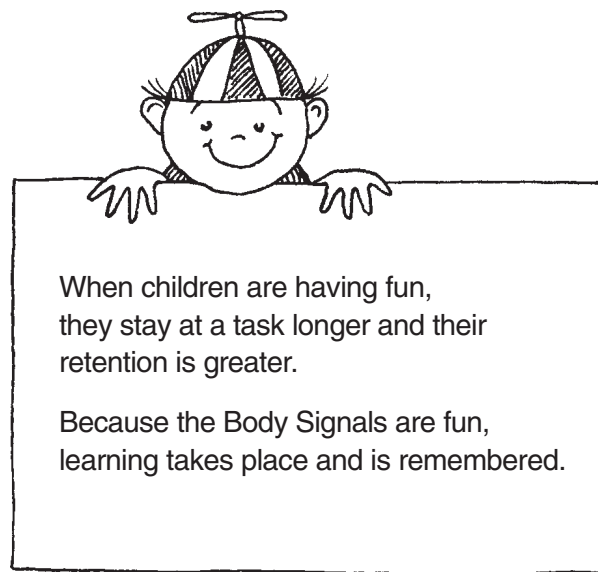


Chapter 2

Learning the Body Signals



Learn About the Body (Movement) Signals ***(This section is used in conjunction with Card Sets #1 and #2)***

You will be using the following information with all the components of the *Parent Kit*. A description of each Body Signal is located on the back of the *Animal Picture Cards • Lowercase, Set #1*, included in your *Parent Kit*.

In Zoo-phonics, the Body Movements or Signals are designed to be used with the *Animal Letter Cards*. Use the Signals and *Animal Letter Cards* (all sets) together all the time. They are considered “mnemonics” or “memory helpers.” It is this “team” that teaches the Shapes and Sounds of each letter for reading, spelling and writing success later! (When your child know the sounds of the alphabet s/he doesn’t have to Signal. Use the Signals for teaching new phonemic concepts.)

The term “Signal” is used to explain the **kinesthetic** part of Zoo-phonics. As already stated, the Signals help to lock letter shapes and sounds into memory. Each Signal, listed with the corresponding Animal, is described below. *The students should always be encouraged to give the Letter Sound while making the Signal.* It is important to be consistent. The Signal should always be done in the same manner.

We have found repeatedly that it is the Body Signal that helps cement phonemic and phonetic information into the brain. The Body Signal is also responsible for helping the child pull the information from the brain when needed. Without the Body Signal at the beginning stages of learning to read and spell, many young children might not have access to this information.

Later, when your child is ready to spell words from a spelling list, Signaling the words will help to “encode” the word or, more simply, form words from letters. When stuck on a word in reading, your child will “decode” or retrieve the sound information by Signaling. Because of the Signals, “decoding” for reading and “encoding” for spelling will support each other, helping the child to become a strong reader and speller.

For additional reinforcement, you can find a demonstration of the Body Signals with the Animals on the *Read and Spell with Zoo-phonics®* CD-ROM and *Signal Practice Video*.

Other important things to know about the Body Signals:

- ↑ **Always give the Sound with the Signal** (unless you are playing a silent game).
- ↑ **Pronounce the sounds correctly as you Signal.** (Try not to attach too strong a vowel sound or schwa sound (“ə”) when pronouncing the consonants. Example: don’t say “buh” with a lot of force. Keep your mouth slightly closed when pronouncing consonants.)
- ↑ **Have your child use her/his dominant hand when Signaling.** (You use your dominant hand also.) In other words, if your child is left-handed, allow her/him to use the left hand when Signaling.
- ↑ **The Body Signal relates to the Animal Characteristic, not the letter Shape.** (For example, when you reach for the honey in the hive, you are **not** trying to form a “b” with your body).

The following are the Animals, their given Names, and the description of each Signal:

(To see an example of the Animal Signals watch the *Signal Practice Video*, or go to the *Read and Spell with Zoo-phonics* CD ROM and click into Zoophonia's address book. She'll help you!)

The Signals for the Alphabet



girl

a — alligator (Allie Alligator):

Extend arms forward, one over the other, to form an alligator's mouth. Open and close arms from the shoulders, and say the short sound for "a."



boy

b — bear (Bubba Bear):

Reach your dominant hand above your head to an imaginary honeycomb. Bring the honey to your mouth in a fist, as a bear might do but don't touch your mouth, and say the *sound* of the letter "b."



girl

c — cat (Catina Cat):

Pretend you are a cat washing your face with a paw. Say the *sound* of the letter "c."



girl

d — deer (Deedee Deer):

Use two fingers of each hand to form deer ears on the sides of your head. Say the *sound* of the letter "d."



girl

e — elephant (Ellie Elephant):

Take one arm and swing it up to your mouth, as if Ellie were feeding herself a peanut, hay or water. Say the short sound for "e."



girl

f — fish (Francy Fish):

With your hands in front of your chest, place the palm of one hand on the back of the other hand to form a fish, and then wiggle your thumbs. Make sure you have a thumb on each side. Say the sound of the letter, "f."



boy

g — gorilla (Gordo Gorilla):

Pretend you are peeling a banana, and say the sound of the letter “g.”



girl

h — horse (Honey Horse):

Slap both sides of your thighs or hips, suggesting a horse galloping. Say the sound of the letter “h.”



boy

i — inchworm (Inny Inchworm):

Using the index finger, bend it and then move it back and forth to suggest an inchworm inching along. Say the short sound for “i.”



boy

j — jellyfish (Jerry Jellyfish):

Move your arms, fingers, and shoulders in a wiggly, jelly-like fashion, keeping your arms in front of your chest, and say the *sound* of the letter “j.” Shake like jelly!



boy

k — kangaroo (Kayo Kangaroo):

Make two fists as if boxing. Give a kick with one leg. Say the *sound* of the letter “k.”



girl

l — lizard (Lizzy Lizard):

Place your hands under your chin with elbows lifted up, level with your shoulders. (Make sure the children keep their tongues in their mouths to keep a pure “l” Sound.) Say the *sound* of the letter “l.”



girl

m — mouse (Missy Mouse):

Place your hand or hands close to your mouth as if you are a mouse nibbling a small piece of cheese. Say the *sound* of the letter “m.”



boy

n — nightowl (Nigel Nightowl):

Using the thumb and index finger of each hand, make round nightowl eyes. Say the *sound* of the letter “n.”



girl

o — octopus (Olive Octopus):

Extend each arm outward at your sides, using a waving motion to suggest the tentacles of an octopus. Say the short sound for “o.”



boy

p — penguin (Peewee Penguin):

Stiffen both arms at the sides of your body, flip up your hands, and do a penguin walk, waddling from side to side. Say the *sound* of the letter “p.”



girl

q — quail (Queeny Quail):

Illustrate the topknot of the California quail by placing your bent index finger forward at the top of your forehead. Say “kw.”



boy

r — rabbit (Robby Rabbit):

Place both of your hands under your chin to represent rabbit paws. Give a hop, hop, and say the *sound* of the letter “r.” (Be careful not to make an “er” sound placing a vowel before the “r,” or a “ra” sound. Keep your mouth closed when pronouncing this word.)



boy

s — snake (Sammy Snake):

Move your hand in the serpentine manner of a snake. Say the *sound* of the letter “s.”



boy

t — tiger (Timothy Tiger):

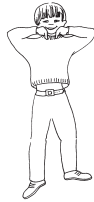
Extend your arms in a “t” shape to suggest a tiger holding onto the bars of his zoo cage. Say the *sound* of the letter “t.”



boy

u — umbrella bird (Umbrella bird):

Place your hand over your head to suggest holding an umbrella. Extend the other arm out to your side, and then flap that arm as if in flight. Say the short sound for “u.”



boy

v — vampire bat (Vampire Bat):

Bend the elbows of both arms with hands placed near your mouth. Make two loose fists, leaving out the index fingers which will represent the vampire bat’s little fangs. Say the *sound* of the letter “v.”



boy

w — weasel (Willie Weasel):

Place your arms in front of your chest, elbows up and hands clasped. Move your hands and arms like a wave. This suggests what Willie Weasel looks like when he is running. Say the *sound* of the letter “w.”



boy

x — fox (Xavier Fox):

Point your two index fingers, cross them, and move them as if you were knitting. (Note: This is the only ending sound used.) Say the letter *sound* “ks.”



girl

y — yak (Yancy Yak):

Form a “y” with your thumb and little finger, and place your hand by your ear as though holding a telephone while in conversation. Say the *sound* of the letter “y.”



boy

z — zebra (Zeke Zebra):

Place your hands together, lean them against your cheek and tilt your head to show Zeke “catching a few z’s” (sleeping). Say, the *sound* of the letter “z.”

Activities for the Body Signals

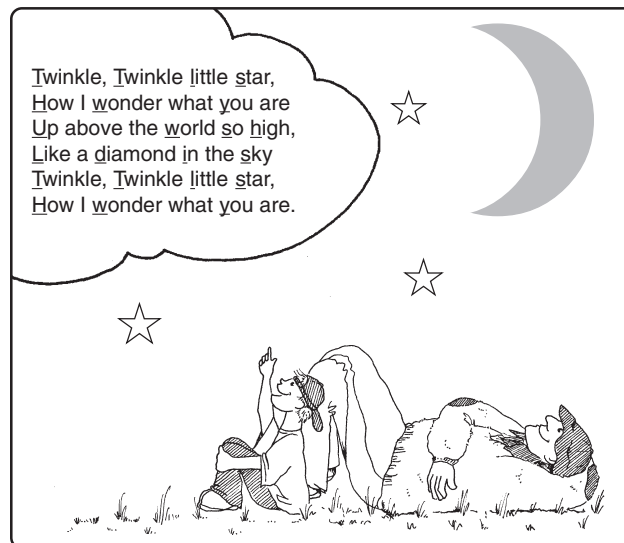
Listen For Initial Sounds in Names and Words

Call out a Consonant-Vowel-Consonant (CVC) name. Example: “Pam.” Have your child listen to the initial sound found in this name, and then s/he will give Sound and Signal (“sam,” “pat,” “bob,” “tim,” “pam,” “kim,” “ed,” rob,” “ben,” “dan,” “kit,” “jen,” “ted,” “ned,” “gil,” “meg,” “lin,” “peg” etc.). Try this activity with CVC words (bat, cat, dog, man, ran, kid, pit, etc. See Page 47, 50 and 61 for more words).

Variation: As you read a book, point to certain pictures and ask something like this, “In the word ‘box,’ what is the first sound you hear?” Wait for your child’s response. If help is needed, Sound and Signal together, stressing the “b” sound in “box.”

Give the Signal for the Initial Letters as You Read

Sing a favorite song or recite a nursery rhyme. Give the Signal for the initial letters in the key words. (The initial letters are underlined in the song below.) Do not Signal the more advanced sounds that you have not taught as yet (I, what, are, etc.) Just drop your hands as you sing or recite.



NOTE

We have not included any word that starts with a sound your child has not learned as yet. (Example: “are.”)

Toss a Beanbag

Give an Animal Name as you toss a beanbag (or toss or roll a ball). Your child will catch the beanbag and then give Sound and Signal for the Animal. The child then gives an Animal Name and tosses the beanbag back to you, or to someone else. Continue through the Animal alphabet. This is a good game for the whole family to play.

Play “Zoophonia May I?” (Plays like “Mother, May I?”)

Mix up the *Animal Picture Cards* and put them in a stack, face down. Place ten slips of paper in a bowl, numbered from 1 to 10. The child says, “Zoophonia, May I come to visit you?” Zoophonia turns up one Card and takes one number from the number bowl, and her reply would combine the selected Animal and number such as, “Yes, you may take five Ellie Elephant steps.” The child moves like Ellie and takes five large elephant steps. This will reinforce counting as well. This is a great activity to teach your child how to use the phrase, “May I...”

Play “Zoophonia Says” (Plays like “Simon Says”)

Have your child stand in front of you so you can see her/him, about three to five feet away. (Sitting at a table is fine too.)

Call out the names of the various Animal Characters out of sequence, such as: “Zoophonia says, ‘Do Queeny Quail.’” The child responds with the appropriate Sound and Signal. Call out, “Zoophonia says, ‘Do Lizzy Lizard’.” The child responds. Call out, “Do Missy Mouse.” If s/he responds with a Sound and Signal when you omit the words

“Zoophonia says,” s/he is in the “mush pot,” or is “out.” You can start a new game. If you have more than one child playing, s/he can sit down while the game continues. You can give your child many chances before putting her/him in the mush pot. This is a great “I can follow directions” activity.

***Learn “One Sound, One Signal”***

When the Animal Characters are first introduced, it is natural for a child to repeat the letter Sound and Signal of each Animal/Picture a number of times. For example: “allie alligator, a, a, a,” “bubba bear, b, b, b,” “catina cat, c, c, c.” For very young children, this goes along with an exaggerated body movement, and should be encouraged.

Once s/he has mastered the Sounds and Signals of the 26 Animals, and is ready for the next step, you may begin “One Sound, One Signal.” Place the *Animal Picture Cards* in sequence on the floor. Together, go through the whole alphabet in order, giving each letter sound and Body Signal from

“a – z” (“a-b-c-d-e,” etc.). If you see after trying “One Sound, One Signal” that your child is not quite ready for this exercise, try again later. If s/he is skilled in doing this, it can be done while jumping rope, on a mini-trampoline, or less actively in the car or in a restaurant or even in the bathtub, with Signals, of course.

