

## Chapter 1

# Week 1 - Celebrating “a” and “b”!

## Teacher Preparation

This week you will celebrate, “play” with, and discover *all* the letters of the Zoo-phonics alphabet. You will, at the same time, focus on two letter sounds a week, /a/ and /b/. This will give children time and experience with these two letter sounds.

## Lesson Objectives

This week, your students will:

- understand concepts about “book,” “author - illustrator,” and “print”
- learn the sounds, shapes and Signals of the entire lowercase alphabet
- focus on the letters and sounds of short /a/ and /b/
- begin to see the connection between the shapes and sounds of the alphabet and their relationship to words
- learn to recognize, (visually and auditorally), initial sounds in words
- explore literature and ask/answer comprehension questions

## Valuing lessons

Days 1, 2: short /a/ sound = “absolutely admirable and angelic children.”

Days 3, 4: /b/ sound = trying to “be best that we can be.”



**Important Note:** This week assess each student’s alphabetic knowledge during the Rotating Groups time. Use the alphabet assessments located on pages xx - xx in this Manual. It is important to get a “baseline” assessment on letter names, letter recognition (capitals/lowercase), letter sounds. What do they know? What don’t they know? Daily assessment, whether anecdotal, observational or a mandated assessment, will tell you where your students are academically. It is crucial to update often. You can finish assessing your students next week, if needed.

## Special Literature Selections

Days 1, 2: *When you go to Kindergarten*, by James Howe and photography by Betsy Imershein

Days 3, 4: *Berlioz the Bear*, by Jan Brett

Day 5: Free choice reading

## Parental Support

*A week’s worth of “home-play”*

Home-play is wonderful bonding time for both parent and child. Make sure the activities don’t require a lot of materials, teaching, or time.

## Specific Zoo-phonics Materials Needed This Week:

*Animal Alphabet Cards (Picture and Merged)*  
*Zoo-phonics® Adventuresome Kids CD*  
*Zoo-phonics® Music That Teaches CD*  
*Animal Alphabet Puppets (“a” and “b”)*  
*Zoo-phonics® Activity Worksheets*  
*Zoo-phonics® Animal Alphabet Grids*

### Day 1

- Send home “Letter #1.” Tell parents that children will be learning the shapes and sounds of all letters this week, with an emphasis on the “a” and “b” letter shapes and sounds. Include an *Animal Alphabet Grid Set* with Signaling and “how to use” instructions. Encourage children to teach their parents the sounds and Signals.
- Send a large “a” Merged Animal Letter and Signal instructions as the focus of the week.

### Day 2

- Send home a “Find the Animals” (page 12) from the *Zoo-phonics® Activity Worksheets*.
- Ask parents to send in a small box or container for an activity the children will enjoy on Day 4.

### Days 3

- Send home a large “b” Merged Animal Letter and Signal instructions.
- Send home page 18 from the *Zoo-phonics® Activity Worksheets*.

### Day 4

- Send home pages 21 and 32 for “bubba bear” activities.
- Ask parents to help children locate names of objects (etc.) in the home that have the short /a/ and /b/ sounds.

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## *allie alligator's /a/ Lesson Plans, Day #1*

**Valuing Theme:** Throughout the day, tell your students that they are “absolutely admirable and angelic children.”

Explain each /a/ word and exaggerate the short /a/ each time you say the words and Signal at the same time. Ask your children to tell things they admire in others. (Make sure everyone gets a compliment in the next two days.)

### **Alphabet Warm-up**

*Each one of the following activities should take from one minute to five minutes to complete. You can use these activities in whole group, small group, or individual settings. Modify these activities to suit the needs of all your students.*

1. Introduce the alphabet today from “a – z” using the *Large Animal Alphabet Cards*. (LAACs). Each time ask, “What kind of animal is this?” Give them time to call out the type of animal they think it is. Gently correct them (it’s an inchworm, not a worm or snake; it’s a vampire bat, not just a bat, for example) and emphasize the first sound in each animal’s name. Show them the Signal at the same time. **Key:** ALWAYS give the Signal and sound together with the *Animal Alphabet Cards* for sound/symbol reinforcement.
2. *Zoo-phonics® Music That Teaches CD*: Listen to, “It Sounds Like This and It Looks Like That.” At the same time, show the LAACs and Signal throughout the song.
3. Relate some of the Zoo-phonics Animal Letters to words and names of objects around the room as a way to introduce and connect the sounds of the alphabet to words in the classroom environment. Tell your students that these animal friends will help your children learn to read, spell and write this year! Isn’t that exciting?



Use the *Large Animal Alphabet Cards* “a - z” to introduce the alphabet.

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**Standards:** Reading: Decoding and Word Recognition - Match consonant and short-vowel sounds to appropriate letters. Recite short poems, rhymes, and songs.

## Alphabetic Focus, Letter “a”

Tell your children they are going to learn all about allie alligator’s letter today by discovering many things that start with allie’s (short), /a/ sound.

1. Say the name, “allie alligator,” several times. Really exaggerate the short /a/ sound. “aaaaaaaallie aaaaaaaalligator.” Signal at the same time!
2. Tell children that, “allie has an ant as a pal.” Show children page 3 in the *Zoophonics® Reader Level A1*.
2. Write the following words on chart paper or the chalkboard and draw an apple shape around all of the “a’s”: allie alligator, afternoon, add, alphabet, Africa. Streeeeeeeeetch those /a/ sounds! Point to each and say these /a/ words as you Signal the first initial. Have children repeat, Signal and sound them with you. Always explain any unfamiliar words. (Translate if necessary; act out the words; show examples and pictures to explain word meanings.)
3. Does anyone have a name that starts with allie alligator’s letter or has an “a” in the name? Write it, and put an apple shape around the “a,” regardless of its sound. This is a visual activity at this point. Tell your students that allie has many sounds. She is a **Hard Worker!**



Be sure to Signal “allie” as you say her name.

**Standards:** Reading: Decoding and Word Recognition - Match consonant and short-vowel sounds to appropriate letters.

## Handwriting Practice

Turn allie alligator’s *Card* over to show how allie alligator sits on top of the “a.” Practice the Signal/sound. Talk children through the formation of the letter’s shape. Have your children trace allie’s letter shape in the air with their index fingers.

**Standards:** Writing Strategies: Penmanship. Write lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Pure Fun

Bring out the bin of allie alligator items for children to play with. Children can be “allie alligator-sitters.” (See page xx for bin information.). This is a great independent and cooperative activity that reinforces letter sound skills as well.

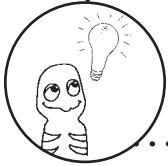
## Literature

### Knowledge and Appreciation of Books (optional)

Kindergarten can be a time of great expectations and uncertain feelings. Author James Howe teams with photographer Betsy Imershein to create a guidebook to help ease the anxiety associated with beginning school. Today’s book is titled, *When You Go to Kindergarten*.

1. Kindergarten is an exciting time in a child’s life! So many new places to go and things to do. All this excitement can also cause some anxiety about the unknown. Allow time for the children to share their ideas about kindergarten. How do they get to school? What do they think they will learn while in kindergarten? How will they spend their time at school? Are there any other questions or concerns?

2. Read today's book, *When You Go to Kindergarten*. As you read, allow time for the children to compare the photographs in the book to their classroom. Encourage discussion! What is the same? What is different?
3. Create a graph showing how the students get to school. Who rides the bus? Who walks? Who rides a bike? Group these children together so they can verbally share their experiences.
4. Once again, show the photographs of the children playing with Leggos and building blocks. The author states that often kindergarten children will spend time by themselves or with others.



**Here's an idea!** Plan time for the children to share in these similar experiences. Have several centers set up around the classroom for the children to explore. One center may have Leggos, one building blocks, one dramatic play, another sorting pattern blocks by color or shape. Allow time for the children to rotate through a few of these centers. This gives them the opportunity to explore the items in their classroom and meet new friends, too!

**Standards:** Oral English Language. Using complete and coherent sentences when speaking. Comparison. Graphing. Application. Ask and answer questions about essential elements of a text. Recognize and use complete, coherent sentences when speaking.



Go to the “Rotating Groups” Section for more playful phonemic awareness activities. Don't forget to choose phonemic awareness activities that cross the curriculum from the *Zoo-phonics® Adventuresome Kids Manual* on CD to round out and integrate your curriculum.

## *allie alligator's /a/ Lesson Plans, Day #2*

**Valuing Theme:** Remind your students that they are “absolutely admirable and angelic children.” Signal and sound all those /a/ sounds! Ask your children to tell things they admire in others. (Make sure everyone has received a compliment, including teacher and aide.)

### **Alphabet Warm-up**

Each one of the following activities should take from one to five minutes to do. Modify these activities to suit the needs of your students. You can use these activities in whole group, small group, or individual settings.

1. Review the alphabet from “a – z” today using the LAACs. Signal and sound! Did the children remember these from yesterday? (Observe and annotate anyone who needs extra help. Use Rotating Groups time to reinforce these skills.)
2. *Zoo-phonics® Music That Teaches CD*: Play the song “It Sounds Like This and It Looks Like That.” Show the LAACs, listen and Signal throughout the song.

**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Recite short poems, rhymes, and songs.

## Alphabetic Focus, Letter "a"

1. Review allie alligator's sound and Signal. Review yesterday's words. (allie alligator, afternoon, add, alphabet, Africa.) Everyone is to Signal when you pronounce the short /a/ sound in each word. Stretch out the sounds so they can easily hear them. Where is the /a/ found? At the beginning of each word! Have children shout this out. Write these words on chart paper and draw an apple shape around all of the "a's." Signal and sound!
2. Show children how allie's /a/ sound is sometimes in the middle of words as well: math and cap, for example.
3. Show the Hard Hat in the corner of allie's AAC. This shows that allie is considered one of the **Hardest Workers** in the alphabet.



Use graph paper and have your students draw apples around every "a" they find.

**Important Note:** In the middle of words are where most short /a/ sounds are located. Really stretch the medial /a/ sound so children can hear the sound clearly: "maaaaaaaath." Write these words and others on the chalkboard or chart paper and have children put an apple shape around each "a."



**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Initial sounds.

## Handwriting Practice

Have children form letter "a's" in applesauce today. Ask them to pronounce the sound as they form it, over and over. (Wash hands first.)

**Standards:** Writing Strategies: Penmanship. Write upper and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Pure Fun

Bring out allie alligator's bin of "a" items for fun letter sound reinforcement.

## Literature

### Knowledge and Appreciation of Books

Read *When You Go to Kindergarten* again today.

1. Going to kindergarten is a new experience. Just navigating through the building may seem overwhelming. Knowing where to go and find the principal, music class, the gym, or the cafeteria can be stressful for a young child. Following is an activity that will teach the children where certain rooms are in the building as well as introducing them to their new Zoo-phonics friends.

2. Take a tour of the building. While you are touring, have the children search for their new Zoo-phonics animal friends. Before the tour begins, place or hide the *Small Animal Cards* (or plastic animals, beanie babies) throughout the school building. Try placing peewee penguin and olive octopus in the principal's office, catina cat in the cafeteria, sammy snake by the secretary, and bubba bear by the bathrooms. When possible, continue to place a Zoo-phonics animal that has the same initial sound as its surroundings. You could even place jerry jellyfish by the jump ropes! Have the children Signal/sound for each specific animal as they find their Zoo-phonics friends around the school.
3. Read the page from the book that discusses fire drills. Take time to explain and practice the fire drill routine for your school with your class.
4. Create a class book! Just as the photographer took photos of kindergartners in various schools, encourage your class to make a book documenting their school and classroom activities. Take photographs of the gym, music room, bathrooms, coat cubbies, cafeteria, playground, bus, children working at centers... whatever places or items that are relevant to the kindergartners. Use James Howe's format to create your book. Encourage your kindergartners to help design and edit what is included in this guidebook. They may want to share it with visitors or new students who join their classroom!



Use the *Large Animal Alphabet Cards* to familiarize your students with their new animal friends!

**Standards:** Oral English Language. Phonemic Awareness. Using complete and coherent sentences when speaking. Understand and follow one- and two-step oral directions. Real-life Application. Synthesis. Creative Expression. Working as a group.



Go to the “Rotating Groups” Section for more playful phonemic awareness activities. Don’t forget to choose phonemic awareness activities that cross the curriculum from the *Zoo-phonics® Adventuresome Kids Manual* on CD to round out and integrate your curriculum.

## *bubba bear’s /b/ Lesson Plans, Day #3*

**Valuing Theme:** Discuss that children (and teachers) can strive “to be best that they can be.” (Make sure everyone gets a compliment this week.) Signal and sound those /b/ sounds.



**Just a Reminder:** Each one of the following activities should take from one minute to five minutes to do. Modify these activities to suit the needs of your students. You can use these activities in whole group, small group, or individual settings.

### *Alphabet Warm-Up*

1. Watch carefully and show the alphabet from “a – z” with the LAACs. Always Signal and sound! (Gently make corrections if needed.)
2. *Zoo-phonics® Music That Teaches CD*: Sing, “It Sounds Like This and It Looks Like That.” Show LAACs and Signal throughout.



Listen to “It Sounds Like This and It Looks Like That” on the *Zoo-phonics® Music That Teaches CD*.

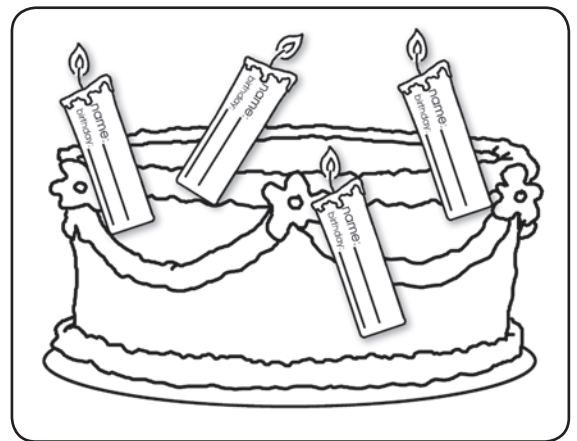
3. Sing a favorite song. Pick out a few key words in the song that match some of the letters, “a – z,” and show children how the initial sounds in the words relate to these letter sounds (and the Signals). Model first.
4. Continue to relate the “a – z” *Zoo-phonics Animal Letters* to titles in books and names of objects around the room.

**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Recite short poems, rhymes, and songs.

## Alphabetic Focus, Letter “b”

Tell your children that today they are going to learn all about bubba bear’s letter by discovering all the things that start with bubba’s shape, sound and Signal.

1. This week, copy the big birthday cake (Black Line Masters #xx and x, pages xx and xx in this Manual) to house birthday candles with children’s names and birth dates on them. This is in preparation for activities for the next two days, and will be used all year long.
2. Take a close look at bubba bear’s LAAC. Discuss the honey hive and bees over bubba’s head. Let them taste honey! Say the name “bubba bear” several times. Pronounce the /b/ letter sound several times. Make sure you don’t pronounce an “uh” sound at the end. Can they hear the /b/ sound in the middle of bubba’s name too?
3. Write the following /b/ words on chart paper or the chalkboard. Read aloud and discuss where the /b/ sound is located: bears, birds, bats, bees, bugs, butterflies, blankets, breakfast, bubbles, best (“best I can be”) and boxes. Ask children to form sentences with these words. Model for them if they have difficulty. Remind them that the /b/ can also be in the middle of words. Look at the words “bubba” and “bubble.” Show them the word “tub.” The “b” can be at the end of words, also.



For the next two days you and your students will be using the birthday cake and the birthday candles.

**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Speak in complete and coherent sentences. Vocabulary development. Ending sounds in words.

## Handwriting Practice

Turn the LAAC over to show bubba sitting on top of the letter. Have the children trace bubba’s shape in the air with their index fingers. Talk them through the letter’s formation. Have them practice writing “b’s” in the air.

**Standards:** Writing Strategies: Penmanship. Write upper and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Pure Fun

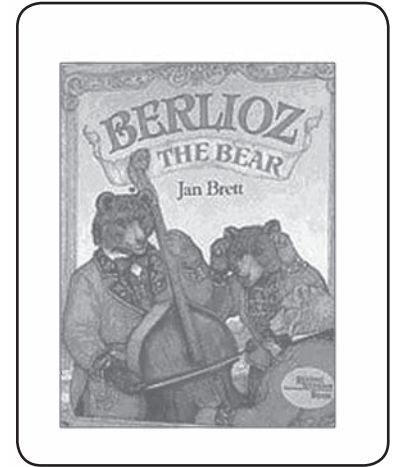
Bring out bubba bear’s bin of /b/ things. Give them time to play and reinforce the /b/ sound at the same time!

## Literature

### Knowledge and Appreciation of Books

Today you are going to meet a musical bear named Berloiz. The story of *Berloiz the Bear* was written and illustrated by Jan Brett.

1. Show the cover of the book. Discuss the musical instrument that Berloiz is playing. What is it? (Double bass). Has anyone ever heard a bass played? (Play some classical music today, Listen for the double bass!) What other instruments look similar to the bass? What could this story be about based upon the cover's illustration?
2. Go through all the /b/ vocabulary. Discuss unfamiliar vocabulary. Do they know that a "ball" is a fancy dance?
3. Before reading the story, familiarize the children with Jan Brett's illustrations. She illustrates the main story in the center of the pages, while simultaneously illustrating what is happening in town along the top of the pages. Through this technique, the children can "see" what is happening at two locations within the story. (The main story takes place in the country, while the animals are preparing for the ball that takes place in town.) Take time for the children to predict what they think may happen next as they explore the illustrations. Jan Brett's illustrations are usually very detailed.
4. Read the story. Try using different voices for the animals that come along to help pull out the bandwagon from the hole. At the beginning of the story, Berloiz's double bass is sounding odd. Have the children hypothesize as to what may be the problem. Explain the vocabulary: double bass, ball, budge, and bandwagon. Signal all the /b/ words. Translate if necessary.
5. Discuss the sequence of the story. How many animals came to help Berloiz? How are the two settings of the story similar/different?



Today you will read *Berloiz the Bear* by Jen Brett.

**Standards:** Reading - identify front cover, back cover. Reading Comprehension. Use context and pictures to make predictions about the story content. Identify characters, setting, and events in text. Develop new vocabulary. Listening and Speaking Strategies: Students listen and respond to oral communication. Share information and ideas, speaking audibly in complete, coherent sentences. Describe people, places, things, locations and actions. Relate an experience or creative story in a logical sequence.



Go to the "Rotating Groups" Section for more playful phonemic awareness activities. Don't forget to choose phonemic awareness activities that cross the curriculum from the *Zoo-phonics® Adventuresome Kids Manual* on CD to round out and integrate your curriculum.



**Important Note:** How are your ELD and Special Needs Students doing? Daily assessment, whether anecdotal, observational or as a part of an assessment inventory, should tell you exactly where your students are academically. Listen carefully for the sounds (alphabet) they are producing. Gently make corrections when needed. Show where you put your tongue; how you use the lips; if it is a vibrating sound, a sustained sound, an exploding sound, an air sound, etc. Always make the connection to sounds they know and use in their own language. (See page xx for special instruction.) Using small, individual mirrors will help children become more cognizant of mouth/tongue, etc., placement. Always model for them.



## ***bubba bear’s /b/ Lesson Plans, Day #4***

**Valuing Theme:** Remind your students “to be the best that they can be” today. (Give more compliments today!) Signal and sound those /b/ sounds!

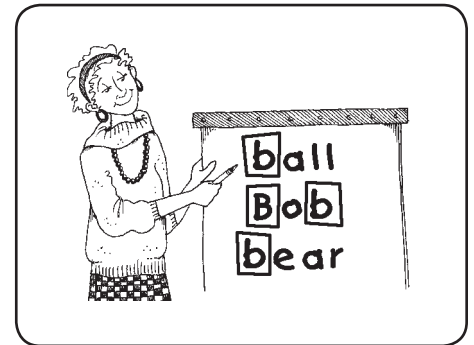
### ***Alphabet Warm Up***

1. Show the alphabet from “a – z” today using the LAACs. Watch/listen to their Signals and sounds carefully.
2. *Zoo-phonics® Music That Teaches CD*: Listen to and learn, “Come Meet Us At the Zoo.” Show the LAACs, “a - z” and the Signals throughout the song.
3. Sing a favorite song. Pick out a few key words in the songs that match some of the letters, “a – z,” and show children how the initial sounds in the words relate to these letter sounds (and the Signals).

**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Recite short poems, rhymes, and songs.

### ***Alphabetic Focus, Letter “b”***

1. Review bubba’s /b/ sound. Can children think of words that start with /b/? Write their efforts on the chalkboard or chart paper and have children put boxes around the “b’s.” Explain any unfamiliar words. Use the words in sentences. Can they think of some words that have the /b/ inside the word (bubba, pebble, bumblebee, marble)? Do children’s names have “b’s” in them? Write them on the chalkboard and put boxes around them as well.
2. **Auditory Challenge.** Can children determine the /b/ sound when pronounced with other sounds? Hand everyone a copy of the Merged “bubba bear” letter. Call out sounds randomly from the “a – z’s.” Intersperse the /b/ sound amongst the other letter sounds often. When children hear the /b/ sound, they must raise their “bubba” letters. This is an excellent assessment, as well.
3. Tell children that, “bubba is big.” Show page 4 of the *Zoo-phonics® Reader Level A1*.



Write “b” words and have your students box every “b” they find.

When children have this activity mastered, assess them on the short /a/ sound as well. Hand them a Merged “allie” letter. As you mix up the letter sounds and intersperse the /a/ and /b/ sounds, students will hold up the appropriate “a” or “b” when they hear it.

**Standards:** Reading: Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters. Vocabulary Development: Describe common objects and events in both general and specific language.

### ***Handwriting Practice***

Today, have everyone write “b’s” in honey (beans love honey!) or banana pudding. On a piece of tin foil, give everyone a dollop of honey or banana pudding. Children can make as many “b’s” as they wish in the time allotted. (Wash hands first! Licking fingers is permissible!) Signal and sound for memory!

**Standards:** Writing Strategies: Penmanship. Write lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Pure Fun

Break time! Bring out the bins of bubba bear items!

## Literature

### Knowledge and Appreciation of Books:

1. Today you will read again, *Berloiz the Bear*. Who wrote the book? Jen Brett! Have the children recall as many details of the story as possible. Do they remember the order of the animals that came to help pull Berloiz's bandwagon out of the hole?
2. There are many /b/ words in this story. Have the children verbally list the /b/ words that they hear while the teacher writes them on the chalkboard. Have the children Signal/sound for /b/ each time they hear Berloiz and/or bandwagon. Here is a list of some of the /b/ words: Brett, buzz, Berloiz, ball, double bass, begin, lumbering, budge, breaths, disturbed, bumblebee, bells, better. Notice that some of the /b/ sounds appear in the middle of the words.
3. As a fun closing activity, have the children act out the story and dance at their own ball to a recording of the classical piece "The Flight of the Bumblebee" by Tchaikovsky.



As a fun activity, have the children dance to Tchaikovsky's "Flight of the Bumblebee."

**Standards:** *Written and Oral English Language Conventions. Retell familiar stories. Recognize and use complete, coherent sentences when speaking. Interpretation and reenactment of the story through movement. Reading - identify front cover, back cover; top, bottom. Reading. Ask and answer questions about essential elements of a text.*

4. Books, books, books! Allow children time today to choose their own special book to "read" today. Provide a box or bin full of books from which to choose. Walk around and ask students to show you the front and back covers. Watch as children track text with their fingers, "left, right, top, bottom." (They DON'T have to know how to read to do this!) Give them time to share their excitement with you as you walk around. Allow them to share their books with friends, as well.



Go to the "Rotating Groups" Section for more playful phonemic awareness activities. Don't forget to choose phonemic awareness activities that cross the curriculum from the *Zoo-phonics® Adventuresome Kids Manual* on CD to round out and integrate your curriculum.

## allie and bubba's /a/ and /b/ Lesson Plans, Day #5

Use the time today for "catch up," assessment, extra help, and fun. Enjoy the children. Give them opportunities to apply what they have learned Days #1 – 4.

## Alphabet Warm Up

1. Review the alphabet using the LAACs, "a – z." How are they doing after one week of "playing" with the letters? This is the day to observe and annotate. It will give you a good picture of your students' letter knowledge after just a week of Zoo-phonics language instruction.

2. Sing, “Come Meet Us At the Zoo” today. Have your students Signal along as best they can. This will come with practice. Model for them as they attempt to Signal with the song.

**Standards:** Decoding and Word Recognition: Match all consonant and short vowel sounds to appropriate letters. Recite short poems, rhymes and songs.

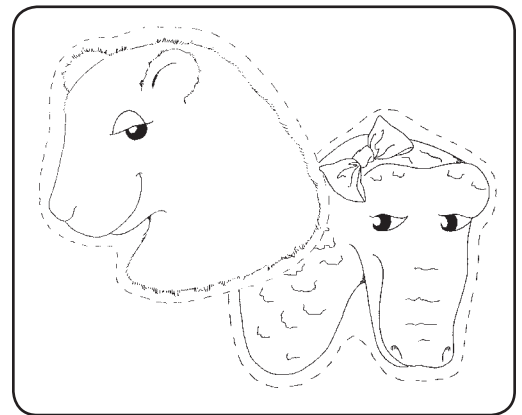


**Tip:** If you find any students who are “lagging” behind, make sure that sometime today and next week, these students get extra TLC. Listen carefully for the sounds of alphabet your English Language Learners and/or Special Needs students are producing. Gently make corrections if needed. Are there students who are close to mastering all the sounds and Signals of the alphabet? Make sure you accelerate them throughout the weeks!

### Alphabetic Focus, Review Letters /a/ and /b/

Using the “a” and “b” *Animal Alphabet Puppets* children have made in “Rotating Groups,” play a phonemic awareness game. Collect pictures and objects of things that start with the short /a/ sound and the /b/ sound. Children are to choose the appropriate allie or bubba puppet when you hold up the picture. Allow them to name the pictures for an added oral language experience.

**Standards:** Decoding and Word Recognition: Match all consonant and short vowel sounds to appropriate letters. Describe common objects and events in both general and specific language. Recite short poems, rhymes and songs.



Use both the “allie” and the “bubba” *Animal Alphabet Puppets* for today’s phonemic awareness activity.

### Handwriting Practice

Give each child a large piece of construction paper, and either crayons, felt pens or finger paint. Have children form “a’s” and “b’s.” Make sure they have an example of each in front of them. Show them how “allie” and “bubba” have similar letter shapes. bubba bear just has a longer neck!

**Standards:** Writing Strategies: Penmanship. Write lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

### Pure Fun

Bring out the bin of bubba bear items for fun sound reinforcement.

## Literature

### Knowledge and Appreciation of Books

1. Allow children to have free book choice today. They can buddy-read and share with each other. This is a great oral language activity and socialization time.
2. Apply /a/ and /b/ sound knowledge that your children have gained this week. Ask them to find words from their books that start with these two letters. (Some /a/ words will NOT have the short sound. It's okay since it still starts with allie's letter!) Collect some of these words and put them on the chalkboard. Discuss any unfamiliar vocabulary. Circle the "a's" and "b's" and Signal.

**Standards:** Decoding and Word Recognition: Match all consonant and short vowel sounds to appropriate letters. Describe common objects and events in both general and specific language.



Allow your class to have free book choice today. Children can read a book together!



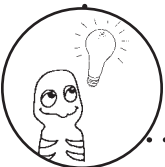
Go to the "Rotating Groups" Section for more playful phonemic awareness activities. Don't forget to choose phonemic awareness activities that cross the curriculum from the *Zoo-phonics® Adventuresome Kids Manual* on CD to round out and integrate your curriculum.



**Tip:** Utilizing a Rotating Groups format provides time for you to work in smaller groups with your students. You can help those who need the extra help and accelerate those who are ready to progress more quickly. This is a good time to assess students as well.



**Nigel's Note:** Please note that these group activities take very little supervision. Divide your students throughout the week so that every student gets to be in every group by Day 4. Some of the items that your students will make during these four days will be needed for Day 5 activities.



**Here's an idea!** There are hundreds of teaching ideas and activities in the *Zoo-phonics® Adventuresome Kids Manual* CD that cross the curriculum, yet are all presented phonemically. Choose an idea or two to add or trade for the following ideas.

## Rotating Groups

1. Group 1 will make "allie alligator" (Days 1, 2) and "bubba bear" puppets (Days 3, 4). (Follow directions on *Zoo-phonics® Animal Alphabet Puppets*.) Make sure children's names are on them. Keep them in a special bin for future phonemic awareness activities.
2. Group 2 will make "a" (Days 1, 2) and "b" alliteration pages. (Days 3, 4). (Use the Black Line Masters located in the *Zoo-phonics Adventuresome Kids Manual*, pages 435 and 436.)

- Group 3 will listen to a story, via tape recorder and headphones. (See page xx for instructions on how to make story cassettes.) When the story is complete, take a few minutes to discuss the plot, the characters. Did they like the story? Could it really happen? What was the story sequence?
- Group 4 will glue pictures on butcher paper that start with /a/ and /b/ sounds.

*Preparation:*

- Divide a piece of butcher paper in half with a black marker.
- Cut very small pictures out of magazines and catalogs that have the short /a/ and /b/ sounds.
- Glue a Merged “a” at the top of the left side of the paper, and a Merged “b” on the other.
- Children are to choose pictures, decide on which side they go, and then glue them. This will be an ongoing project for the next four days on which your students can work cooperatively. Allow each child to glue many pictures onto the paper.



**Important Note:** Make sure there are enough “cut up” pictures to last a small group of children for 10 minutes per day. Whereas they don’t need much supervision with the “choosing and gluing,” spending the last five minutes of group time discussing their choices will reinforce skills. Any corrections can be made at this time.

- Group 5. Choose a related and fun reinforcement activity from the *Zoo-phonics® Adventuresome Kids Manual CD*.

**Standards:** Reading: Decoding and Word Recognition; Decoding and Word Recognition - Match all consonant and short-vowel sounds to appropriate letters.

## Weekly Assessments

This weekly assessment section is designed to help you not only assess your student’s language arts skills, but help you tailor your lessons to meet the needs of all your students. *Remember, the curriculum is designed to meet the needs of the children, not the children to meet the needs for the curriculum!*

Since the following language arts skills are a part of this week’s lesson objectives, you can assess your students informally as you observe students’ successes and/or struggles while students are working daily. Assess those skills which are being repeated and reinforced throughout the week. Save the vocabulary and any new concept for Friday.

This weekly assessment will help you remember students’ needs (to be accelerated as well as re-mediated). Please annotate your observations for easy recall. Some of the skills can be assessed in small group settings. Other tests need 1 - 1. If you feel a student has mastered the skill, you need not re-assess it until several weeks later, just to make sure the skill is staying in memory.

Reaching mastery is essential for all the skills in the lessons over the course of the year. However, these skills will be reinforced so many times throughout the weeks and months, mastery may come at any point. Continue throughout the year to make annotations on each child’s progress. This will provide parents and the next year’s teacher with a rich understanding of your student’s needs.

Use the Assessments found on pages xx – xx, to gain a baseline for each child on letter recognition; letter formation (uppercase and lowercase); letter names and letter sounds. This may take two weeks to complete. *Important note:* As students are waiting to be assessed, have them color their birthday cakes and candles. Make sure names are on the candles! (See page xx for Black Line Masters.)

## Suggested Literature

Locate /a/ and /b/ poems and stories. There are many wonderful ones.

### Suggested “a” Literature:

#### Poetry/Nursery Rhymes

Discover all the /a/ nursery rhymes in *The Real Mother Goose*. We like this version because of the original pictures.

1. *The Real Mother Goose*, Illustrated by Blanche Fisher Wright, Scholastic, 1994
2. “Anteater,” *A Light In the Attic*, by Shel Silverstein, Harper/Collins, 1981
3. *Blast Off! Poems About Space*, by Lee Bennett Hopkins and Melissa Sweet, Harper/Collins, 1995
4. *Anna Banana, 101 Jump Rope Rhymes*, by Joanna Cole & Alan Tiegreen, Morrow & Co., 1989
5. *Shadows Are About*, by Ann Whitford Paul, Scholastic, 1992
6. *A Child’s Garden of Verses*, by Robert Louis Stevenson, Illustrated by Tasha Tudor, Simon & Schuster, 1999

#### Fiction

1. *Johnny Appleseed*, by Steven Kellogg, Morrow & Co., 1988
2. *A is for Africa*, by Ifeoma Onyefulu, Puffin, 1997
3. *Pancakes, Pancakes!*, by Eric Carle, Aladdin, 1998
4. *The Story of Johnny Appleseed*, by Alike, Aladdin, 1971
5. *Blueberries for Sal*, by Robert McCloskey, (Picture Puffins), Viking Press, 1976
6. *Caps for Sale*, by Esphyr Slobodkina, Harper/Trophy, 1987
7. *Bedtime for Frances*, by Russell Hoban, Illustrated by Garth Williams, Harper/Trophy, 1985
8. *Bread and Jam for Frances*, by Russell Hoban, Illustrated by Lillian Hoban, Harper/Trophy, 1993
9. *The Ant and the Elephant*, by Bill Peet, Houghton Mifflin, 1998
10. *Anno’s Counting Book*, by Mitsumasa Anno, Haper/Trophy, 1986
11. *The Alphabet Tale*, by Jan Garten, Illustrated by Muriel Batherman, Greenwillow, 1994
12. *Big Anthony and the Magic Ring*, by Tomi dePaola, Voyager Books, 1987
13. *Animals should definitely not wear clothing*, by Judi Barrett & Ron Barrett, Aladdin, 1989
14. *One Gorilla: A Counting Book*, by Atsuko Morozumi, Sunburst, 1993

#### Non-fiction

1. *The Children’s Space Atlas*, by Robin Kerrod, Millbrook, 1993
2. *Johnny Appleseed* by Madeline Olson. Scholastic, 2001
3. *Apple Apple: A Picture - Puzzle Book* by William Accorsi. Workman Publishing Co. 2000
4. *Applesauce*, by Shirley Kurtz. Good Books 1992
5. *How Do Apples Grow?* By Betsey Maestro. Harper Trophy, 1993
6. *I Am an Apple* by Jean Marzollo. Cartwheel Books, 1997
7. *Apple Picking Time* by Michele Benoit Slawson. Dragonfly, 1998
8. *Apple (Life Cycle of A)* by Angela Royston. Heinemann Library, 2001
9. *Apples*, by Gail Gibbons. Holiday House, 2001
10. *Shadows and Reflections* (wordless) by Tana Hoban
11. *Shadow Games* by Bill Mayer. Klutz, Inc., 1995
12. *The Little Book of Hand Shadows* by Phila H. Webb. Running Press, 1995
13. *Ant Cities* by Arthur Dorros. Harper Trophy, 1988
14. *Thinking About Ants* by Barbara Brenner. Mondo Publishing, 1996

Teacher’s Resources

1. *An Apple A Day!* By Jennifer Storey Gillis. Storey Books, 1993.

Audio/Video/Music

1. *Bug City: Crickets, Grasshoppers & Friends*, Library Video Company, 1998
2. “Star Spangled Banner,” *Wee Sing America*
3. *Blueberries for Sal*, Robert McCloskey, Picture Puffins
4. *Audubon Animal Adventures*, Library Video Co.
5. *Caps for Sale*, Esphyr Slobodkina Weston Woods, Library Video Company
6. “Green Grass Grew All Around,” *Fun-To-Sing Songbook*, Sterling, 1986
7. “Animal Farm Song,” *Animal Parade*, Carla Piper, Soundpiper Music ([www.soundpiper.com](http://www.soundpiper.com))
8. “Animal Parade,” *Animal Parade*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)
9. “Sad, Mad, Glad” *I Like Sunny Days*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)

**Suggested “b” Literature:**Poetry/Nursery Rhymes

1. *The Real Mother Goose*, Illustrated by Blanche Fisher Wright, Scholastic, 1994
2. “Where Go the Boats?” and “A Good Boy” *A Child’s Garden of Verses*, by Robert Louis Stevenson, Illustrated by Tasha Tudor, Simon & Schuster, 1999
3. “The Black Bear,” from *Zoo Doings: Animal Poems*, by Jack Prelutsky, Greenwillow, 1983
4. “The Bluffalo,” from *For Laughing Out Loud: Poems to Tickle Your Funnybone*, by Jack Prelutsky, Knopf, 1991
5. *Blast Off! Poems About Space*, by Lee Bennett Hopkins and Melissa Sweet, Harper/Collins, 1995
6. *The Itsy Bitsy Spider*, by Iza Trapani, Whispering Coyote Press, 1993
7. *Anna Banana, 101 Jump Rope Rhymes*, by Joanna Cole & Alan Tiegreen, Morrow & Co., 1989

Fiction

1. *Blueberries for Sal*, by Robert McCloskey, (Picture Puffins), Viking Press, 1976
2. *Bedtime for Frances*, by Russell Hoban, Illustrated by Garth Williams, Harper/Trophy, 1985
3. *Bread and Jam for Frances*, by Russell Hoban, Illustrated by Lillian Hoban, Harper/Trophy, 1993
4. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr., Illustrated by Eric Carle, Holt, 1996
5. *The Three Bears*, any version
6. *Walter the Baker* by Eric Carle. Scholastic, 1972
7. *Bats Around the Clock* by Kathi Appelt. Scholastic, 2000
8. *Bunny Money* by Rosemary Wells. Dial, 1997
9. *Hattie, the Backstage Bat* by Don Freeman. Viking Press, 1988.
10. *Stellaluna* by Janell Cannon. Harcourt, 1993

Non-Fiction

1. *Whose Baby?* by Masayuki Yabuuchi, Putnam, 1985
2. *How A Book Is Made*, by Alike, Harper/Trophy, 1988
3. *The Fire Station Book*, by Nancy Bundt, Carolrhoda Books, 1980
4. *Best Ever Paper Airplanes*, by Norman Schmidt, Sterling, 1995
5. *Backyard Science*, by Chris Maynard, DK Publishing, 2001
6. *Buildings* by Betsey Chessen. Scholastic, 1998
7. *Bugs! Bugs! Bugs!* By Bob Barner. Chronicle Books, 1999
8. *My Baseball Book* by Gail Gibbons. Harpercollins Juvenile Books, 2000
9. *Boat Book* by Gail Gibbons. Holiday House, 1983
10. *Bats* by Gail Gibbons, Holiday House, 1983
11. *Beautiful Bats* by Linda Glaser. Scott Foresman, 1995
12. *Ziping, Zapping, Zooming Bats* by Ann Earle. Scott Foresman, 1995
13. *Bicycle Book* by Gail Gibbons. Holiday House, 1995

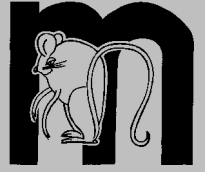
14. *Riding on a Bus* by Dorothy Chlad. Children's Press, 1985
15. *Bold and Bright Black and White Animals* by Dorothy Hinshaw Patent. Scholastic 1998

## Audio/Video/Music

1. Tales of Beatrix Potter (all about bunnies!), Educational Record Co., Video
2. Blueberries for Sal, Robert McCloskey, Picture Puffins
3. "Lullaby," *I Like Sunny Days*, by Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)
4. "Getting Bigger Every Day," *I Like Sunny Days*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)
5. "Ball Game," *Animal Parade*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)
6. "Balancing," *Animal Parade*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)
7. "Goin' on a Bear Hunt," *Kids In Action* CD, by Greg and Steve
8. "Beanbag Boogie," *Kids in Motion* CD, by Greg and Steve



## /m/ adventures



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### **Breakfast, Snack, Lunch, and Dessert Possibilities:**

This week, practice “minding your manners.” Teach children to say, “May I please have some more?” and “No, thank you.” Children will work on chewing with their mouths closed, using their utensils properly, and having polite conversations.

Here are condiments, herbs, and flavorings to use in cooking: mustard, mayonnaise, margarine, cinnamon, jam, sesame seeds, honey mustard, mint, rosemary, mint and maple flavoring

What recipes can you make in the microwave? Let children “mince” vegetables with a plastic knife or a food chopper. Discuss the difference between “cut,” “slice,” and “mince.” Make sure they clean up their messes!

*Menu Suggestions. Write these on chart paper or a menu board:*

trail mix, macaroons, menudo, M & M's, marble cake, macadamia nuts, mud pie, melted cheese sandwiches, Mexican food, Milky Way candy, mineral water with fruit juice, Minute Maid™ orange juice, muffins (all kinds), English muffins, macaroni and cheese, mandarin oranges, malted milk balls, mangos, maple syrup, minestrone soup, marmalade, marshmallows, mashed potatoes, minestrone soup, meat loaf, mushrooms, almonds, mung bean sprouts, s'mores, coconut milk, matzo ball soup, moo goo gai pan, pie ala mode, mackerel, Mountain Dew™, minute rice, mustard greens, mussels, mahi mahi, mint-chocolate chip ice cream, mints, maize (corn)



Muffins are a tasty /m/ treat to share!

Here are food words where the /m/ is inside or at the end of the word: cheeses (Monterey Jack, American, Mozzarella, Muenster, Camembert, Parmesan), hamburger, cinnamon toast, shrimp, ice cream or chicken drumsticks, omelets, hummus, salami, tomatoes, Grammi Bears™, pumpernickel bread, cream (ice, cheese, sour, whipped), consomme soup, lamb, lemons, lemonade, cucumbers, salmon, shrimp or vegetable tempura, smoothies, guacamole, scrambled eggs, tamales, ham

Try this fun treat: Make Mud Pie Pudding Pots - Spoon chocolate pudding into a clear plastic cup. Crush up an Oreo™, and sprinkle it on top of the pudding. Stick in a Gummi Worm™ so that it hangs half way out of the cup. Eat and enjoy! You can make a family serving by putting the mixture into a large terra cotta pot. Plug the holes on the bottom with aluminum foil. Fill and hang many Gummi Worms out of the edge of the pot. Make sure all your students rub their tummies and say, “mmmmmmmmmmm, good!”



### **Math:**

Since missy mouse's /m/ begins the word “math,” the secret password for the week will be “mighty math kids!”



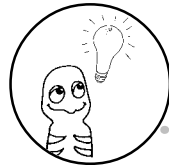
Each week, the Zoo-rhymes lead children to a higher number. For most of your children, the mathematical focus will be between numbers 1 – 10. However, your students can still learn to count to 26 with our animal alphabet buddies. Use activities 1 through 4 this week. Add the others as time allows.

1. This week, your children will memorize missy mouse's math rhyme. They will learn to count to 13!

“missy mouse is seldom seen, nibble some cheese and say, ‘13!’”

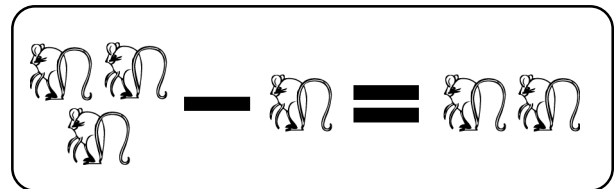
Make sure children Signal 13 times. Count loudly as you Signal. They will physically “feel” the 13! Send this rhyme home so parents can help their children memorize it.

2. Get the “feel” for the number “13” by counting and sorting with /m/ objects. M & M's are PERFECT for this! Locate the book, M & M's Brand Counting. You can do counting, sorting, story problems, number equations, graphing, etc.



**Here's an idea!** Replicate a bunch of mice from the Animal Alphabet Grids, Rubber Stamps or Zoo-phonics Computer Font to use as counters. You can also use little plastic mice, M & M's candies, colorful mosaic tiles, etc.

3. On an 8 1/2” x 11” piece of paper, glue 13 small missy mouse Animal Picture Letters under the rhyme. Write the number 13. Place it right next to lizzy lizard's math page from last week. Invite children to look at them daily.
4. Have children use their fingers as they count to 10. Borrow his or her neighbor's fingers, and count to 13. Model with/for them.
5. Tell children that when they “take away” or “subtract,” it means “minus.” Example: 3 mice minus 1 mouse is 2 mice. Show your children the equation on chart paper or the board. Use manipulatives (counters) to make it concrete and clear. Continue to use math vocabulary with your students daily.

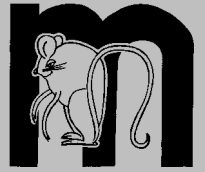


Show the children the above equation.

10. Review “o’clock.” Have children verbalize, “1 o’clock,” “2 o’clock,” and so on, until 12:00. Show students how the clock goes around two times - once in the morning while most of us are awake, and once while most of us are asleep. Discuss a. m. and p. m. Tell students about the word “midnight.” Lunch is at noon or 12:00; midnight is at 12:00 late at night when we are sleeping and is actually morning. Now, show children the minute hand. Count each minute. Show children there are 60 minutes in each hour. Point out all the minute “dots” on the clock. There are 60 of them. Show how the minute hand goes around the whole clock and touches each one of those dots. Each time the minute hand goes around the clock, one hour has passed. Watch the real clock. Review this daily.
11. Practice measuring again this week. It is good reinforcement. Remind your students that the words “measure,” “measuring” and “measurement” all start with the /m/ sound! Signal!

*For those who are ready and able for a challenge: Encourage students to work with the number 13.*

1. Find out what number combinations make 13 (0 + 13; 1 + 12; 2 + 11; 3 + 10; 4 + 9; 5 + 8; 6 + 7).
2. Regroup with 13 counters. Call out numbers to “group.” Ask how many counters are left over? (Example: Say, “Put your counters in groups of 2’s. Now, count how many groups there are. Now, count how many counters are left over.” Do this with groups of “3’s,” “4’s,” and so on.)
3. Write the word “mile” on the chalkboard. Tell students that a mile is 5,280 feet. Show them this huge number.
4. How much is a million? A lot! Write this number on the chalkboard 1,000,000. It is too much for even adults to comprehend! Play “Who wants to be a millionaire?” with simple questions. Hand out pretend money.
5. Try “mental math.” Using low numbers, ask, “If you have 1 apple and your mom gives you 2 more apples, how many apples do you have all together?” Allow them to use fingers or counters only as a last resort. They have to use their “mighty” brains!



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### **Psycho-Motor:**

1. Jump and scamper like missy mouse! Pretend you are monkeys! Fly like beautiful Monarch butterflies.
2. Imitate teacher’s movements. Let children take turns being the leader.
3. Play marbles for good hand-eye practice, and for good thumb exercise.

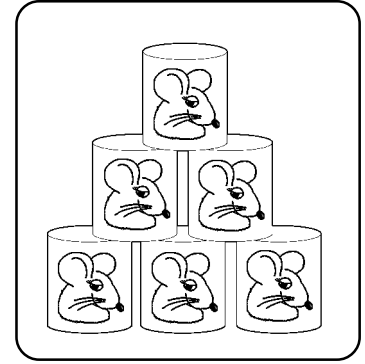


**Here’s an idea!** There is a cute book called, *Monkey See, Monkey Do*, by Dana Regan. It is perfect for leading children into movement. As you read, have them respond physically. Remind children that monkeys are so smart, they can imitate people and other animals. Remember *Caps For Sale*? They did what the cap seller did.



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4. Play musical chairs with missy mouse. Run off as many “missy mouses” (mice) as there are children, *less one*, and make a large circle of them. Play music. Everyone Signals and Sounds the /m/ as they walk around the pictures. When the music stops, everyone must jump onto a missy mouse picture. Anyone left out sits down (give a reward to help avoid any tears). Keep going until only one child is left in the game. *Everyone* gets a few M & M treats.
5. Pretend you are all on merry-go-rounds. Move up and down, up and down.
6. Play the “Hit or Miss” Game. Glue missy mouse *Animal Alphabet Puppets* to the front of several empy soup cans. The child will throw a bean or rice bag trying to hit missy mouse and knock her can over. Give everyone three chances. This game can be available all week.
7. Exercise your muscles. First, do “Zoo-robics.” That will warm children up. Now, lift small juice cans up and down, and up and down. Now, flex those muscles. They are so buffed!
8. Pick teams and name them after the major leagues. Try some gentle competition.



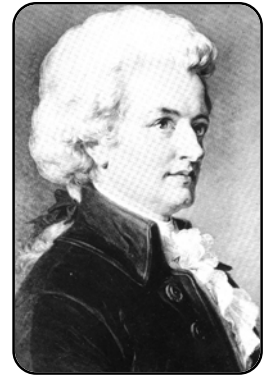
Have your children try to knock over missy’s cans.

### **Music and Rhythm (Feel and Hear the Beat!):**

Tell students that “music” and “rhythm” have the /m/ sound and letter in them!



1. Play the music of Wolfgang Amadeus Mozart. Remind your students that Mozart began to play the harpsichord at age 3, and began to compose and give public concerts at age 5. Encourage children to use their imaginations when listening. Listen to Felix Mendelssohn’s “A Midsummer Night’s Dream: Overture.”
2. Locate beautiful mandolin music. Tell students a mandolin is a string instrument, somewhat like a guitar, but has a different sound and more mellow tones. Locate a picture.
3. Put on music as children draw, string beads, play games, write, read or nap.
4. If possible, purchase a Music Maker. You slip the music sheet under the wires, and the children know exactly what note to play. There are all kinds of songs for children’s enjoyment.
5. Try to locate a karaoke machine. Have children speak or sing into a microphone.
6. Review:
  - the word “melody.”
  - “harmony” – what does the word “harmony” mean in music? In color? In people? (Simply, it means “working well together.”)
7. *Wee Sing America* has some great American songs: “America, America;” “America the Beautiful,” (“...amber waves of grain, and purple mountains majesty...”); the quote from Martin Luther King; “Marine’s Hymn;” “Blow the Man Down.”
8. You must put on some marching music some time this week. Play John Phillip Sousa’s marches. He is famous for his marching music! March around, and add arm move-ments. Lift your knees. Do the Zoo-phonics Signals as you march.

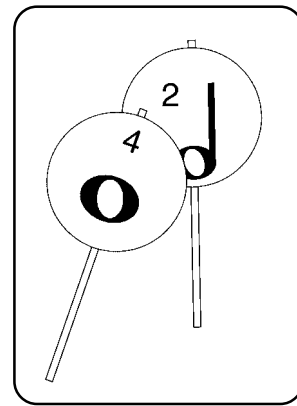


Wolfgang Amadeus Mozart

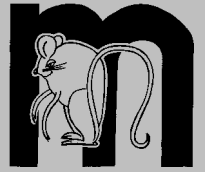
**Special Music Instruction:**

This week you will continue to practice:

- the musical scale or Sol-fa Syllables
  - playing the “piano keys”
  - whole notes and a half notes
  - a rest in between notes
1. Sing the Sol-fa Syllables (musical scale). Hold each for a whole note (4 count), and then a half note (a 2 count). Point to the chart as you sing. Signal the “do, re, mi...”
  2. Hand out the paper keyboards (toy pianos, xylophones, or electric keyboards – even better!) Have children touch each key with their index fingers as they sing, “do, re, mi...”
  3. Review what a “rest” is. Have children sing and hold the note until you show them the “rest” gesture. They are to stop *immediately*. Now, resume. Do this several times.
  4. Play the “Paper Note Game” again this week, just as a review. You (teacher) are going to hold up the **whole piece of paper** showing a whole note. You will then fold the paper **in half** and show the half note. Open it for the whole note, fold it for the half note. Children are to call out the appropriate note. Cut an apple in half, just to reinforce the concept.
  5. Play the Lollipop Game again. Sing, “laaaa” (sustain to a 4 count or whole note) or “laa” (sustain to a 2 count or half note). Children will decide whether it is a whole note or a half note, and will hold up the appropriate Lollipop.
  6. Practice your dance several times this week, also. *If you want, add a few more steps. Ask children what they would like to add.*



Play the Lollipop Game again this week.



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**Social Studies/Social Communication:**

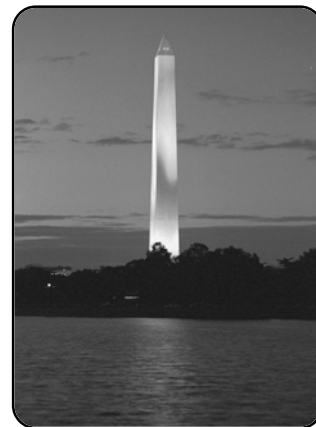
1. Me, Myself and I. Allow children to talk about themselves. Have children tell what it means to “be me.” Have children create a “Me Box.” It is a shoe box filled with treasures that tell about that particular child, including some pictures, special toys, favorite colors, foods, books, etc. Have children dictate some special things that each child can do, and what they think and feel. Send this home at the end of the week with a reminder to parents to keep and treasure this “Me Box.” Open it again when the child is 12, and then 16. In the literature selections, there are some great “me” books to share.
2. What happens if you make a mistake? Forgive yourself and others, and move on. Discuss this all week. This is how we can show mercy to others, knowing that we, also, make mistakes.
3. Talk about mothers and grandmothers. Discuss all that they do. Discuss “men” and “males.” Discuss “women” and “females.”
4. Is there a museum (history, science or art) that you can visit?
5. What is mercy? Mercy is kindness or forgiveness that is not earned - it is just given. Work on showing “mercy” to others all week.
6. Does your town or city have a mayor? Write or call her/him on the phone, inviting the mayor for a visit.
7. Do your students know how to make an emergency 911 call? Discuss and practice.
8. What does it mean to be mature? Discuss this. Every year, your children will grow more mature.



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9. Discuss misunderstanding and mischief. Sometimes one leads to another.
10. Locate these states and countries on the atlas, map, or globe: Michigan, Mexico, New Mexico, Minnesota, Maine, Massachusetts, Mississippi, Missouri, Mongolia, Monte Carlo, Montana, and Morocco.
11. Who are the Mayan people? They were located in South and Central Mexico and had a very advanced civilization about a thousand years ago.
12. Discuss famous American National Monuments/Memorials: The Lincoln, Washington, Jefferson, F. D. Roosevelt, Vietnam, Korean, and the Holocaust memorials, etc., are all in Washington, D. C. Do you have any famous memorials in your town, city or state? Tell the children.
13. Study the Mohawk of New York. They are a part of the Iroquois tribes.
14. What is a “menorah”? It is a candlestick that holds 7 to 9 candles. It is part of the Jewish religious ceremony during Hanukkah in December. (This is also spelled Chanukah)
15. Talk about the California Missions. There are 21, established by Father Junipero Sera. Locate a picture of at least one of them. Tell children that a mission was the church, the home of the priests, the burial ground, a place where they made things, etc.
16. Learn the titles of people: Mr., Mrs., Ms. and Miss. Have students practice using them with real names.
17. Look at mountains on a map. What are some of the names of mountain ranges? (Rockies, etc.) Find the Matterhorn (Switzerland). Simply, and briefly, discuss how mountains are formed.
18. Turn the classroom into a theatre and watch “Little Mermaid.” Serve popcorn with melted mozzarella cheese on it. Use this as an “end of the week” treat.



Teach the class about the Washington Monument

### Science:

1. Look closely at missy mouse’s *Nature Wall Card*. missy mouse is a herbivore. Can your students remember what an herbivore is? It is a “plant eater.” Learn other mouse facts.
2. What sound do cats make? (“meow.”)
3. Learn about these wonderful animals: mouse, muskrat, impala, meadowlark, monkey, mockingbird, mussel, moose, mongoose, mountain lion, mosquito, macaw, magpie, etc.
4. When a worm (larva) forms a pupa (or cocoon), it then changes into a moth or butterfly. It is called “metamorphosis.” That is a huuuuuuuuge word that simply means “change.” Have children clap out the syllables in “met – a – mor – pho – sis.” Get a rhythm going as you clap and pronounce it. *Interesting note:* the word “larva” comes



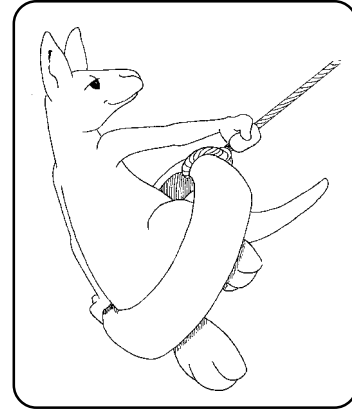
**Here’s An Idea!** You can purchase larvae and pupas that will turn into moths and butterflies. Let children see this metamorphosis first hand!

from a Latin word that means “mask.” The “ancients” believed that this larval “mask” hid the way the worm or insect would finally look. And it does!

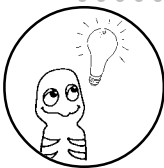
5. Learn how thousands of Monarch butterflies migrate to the Monterey, California coastline (Pacific Grove) every year. These fragile black and orange butterflies fly thousands of miles to land in this area. People from thousands of miles around visit

Pacific Grove just to see this phenomenon. Discuss the word “migrate.” What other animals migrate? (Whales, sharks, dolphins, etc., many kinds of birds, etc.)

6. Learn the characteristics and attributes of mammals (warm-blooded, have a backbone, bears live young and has glands that produce milk). Learn the differences between mammals, reptiles, amphibians, insects, birds, etc.
7. Learn what a marsupial is. It is an animal who carries and cares for the baby in a pouch after giving birth. Remember that kangaroos are marsupials, and also wombats, bondi coots and opossums.
8. Use a magnifying glass to see small details. Look at bugs, rocks, the details in leaves, etc. Purchase real magnifying glasses for serious scientific exploration. Make copies and laminate the pretend magnifying glasses for imagination. (See Blackline Master on page 387.)
9. Study marine animals. What is a marina?
10. Play with magnets. Give children many different kinds of objects so they can see what magnets will grip. Drag them through the dirt. Wowie! Magic! You can do even more magic tricks with a magnet. Put something metal – iron or steel – on top of the table, and then move the magnet under the table. It will move the metal object around on the table!
11. Study the planets Mars and Mercury. Learn interesting facts about both.
12. Ask your students if they can remember what the word “hemisphere” means. How many hemispheres is the earth divided into? (2 - Northern and Southern). Remind students that “hemi” means half.



Be sure to tell your class that kayo is a marsupial.



**Here’s an idea!** Read the poem, “Mold, Mold,” by Jack Prelutsky (Something BIG Has Happened Here)

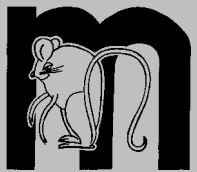
13. Grow mold. It is easy. Put bread and fruit into the refrigerator, and leave it for several weeks. Check its progress *daily*. Look at it carefully for color and how it has spread. What is mildew? Too much moisture and dampness cause both mold and mildew.
14. Learn all about marigolds, magnolias, morning glories, moss, etc.
15. Look at pictures, and find out facts about the moon. This is a good time to read the poem “The Moon,” by Robert Louis Stevenson. Ask parents if they could take their child out to see the moon sometime this week. If possible, check it at night to see its position in the sky, and if its size changes.
16. How do motors and machinery work? Give a simple explanation, and provide books and videos on this subject. Perhaps one of your parents is a mechanic. Invite him or her into the classroom to speak.



**Arts and Crafts:**

1. Do missy mouse’s *How to Draw* worksheet. Follow the directions! Give children a piece of gray or brown yarn to attach for the tail.
2. Discover Matisse, Manet and Monet. Tell students that they are French Impressionists. This means that when they painted, they painted the “impression” of what they saw, but they didn’t paint the exact picture, like a photograph. Find out more information about them in art books. Find prints of their works. Do a “directed draw” on one or

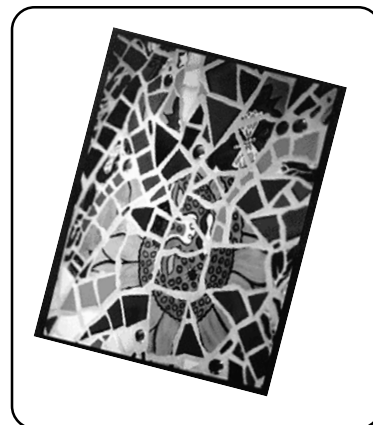




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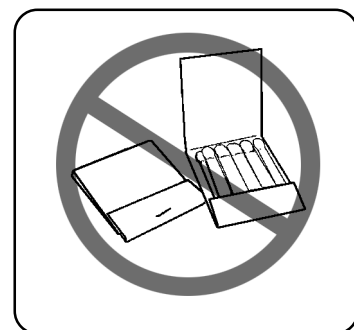
- more of their pieces. Frame children's masterpieces.
3. Make place mats for mealtime. Children can decorate them any way they want.
  4. Put on make up. Become clowns or animals, etc. (Get permission from parents first.)
  5. Try Marble Art. Place a piece of white construction paper in a shoebox lid or on a small cookie sheet. Have a pie pan with several different "blobs" of paint in them. Now, roll several marbles around to collect the color. Now, place the marbles in the lid or cookie sheet and roll them around. The marbles will track the colors onto the paper. The child is in charge of the design as s/he moves the marbles.
  6. Try the Magic Page. Draw with a white crayon. Paint over it with water colors.
  7. Make a mosaic, either individually or collectively. There are many mediums in which to work: colorful mosaic tiles, macaroni, beans, colorful pictures from magazines, etc. Draw the design or picture, decide on what colors go where, and then start gluing.
  8. Draw a mural. This is definitely a class project. Decide on your design, picture and colors, and allow children to work on it daily. Perhaps it could hang in the local library or a homeless shelter when completed. Put as many /m/ things in it as possible.
  9. Show children how to "mend" something. Give them a small cloth with a hole, a needle (a plastic darning needle is safe and works well) and thread. Show them how to stitch the hole shut. Show them "missy mouse mends a mitt" again from the *Zoo-phonics Reader A • Book 1*.
  10. Make a mobile. Children can draw or collect /m/ pictures and items to hang.



Show the children examples of Mosaics.

### **Health and Grooming – Learning to Take Good Care of Yourself:**

1. You must eat your protein, nuts, seeds, grains, dairy products, fruits and veggies, but you can also take a multi-vitamin to make sure you are getting everything you need.
2. Teach children that an M.D. is a medical doctor. The initials, M. D., follows the doctor's name.
3. Has anyone had mumps or the measles? What did it feel like? Allow children to talk.
4. Hand out little mirrors and have children look at, and count, their teeth. Each tooth will fall out some day to be replaced by permanent teeth. Tell children, "Don't open anything with your teeth. You will need them for the rest of your life!" Look at your molars. They won't lose them for a while.
5. Don't eat moldy food. If you see it on bread or fruit, throw it away. Mold can be green or white. If it is on cheese, you can cut it out and still eat the cheese. Grow mold just to show children what it looks like. (See Science section.)
6. Tell children to never play with matches! For what are matches used? Who should use them? Adults!
7. You can rinse your mouth with mouthwash that contains fluoride to keep your teeth strong, as well as your breath fresh. Don't forget to floss to protect against gum disease.
8. Show children how to protect their mouths (lips) when they are in the sun. It is as important as sunscreen for the face and body. Use at least 15 SPF or higher.
9. Do manicures in the classroom. (Ask permission first.)



Remind children to never play with matches.

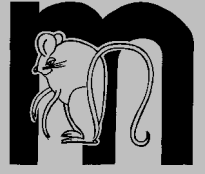




10. Wear mittens to keep your hands warm. What little animals lost their mittens? (The 5 little kittens.) Invite children to retell this story. Have everyone pretend to put on mittens. Now have students count their fingers.

**Sensory Experience/Drama:**

1. Have children look in the wall mirrors as they dance, talk, eat, speak, dress up, play and groom.
2. Play with marionettes. Children can manipulate the strings and make up their own plot and dialog.
3. Provide small mops so children can take turns mopping the tile floor.
4. Draw or attach silly mustaches for the children to wear.
5. Invite an amateur magician to do a magic show for your children. Children can learn simple magic tricks.
6. Make mud pies. Have a mud facial. Let it dry, wash the mud off with warm water, and then see how soft their faces are. Put a moisturizer on afterwards. Mmmmmmmmmmm. (Always ask permission first.)
7. Feel different kinds of “motion.” Swing high and low, and turn circles. Close your eyes and move.
8. What about emotion? What do different colors, sights, smelles, and music do to moods?



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