

The Barnyard Dance
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Fluent Level 13
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Phonemic Awareness

1. Manipulating sounds to make new words

What word would we make if we dropped the first sound in each of these words?

Start without the 's' - *tart*

dressed without the 'd' - *rest*

flip without the 'f' - *lip*

clicks without the 'k' - *licks*

blocks without the 'b' - *locks*

frocks without the 'f' - *rocks*

What word would we make if we dropped the last sound in each of these words?

feet without the 't' - *fee*

wail without the 'l' - *way*

bushy without the long 'e' - *bush*

seat without the 't' - *see*

beat without the 't' - *bee*

fright without the 't' - *fry*

Extension

What word would we make if we swapped the vowel sound in each of these words?

The short 'i' in *hip* for a short 'o' - *hop*

The short 'i' in *flip* for a short 'o' - *flop*

The short 'i' in *bricks* for a long 'a' - *brakes*

The short 'a' in *rap* for a long 'i' - *ripe*

The 'ow' in *shout* for a long 'oo' - *shoot*

The long 'i' in *fright* for a long 'oo' - *fruit*

Phonics

Notes

Pronouncing the letter x

The letter **x** rarely occurs at the beginning of words, but when it does, it usually sounds like 'z' (*xylophone, Xavier*) or 'eks' (*x-ray*). The letter **x** most commonly occurs at the end of a syllable or word (*exit, taxi, six, box*) and it usually represents two sounds – 'k' and 's'. Students can be taught that unless **x** is the first letter in a word, it will sound like 'kiss' – they can be taught to link the sound of **x** to the xxx we might put at the bottom of a letter:

love from

Tony xxx

Spelling the 'k' 's' sounds at the end of words

Many nouns that end in 'k', sound the same as the letter **x** ('k' 's') when made into a plural (*books, weeks, parks, sticks, cakes*) and many verbs that end in 'k' have an **s** added for agreement (*I walk, he walks; we speak, she speaks*). The ends of these words sound the same as words like *fox, six, tax, box*.

Most words that young students are likely to use which end in **x** are nouns.

If a noun ending with the 'k' 's' sounds means more than one, it will have a plural **s** after a 'k' spelling pattern. If the noun ending in 'k' 's' is not a plural, it will probably end in **x**.

There may be occasional exceptions to this spelling convention but most words young students meet that end with the 'k' 's' sounds will follow this rule.

1. Introducing the 'k' 's' sounds

Practise saying 'k' 's'. Explain that lots of words end with these two sounds and some words have these sounds in the middle. Ask students to repeat the words, *box, socks, fox, sacks* and to listen to the 'k' 's' sounds at the end of these words. Ask students to say *taxi, next, sixty* and listen to the 'k' 's' sounds in the middle of these words.

2. Brainstorming other words that end with 'k' 's'

Brainstorm words that end with 'k' 's'. Students might think of words that end with **x** or words that end with other spelling patterns. Because this is an auditory activity, this does not matter, because you are not spelling the sounds, just listening for words that contain them. (*axe, sacks, fox, rocks, fix, sticks, ducks*)

3. Finding the words that contain the 'k' 's' sounds in A Barnyard Dance

Re-read the book, a page at a time. Ask students to identify the words containing the 'k' 's' sounds and write them on the board in two columns - one column for words that contain a letter **x**, and the other column for other spelling patterns.

Explain that lots of words have a letter **x** and it usually sounds like 'kiss' ('k' 's'). Other words have the 'k' 's' sounds but they don't use a letter **x** to write them.

You can set students a goal of finding words that contain the 'k' 's' sounds and make up a poster. Put words where these sounds are written with an **x** on one half of the poster and words where other spelling patterns represent these sounds on the other half.

4. Learning when to write the 'k' 's' sounds with an x

Choose the nouns the students have brainstormed where the 'k' 's' sounds are written with an **x**. Write these words on the board.

For example: fox, axe, box, six

Say – one fox, one axe, one box, one number six.

Colour-code the **x** blue.

Choose some nouns the students have brainstormed where the 'k' 's' sounds are written with a 'k' pattern and an **s**. Write these words on the board.

For example: socks, rocks, sticks, sacks

Ask: Can we say one socks, one rocks, one sticks, one sacks? No!

Colour-code the 'k' 's' sounds blue.

Point to the words containing **x**. How did we write these 'k' 's' sounds at the end of the word when they meant one thing? With an **x**!

Did we use an **x** when the word meant more than one thing? No!

So if the word means one of something and it ends with 'k' 's', we can spell it with an **x**. But if the word means more than one thing, then we don't use an **x**.

If the word is a verb (a doing word), it will usually have a 'k' pattern and an **s**. (shakes, sneaks, squawks, walks, talks)

Write an **x** on one side of the board and a **cks/ks** on the other side.

Call out these words and ask student to decide if they would go with the **x** or the **cks/ks** patterns.

Remind them to ask themselves – Can I say one....? Is it a doing word?

parks	walks	fax	box	picks	packs
haystacks	fox	sneaks	axe	talks	decks
ducks	ox	sticks	wax		

Vocabulary Development

Word Associations

Students can work in pairs or a group to think of things they associate with these words.

dance skip, happy, dress, music, rhythm, fun

barnyard farm, animals, farmer, hay, tractor

drums beat, noise, loud, guitar, band, music

Think of as many different kinds of *dances* as you can (*jig, rap, waltz, jazz, ballet, Irish, tap* etc.)

Think of other words to replace *cool* and *hip* (*awesome, fabulous, popular, famous*)

What noises do these animals make? Can you make these sounds?

ducks quack

chickens chirp, cheep

horse neigh

cow moo

rat squeak

rooster cock-a-doodle-do

hen	cluck
pig	snort, oink, grunt
cat	meow
sheep	baa
goat	maa

Comprehension

Characters

Drummer Dixie is the main character in this story. Discuss his character with students. They can then complete Activity Sheet 1, drawing a picture of Drummer Dixie in the centre of the sheet and writing about his qualities.

Inference

Drummer Dixie was trying to solve the problem of what was upsetting the dancing chicks. He thought of several ideas. The story does not actually say what caused the chicks to be upset. What do you think upset them? How do you know this?

What can you see that gives you a clue? (*a fox hiding behind a seat*)

What does Drummer Dixie say that makes you think the fox is upsetting the dancing chicks? (*"It's a fox," thinks Dixie, "up to its tricks."*)

What do you think the fox's tricks were? (*hiding, sneaking up on chicks, eating chicks*)

How do you know that the fox was the problem? (*When he left the chicks were happy again.*)

Read pages 9 to 12 and fill in the details on Activity Sheet 2, showing Drummer Dixie's thoughts about what was upsetting the dancing Chicks.

Finding Details in the Story

Then actions of characters in a story cause the events that make the plot work. Drummer Dixie did a lot of things in this story. Read the book through and use Activity Sheet 3 to record everything Drummer Dixie did in the story. You can find each of Drummer Dixie's actions by looking for the verbs in the story. Verbs are doing words.

Fluency

Play

Students can act out the story without using words. Ask them to think about the events and actions of the characters and to mime the story, showing what happened.

Students take these parts:

Drummer Dixie	Cats
Chickens	Fox
Ducks	Rex the Rat

Phonics focus Words

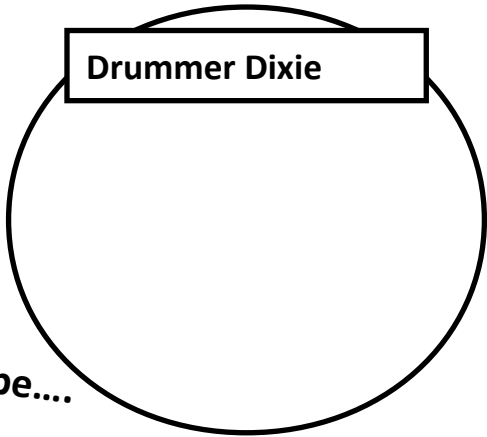
Make up these words into cards – either colour-code the ‘k’ ‘s’ spelling patterns, or print the cards in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the ‘k’ ‘s’ sounds.

Students could sort words into those that contain an **x** and those that have a ‘k’ pattern followed by **s**. Re-sort the ‘k’ –plus-s words into those that have a short vowel sound right before the ‘k’ and those that have other vowel sounds before the ‘k’. Students will notice that if there is a short vowel sound right before the ‘k’ sound, the word will end with **ck** plus **s**. The word *thinks* has a short vowel sound in it but there is another sound/letter between the short vowel and the ‘k’ so this word does not use a **ck** pattern .

Activity Sheet 1: Character study – Drummer Dixie

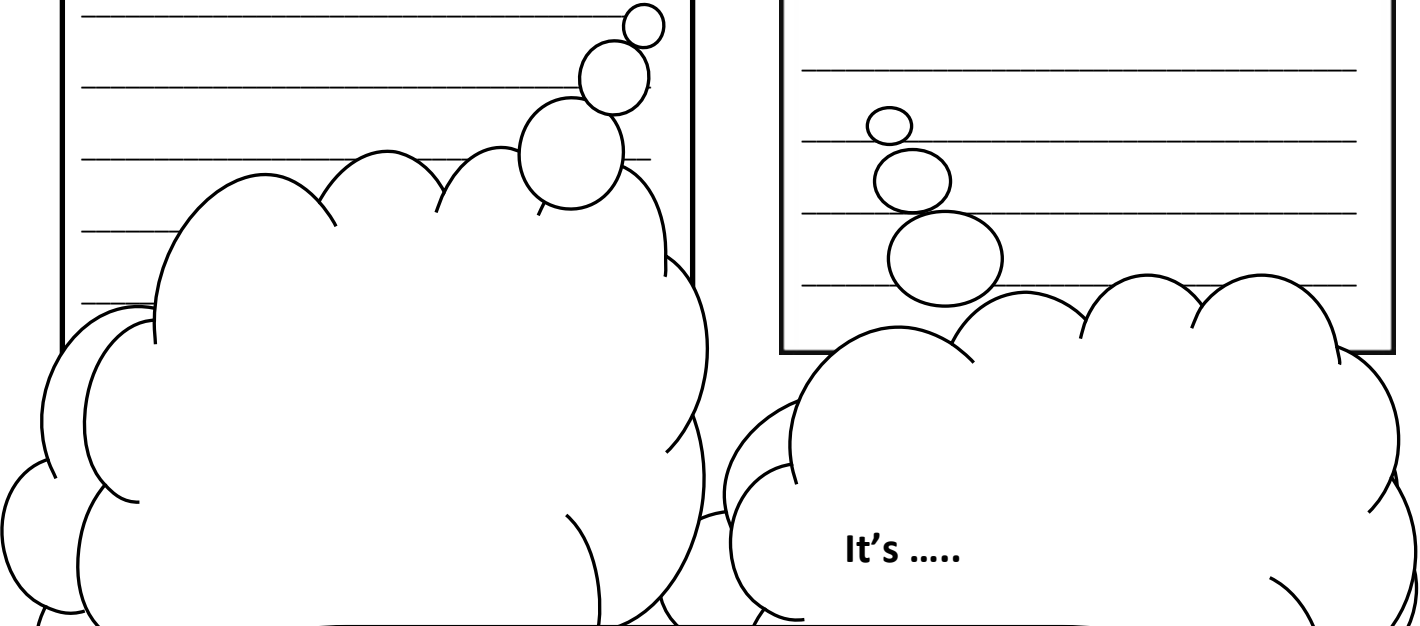
Drummer Dixie looks like:

He is good at:



What the other animals think of him:

What you think of him:



It's

What's upsetting the dancing chicks?

Activity Sheet 3: Drummer Dixie's Actions

Drummer Dixie does lots of things in this story. Find the phrases on each of the pages listed below that show his actions. For example:

Page 4: *He starts drumming*

Things Drummer Dixie does in the story
<u>Page 5</u> 1. _____ 2. _____ 3. _____
<u>Page 6</u> 1. _____ 2. _____
<u>Page 11</u> 1. _____
<u>Page 13</u> 1. _____ 2. _____ 3. _____ 4. _____
<u>Page 14</u> 1. _____ 2. _____
<u>Page 15</u> 1. _____

Phonics Focus Words

Dixie	chicks
clicks	bricks
blocks	frocks
next	squawks
squeaks	thinks
Rex	socks
ducks	kicks
flicks	fox
tricks	shakes
sticks	sneaks

takes

fox's

x

ks

k_s

cks

takes	fox's
x	ks
k_s	cks