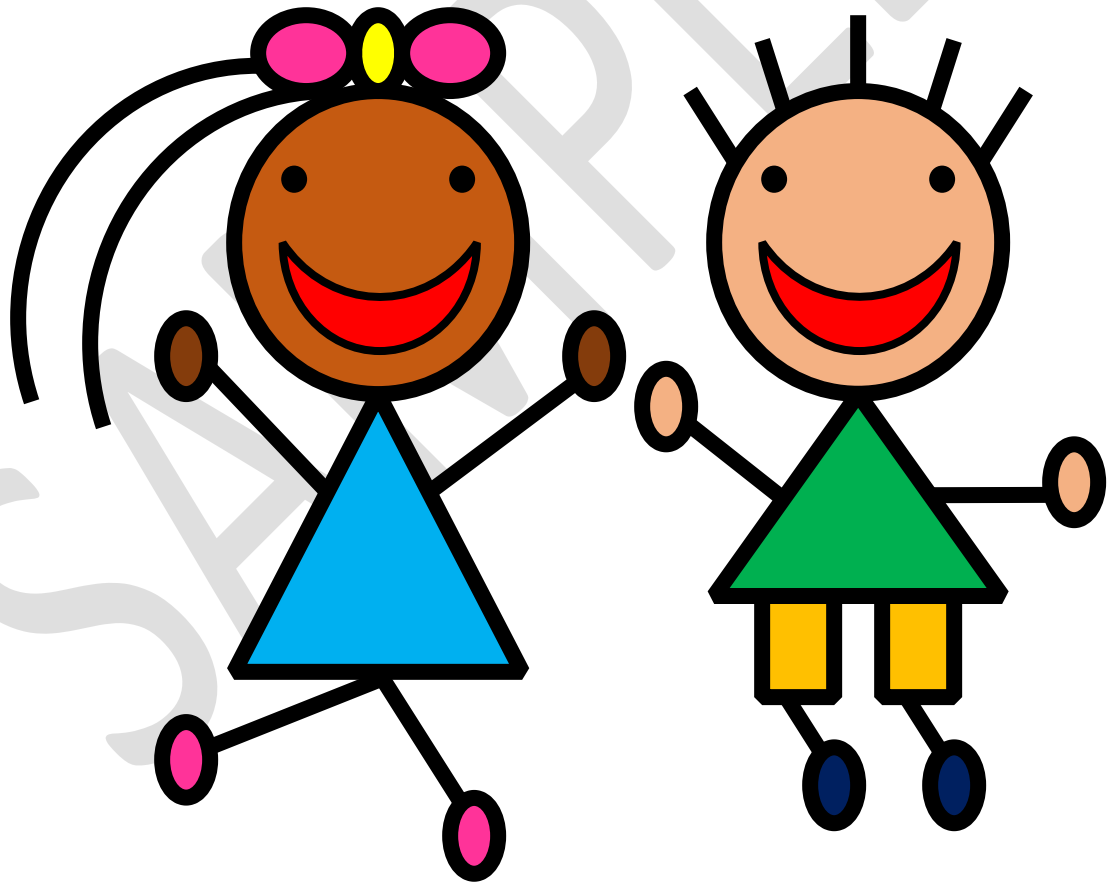


First Steps

The Phonics Dance

Preschool 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 preschool 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.



Table of Contents



The Phonics Dance Pre-school Style



Table of Contents	Pages 3 - 4
Let's get started!	Page 5 - 6
Sample of the Alphabet Chant	Page 7
Lesson: Letter A a sample	Pages 8 - 25
Extension Lessons and Samples	Pages 26 - 32
References	Page 33

Let's Dance!

Table of Contents



Introduction to the Phonics Dance Page 6



The Six Steps to Literacy
in the Preschool Classroom Page 7



Getting Started Pages 8 - 10
High expectations Page 9
Let's cast a spell Page 10



The Phonics Dance Alphabet Pages 11 - 14
Mini Alphabet Cards Pages 15 - 17
Short Vowel Review Page 18



Sound Attack - Alphabet Fun! Pages 19 - 426
How do I use the worksheets? Page 19
Let's learn the letter names and sounds!

Aa	pages 20 - 36	Ff	pages 90 - 103
Bb	pages 37 - 49	Gg	pages 104 - 117
Cc	pages 50 - 62	Hh	pages 118 - 132
Dd	pages 63 - 77	Ii	pages 133 - 145
Ee	pages 78 - 89	Jj	pages 146 - 157
Kk	pages 158 - 172	Ss	pages 274 - 290
Ll	pages 173 - 187	Tt	pages 291 - 308
Mm	pages 188 - 204	Uu	pages 309 - 326
Nn	pages 205 - 216	Vv	pages 327 - 348
Oo	pages 217 - 233	Ww	pages 349 - 366
Pp	pages 234 - 244	Xx	pages 367 - 380
Qq	pages 245 - 260	Yy	pages 381 - 399
Rr	pages 261 - 273	Zz	pages 400 - 426



Extension Lessons Pages 427 - 470
Worksheets for Whole Group, Partners, or Individuals
Sky, Grass, or Dirt? Letter Position pages 429 - 430

Identifying Sounds

Let's play a yes or no game!

pages 431 - 432

Is it a letter? Is it a number?

pages 433 - 439

Letter-O! Word-O! Number-O! Color-O!

pages 440 - 442

It's Bingo!

(Short Game Board and Long Game Board)

Let's make letter creatures!

page 443

Classroom Letter Hunts and Word Hunts

pages 444 - 445

Letter Venn diagrams

pages 446 - 447

Sounds and Letters on Parade

page 448

Which word is the longest or shortest?

pages 449 - 450

Beginning or Ending Sound Game

page 451

Beginning, Middle, or Ending Sound Game

pages 452

The Name Game

page 453

(What's your name's beginning sound?)

pages 454 - 455

Segmenting and Blending

When do I use capital letters?

page 456

What's my sentence stopper?

page 456

How do I tell the difference between

page 457

Fiction and Non-Fiction Stories?

What are opposites?

page 458

What are synonyms?

pages 459 - 460

Let's count letters!

pages 461 - 462

Attribute Classroom Hunts

pages 463 - 465

When do I use capital I?

pages 466 - 470



Reading and Comprehension

Pages 471 - 484

Reading Errors and Stages

page 472

Language Arts Chants and Songs

page 473

Read To, With and By Kids

page 474

Responding to Literature

pages 475 - 479

Reading Rubric

pages 480

Reading Strategies

pages 481 - 432

Just Right Books

page 484



Sample:

Let's read predictable books!

Pages 471 - 484

There are alphabet books for each letter we learn!

Instructions page 486

Letter A Story: *Where is Abby?*

pages 487 - 490



References

Page 491



Let's Dance



Preschool Style!

First Steps - The Phonics Dance Preschool Style is a literacy program that enables young children to be introduced to letters and sounds through kinesthetic, auditory, and visual learning. These emergent readers and writers are given the opportunity to move, play, think, and expand their knowledge through a variety of lessons and activities that connect sounds with letters and words.

The Phonics Dance is a systematic approach to early literacy. The goal of the program is to provide four and five year olds with a spiraling approach to learning the letters in the alphabet and their sounds. Once a letter has been introduced and worked with, it is not forgotten. Each lesson starts out with an alphabet chant that reviews what has been taught. As each new letter is introduced it is added to the chant.

Giving your class the opportunity to get up and move provides a strong foundation for learning. That is the premise of the Phonics Dance. Let's move, learn, and have fun!



How do I start if I am a preschool teacher?



When the general routine of the day has been established, it's time to introduce the Phonics Dance alphabet. This process will only take 2 to 3 minutes. The first week you will teach the letter a chant. Each week you will add one more letter chant to your alphabet walk.



Place a sticky note at the bottom of the picture for the letter a. Once the majority of your class has mastered this letter put a sticker or a star on the sticky note. Cast your magic spell on the class (page 10).



Teach the chant for the letter a. Be sure to show the hand motions that coincide with this letter. The class repeats the chant. Touch each letter in the alphabet and say its letter name. Always point to the letters to show the one to one correspondence.



Each week you will add one more chant to your alphabet walk.



Every time you add a letter to the alphabet walk, place a sticky note on the picture that coincides with it. That way your class can tell the letters they are experts at recognizing (the ones with the stickers or stars), the letters they have been introduced to but have not yet mastered (the letters with the sticky notes), and the letters they have not worked with (the letters that have no sticky notes attached to them). The goal is to have a star or sticker on each letter of the alphabet!



Preschool Alphabet Phonics Dance Style



"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) chant, "e – 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!*



"g": g – g – g is goat, goat! g – g – g is *g!* (Sound like a goat when you say, "goat". Don't forget to make your horns with your fingers by your head.)

Pre-school Lower Case and Capital Letter Worksheets And Supplemental Lessons

These are worksheets that are done in whole group to introduce and reinforce letter names and their sounds.

Step 1: Cast your magic spell.



Step 2: Demonstrate how to write the letter of the day. Students trace the letters on the designated lines. Depending upon their developmental level, students can trace using a pencil or their finger.



Step 3: Using a pencil or just their fingers, students practice writing the letter, with your guidance, on their own.



Step 4: Students listen as the teacher reads the directions for the remaining lessons on the page.



Step 5: Students reinforce the letter of the day with the supplemental activities and / or the little reading books that coincide with each letter. There are four sheets that contain the capital and lower case version of each letter. Cut them out, hide them, and then have a letter scavenger hunt with your class! Once the class knows the capital and lower case letter, have them match them according to their fonts.

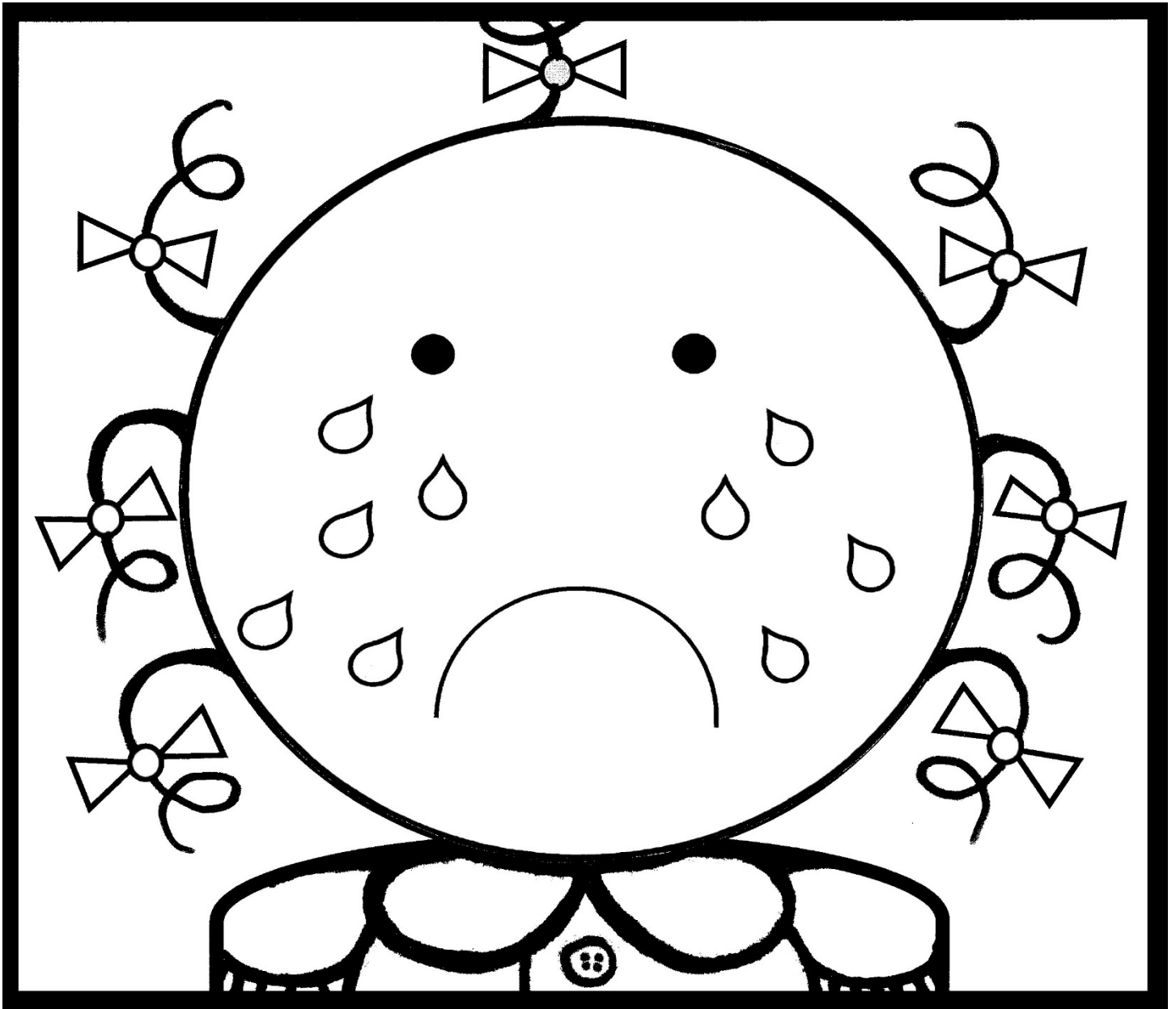


How do we become letter detectives?



On each of the worksheets there is a section for the students to become letter detectives. Look at the letters in the row. When the letter of the day is identified, we circle the letter and say its sound. If a letter in the row is not the letter of the day, the class can put an x through it or skip it.

When reading sentences we look for spaghetti and meatball spacing. A piece of spaghetti is all that should fit in between the letters of words. A meatball space should separate words.



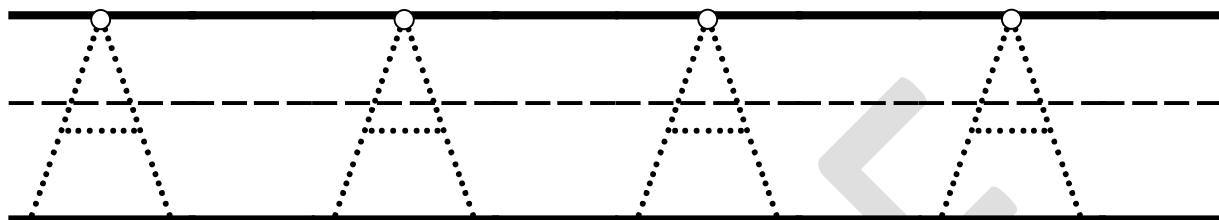
A - a - a! Abby is sad!

A a A a

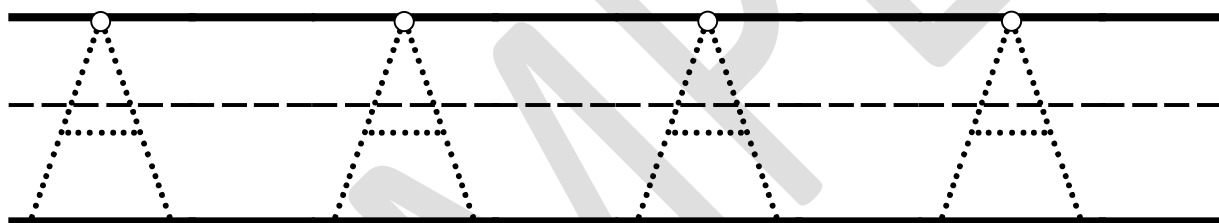


Name _____

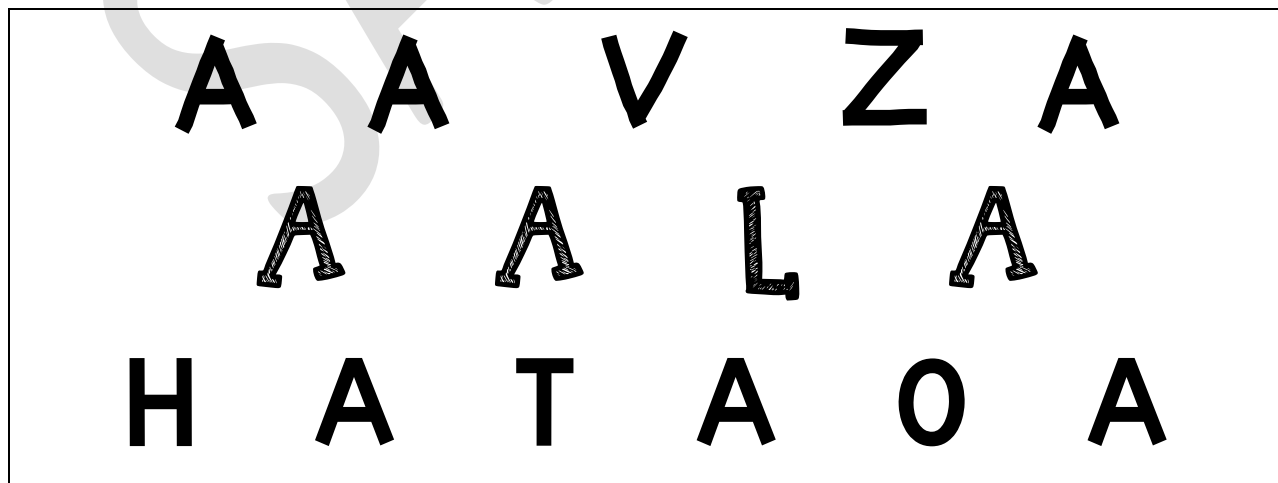
Abby is a special name. Big A is a capital letter. Abby wants you to follow your teacher's instructions and trace capital A.



Abby wants you to write capital A!



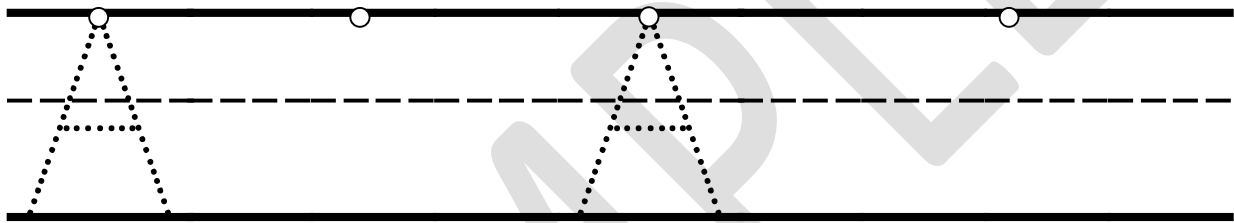
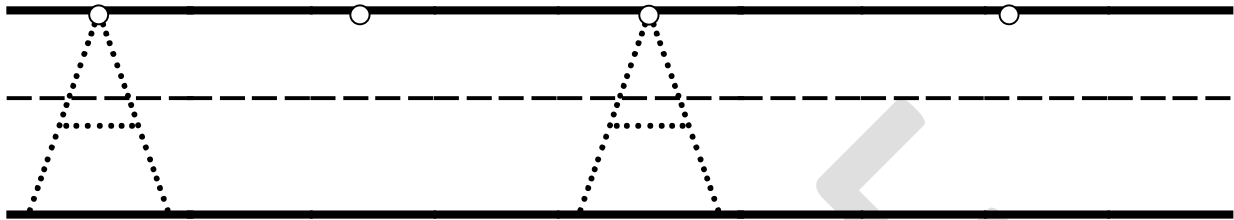
Abby wants you to be a big A detective!
Circle capital A in purple and say its sound.





Name _____

Abby is a special name. Big A is a capital letter!
Abby wants you to trace big A, and then write it
on your own. Follow the pattern!



Abby wants you to be a capital A detective!
Circle capital A in pink and say its sound.

C A A B Z A A E

Can you circle capital A? Abby wants you to read her sentence.



Abby is sad.



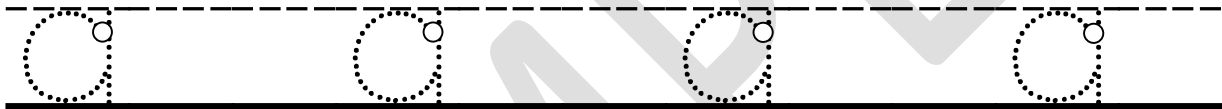
Name _____

Little a is a lower case letter!

Abby wants you to trace little a!



Abby wants you to write lower case a!



Abby wants you to be a lower case a detective!

Circle little a in red and say its sound.

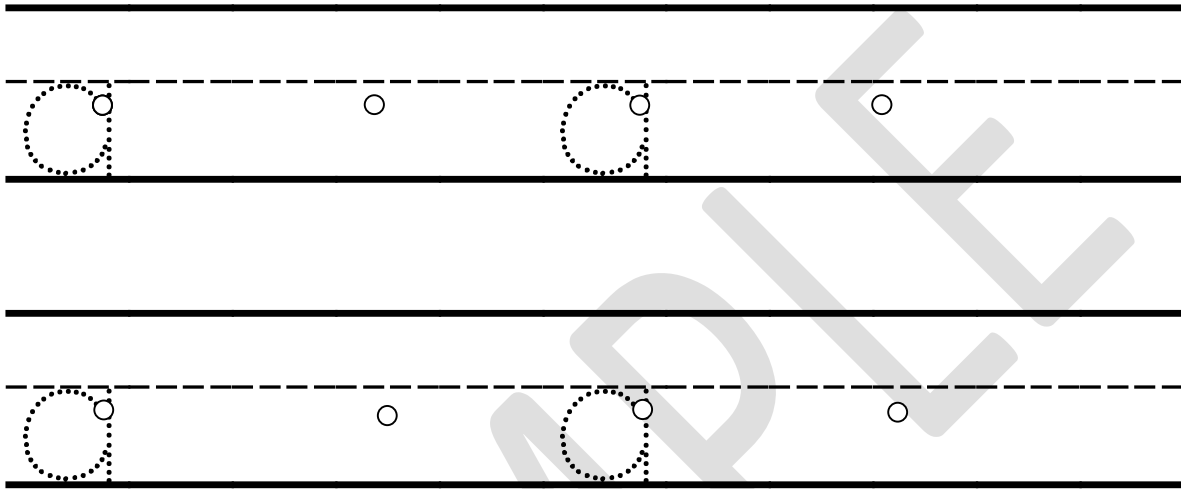
a	c	x	a	a
a	a	b	a	m
j	a	a	a	t



Name _____

Little a is a lower case letter!

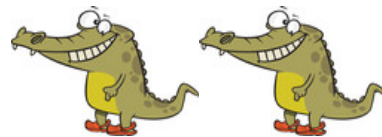
Abby wants you to trace little a, and then write it on your own. Follow the pattern!



Abby wants you to be a lower case a detective!
Circle little a in purple and say its sound.

a a j a d a a m

Abby wants you to read her sentence! Can you circle capital A in red and lower case a in purple?



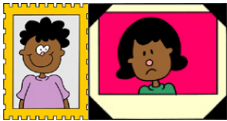
Abby likes alligators.



Letter A Fun!



A a... It's a letter hunt! Let's find capital and lower case a! Pages 26 - 29



Is Abby sad or happy? Page 30



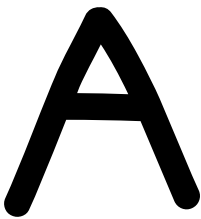
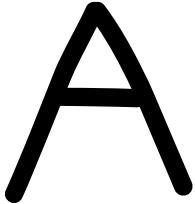

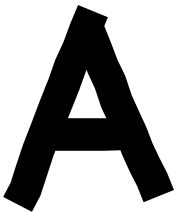
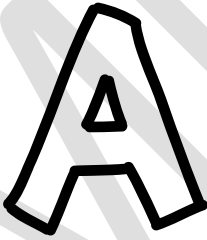
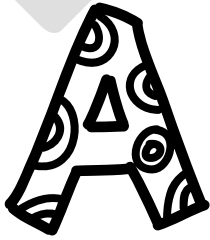
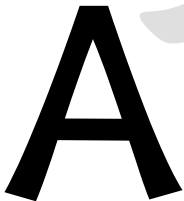


Abby's favorite fruit is an apple! Do you know why? Let's have apple fun! Pages 31 and 32

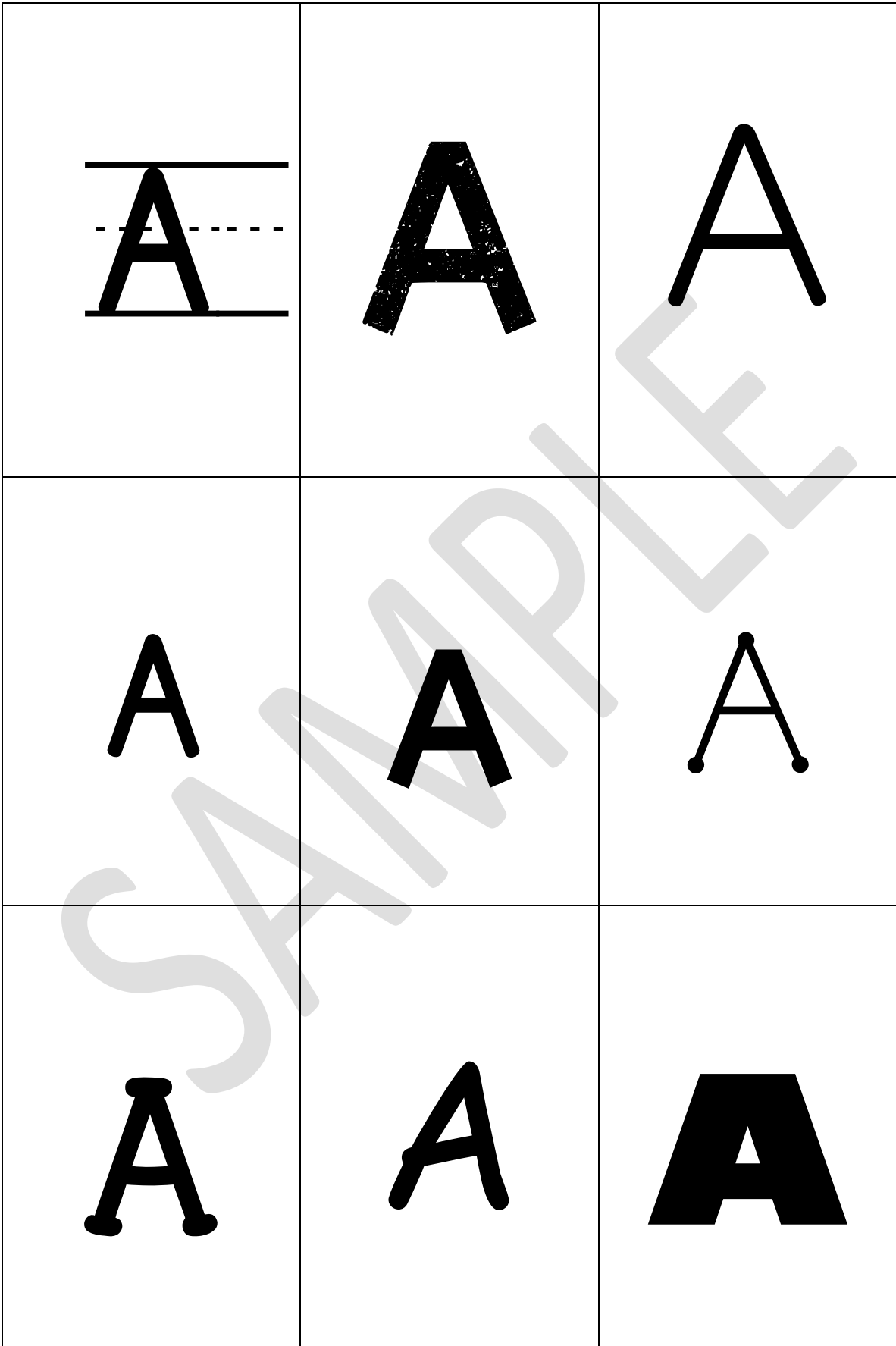







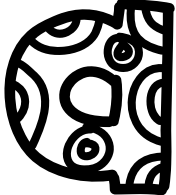



Let's make animal collages and play animal charades! Page 33



Beginning sound fun! You know Abby's favorite sound! Look at the pictures. Do they start with the short a sound? Pages 34 - 36



a	a	a
a	a	a
a	a	a

Is Abby sad or happy?
I will say a sentence. You answer with:

a - a - a. Abby is sad!

a - a - a. Abby is happy!



Abby's dog ran away.



It's Abby's birthday!



Abby is going to the zoo!



Abby fell out of bed.



Abby got a new bike.



Abby's friend asked her to spend the night.



Abby lost her favorite doll.



A bumblebee stung Abby!



Let's have fun with Abby's favorite fruit! Apples!



Materials Needed:

- Apples
- Paper Towels
- Styrofoam Plate, Meat Tray, or Other Shallow Dish
- Construction Paper
- Paint

Instructions:



Cut the apple in half. Experiment with your apples by cutting them different ways. Cut through the top and out the bottom to make a 'traditional' apple print, cut through the middle to make apple 'star' prints.



Fold a paper towel into 4ths and lay it on the bottom of the Styrofoam plate, etc. Pour paint into the center of the paper towel to make it into a stamp pad. I like to use red, green, and yellow paint to represent the different kinds of apples.



Dip the cut side of the apple into the paint. Dab it around on the paper towel to wipe off excess paint, and then press it onto the paper.

You can make a whole collection of apple pictures this way!

Let's look at apple properties and have an apple tasting!



Hand each student an apple. Ask: How does it feel? What shape does it look like? What color is it? Is it hard or soft? Can it roll? Is it flat? Is it round? Discuss the different properties of an apple.



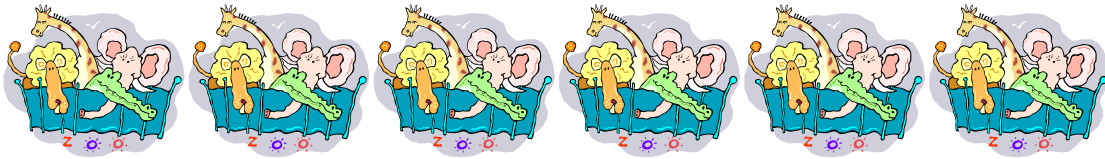
Apple tastings are fun and delicious. Here are two options you can try:

1. Buy different varieties of apples at the store. Cut them into small pieces.
2. Before you start the tasting ask the class if all apples taste the same?
3. Give each of the kids a piece of the first apple. Ask: How does it taste? What does it smell like?
4. Take a drink of water and taste the second apple.
5. Which is the favorite?
6. Do this with the remaining apples.
7. Make an apple graph to show which apple type was the favorite.



Yummy Apple Fun!

Ask the parents of your students to donate an apple product (an apple pie, apple sauce, apple butter, apple bread, or apple crisp). Have an apple celebration as your class tastes all of the different types of food made from apples.



Let's make an animal collage and play animal charades!



Have a class discussion about animals. What are your favorite animals? What do you know about them?



Take large bulletin board paper or large construction paper. Pass out magazines and have the kids cut or rip out pictures of different animals.



Glue them together to make an animal collage.



End the lesson with a game of animal charades.

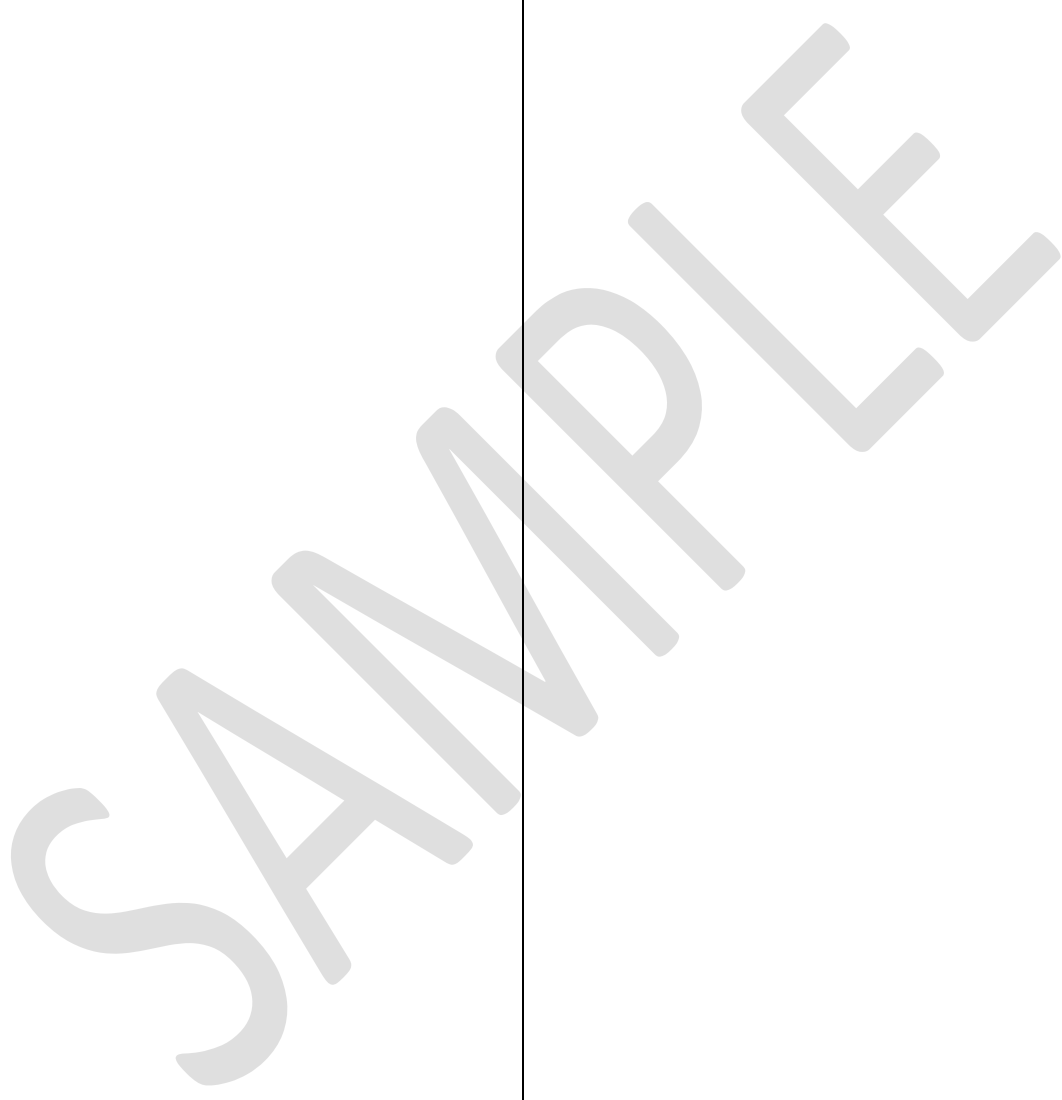
Three options:

1. Show a picture. Students hold up a yes or no card.
2. Show a picture. Students give thumbs up or down.
3. Cut each picture out and glue it in the correct box!



Name _____

Does the picture start with Abby's favorite sound?

Yes!	No!
	

yes	no
-----	----




yes	no
-----	----

yes	no
-----	----


Extension Lessons

 sky,  grass, or  dirt letters? Pp. 429 – 430

 Can I read it? Can I identify sounds? Pp. 431 – 432

   Is it a letter or a number? Pp. 433 – 439

 Letter-o! Word-o! Color-o! Number-o! Bingo!
Pp. 440 – 442

 Let's create creature pictures using letters!
P. 443

 Let's go on a letter hunt! Let's go on a word hunt!
Pp. 444 – 445

 Venn Diagrams Pp. 446 – 447

 Sounds and Letters on Parade p. 448

 Let's be word and sound detectives!
Pp. 449 – 452

 Let's play The Name Game! Initial sound fun!
P. 453

 Let's Put It Together! Time to segment! P. 454

 Let's Listen for the Onset and the Rime! P. 455



When do I write and read capital letters?
What's my sentence stopper? P. 456



What is the difference between a fiction and non-fiction story? P. 457



What are opposites? P. 458



What are words that mean the same?
Pp. 459 - 460



Preschooler! Preschooler! Can you count the number of letters in each box? Example page and design your own page. Pp. 461 - 462



Scavenger Hunts are fun! Pp. 463 - 465



When do I write capital I?



Let's sort capital I and lower case i.



Let's read an /like story! Pp. 466 - 470

Name _____

Is it a letter or a number?

This is a letter!	This is a number!
<p>SAMPLE</p>	

Show what you know! Let's categorize!

l	q	d
2	5	b
c	3	f
e	6	4
g	h	7

Name _____

The Sound Detective

Let's listen for first and last sounds in a word!



Beginning Sound

Ending Sound

1. Cut out a sound detective.
2. Listen to the sound I say. Say it with me.
3. Listen to the word I say. Where did you hear the sound we just reviewed? Was it at the beginning of the word? Or was it at the end of the word?
4. Place the sound detective in the box that shows where you heard the sound. Did you hear it at the beginning of the word or the end of the word?
5. Let's do it again with a new word!



How do I respond to a story?

In preschool, verbal discussions about stories take place before, during, and after a story has been read. Once the class has listened to a story, students can talk about it in a variety of ways. There is a book response list in this section that allows children to think beyond characters, settings, problems and solutions.

These class discussions help students identify characters, setting, voice, problem and solution, feelings, genres, and other concepts. We are continually looking at print and discuss the elements of stories and sentence structure.

Samples of Book Discussions



Example 1:

Before reading *Click Clack Moo* to my preschool class, I hold up the book and ask if anyone can make a prediction about where the story will take place. We discuss how we know the setting will be a farm. After I am finished reading the story, I ask the class to tell me who the characters were. I ask about the problem the farmer had with the animals. Then I ask them to tell me what part they thought was funny. We share our opinions verbally. Finally, I ask the class to tell me if the story is real or make-believe. We talk about the reasons we know that this is a fiction story. We finish by singing our fiction story song.



Example 2:

Before reading *Ruby the Copycat*, I ask the class what the author's job is. Then I ask what an illustrator does. After reading the story, I ask what were the ways Ruby copied Angela and Miss Heart? Then I ask the class ways they can be a copycat. After talking about our responses, I will say, "I can dig just like a dog. I can swim just like a fish. What can you do?" Each student will fill in the words to complete this sentence: *I can _____ just like a*



Example 3:

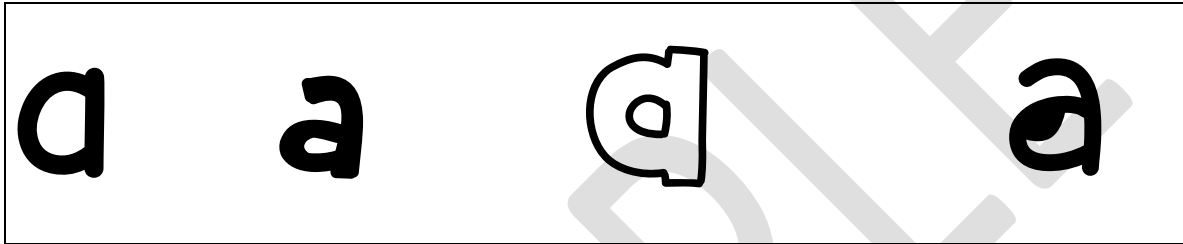
Before reading *The First Snowfall*, I ask my class if they know what snow is. We have a discussion about the weather and how snow is frozen rain. After reading the story, I ask the class if this particular story reminded them of anything they have experienced in their life. Can they make a winter connection?



Name _____

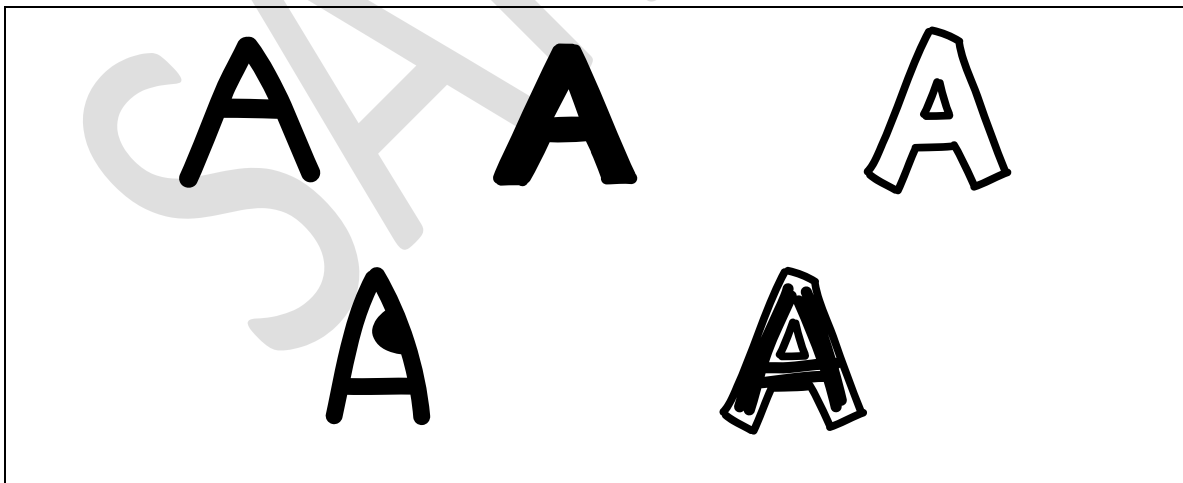
Preschooler! Preschooler! Can you count the number of letters in each box?

How many lower case a's can you count?



I counted _____!

How many capital A's can you count?



I counted _____!



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