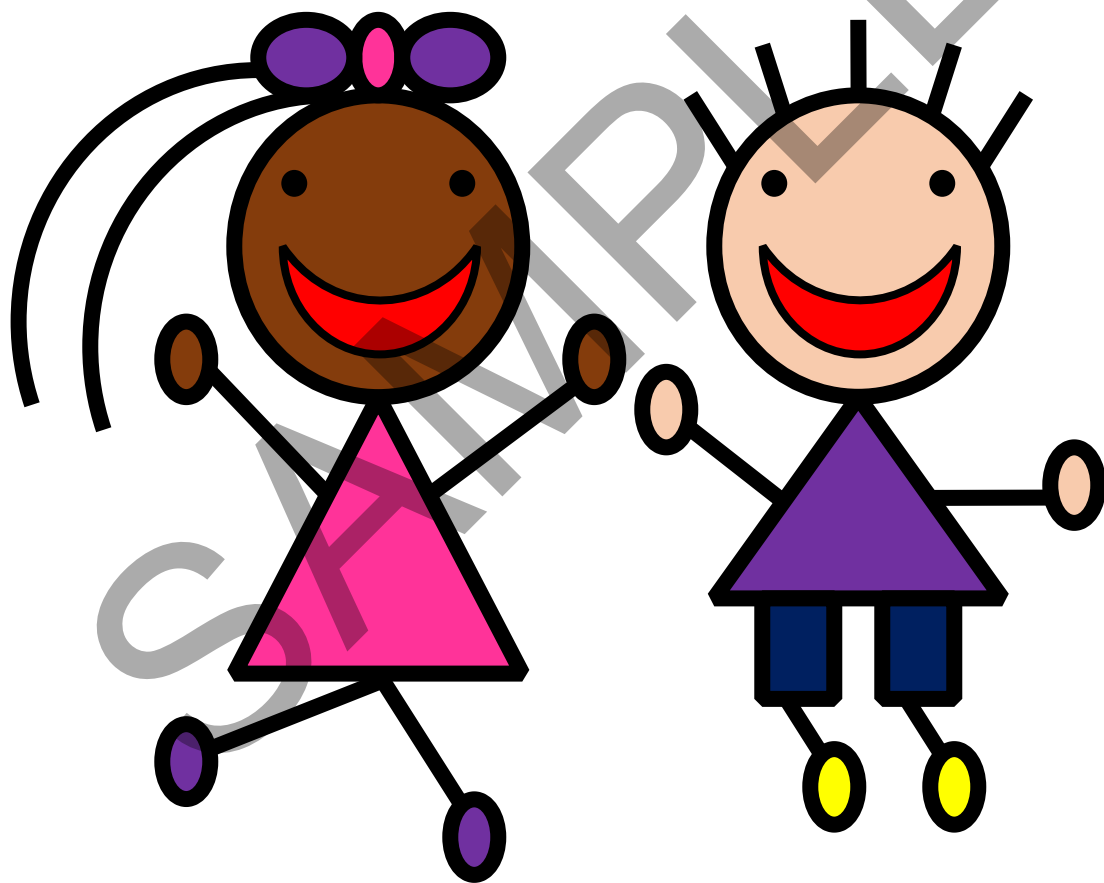


The Phonics Dance

Beginning Dance Lessons



Kindergarten Style

Ginny A. Dowd

Dedicated to kindergarten teachers who believe in "Dance" lessons for five and six year olds.



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Want to get in touch with the author?

www.phonicsdance.com



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Reading and Writing Posters

How do I become a
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Soft c and Hard c

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c, k, and ke

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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! (Rock your baby when you say, "Baby, baby!")



"c": C says "cuh". C says "cuh". C says "cuh". Cat! Meow!



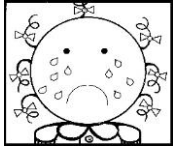
"d": D - d - d. I'm a digging dog! D - d - d. I'm a digging dog. D - d - d is d!



"e": (Hands in motion like a train) chant, "E - e - e - e - e - e - e - e - e - e - e!" 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.)



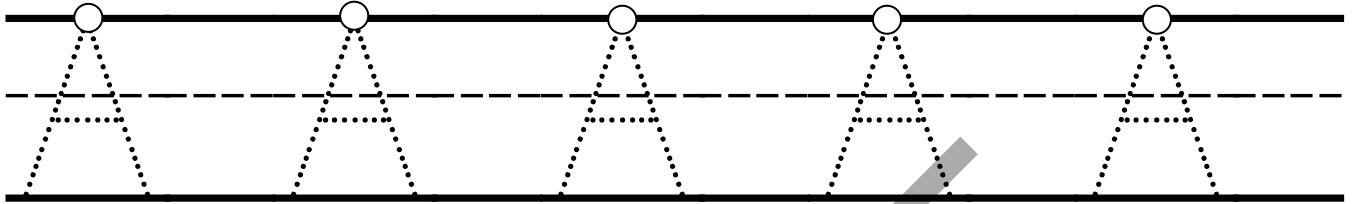
"f": F - f - f. Froggy loves flies! F - f - f. Froggy loves flies. F - f - f is f!



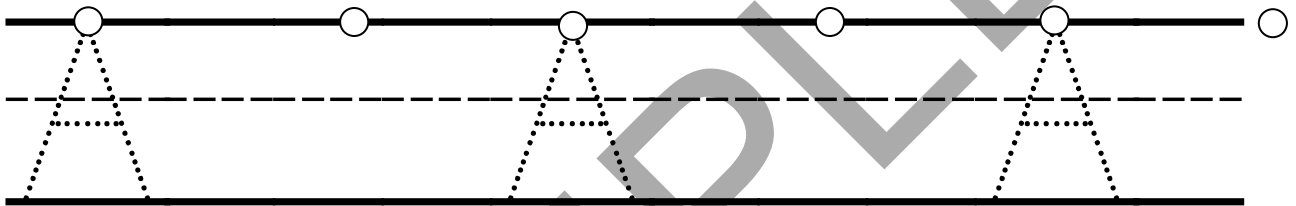
Name _____

A - a - a! 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!



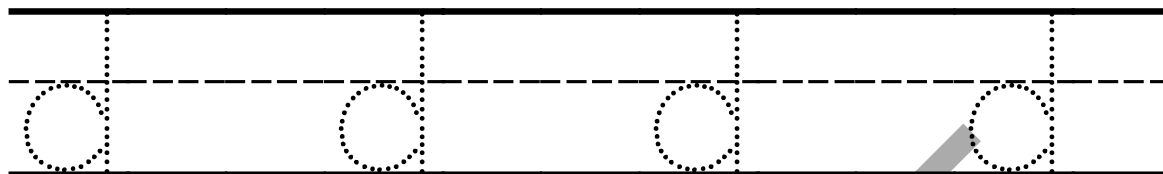
Abby is sad.



Name _____

D - d - d! I'm a digging dog!

Be a digging dog! Trace the letter. Then write it on your own.




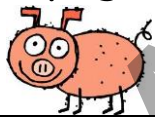


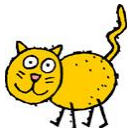











The big digging dog challenge!

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 the letter d.

Do these words rhyme? Color yes or no. Write your answer in the box.

 dig	 pig	yes 	no 	
 cat	 dog	yes 	no 	
 dad	 sad	yes 	no 	
 clown	 down	yes 	no 	

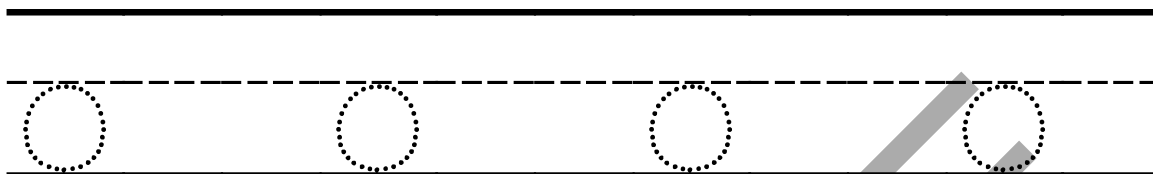


Name _____

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 carefull!

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

Mid-Year Kindergarten Alphabet Review

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

"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 "cuh". 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". 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.)



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

Name _____

What's my ending?

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



Be a frog and hop, hop, 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" detective! Every time you see op, underline it!
Say the sound. Then read the word!

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


This is how you read the Phonics Dance chants.

 When you see letters divided by a hyphen, say each individual letter name. For example, if you see *o - w*, you would say the letter *o* and then the letter *w*.


 When you see “hunks” and “chunks”, you will say the actual sound the letter combination makes. For example, if you see *ow* and it is not divided by a hyphen, say the *ow* sound.

 Practice before you teach each “hunk” and “chunk”.


 For the best results you should “Dance” EVERY DAY!


 Most of all ~ have FUN with it! Let it fit your teaching style! Let your class help you change the chants to fit their style.


Questions about “Hunking and Chunking”

 When do I start the Phonics Dance and the Art of Hunking and Chunking? Most kindergarten teachers start the Phonics Dance in the fourth grading period. They will teach one hunk and chunk a week. The most common hunks and chunks taught at the end of the year in kindergarten are *sh, ch, th, ing, all, ar, or, oo (school), and ow*.

 What are “hunks and chunks”? “hunks and chunks” are the terms referring to letter combinations that make up variant vowels, r-controlled vowels, digraphs and diphthongs.

 What is “hunking and chunking”? “*hunking and chunking*” is a decoding strategy. Hunking and chunking trains the eye to look for letter combinations and their sounds in words. This allows your students to concentrate on parts of words rather than individual sounds and letters. (Both hunking and chunking are used synonymously.) We can hunk and chunk a hunk and chunk by simply circling the letters that come together to make a sound you can’t sound out. This lets the brain know that it cannot sound out a word by looking at just the letters. It has to think about the new sound the letter combination will 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.

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.

Ten Week Sample

(Starting at the end of the third or 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>oo</u> (book) hunk and chunk
Week Nine:	The <u>ow</u> hunk and chunk
Week Ten:	The <u>th</u> hunk and chunk

Sample of The Phonics Dance Bulletin Board



The Phonics Dance Hunk and Chunk Chants

The chants are listed in the order they are generally taught. In a typical year a kindergarten teacher normally teaches 6 - 7 hunks and chunks. There are lessons for the 20 most common hunks and chunks. You are not expected to get through all of them but they can easily be incorporated into small group lessons with your advanced readers.



sh: S - h. Sh, sh, sh. S - h. Sh, sh, sh. (Each time you say the "sh" sound alternate your pointer fingers to your lips.)



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: This is a thorn and that is a thistle. T - h. Th, th, th. T - h. Th, th, th. (Chant the hard "th" sound first. As you say the hard "th" sound think of the words this and that. Repeat saying the soft "th" sound three times. As you say the soft "th" sound think of the words thorn and thistle.)



ow: O - w. OW! There's a cow going down. D - o - w - n! That's the way to get down! Oh, yeah! (Make the letter o with your right hand and the letter w with your left hand. Hit them together as you say the "ow" sound.)



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 "ou" sound.)



ar: Car! Car! C - a - r. You stick your arm in a jar of stars. (Pretend to put your arm in a jar of stars.) A - r. Ar, ar, ar. A - r. Ar, ar, ar. (As you chant the "ar" sound three times, cover one eye with your hand to represent a pirate's eye patch and try to sound like a pirate.)

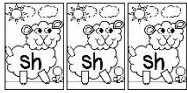


or: O - r. Or, or, or. O - r. Or, or, or. I want more fish! (Put your hands in the air and clap three times like a seal as you say the "or" sound. Point to yourself as you chant, "I want more fish!" Finally, hold up your pretend fork and take a bite of the fish.)

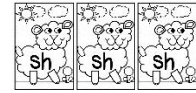


ing: (This is the King of ing's dance.) I - n - g. Ing, ing, ing. I - n - g. Ing, ing, ing. (Pretend you are on a spring. Jump in a circle three times as you chant each "ing" sound.)

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

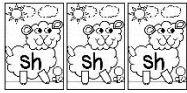
wish

swish

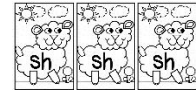
Does the word I say have the "sh" hunk and chunk?

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

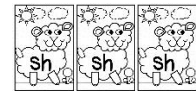
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



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

1. _____ 2. _____

3. _____

ash

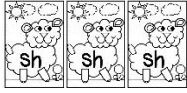
mash

cash

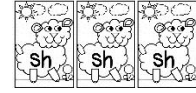
Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love when it's quiet!



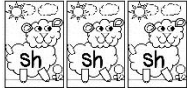
sh, sh, sh, sh, sh, sh, sh, sh

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.

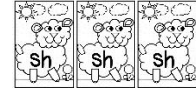
shell	shop	ship

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!

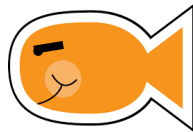
Name _____

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.

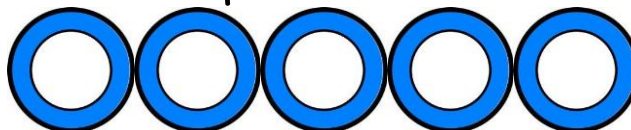
Sh! That  sheep and  fish

are snoring on a ship!

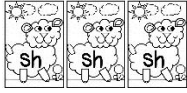


Crash!

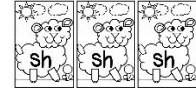
I woke them up when I broke a dish!



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.

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