentences are made of letters and words!

Did you kiss a period at the end?



Abby



is



sad.

---

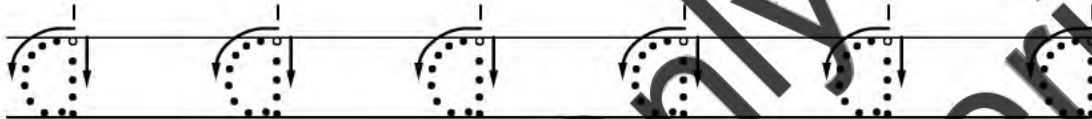
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Name \_\_\_\_\_

Abby is sad. Wahhhhhh!



Little a is lower case. Trace.



Abby wants to see you write lower case a!

---

---

Letters and Alphabet fun!

Abby wants you to circle lower case a!

a b a c a a d a a

Sentences are made of letters and words!

Did you kiss a period at the end?



I

like

apples.



---

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**Mid Year Kindergarten  
Beginning of the Year ~ First and Second Grade  
Alphabet Sound Review with  
Word Associations ~ revised 2008**

To be chanted from the first day of school until the  
end of September.

~~~~~

"a" Make a big AHhhh sound with your mouth. Notice how wide open your mouth is.  
Chant, "A-a-a.....Abby is sad. A-a-a is A! (Show your muscles when you say the long A to reinforce that it is a long strong vowel sound.) Then have the class cry, "WAHHHHHHH!"

"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) chant, "e-e-e-e-e-e-e-e-e-e-e-e-e-e-e" - pointing up in the air - "e - e - e - e - e - e. Eddy loves his teddy and Eddy loves E!" (Show your muscles when you say the long strong E to reinforce that it is a long strong vowel sound.)

"f" - F-f-f. Froggy loves flies!

"g" - G. Goat (Sound like a goat when you say goat.)

"h" - (Breathe hot air on the top of your hand.) Hhhh. Happy!  
I am happy!

Name \_\_\_\_\_

What letter is it?



e - l - l ~ e - l - l = ell, ell



Consonants

M	y	j	p	k
---	---	---	---	---

Vowels

A	e	I	o	u
---	---	---	---	---

Can you write the word I say?

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

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

tell      bell      fell

"ell" detectives at work!

ell    et    ell    em    ell    en    ell    ell



# Halloween Alphabet Sounds and Word Associations

Haunted Alphabet Chant \*\*Revised 2011

v.dowd©1999



"a" - A-a-a. Abracadabra! A-a-a is A!

"b" - B - b - b. Black bats, BOO!

"c" - C says cah. Cats love candy on trick or treat night! Meow!

"d" - D - d - d. Dracula Dog...Woof!

"e" - (Hands in motion like a train) E- e - e - e - e - e - e - e,  
(Pointing in the air) e - e - e - e - e. Eddy loves his teddy! And  
Eddy loves E!

"f" - F, f, f. Frankenfrog...Frankenfrog.....Ribbit, Ribbit, Ribbit!

"g" - Gah. Ghost BOO!

"h" - H-h-h. Happy Halloween!

"I" - i, dot it, i, dot it, "i" - "i" - "i". Iggy loves her wicked witch's  
wiggy. And Iggy loves I!

"j" - J, j, j. Jumping jack-o-lanterns!

"k" - K, k, k. Kissing kangaroos love Hershey's kisses! (Don't  
forget to blow a kiss!)

"l" - L - l - l. Lions love lollipops. Lick!



## What's My Ending Rime? Second Grade



\*\*Third grade teachers can opt to begin the year with these worksheets as well.

First grade teachers can use these pages throughout the year

For the first ten days of second grade, follow the alphabet review with an activity called "What's my ending?" found on pages 107 - 116. You will review rime (phonogram) patterns for ten days. (Throughout the school year you will review and revisit each of these rimes.) This activity is to get your class in the habit of looking for patterns 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 "en".* Each time we identify a rime we review the vowel motion that coincides 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.*

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.

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

Can you write the word I say?

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

## Third Grade Teaching Tips For the Beginning of the Year

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Most third graders begin the year with a good understanding of letters and their sound associations. The majority of your class will know that "o-w" and "o-u" make the "ow" sound. And "a-i" and "a-y" make the long a sound. The problem most children face is deciding what letter combinations to use as they write. \*\*\*You have several options for teaching the Phonics Dance in third grade. The teaching strategy you use will depend on the developmental level of your class.

Each day throughout the year, third grade teachers should do a quick alphabet review (the November abbreviated alphabet for first and second grade) and a quick Phonics Dance review. The Phonics Dance chants done in third grade are fast and easy. The students simply chant the letters for each hunk and chunk, doing the movements as they say the sound that corresponds with it. (Refer to the Audio CD). As your students write, they will be able to incorporate these sound combinations immediately. You will see results not only in spelling, but in decoding process as well. The morning review should begin from the first day of school until the end of the school year. All of your students will benefit from the daily reinforcement. Here are your options:

**Option 1:** Each week the students in your class will concentrate on one or two of the hunk and chunk families. A third grade teacher could spend the first half of the week reviewing *ow* and *ou*, and the second half of the week reviewing *ar* and *or*. A whole week could be spent on the *au*, *aw*, *aught*, and *ought* hunk and chunks.

**Option 2:** Third grade students, who have not been exposed to the Phonics Dance, can start their training using the Beginning of the Year Second Grade Strategies. Your class will learn two new hunks and chunks a week. The only difference is you would begin this process on day one of school rather than waiting until day eleven.

**Option 3:** On the first day of school, the class does the entire Phonics Dance in its abbreviated version.

**Option 4:** If you have a class that is proficient with the hunks and chunks and the short and long vowel sounds, you have the option to do the review with only your struggling students. Third graders who are not working at grade level and need continued reinforcement, should do the alphabet review and Phonics Dance review on a daily basis.

### 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

### Week Seven

Monday ~ introduce the "ar" hunk and chunk

Tuesday ~ review "ar"

Wednesday ~ introduce the "or" hunk and chunk

Thursday ~ review "or"

Friday ~ "ar" and "or" review

### Week Eight

Monday ~ introduce the "aw" hunk and chunk

Tuesday ~ review "aw"

Wednesday ~ introduce the "ew" hunk and chunk

Thursday ~ review "ew"

Friday ~ "aw" and "ew" review

### **Other Combinations**

|              |              |             |             |               |            |
|--------------|--------------|-------------|-------------|---------------|------------|
| ir - ur - er | sh - ch - th | tion - sion | Oa - ow = o | kn - wr       | eigh - igh |
| wh - ph      | ee - ea      | oy - oi     | ew- ui      | ought - aught | ed         |



~~~~~

Sh - Say, "S-h, sh, sh, sh. S-h, sh, sh, sh." (Put your finger to your lips and make the sh sound as you say the sh sound three times.)

Ch - (It's time to do the chicken cha cha dance!) Say, "C-h, ch, ch, ch. (Flap your arms to resemble chicken wings.) C-h, ch, ch, ch." (Cha Cha down.)

Th - Point to the linking card and say, "This is a thorn and that is a thistle." Chant the hard "th" first, "T- h, th, th, th." (As you say the hard th, think this and that.) Repeat saying the soft "th". "T-h, th, th, th." (As you say the soft th, think thorn and thistle.)

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

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

Ing - (This is the King of ING's dance.) Say, "I-n-g. Ing. Ing. Ing. I-n-g. Ing. Ing. Ing." Jump three times turning in a circle each time you chant, "Ing. Ing. Ing."

All - Say, "A-l-l, a-l-l, all, all, all." Have your class march each time they say, "a-l-l". Then have them throw their hands in front of them to show that we all love to play ball, as they chant the words "all, all, all".

You can add to the chant by saying, "\_\_\_\_\_ that ball." Fill in the blank with a word that tells what you can do with a ball. For example:

*Throw that ball! Or Spike that ball!*

**Step 5: Let's read!** Now it is time for your class to try to read words containing the hunk and chunk of the day. Begin this step by having the class hunk and chunk the words listed underneath the words they have written. Don't forget to underline consonant clusters and common rimes. If the word contains a prefix or a suffix, bracket the root word. Once they have hunked and chunked each word, they will start reading, placing a checkmark above each word that has been read. Your job is to monitor the reading being done by each student. You will notice lines that separate words. The lines indicate that the rhyme pattern is changing.

~~~~~

### Word Wall Games

- |                        |                       |
|------------------------|-----------------------|
| 1. Synonyms            | 12. Categorizing      |
| 2. Antonyms            | 13. Rhyming           |
| 3. Homophones          | 14. Vowel Hunt        |
| 4. Compound Words      | 15. A, B, C Order     |
| 5. Contractions        | 16. Plural Game       |
| 6. Nouns               | 17. Syllables         |
| 7. Proper Nouns        | 18. Fill in the Blank |
| 8. Pronouns            | 19. Root Words        |
| 9. Verbs               | 20. Suffixes          |
| 10. Adjectives         | 21. Prefixes          |
| 11. Sentence Structure | 22. Chunk Hunt        |

To play Word Wall games simply choose a concept you would like your class to be introduced to or three concepts you would like your class to review. These games will be played on days two, four and five each week.

**\*\*** Playing Bingo or the Magical Word are two fun ways to incorporate games into the learning process. (See page 137 for directions.)

# Beginning Dance Lessons



The Phonics Dance  
Hunking and Chunking  
in  
Kindergarten



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Name \_\_\_\_\_



Sh ~ sheep say hush! sh, sh, sh, sh, sh



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

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

wish

fish

dish

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

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

Name \_\_\_\_\_



Sh ~ sheep say hush! sh, sh, sh, sh, sh



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

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

wish

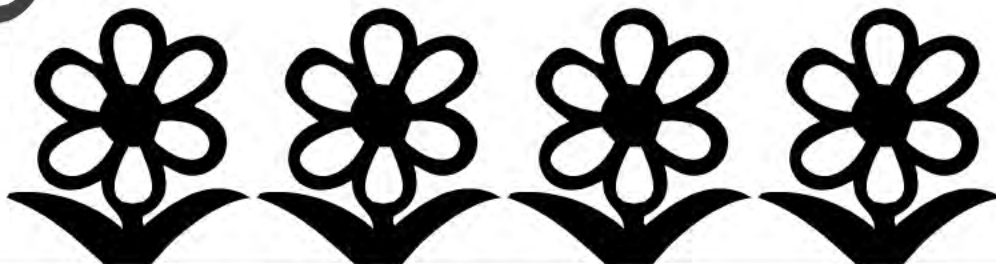
fish

dish

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

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

# Phonics Dance Worksheets for First and Second Graders



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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. \_\_\_\_\_

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. \_\_\_\_\_

Name \_\_\_\_\_



Let's do the King of "ING" Dance!



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 their root words.

• king      sing      ring      wing

• telling      yelling

• being      seeing      buzzing

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

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

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## Beyond the Hunks and Chunks

### Extension Lessons and Worksheets

~~~~~

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.)

Second and third grade teachers who start out the year doing the entire Dance can use these lessons from day one of school. These worksheets can be found on pages 269 through 367. There is no set order for these extension lessons and the Word Lists in the back of the manual offer a variety of words that are ready to use for each lesson. \*\*\*You will not find any lines or dots to show when the rhyme changes. Now that your students are word detectives it's up to them to show what they know!

~~~~~

1. Ell and Ill ~ pages 269 - 270. The ill chant is, "i-l-l, i-l-l, I'm ill. I'm ill. I have a chill." The ell chant is, "e-l-l, e-l-l, ell, ell." As you chant "ell" slide into it with both arms moving in front of you.
2. Ink, Ank, Unk ~ pages 271 - 274. The ink chant is, "I-n-k. i-n-k. I don't drink ink!" The ank chant is, "A-n-k. A-n-k. Ank, ank, ank!" (When the class says, "ank, ank, ank," have them hold their noses and pretend to be submerging into a fish tank.) The unk chant is, "U-n-k. U-n-k. Unk, unk, skunk." (When the class chants, "unk, unk, skunk!" have the students wave their hands in front of their nose as if they are smelling a skunk.)
3. Old ~ pages 275 - 276. Chant, "O-l-d, granny says don't give it an e!"
4. Plurals ~ pages 277 - 278. Chant, "With a noun, S or E-S means more than one! With a noun S or E-S means more than one!" Practice adding "s" and "es" to nouns such as girl, lunch, school, box, and branch.

Name \_\_\_\_\_

Silly, silly I and e. How will you say the letter c?  
Smarty, smarty a, o, u. When you see c what will you do?

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

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

rice ice nice lettuce prince

\*\*\*Read the words. Circle the adjective.

Word Wall Fun!

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

Name \_\_\_\_\_

Silly, silly I and e. How will you say the letter c?  
Smarty, smarty a, o, u. When you see c what will you do?

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

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

rice ice nice lettuce prince

\*\*\*Read the words. Circle the adjective.

Word Wall Fun!

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

## Student ~ Teacher Conferencing

~~~~~

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 important. 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. A writing topic can be teacher selected or student selected.

I tell the parents of the students in my class that they will see developmental spelling throughout the school year. The way we spell at the beginning of the year will be entirely different than the way we spell at the end of the year. The more hunks and chunks we know the better writers we become.

I also let parents know that four times a week I will walk around the classroom and help their students with their writing. I will conference with each student at least once a week. If they see a writing that looks pretty spectacular it's because their child had help. Once a week the class will be asked to write a story without any assistance. Those stories will show the true writing ability of their child.

~~~~~

### **Step 1**

Once I have modeled the writing lesson for the day it is time for the students to write their own stories. As the students are writing I walk around the class and read what's on their pages. I look for mistakes, erase them and have the writer fix them immediately. If I see that they have missed a capital letter I ask them how they could fix the problem. If they have written a wrong vowel, I say the word the way they have it written and ask if they can identify the correct vowel in the word. If a sentence does not sound right or make sense, I read it exactly the way the student has written it and ask if he or she knows how to fix the problem. I consider these little mini-conferences. When there are five minutes left in the writing period, I ask the class to finish up their stories. I tell each student how many more sentences he or she is required to write. The developmental level dictates the number of sentences that should be written by an individual student.

### **Step 2**

When our writing block is over it is time to conference. I call a student to the conference table and for the next two to three minutes we analyze what's been written. I read the story out loud and together we look for mistakes. I do not want to look for every mistake in the story. I concentrate on the most common errors

## Reading Errors (Why they happen)

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

1. Meaning Error

Example: Will you get up yesterday?

Actual word is ~ today

2. Structure Error

Example: Why will you give me for breakfast?

Actual word is ~ What

3. Visual Clue

Example: I ate a big, big egg.

Actual word is ~ pancake

What are the three stages of reading?

1. Pre-Reading Activities
2. During Reading Activities
3. Post-Reading Activities

What are the three purposes of reading?

1. For Literary Experience
2. To Gain Information
3. To Perform a Task