

First Steps

The Phonics Dance Preschool Style



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Let's Dance



Preschool Style

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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!



Once your preschool class knows all of the letters do the whole chant each and every day until the end of the school year.

Preschool 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.

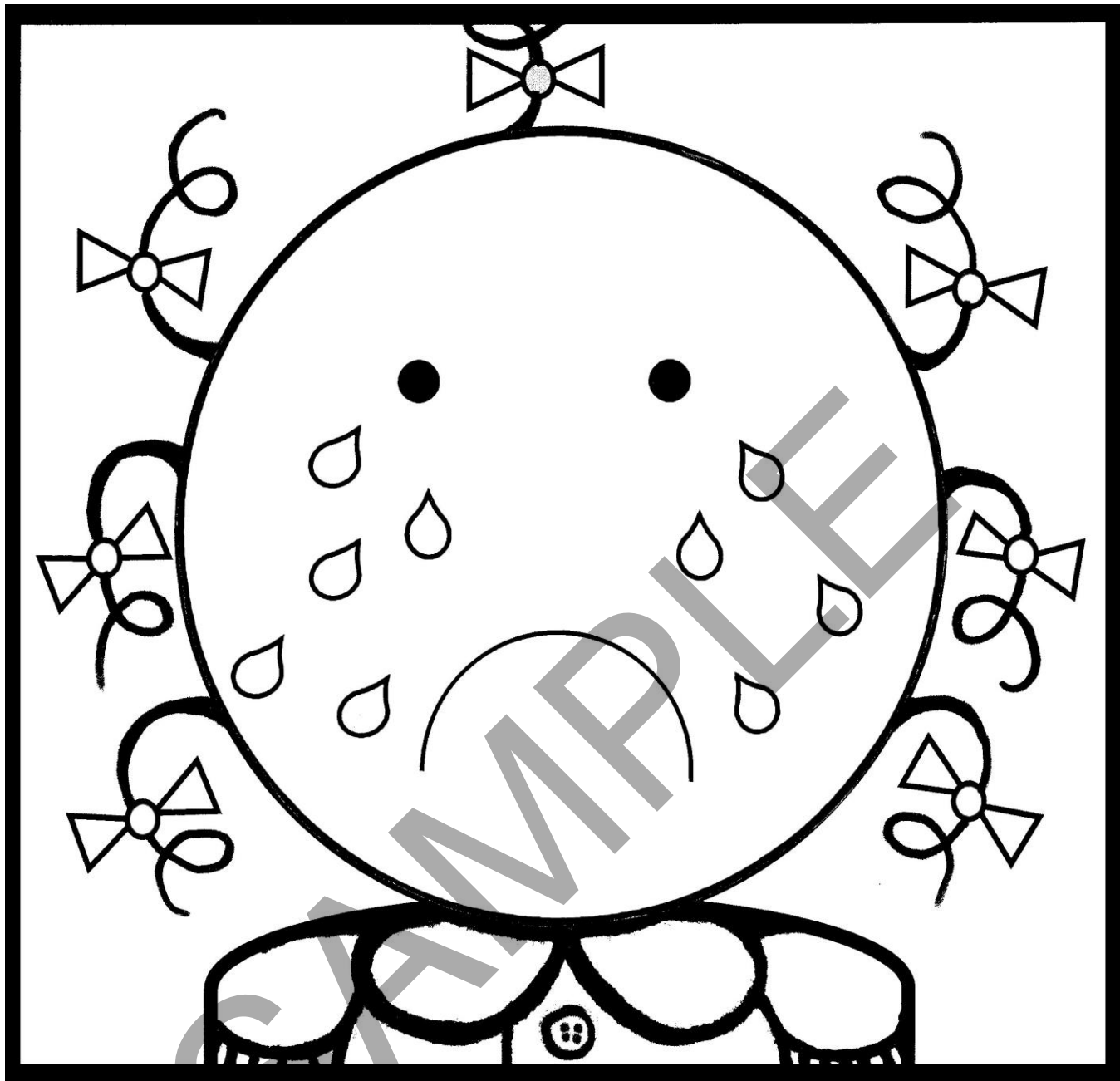


How do we become letter detectives?

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.

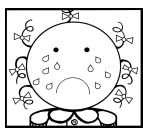


When reading sentences, we look for spaghetti and meatball spacing. A piece of spaghetti is all that should fit in between the letters of words. A meatball space should separate words.



A - a - a! Abby is sad!

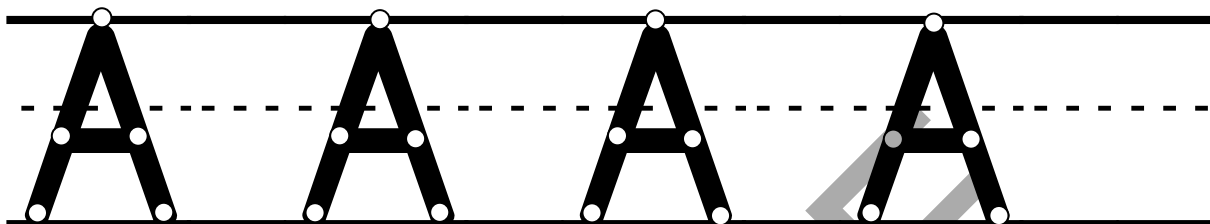
A a A a



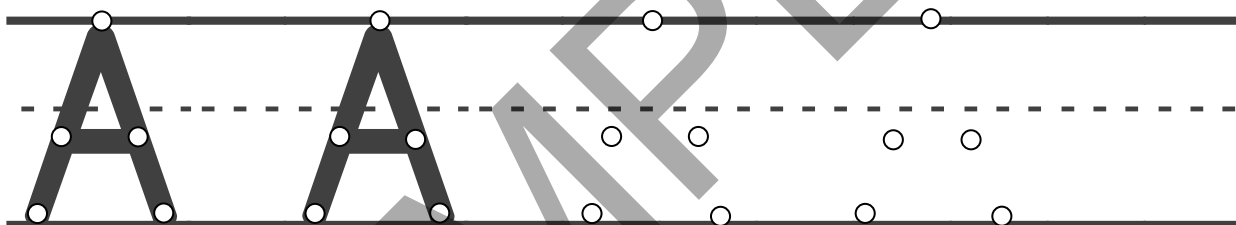
Name _____

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

Abby wants you to follow your teacher's instructions and trace capital A.

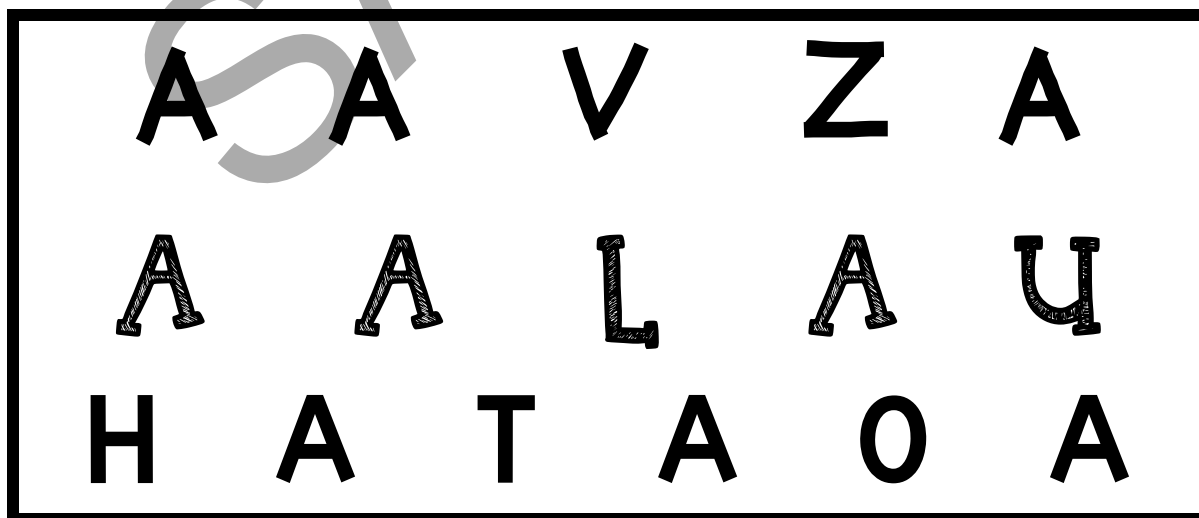


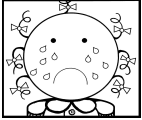
Abby wants you to write capital A!



Abby wants you to be a big A detective!

Circle capital A in purple and say its sound.



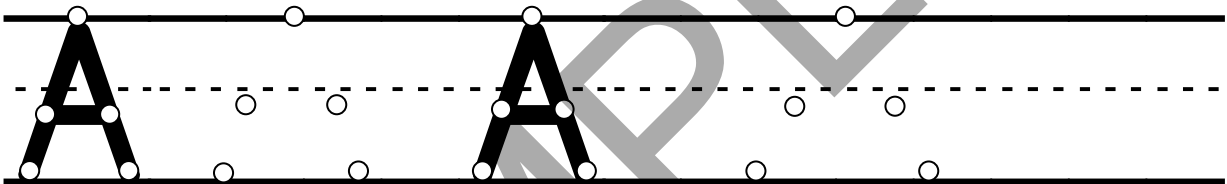
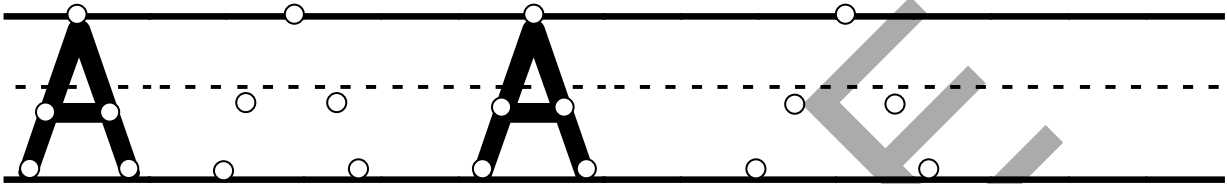


Name _____

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!



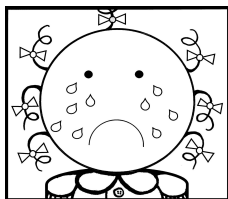
Abby wants you to be a capital A detective!

Circle capital A in pink and say its sound.

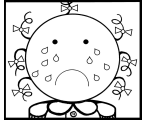
C A A B Z A A E

Can you circle capital A?

Abby wants you to read her sentence!

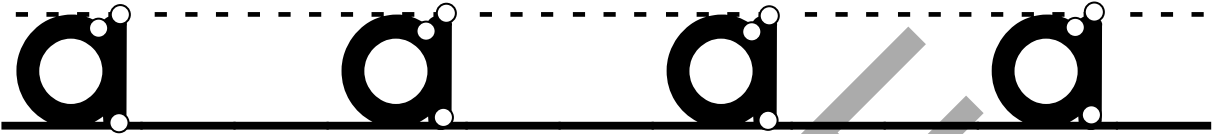


Abby is sad.



Name _____

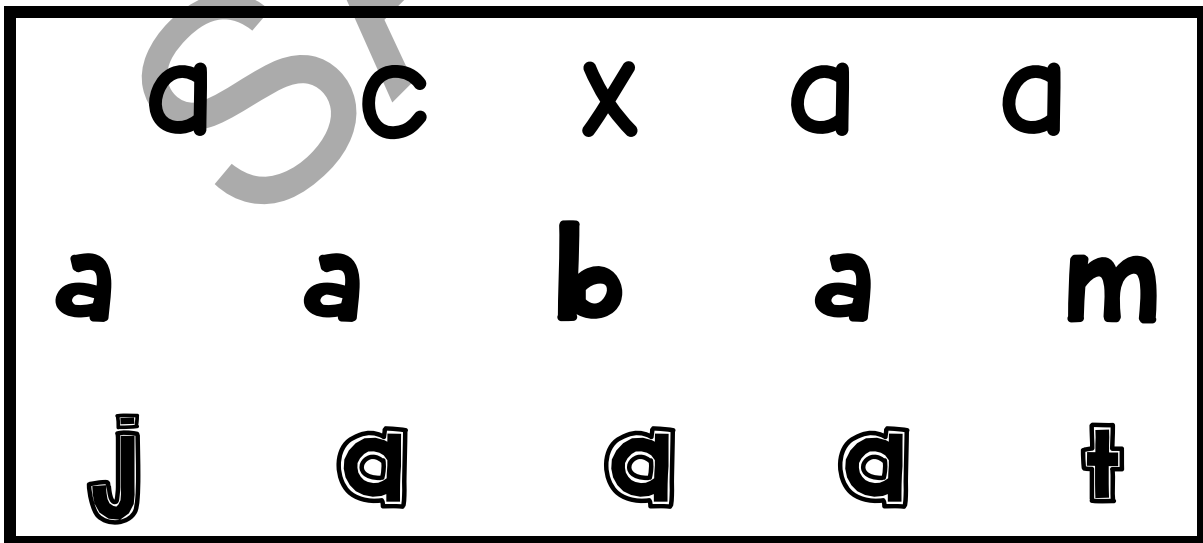
Little a is a lower case letter!
Abby wants you to trace little a!



Abby wants you to write lower case a!



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





Name _____

Little a is a lower case letter!

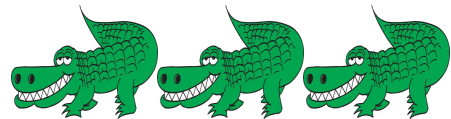
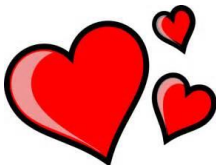
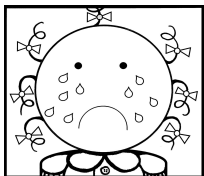
Abby wants you to trace little a and then write it on your own. Follow the pattern!



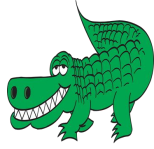
Abby wants you to be a lower case a detective!
Circle little a in purple and say its sound.

a a j a d a a m

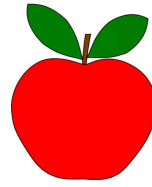
Abby wants you to read her sentence! Can you circle capital A in red and lower case a in purple?



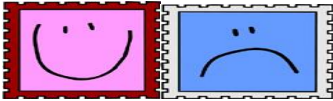
Abby loves alligators.



Letter A Fun!



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



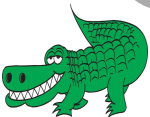
Is Abby sad or happy? Page 30



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

A

A

A

A

A

A

A

A

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.



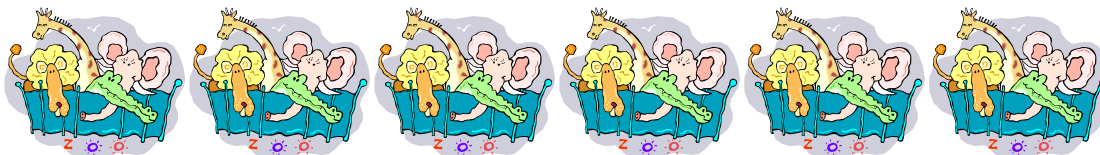
Apple tastings are fun and delicious. Here are two options you can try:

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.

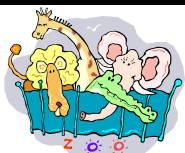


Yummy Apple Fun!

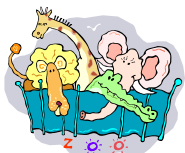
Ask the parents of your students to donate an apple product (an apple pie, apple sauce, apple butter, apple bread, or apple crisp). Have an apple celebration as your class tastes all of the different types of food made from apples.



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



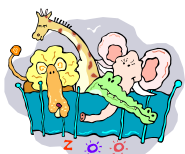
Let's have a class discussion about animals. What are your favorite animals? What do you know about them?



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



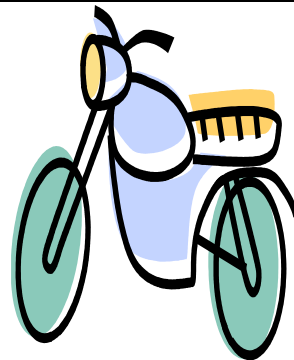
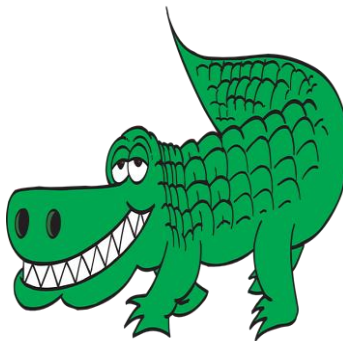
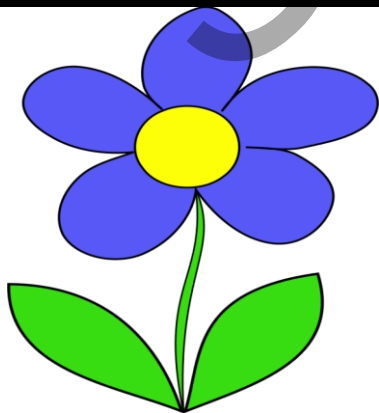
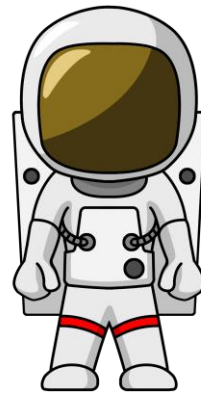
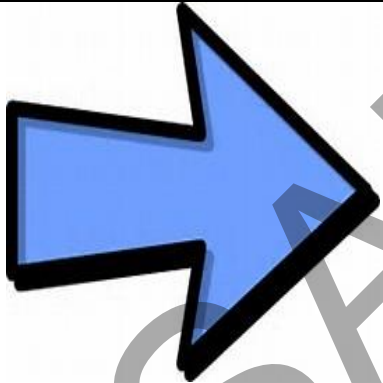
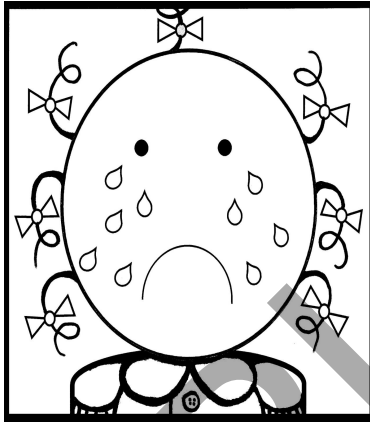
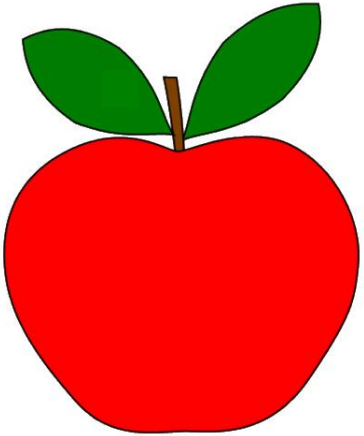
Glue them together to make an animal collage.



End the lesson with a game of animal charades.

Initial Sound a fun! 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!

SAMPLE

yes	no
-----	----

yes	no
-----	----


yes	no
-----	----

Extension Lessons

 sky,  grass, or  dirt letters? Pp. 432 - 433

 Can I read it? Can I identify sounds? Pp. 434 - 435

   Is it a letter or a number? Pp. 436 - 442

 Letter-O! Numner-o! (it's Bingo!) P. 443 - 445

 Let's create creature pictures using letters!
P. 446

 Let's go on a letter hunt! Let's go on a word hunt! Pp. 447 - 448

 Venn Diagrams Pp. 449 - 450

 Sounds and Letters on Parade P. 451

 Let's be word and sound detectives! Pp. 452 - 453

 Beginning, Middle, and Ending Sounds Pp. 454 - 455

 Let's play The Name Game! Initial sound fun!
P. 456



Let's Put It Together! Time to segment! P. 457



Let's Listen for the Onset and the Rime! P. 458



When do I write and read capital letters?
What's my sentence stopper? P. 459



What is the difference between a fiction and
non-fiction story? P. 460



What are opposites? P. 461



What are words that mean the same?
Pp. 462 - 463



Preschooler! Preschooler! Can you count the
number of letters in each box? Example page and
design your own page. Pp. 464 - 465



Scavenger Hunts are fun! Pp. 466 - 468



When do I write capital I? Pg. 469 - 470
Let's sort capital I and lower case i.



Let's read an /like story! Pp. 471 - 472

Name _____

Is it a letter or a number?

This is a letter!

This is a number!

SAMPLE

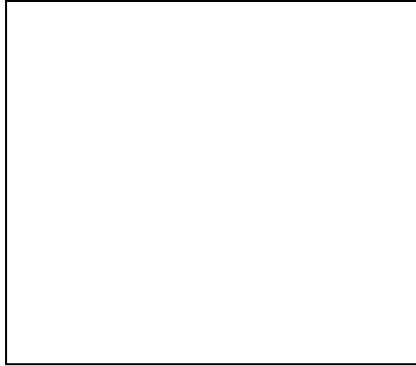
Show what you know!
Let's categorize!

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

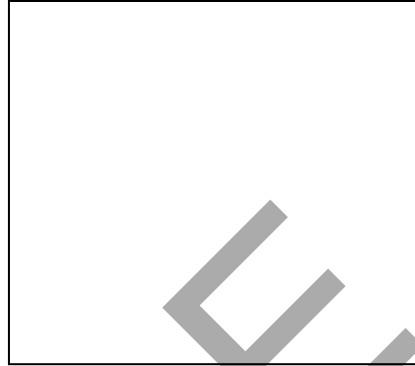
Name _____

The Sound Detective

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

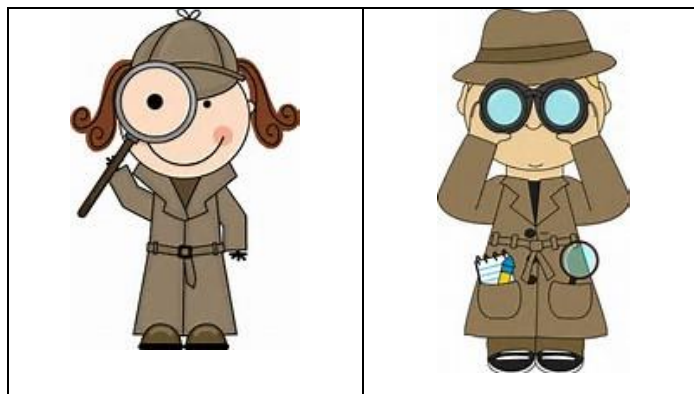


Beginning Sound



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!

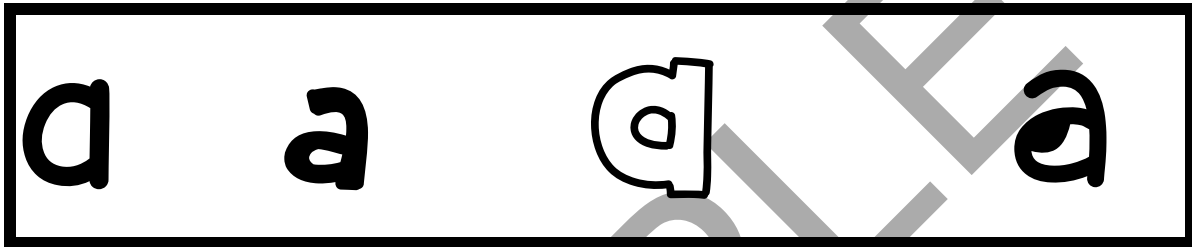




Name _____

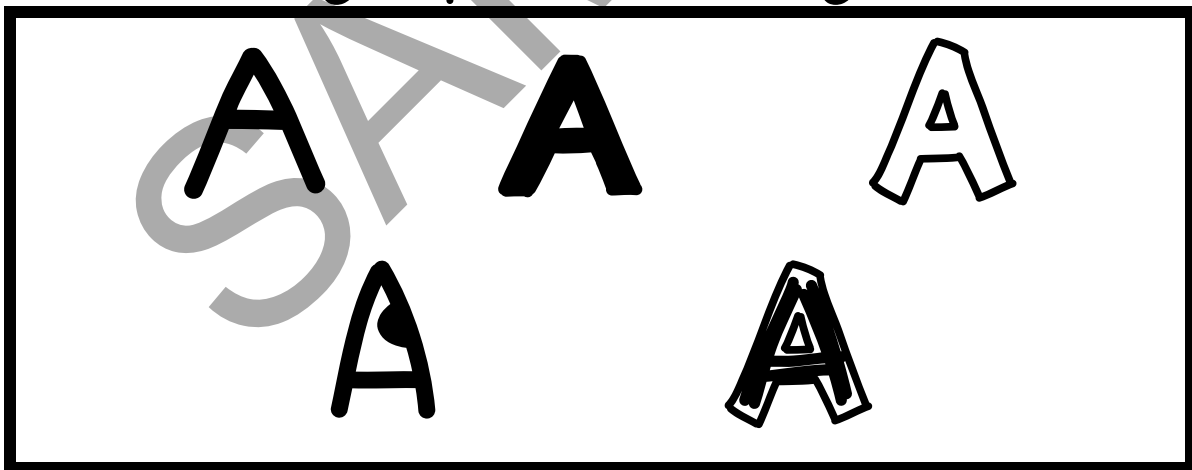
Kindergartener! Kindergartener! Can you count the number of letters in each box?

How many lower case a's can you count?



I counted _____!

How many capital A's can you count?



I counted _____!



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?

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