

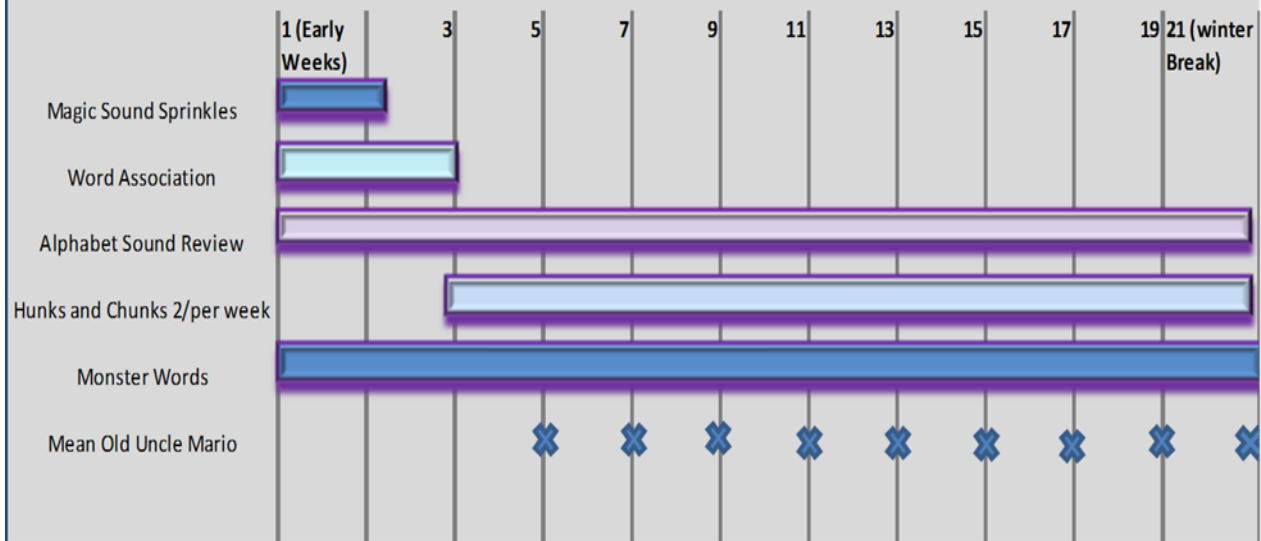
An Analysis of the Phonics Dance in a Semi-Rural Midwestern Elementary School

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Dissertation
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Research Question

- How does the use of the Phonics Dance curriculum impact first graders' letter name and letter sound identification, phoneme segmentation ability and nonsense word reading skills compared to students taught with the Scott Foresman basal reading program?

Components of the Phonics Dance



Components and Elements of the Phonics Dance and Basal Phonics

	Phonics Dance	Basal Phonics
Phonemic Awareness	Alphabet Sound Review, Word Association Hunk and Chunks	Review
Letter Knowledge	Alphabet Sound Review, Word Association Hunk and Chunks	Connect, Sound Spelling Cards Group Practice, Review
Decoding	Word Association, Hunk and Chunks Mean Old Uncle Mario	Sound Spelling Cards Group Practice, Review
Analogizing	Word Association, Hunk and Chunks	Review
Spelling	Word Association, Hunk and Chunks	Review
Sight Word Recognition	Monster Words, Mean Old Uncle Mario	Review
Reading Connected Text	Mean Old Uncle Mario	Review
Teacher Modeling	Magic Sound Sprinkles, Alphabet Sound Review Word Association, Hunk and Chunks Monster Words, Mean Old Uncle Mario	Connect, Sound Spelling Cards Model, Group Practice, Review
Movement	Magic Sound Sprinkles, Alphabet Sound Review Hunk and Chunks, Monster Words	
Chants	Magic Sound Sprinkles, Alphabet Sound Review Hunk and Chunks, Chants	Review
Writing	Word Association, Hunk and Chunks Monster Words	Review
Environmental Print	Alphabet Sound Review, Word Association Hunk and Chunks, Monster Words Mean Old Uncle Mario	Word Reading Activity (song and rhyme charts)
Graphic Representations	Alphabet Sound Review, Hunk and Chunks Monster Words, Mean Old Uncle Mario	Sound Spelling Cards

Learning Theories Associated with the Phonics Dance and Basal Phonics Programs

- Phonics Dance
 - Jerome Bruner's
 - Enactive Representation
 - Iconic Representation
 - Lev Vygotsky
 - Sociocultural Theoretic Perspective
 - Zone of Proximal Development
 - Albert Bandura's
 - Self-Efficacy
- Basal Phonics
 - Jerome Bruner's
 - Iconic Representation
 - -Lev Vygotsky's
 - Sociocultural Theoretical Perspective

Study Results

- Individuals improved over time regardless of which group they were in.
- The results of the repeated measures ANOVA indicate that there was a significant interaction between the Phonics Dance and basal phonics programs concerning letter sound, phoneme segmentation and non-sense words.

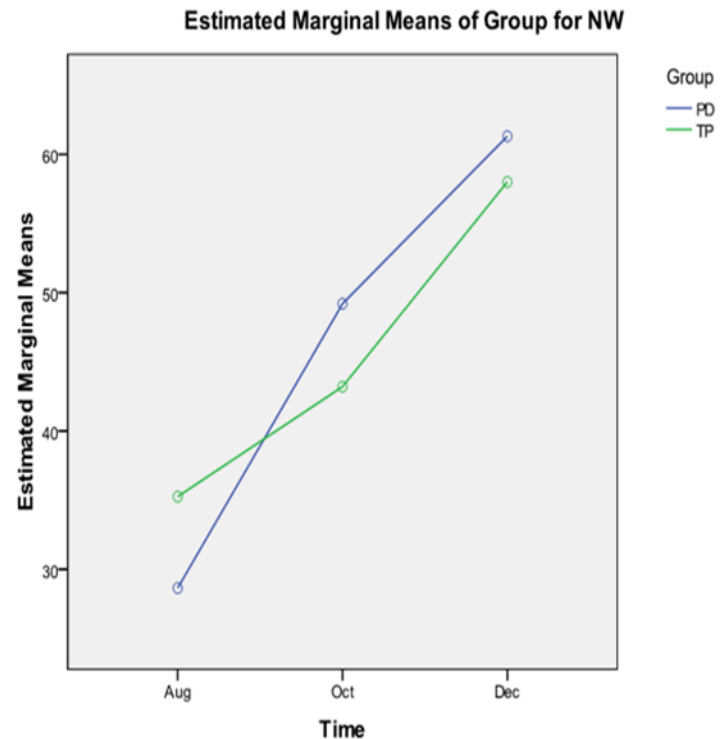
Non-sense Words

There was a significant interaction between the Phonics Dance and basal phonics program [$F(2, 72) = 5.761, p = .019$].

Tests of Within-Subjects Contrasts

Measure: MEASURE_1

Source	Time	Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Linear	22389.087	1	22389.087	180.004	.000
Time * Group	Linear	716.547	1	716.547	5.761	.019
Error(Time)	Linear	8955.460	72	124.381		



Implications

- Integrating several word recognition skills within the phonics lesson may assist children in making the connection between the skills and how they are interrelated.
- Implementing systematic phonics instruction through the Phonics Dance or basal phonics program may assist children that have difficulty decoding words.
- The pace of the Phonics Dance program may support quicker acquisition of word recognition skills.

Limitations

- Non-randomized sampling was utilized.
- The amount of observations in the basal phonics classrooms were fewer than the observations conducted in the Phonics Dance classrooms.
- There were no measures concerning motivation or self-efficacy.
- Other print literacy skills were not examined.
- The measures for this study were implemented at three time points first week of school, after eight weeks of instruction and again after an additional eight weeks of instruction.