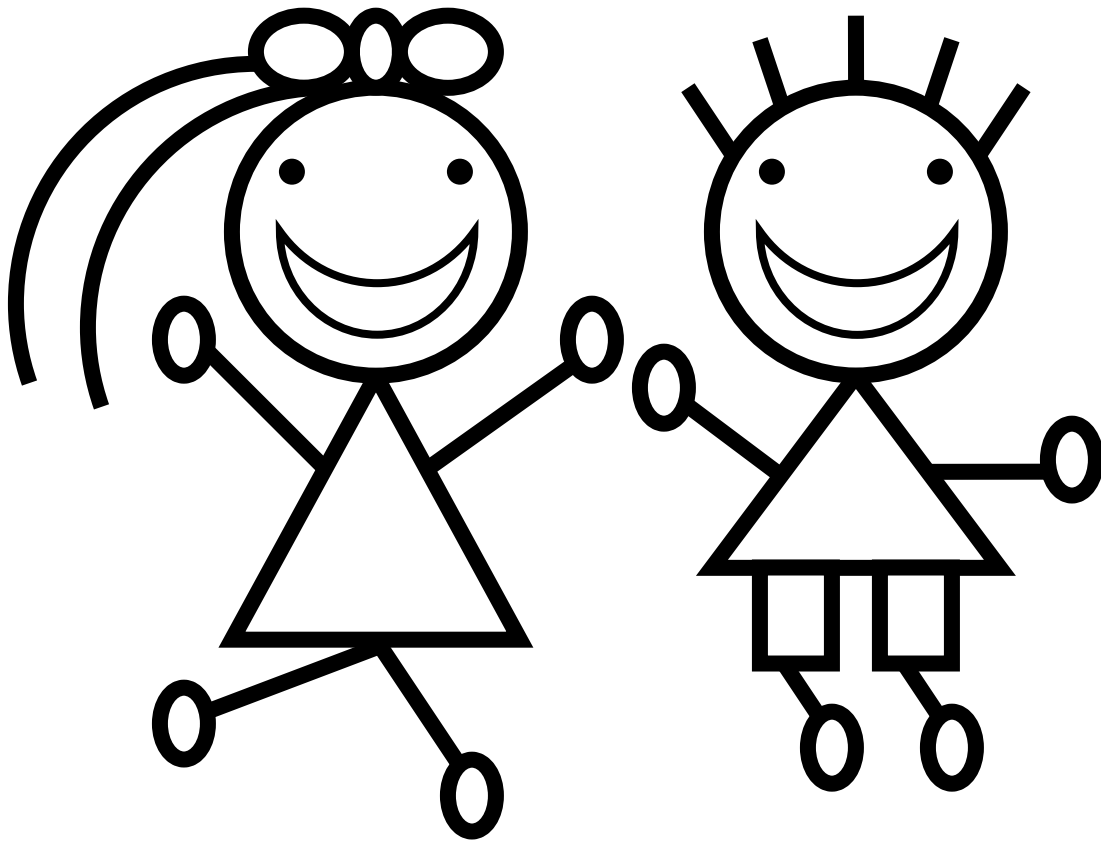


The Phonics Dance

Dance Lessons K - 2
Six Steps to Literacy
In the Primary Grades







Ginny A. Dowd



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The Phonics Dance



Six Steps to Literacy in the Primary Grades

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





Philosophies vary when it comes to letter introductions. Some teachers introduce the letters in the alphabet systematically. They start with A and continue all the way through Z. Other teachers begin the year by introducing the letters out of order, starting with the most frequently used letters, such as M, B, S, and T. Still other teachers begin their alphabet instruction by introducing the vowels. Regardless, studies indicate that daily repetition in any content area enhances students' learning.

Knowing this, when the school year begins, and your daily routine is set, you will be ready to start the alphabet review. Some of your students will not make the connection right away. But through the year, because your students are chanting and moving to the alphabet on a daily basis, they will become familiar with the sounds of the letters in the alphabet and the letter or letters associated with each sound. As you teach each new letter, your job will get easier and easier and your class will be on their way to becoming alphabet experts.





As a reading teacher, the alphabet chant will be the starting point for your class. The alphabet review should be chanted EVERY morning for the entire year. There will be five variations you can choose from. The review you choose will be determined by the developmental level of the students you are working with.

 Option 1: An alphabet review with word associations, letter sounds and letter names (pages 13 – 22)

 Option 2: An alphabet review with word associations and letter sounds (pages 103 – 110)

 Option 3: a haunted alphabet review with word associations and letter sounds (pages 130 – 132)

 Option 4: a seasonal alphabet review with word associations and letter sounds (pages 133 – 134)

 Option 5: An alphabet review with sounds and no word associations (pages 135 – 136)

How do I start?



NEVER start this Chant on the first day of school! The first day all of your students are in the classroom ready to start the daily routine is the time to begin the Alphabet Chant. It will only take you 2 to 3 minutes. You will start by

Let's get started!

Step 1: Let's build a classroom phonics community!

Choose the first four letters you will teach the class. These will be the chants you will do for the first week. Tell your students you are going to cast a spell on them that will help them learn the letters and sounds in the alphabet. Take your magic wand and cast your spell by tapping on the top of the sprinkle container and saying the magic chant. Next, put a few sprinkles in each student's hand. With their empty hands, have them cast their own spell over the magic sprinkles. As they wave the hand with nothing in it over the hand with the sprinkles chant together, "I am smart! I am smart! I am smart!" Then, at the same time the whole class eats their sprinkles.

Step 2: Let's chant!

Now it's time for the alphabet chant. (Use your magic wand to point to each letter.) For example: If you are starting with the letter A ~ touch the letter **A** and say, "a - a - a. Abby is sad! a - a - a is **A**!"

Then have the class cry like Abby, by saying, "WAHHHHHHHH!" Touch the letter **B** and say, "b - b - b is baby, baby! b - b - b is **B**!"

Now it's time to become a C expert. Touch the letter **C** and say, "c says Cah! c says Cah. c says Cah! Cat! Meow!"

Touch the letter **D** and say, "d - d - d. I'm a digging dog! d - d - d. I'm a digging dog! d - d - d is **D**!"

As we say most of the letter names, we point to different kids in the class to show them we are experts at that letter.

Step 3: Let's say the letter names!

You want to show the importance of the letters that are not being chanted. To do this, touch the letters in the alphabet you are not chanting and simply say their names. For instance, point to the picture of the frog and say, "f." Point to the picture of the goat and say the letter g. Continue this process through the entire alphabet. This shows the class the one to one correspondence of each letter and its name. (Refer to the Phonics Dance audio CD for the kindergarten chant.)

Beginning of the Year

Lower Level Alphabet Review



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.)

“a”: 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!*



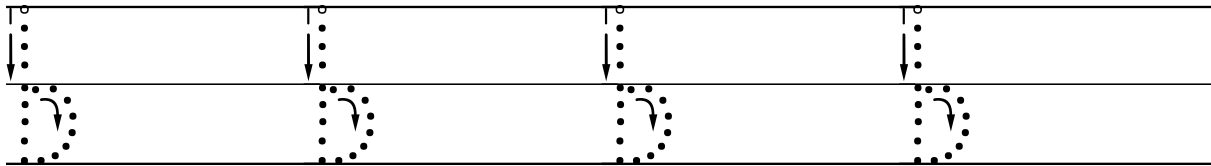
“e”: (Hands in motion like a train) Chant, “e – e – e – e – e – e – e – e – e – e – e”. Pointing up in the air chant, “e – e – e – e – e. Eddy loves his teddy, and Eddy loves e!” (Show your muscles when you say the letter e. This will reinforce that it is a long strong vowel sound.)

Name _____



b - b - b is baby, baby!

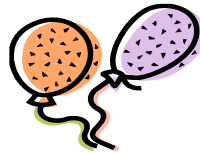
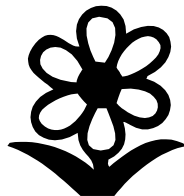
Little b is lower case. Follow the pattern, trace, and then write.



Does the word I say start with the letter b?
Write yes on the line if it does, and no if it doesn't!

1. _____ 2. _____ 3. _____ 4. _____

Take out a blue crayon. Circle the pictures that start with the letter b!

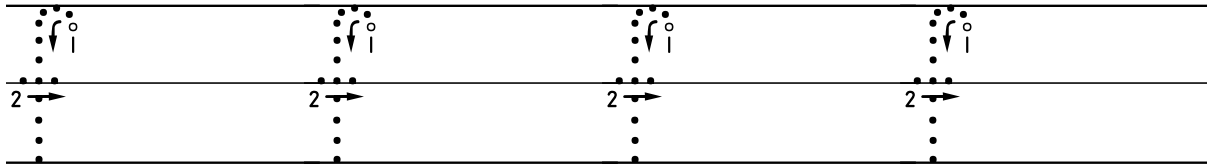


Name _____

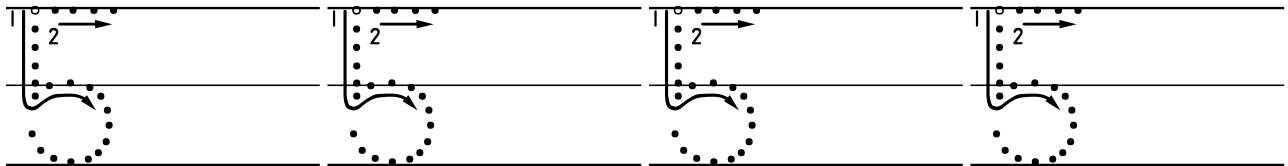
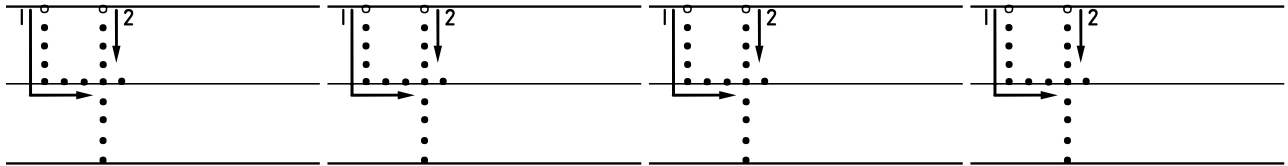


Froggy loves flies and fours and fives!

Little f is lower case. Follow the pattern, trace, and then write.



Let's write numbers that start with f, trace, then write.



four = 4 five = 5

If the number word is four (4), color it red.


If the number word is five (5), color it yellow.


four five five four five four four


Name _____

Let's segment!


1. Look at the picture.
2. Touch each letter and say its sound.
3. Then say the whole word.

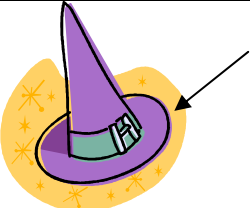
| | | | |
|---|---|---|---|
|  | r | i | m |
|---|---|---|---|

| | | | |
|---|---|---|---|
|  | h | i | m |
|---|---|---|---|

| | | | |
|---|---|---|---|
|  | T | i | m |
|---|---|---|---|

These are the tricky ones! Be careful!

| | | | | |
|---|---|---|---|---|
|  | s | w | i | m |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
|  | b | r | i | m |
|---|---|---|---|---|



Alphabet Review



Without all of the Repetition or Letter Names

“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 “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”. 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.)



Reviewing Common Endings



Follow the alphabet review with an activity called “What letter is it?” These worksheets will give your students the opportunity to review short vowel sounds and CVC (consonant, vowel, consonant) families.

First and second graders will already have been exposed to these families. The big goal is to become word detectives and start identifying phonograms and consonant blends. You will notice there are fourteen sheets. Choose the individual vowel worksheets that best fit the students you are working with. On page 119, there is a generic worksheet that can be used to reinforce other word families, hunk and chunks or consonant blends.



Step 1: You can start with the Alphabet review.



Step 2: Pass out the “What letter is it?” sheet.



Step 3: The Consonants: In random order, ask the students to identify the consonants at the top of the page. Here are some options:

1. Say the alphabet chant for a specific letter. *Ask the students to identify that letter and color it in a specified crayon color.*
2. Say the sound the consonant makes. *Example: The sound is cah. Find the letter that makes this sound and color it blue.*
3. Say the letter name. *Example: The letter is l. Find the letter l and color it purple. Ask, “Can someone tell me a word that starts with the letter l?”*
4. Say a word. Ask the class what its initial sound is. *Example: My word is “pig”. What sound do you hear at the beginning of the word? Find it and color it red.*
5. Say a word. Ask the class what its ending sound is. *Example: My word is “cat”. What sound do you hear at the end of the word? Find it and color it green.*



Before calling out a sound, letter or word: hold up an index card with a color word written on it. Have the group show you they know that word by holding up that color crayon. It’s a good way to review basic sight words that were taught in kindergarten. Change the color word you hold up each time you ask the students to find a consonant.



Step 4: Review the consonants at the top of the page. Say each letter name and each letter sound.



Step 5: The Vowels: Each lesson concentrates on one specific vowel sound and coinciding rime. *(You will know which vowel and rime to focus on by looking at the top*

Name _____

What letter is it?



u - m - p ~ u - m - p = ump, ump, ump



Consonants

| | | | |
|---|---|---|---|
| g | b | r | y |
|---|---|---|---|

Vowels

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Can you write the word I say?

1. _____

2. _____

3. _____

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

dump bump hump

"ump" detectives at work!

ug ump ump us up ump



Reviewing Multiples Common Endings What's My Ending Rime?



Follow the alphabet review with an activity called “What’s my ending?” These lessons get your class in the habit of looking for patterns and parts in words. They also give the students the opportunity to work with short and long vowels along with other vowel combinations that are tricky to remember.



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 “an”.* Each time a rime is identified, do the vowel motion that goes along 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?

| | | |
|--------|--------|--------|
| ___ast | ___est | ___ust |
|--------|--------|--------|

Can you write the word I say?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Can you read these words?

• fast

last

Cast



• best

test

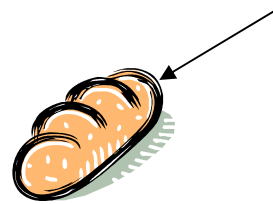
nest



• just

must

Crust



What ending do you hear in the word I say?

1. _____ 2. _____ 3. _____ 4. _____

The Phonics Dance



sh: 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!) 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: o – w. OW! There's a cow going down, d – o – w – n! That's the way to get down! Yeah! (Make the letter o with your right hand and the letter w with your left hand. Hit them together as you say the letters o – w).



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 letters o – u).



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



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 three times. Then point to yourself as you chant, “I want more fish!”)



ing: (This is the King of ing's dance.) i – n – g. ing. ing. ing. i – n – g. ing. ing. ing. (Turn in a circle three times as you chant the ing sounds.)



all: a – l – l. a – l – l. all. all. _____ that ball! (Decide what the class would like to do to a ball, and insert that word on the line. For example: *Throw that ball!* Or *Spike that ball!* March each time you chant the letters a – l – l. End the chant by doing the action.)



Day One of a New Hunk and Chunk



These steps are for your introduction day lesson.



Step 1: Alphabet Review and Phonics Dance.



Step 2: Introduce the new hunk and chunk. Place it on the Phonics Dance board.



Step 3: Let's Hunk and Chunk! Hand out the coordinating worksheet. Ask the class to look at the top of the page. Their job in the Word Detective Agency is to circle and say the new hunk and chunk sound each time they see it. You will call this hunking and chunking (circling) the hunk and chunk. A hunk and chunk can be a noun when it is a letter combination. It is also a verb when you practice the art of circling the letter combination.



Step 4: Let's Write. Now it's time to write four words that contain the new hunk and chunk. *For example:* You introduced *ing*. You ask the class to spell *ring*. You sound it out. Say, "rrr." The class writes r on the first line. Next, the students stand up and chant the *ing* hunk and chunk chant. When they are finished they will sit down and write *ing* next to the letter r. Once the word is written, the next step is to be a word detective and show what you know about a word. The very first thing your class will do in the detective agency is circle the hunk and chunk! *ring* is a single hunk and chunk word, so only the *ing* would be circled. The students then read the word in two parts. They will say r ing = ring. These words should not be the same as the words the class will be asked to read at the bottom of the page.



Step 5: Ask the class to spell three more words that contain the new hunk and chunk. *For example:* You would ask your class to write *wing*, *sing* and *king*. Don't forget to have them hunk and chunk (circle) the hunks and chunks and sound out the word in two parts. Once a word is written have the class read it in parts. Only ask the class to spell words that contain the hunks and chunks you have reviewed. If you have not introduced the *o-w* hunk and chunk, you **WOULD NOT** ask the class to spell the word *rowing*.



Day Two of a New Hunk and Chunk



Step 1: Alphabet Review and Phonics Dance.



Step 2: Let's Hunk and Chunk! Hand out the coordinating worksheet. Ask the class to look at the top of the page, circle and say the new hunk and chunk sound each time they see it.



Step 3: Let's Write! This is a good time to introduce your Word Wall word of the day. Have the class write it on line number one.
****The word wall word of the day must contain the hunk and chunk you are reviewing. If you do not have a word that contains the hunk and chunk, choose a random word that does.*



Step 4: Now it's time for the class to write three more words that contain the hunk and chunk. Don't forget to have your class show what they know about a word. *For example:* You ask the class to write the word bring. You start to sound out the word by saying br. The class writes br on the first line. Next the students stand up and do the ing hunk and chunk chant. When they are finished, they will sit down and write ing next to the letters br. Once the word is written, the next step is to be a Word Detective and show what you know about a word. The very first thing your class will do in the detective agency is circle the hunk and chunk! bring is a single hunk and chunk word, so only the ing would be circled. Then have your class underline the consonant cluster. Now it is time for the students to read the word in two parts. They will say br ing = bring. These words should not be the same as the words the class will be asked to read.

*****This is a good time to introduce the Alphabet Walk to your class. If the hunk and chunk you are working with is normally found at the end of a word write it on an index card. Hold the index card next to the letter a, and see if you can make a word. Continue this process through the rest of the Alphabet.**

Name _____



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



1. _____ 2. _____

3. _____

fish

wish

squish

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. _____

fish

wish

squish

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. _____

ash

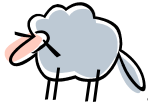
mash

cash

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



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



1. _____ 2. _____

3. _____

ash

mash

cash

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love the quiet!



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

1. _____

2. _____

3. _____

4. _____

Can you read these "sh" words? Don't forget to hunk and chunk and show what you know about each word! Can you find three words with the consonant blend? Underline the blend.

• hush flush brush

• she | shop | ship

• ash cash mash flash



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



1. _____

2. _____

3. _____

Name _____



Sh! Sheep love the quiet!



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

1. _____ 2. _____

3. _____ 4. _____

wishing fishing squishing | splish | splash



Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Sh! Sheep love the quiet!



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

1. _____ 2. _____

3. _____ 4. _____

wishing fishing squishing | splish | splash



Word Wall Fun!

1. _____ 2. _____ 3. _____



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.



old: pages 303 – 304

o-l-d! Old granny says don't give it an e!



ell and ill: pages 305 – 306

i-l-l. i-l-l. I'm ill. I'm ill. I have a chill.

e-l-l! e-l-l! ell. ell. As you chant "ell" slide into it with both arms moving in front of you.



Plurals: pages 307 – 311

With a noun: s or e-s mean more than one! With a noun: s or e-s mean more than one! Practice adding "s" and "es" to nouns such as girl, lunch, school, box, and branch. Drop the y, add ies. (Example: baby ~ babies)



Irregular Plurals: pages 312 – 315

Silly plurals don't have e - s or s. Do you know what they are or will you have to guess?



Drop the y, add i-e-d: pages 316 – 317

(Example: hurry becomes hurried)



Soft c and Soft g: pages 318 – 325

Silly, silly i and e. How will you say the letter c? ssss!

Smarty, smarty a, o, u. When you see C what will you do? cah! Review that c is making the s sound because it is a silly C! Review the ice and ace hunk and chunks. Reinforce that c making the s sound because it's a silly C!

Name _____



Drop the y. Add i-e-s!



1. _____ 2. _____

3. _____ 4. _____

party parties | baby babies | Kitty Kitties

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Drop the y. Add i-e-s!



1. _____ 2. _____

3. _____ 4. _____

party parties | baby babies | Kitty Kitties

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____



Silly Plurals don't have e - s or s.

Do you know what they are or will you have to guess?

Singular

Plural

1. _____ 1. _____

2. _____ 2. _____

leaf leaves | tooth teeth | sheep sheep

Is the noun I say a silly plural or does it have s or e - s?

1. _____ 2. _____ 3. _____

Name _____



Silly Plurals don't have e - s or s.

Do you know what they are or will you have to guess?

Singular

Plural

1. _____ 1. _____

2. _____ 2. _____

leaf leaves | tooth teeth | sheep sheep

Is the noun I say a silly plural or does it have s or e - s?

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?

un = not pre = before re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

Replay redo unhappy uncover preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

You take a root word, put the prefix before.

Who's that knocking on the root word door?

un = not pre = before re = again

1. _____ 2. _____

3. _____ 4. _____

Bracket the root word. Box the prefix.

Replay redo unhappy uncover preschool preteen

Word Wall Fun!

1. _____ 2. _____ 3. _____

Name _____

The adjective describes the noun. Person, place, animal, thing...A

Noun! A verb. A verb. You do it. Do it. Do it!

Adjective

Noun

Verb

1. _____

2. _____

3. _____

Circle adjectives in red, nouns in blue, and verbs in yellow.

kittens cuddly purr chase mean dogs

Is the word I say an adjective, a noun, or a verb?

1. _____ 2. _____ 3. _____

Name _____

The adjective describes the noun. Person, place, animal, thing...A

Noun! A verb. A verb. You do it. Do it. Do it!

Adjective

Noun

Verb

1. _____

2. _____

3. _____

Circle adjectives in red, nouns in blue, and verbs in yellow.

kittens cuddly purr chase mean dogs

Is the word I say an adjective, a noun, or a verb?

1. _____ 2. _____ 3. _____

Root Words

One of the next steps in the Word Detective Agency is teaching the students to identify root words.

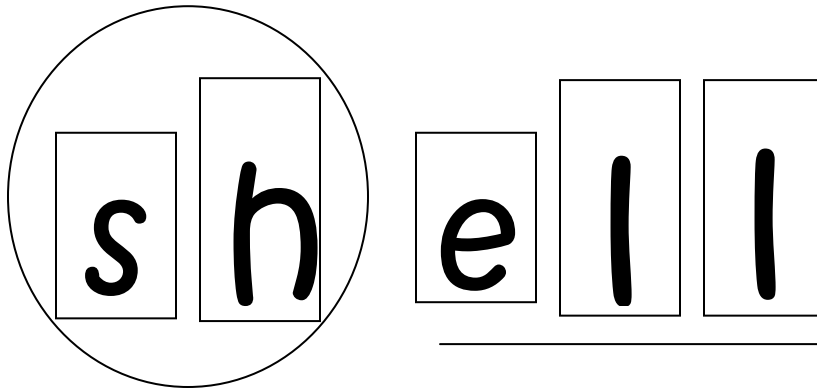
Step 1: Let's get started!



Example: The *sh* hunk and chunk has been introduced, and the class has written the word *shell*. This is how the puzzle would look at the end of the game, and how the students would have written the word on their worksheets.

The class has spelled the word in two parts: *sh ell*

The class has sounded out the word in two parts: *sh ell*



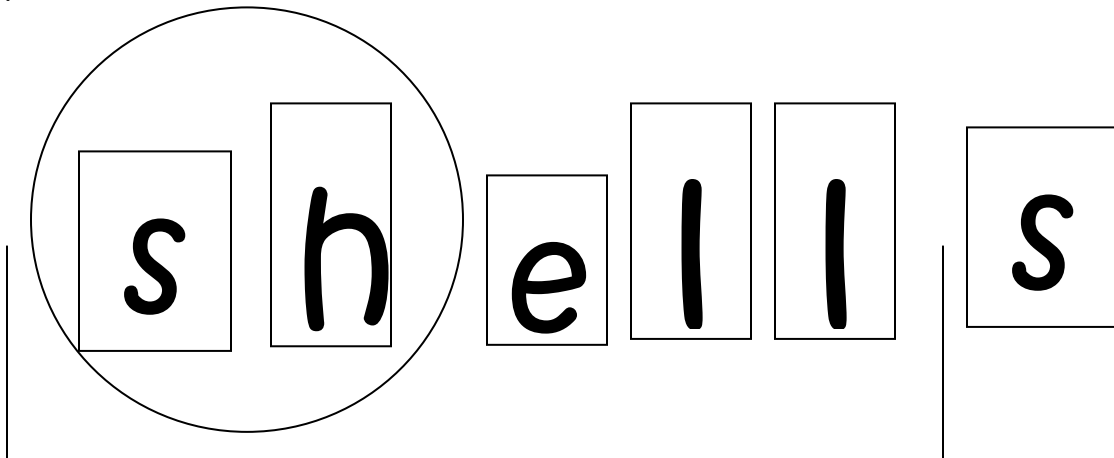
Step 2: Introducing the root word



Explain that *shell* is a word that means one. To make it a plural simply add an *s*. Say, "A plural! A plural means more than one!"



Write the letter *s* at the end of the word and bracket the root word.





Monster Words

What are Monster Words?

Monster words are the basic sight words that students just have to know. Even if you are hunking and chunking and looking for parts of the word you know, it is impossible to sound them out, Monster Words have chants that help the class remember the correct spelling. Place these cards at the bottom of the Word Wall letter they coincide with.

(The Word Wall Monster Cards that coincide with these Chants can be found in the supplemental section in the back of the manual.)



1. who: wh-o. Whooo? Whooo? (sound like an owl).
2. what: wh-at. What is that in the hat???
3. when: wh-en. When, when will you kiss a hen?
The answer: NEVER!
4. where: wh-ere. Where, where, where???
The answer: Here! Here! Here!
5. why: wh-y. Why is there a w-h?
6. which: wh-ich. It's not a wicked witch!
7. went: w-ent. We went to the _____!
8. want: w-ant. I want to go on a picnic, but I don't want ants in my pants!
9. can't: c-a-n. Apostrophe -t.
10. friend: f-r-i-end. A friend until the end.
11. said: s-a-i-d. Dot that i. Dot that i! I said...
12. have: h-av. Don't forget the e!
13. bear: b-e-a-r. Bear! bear!



How do I get started?



Step 1:



Begin the writing lesson by reading a story that is related to the theme.



Next, choose a writing assignment for the day that will coincide with the theme. Just like the stories many of your students are reading are predictable, most of the stories that we are writing at the start of the school or throughout the year are predictable.

For example: Our Word Wall word of the day is *can*. Say, “Today we are going to write an **I can** story. Let me tell you things I can do, and then you will tell me things you can do!”



Model how to write the story on the board. Talk out loud saying, “I know every sentence in the whole wide world begins with a capital letter. Do you see me starting my sentence with a capital?”
Write: **I can** on the board. As you write the word **can**, have the class spell it for you.



Continue to compose the sentence, sounding out each word as you go. When you come to the vowel, do the motion from the alphabet that reinforces it. **I can** (thinking out loud say the word, “run.” Together as a class sound it out.)

r u (do the vowel motion that reinforces the short u sound.) n.
As the year progresses, if the word has a hunk and chunk, say the *Phonics Dance* chant to remind the class of the letter combination.



Finally, ask what kind of sentence stopper should be at the end of the sentence. **I can run.** Write the period and read the sentence together.



Repeat with one to two more sentences.



Writing with Lower Level Students



Once the writing process has begun; every sentence written by lower level students is predictable and in a pattern. As the children write, walk around the room, and each time they complete a sentence, check to see if it has a Capital letter at the beginning and no other capital letters unless a word is a special name (proper noun) or the word I. Also check to see if there is a period at the end of the sentence. Ask, "Does the sentence sound right and make sense?" If the answer is yes to all of the above, put a star by the sentence and ask the student to write another. If the answer is no, have the student fix the sentence. DO NOT expect all of the children to write the same amount of sentences. The expectation depends on the child's development level. The only rule is EVERYONE must write, and the teacher will not sound out any words without the help of the student. If a wrong vowel is written, help the learner find the right letter by doing the hand motion that coincides with the vowel sound. Students are also asked to fix reversals. It really helps to have another adult in the room to help out when you start this writing process. If you are alone in the classroom, this process can be done in small group.



Predictable Writing



In each of these story ideas, students only need to sound out a few words. It's an easy way to get your class thinking about the components of a sentence. Did you notice all of the high frequency words that the class gets to write over and over?

- | | |
|----------------------|--------------------------------|
| 1. My _____ is red. | 9. Cats can _____. |
| 2. I like _____. | 10. Dogs can't _____. |
| 3. I can _____. | 11. I wish _____. |
| 4. My mom is _____. | 12. School is _____. |
| 5. I want a _____. | 13. Boats can _____. |
| 6. A _____ is big. | 14. A ____ is the color _____. |
| 7. A _____ is small. | 15. I see a _____. |
| 8. A _____ can fly. | 16. I go to _____. |


***The possibilities for these predictable stories are endless.


Beyond Predictable Writing


You will see phenomenal growth in your students when they write every day. Writing enhances reading and reading enhances writing. After a month of composing predictable stories, you will have some students who will be ready to branch out. The steps listed at the beginning of this section continue even when the students are becoming more independent writers. It is the writing expectations that change. Once a student is comfortable writing simple, pattern sentences the expectations for writing increases.


Creative Writing Ideas beyond Predictable Stories


 **Who is it? Can you guess?** Students write clues describing a person.


 **What is it? Can you guess?** Students write clues describing an animal or a thing.


 **Letter Writing** ~ Students write to a character in a book, another student in the room, a friend or a family member.


 **Making Lists** ~ Students make lists for what they would need to plan a birthday party or what they would need to go on a trip, etc.


 **Meet My Family** ~ Students write non-fiction sentences introducing their family members.

 **That's good! That's bad!** ~ Students write about something good that happened that turned into something bad.

 **Laws for a Town** ~ Students pretend they are the mayor of a town and write the laws they would like to see in place.

 **Rules for a Classroom** ~ Students write rules they would like to see followed by their classmates.

 **Wise Old Owl Says** ~ Students write sentences describing what a wise old owl would say that the perfect friend should do.

 **If I were a** ~ Students pretend they are an animal and write sentences describing how their life would be.

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 vital. 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.

It is important for parents to know that their children's spelling is developmental. The way their children spell at the beginning of the year will be entirely different from the way they spell at the end of the year. The more phonograms and hunks and chunks students know, the better writers they become. It gives them a confidence when they are sounding out words.

As the year progresses your, students will become more assured in their writing. Four times a week walk around the classroom with your eraser and provide mini-conferences during the writing process. Let parents know if they see a writing that looks pretty spectacular, it's because their child had help. Once a week, tell the class they will be asked to write a story without any assistance from the teacher. Those stories will show the true writing ability of that child.

Step 1: Let's write!



Once the teacher has modeled the writing lesson for the day, it is time for the students to write their own stories. As the students are writing, walk around the class and read what's on their pages. Look for mistakes. Erase them and have the writer fix them immediately.



If students do not have a capital letter where one is needed, talk about what should be done to fix the sentence.



If they have written a wrong vowel, say the word the way it is written. Ask if they can identify the correct vowel in the word. Together do the vowel motion from the alphabet.



If a sentence does not sound right or make sense, read it exactly the way the student has written it. Ask if he or she knows how to fix the problem.



Consider these little mini-conferences. When there are five minutes left in the writing period, ask the class to finish up their stories. The developmental level dictates the number of sentences that should be written by an individual student.

Step 2: Let's conference!



When the writing block is over, it is time to conference. Call a student to the conference table and for the next two to three minutes analyze what's been written.



The teacher reads the story out loud and together with the student they look for mistakes. Do not look for every mistake in the story. Concentrate on the most common errors being made by individual students on a consistent basis. For example: Look for capital letters being used in the wrong way.



The teacher erases the errors and the student fixes them. The student makes these corrections immediately. If a Word Wall word is misspelled, the writer must correct it. We look for sentence structure, meaning, and spelling errors.



Helpful hints to save time during a writing conference:



You read the student's story exactly as it is written.



You erase the mistakes and the student corrects them.

Conference ~ Predictable Writing

| | |
|------------------------|-----------|
| Love is.... | By Fierra |
| Love is hape. | |
| Love is mrs. dowd. | |
| Love is nos. | |
| Love is mom kissng my. | |



When I conference with Fierra, I will take into account all of the word work we have been exposed to in the classroom. Since she had been exposed the Mystical Magical y, I will read *hape* just as she wrote it. I will ask Fierra what the Mystical Magical y sound makes at the end of the word. I will erase the e and tell her that happy has two p's. She will write *ppy* at the end of the hap.




We can review that a proper noun starts with a capital letter and she can fix the name *Mrs. Dowd*, replacing the lower case m and d with capital letters.





I would read, "*Love is nos.*" I would ask Fierra if the word nice has the o sound. Together we would make the long strong /i/ sound. I would tell her I see her muscles, and she needs an /i/ not an /o/ if she is spelling the word nice. I would then read the word as *nis* and ask Fierra what super silent letter she would need at the end of the word. I will erase the o and Fierra will replace it with an i. She would then write the Super Silent e at the end of the word. If I have not taught the ice hunk and chunk the word *nise* would be acceptable spelling.


Reading TO, WITH and BY KIDS

We should expect our students to have a variety of opportunities to read. A balanced literacy program should include reading TO children, WITH children and BY children. What does that mean?










 As teachers, we read TO children whenever we read a story out-loud. This is one of the most important things we do every day. Research indicates this type of reading should be done 15-20 minutes a day to do it justice.

 Shared reading gives students the opportunity to read WITH each other and their teachers. It generally coincides with a basal or literacy reader. This can be done when students are paired up to read together, in reading circles, or small group read alouds.

 Independent reading time is important because it gives children the opportunity to read BY themselves in books that they choose and are interested in.

 Guided Reading Groups provide groups of three to six students the opportunity to read just right books BY themselves WITH support from an expert (the teacher).

We want our students to become familiar with and to read all of the different types of genres. This is part of the Common Core. Here are the types of literature they should be exposed to:

-  Science Fiction
-  Curriculum texts (Science, Social Studies, and Health)
-  Poetry Books
-  Fantasy fiction
-  Realistic fiction
-  Non-fiction
-  Periodicals (Scholastic Weekly Reader, Newsweek for Kids)
-  Information magazines (Zoo Books, U. S. Kids, Kid Planet)
-  Biographies and Autobiographies

Student Responses for Teacher Read Alouds, Shared Reading, Guided Reading and Self-Selected Reading



I began to think of _____.



I can't believe _____.



I wonder why _____.



I noticed _____.



I'm not sure why _____.



My favorite part was when _____.



My favorite character was ___ because _____.



The character I am most like is ___ because _____.



I felt ___ when _____.



The character that reminded me of someone I knew was _____

because _____.



This reminded me of a time when _____.



I would recommend this book to ___ because ___.



I thought it was funny when _____.



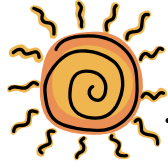
The part of the story I didn't like was when _____.



I was surprised when _____.



The setting of this story was _____. It had _____.



We love chapter books!
Let's remember what we've read!
Time to summarize!

Book title: _____



Chapter 1: _____



Chapter 2: _____



Chapter 3: _____
