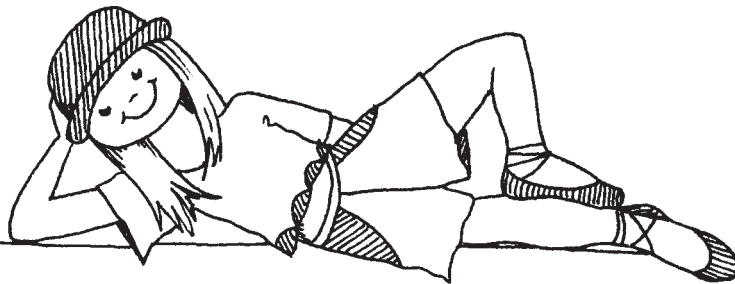


Chapter 1

# Let's Meet The Zoo-phonics® Animals

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Use the Animal Picture Cards • Lowercase (Set #1) to introduce the Zoo-phonics® Animals. This is one of two sets of 26 cards. (Set #1: Animal Picture Cards with instructions for Signaling on the back; Set #2: Merged Animal/Letter Cards with Lowercase Letters on the back.) These sets are used to teach the three representations of the Lowercase Letters.

## *The Sequence of Presentation*



1) Animal Pictures    2) Merged Animal/Letters    3) Lowercase Letters



**N  
O  
T  
E**

.....  
: To get to know the Animals and their Signals, see "Learning the Body  
: Signals," Page 29.  
.....

## The Animal Picture Cards

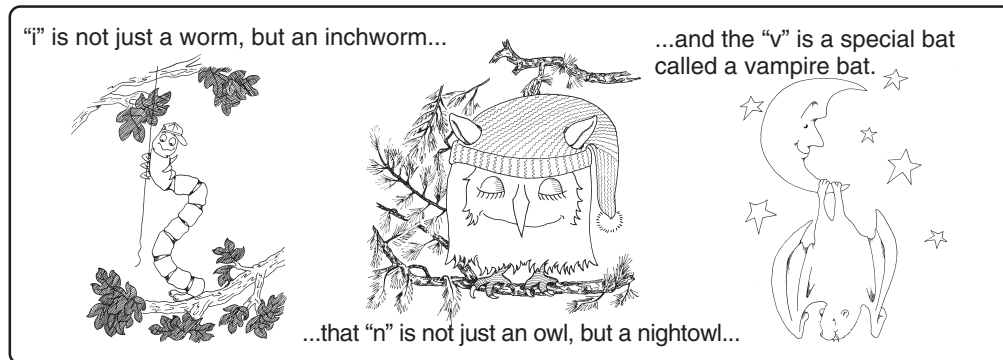
(Set #1, yellow borders)

(You will use Chapter two in conjunction with this Chapter.)

To introduce the Zoo-phonics Animal Letters to your child, use the *Animal Picture Cards • Lowercase* (Set #1) **first**. Look at each Animal carefully, showing the whole Set (or as long as your child's attention span lasts). Talk with your child about each Animal. Listen to her/his comments. Ask questions like, "What kind of Animal is this?" and "What does this Animal do?" etc.

A name has been given for each Animal (We use lowercase letters on names at first because we teach the lowercase letters first. In time, we teach the capital letters and the rules for capitalization.) Example: allie alligator, bubba bear, catina cat, etc. The children delight in knowing the Animal Names. *The Animal names themselves teach the sound of the letter.* Hear the alliteration? deedee deer, ellie elephant. If your child can say, "elephant" then s/he can remember that the letter starts with the first sound you hear in this word!

There may be a few Animals with which your child is not familiar. Take time to discover them together at the first presentation. Explain that "i" is not just a worm,



but an inchworm; that "n" is not just an owl, but a nightowl; and that the "v" is a special bat called a vampire bat.

The Zoo-phonics philosophy is to go from "a – z" as you would if you were teaching a song. However, your child may need a slower pace.

Depending upon the age and/or developmental level of your child, you may want to introduce only one to three Animals a day. (Review yesterday's Cards, and then show the new ones.) Always teach the Animal Letters in sequence though, "a - z."

Remember that each child learns at a different rate. You may have a three-year-old who is ready for all 26 Animal Letter Cards, or a five-year-old who needs to see fewer Animal Letter Cards at a time.



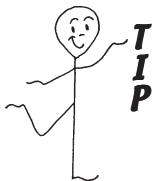
**N** : On the back of the *Animal Picture Cards* is the description of the Body  
**O** : Movement, or "Body Signal." Together, say the Animal's Name ("allie alligator"),  
**T** : and give the Signal and the Sound ("a") at the same time. See "The Body  
**E** : Signals," Page 19, for Signaling information.

If your child is ready for the entire set of *Animal Picture Cards*, introduce them all, "a - z," making sure you reinforce them daily! Ask questions throughout the day like, "Show me what Bubba Bear does. What does he say?" (The child will respond by reaching up to the "honey hive" and pulling the honey to her/his mouth, while giving the **Sound** "b," not the letter name.)



**N** : We teach Lowercase Letters first; thus you will see Lowercase Letters at the  
**O** : beginning of their names at this time. Capital letters are introduced later.  
**T**  
**E**

Continue until s/he knows all of the Animals and their Letter Shapes, Sounds and Signals that have been provided for you in this Manual. Play a variety of games. Let your imagination soar. Don't forget to take the Animal Letter Cards with you in the car, to the restaurant, to the doctor's office, or anywhere you can have a few minutes of quality "practice" time. Don't be surprised to hear your child say, "Let's play Zoo-phonics!"



**T** : When Signaling the alphabet with the Animal Picture Cards, keep a good  
**I** : pace, not too slow or too fast. It should be fast enough to keep your child's  
**P** : attention, but not so fast that meaning is lost.

## Activities for Animal Picture Cards

### (Set #1, yellow borders)

Once your child is on the road to learning the Shapes, Sounds and Signals for the *Animal Picture Cards*, try the following activities. Remember to keep the activities age-appropriate.

#### **Talk About How the Animals Are Shaped Like Letters**

Using the *Animal Alphabet Cards* (Yellow borders), talk about sounds, letters and words. Discuss why letters and letter sounds are needed. Without them, could we read road signs? Department store signs? Could we read a book? Write a letter? Now, tell your child that her/his Animal friends are in the shape of letters. Have your child trace her/his finger along the shape of the Animals. See? They really are letters: Animal Letters! (If you'd like, you could match the *Merged Animal/Letters* (Set #2, orange borders) with the *Animal Pictures* to show her/him the letters that are under the pictures.)



#### **Play the song “It Sounds Like This and It Looks Like That”**

(from the *Zoo-phonics® Music That Teaches* CD)

Hold up the *Animal Picture Cards*. This song actually tells the child how to Signal and what Sound to make. As the song progresses, change the Card to fit the Sound and Signal that is being described in the song. You and your child should Sound and Signal as the song progresses. The lyrics are in the CD jewel case.

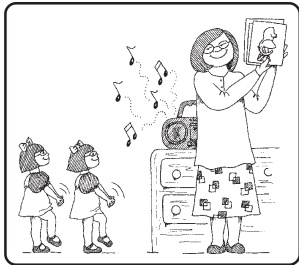
**Learn the Signals and Sounds** (See Page 29 for Body Signals. Turn the Cards over for Signal Instructions.)

After you have gone through all the Animal Pictures, looked at each for detail, and trace your finger around their shape, introduce each Animal Letter, its Animal Name, Signal and Sound, and begin to teach the Sounds and Signals. Again, we recommend that you present the Cards “a – z.”

You can begin your toddlers at around 16 months, if they can sit for 5 – 10 minutes and listen to a story. At that time, say, “This is allie alligator. See her sharp, shiny teeth? She’s smiling at you. Let’s open and close her jaws just like she does.” Demonstrate. Take hold of your toddler’s hands and open and close them for her/him. Your older child will easily imitate you.

If you do start at a very young age, show one Animal Letter a day. Reinforce each previously taught Card as you present new ones. Be consistent. Place the Cards in a location where your child can find them easily, and can generate the interest her/himself. To reinforce the Cards, place the *Zoo-Magnets* on the refrigerator. Place them at child-eye level, and only put up the ones you’ve worked on. Add to the group daily, reinforcing often. (Always Signal and Sound!)

For those three years old and up, you can present all the Animals “a – z.” Because the children are looking at animals and moving their bodies, they can absorb much more information than when teaching the alphabet the traditional way (capitals and letter names, no Animal Pictures, no Body Movements).



Point to the Animal. Spread the Cards out on the table or floor. (As many as you have taught, in order). Ask, “Can you point to Allie Alligator?” “Point to Bubba Bear.” Together, give Sound and Signal. Continue through the alphabet. Remember that the Sound and Signal are done at the same time. We teach alphabetically, because we are developing a sense of “order” at the same time we teach the Sounds and Shapes.

**Play the song “Come Meet Us At the Zoo”**

(from the *Zoo-phonics® Music That Teaches* CD)

Children enjoy moving to the music. As the Animals are mentioned in the song, your child can “Signal” as many as s/he is able, eventually doing all of them. You can call out the Animal just seconds before the song calls its name. Signal with your child (see lyric booklet in CD case).



**N** .....  
**O** .....  
**T** .....  
**E** .....

• “Signaling” is a term we use to identify the Body Movement which relates to .....  
 • each Animal and is given simultaneously with the Sound. ....

**Play “Follow the Leader.”**

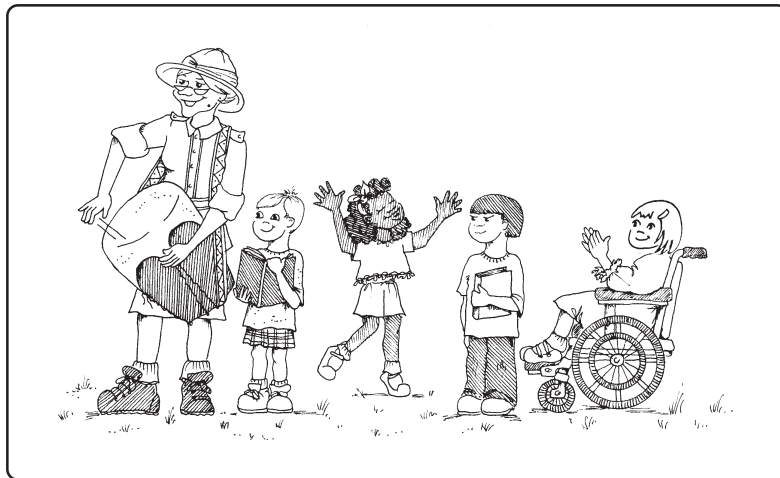
Mix up the *Animal Picture Cards*, and then hold them up one at a time for your child to see. Lead your child around the room or outdoors Signaling the Animal that is shown on the Card. You can hop, run, sing or serpentine as you Signal. You and your child can take turns being the leader. You can play marching music or the music from the *Zoo-phonics® Music That Teaches* CD, This is a good activity because it allows for large motor movement and full body coordination. It also develops “following directions” skills. Make sure your child Signals and Sounds as s/he moves.

**Have an Animal Hunt**

Hide the *Animal Picture Cards* around the room, and then hunt for them. When your child has found all 26 Cards, put them in alphabetical order as you sing or recite the “Jump Rope Rap” from the *Zoo-phonics® Music That Teaches* CD. (You can find the words to the “Jump Rope Rap” in the Lyric Book enclosed with the CD.)

**Ask, “Can You Give Sound and Signal?”**

When s/he has mastered all of the Shapes, Sounds and Signals of the alphabet, mix up the Cards. Point to one and ask, “Can you give Sound and Signal for this Animal?” Was your child able to Sound and Signal alone? If not, give help as needed. Remember, however, that children must first learn the alphabet as a whole and in order, since it is a necessary skill for alphabetizing later.



**Play the “Jump Rope Rap”**

(from the *Zoo-phonics® Music that Teaches* CD) When your students know their Sounds and Signals, play “The Jump Rope Rap.” Hold up the Cards while your child jumps in place, jumps rope, or jumps on a mini-trampoline. The matching of one “letter” to each rhyming couplet is a great way to reinforce letter sounds and shapes and have fun at the same time! This is even more fun if Mom and/or Dad and other family members take a turn. In time, match the various Card Sets to this song. While you are at it, have your child learn the words to the song. Listen for the rhymes in each couplet.

**Use the Read and Spell with Zoo-phonics CD-ROM**

The Zoo-phonics CD-ROM was designed to teach the Shapes, Sounds and Signals of the letters. Let it reinforce your child’s efforts! Your child can use this CD *with your help* at a very young age until s/he can use the computer independently. Start with the Zoophonia’s Address Book. See more information on Page 100.)

**NOTE**

It is important to follow the Zoo-phonics sequence for presenting print to your child. We have already introduced the Animals by showing first the Animal Picture, and then teaching the Sounds and Signals simultaneously. When your child knows all of the Animals (Shapes, Sounds, Signals), move to the next step where the Animal is Merged with the Lowercase Letter.

**The Merged Animal/Letter Cards****(Set#2, orange borders)**

The *Merged Animal/Letters* are used for many Zoo-phonics products, including the *3 in 1 Game* and the *Magnets* (all included in the *Parent Kit*) and *Sound Flash Cards*. The *Merged Animal/Letters* form a bridge between the *Animal Pictures* and the *Lowercase Letters*, making it possible for the child to move naturally and easily from Picture to Letter.

When your child has learned all the Sounds and Signals for the *Animal Picture Cards* (Set #1, yellow borders), make the transition to the *Merged Animal Letter Cards* (Set#2, orange borders). This might be immediately, or in a little while. Watch your child and determine when s/he is ready.

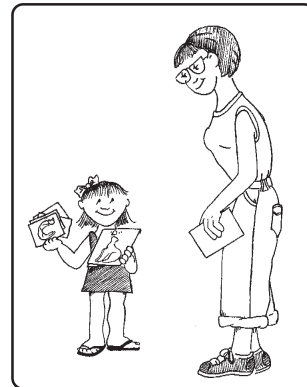
## **Activities For Merged Animal/Letter Cards (and products that have the Merged Animal Letters on them)**

### **Ask, “Which Animal is this?”**

Show the *Merged Animal/Letter Cards*, one at a time, from “a – z.” Ask, “Which Animal is this?” The child gives the Animal Name and then Sound and Signal (ellie elephant, “ɛ4”).

### **Ask, “Where does this Card belong?”**

This is a Matching Game. Lay out the *Animal Picture Cards* (Set #1) from “a – z.” Now, take the *Merged Animal/ Letter Cards* (Set #2). Hand them to your child, one at a time, and say, “Where does this Card belong?” S/he will match it to the *Animal Picture Card*. Sound and Signal together. Do this for several days before allowing her/him to match on her/his own. You are helping her/him to make the transition from *Animal Pictures* to *Merged Animal/Letters*.



### **Flash These Cards!**

Once your child recognizes each one, use either the *Animal Picture Cards* or the *Merged Animal/Letter Cards* as flash cards. Go from “a – z.” Your child will respond with the Animal Name and Sound and Signal (allie alligator, ‘ɹ4’). Don’t forget to Signal and Sound. This activity will teach your child to quickly say the sounds as s/he sees the letters.

### **Play the 3 in 1 Game**

Lay out the *Animal Picture Cards* from “a – z.” Now, take the *3 in 1 Game* and hand your child 26 of the 52 *Merged Animal/Letter Cards* from the game. Ask her/him to match each *Merged Animal/Letter Card* to the *Animal Picture Cards*. Sound and Signal together. S/he is matching *Merged to Picture*. Your child is now ready to play the *3 in 1 Game* (“Old Maid,” “Go Fish,” and “Zoo-Memory”).

### **Play an Auditory Game**

This next game is a visual and auditory game. Lay out three *Merged Animal Letter Cards*. Call out the sound of one of the Cards. Your child will hold up the appropriate *Merged Animal Letter*. When your child can choose one out of three correctly, add another card.



Add to the challenge. Once s/he is confident and is doing this activity successfully, say "I will say a word, and I want you to find the Card that matches the first sound of that word." Choose simple words: in, at, up, on, is, dad, mom, big, dig, sit, box, fog, etc. Example: call out "cat." The child will hold up the Merged "Catina Cat" Card, and give Sound and Signal. Practice this often (see Word Lists on Page 47, 50 and 61).

### **Ask, "What is this?"**

Display the *Merged Animal/Letter Cards*, "a – z." Show your child a picture of an object (car, house, man, etc.). Say, "What is this?" When your child responds by naming the object, then ask, "What Animal/Letter do you hear at the beginning of that word?" The child will hold up, or point to, the correct Card. You can cut pictures out of magazines and catalogs. You might even want to laminate them and place them in envelopes or a small plastic box for safekeeping.

*Variation:* Display the *Merged Animal/Letter Cards*, "a – z." Ask your child the names of objects in your home as you point to them. As the child says "door," ask her/him to hold up, or point to, the corresponding *Merged Animal Letter Card*. Always Sound and Signal.

### **Use the Magnets**

Use the *Magnets* to reinforce the *Merged Animal Letter Cards*. Place them on your refrigerator, a cookie sheet, or the *Magnetboard/Chalkboard* enclosed in the Parent Kit. Say, "Find Missy Mouse." The child holds up the correct Magnet and gives Sound and Signal. At this stage, always reinforce each Animal's Name (timothy tiger) and Sound, not the letter name.



#### **NOTE**

.....  
 • Please don't rush any of the stages. If your child shows signs of stress or  
 • disinterest, go back to where s/he was happy and successful. You have plenty of  
 • time to teach these skills. Remember, "Keep it light and make it fun," and they'll  
 • keep coming back for more!  
 .....

## Lowercase Letter Cards (Set #2, Reverse Side of Merged)

As you are making the transition from the *Animal Pictures* to *Merged Animal/Letters* to *Lowercase Letters*, keep reminding the child that all three sets are letters. See if they can find their Animal Letter friends in books, magazines and newspapers. Your child must make the connection between the *Merged Animal Letters* and the *Letters* found in words.



**TIP**

Your child has gone through the sequence of the Introduction of the Animals, the *Animal Picture Cards* and the *Merged Animal/Letter Cards*. It may be time to introduce the Lowercase Letters. Try one or two Activities. If you find them too difficult, go back to “safer waters” — the *Merged Animal/Letters*. It is important to always keep the association with the Animals.

We recommend that you NOT introduce this set until the *Animal Picture Cards* and the *Merged Animal/Letters* have been mastered. When you determine that your child is ready, start making the transition into the plain letters by matching the *Merged Animal Letters* with the *Letters*. The *Letter Cards* are more advanced for toddlers, three- and four-year-olds. They will learn them quickly, however, if you carefully lay the alphabet foundation the Zoo-way!



**NOTE**

Again, two of the strongest reinforcements for teaching recognition of lowercase letters are the Sound Flash Cards, CD-ROM and the Alphabet Grids.

## Activities for the Letter Cards

### Match to Animal Picture Cards

Place the *Animal Picture Cards* on the carpet from “a – z.” Hand out the *Lowercase Letters*, one at a time, and have the child match them, Sound and Signal. Now match the *Merged Animal/Letters* to those matches. This is a great “self check.”

**Ask, “What Sound Does This Make?”**

Hold up the *Letter Cards*, one at a time. Ask, “What sound does this letter make?” Your child is to Signal and make the letter’s sound. Start connecting these letters to text as you read. Have Cards handy. Address initial sounds. Spell out VC/CVC words. (Vowel/Consonant, Consonant/Vowel/Consonant. See glossary in the back of this booklet.) Remember, try this only after the *Animal Pictures* and *Merged Animal Letters* have been MASTERED!

**Tie Letters to Games and Text**

From now on, every time you play Zoo-games, activities or read books, tie the *Letter Cards* to the initial sounds (or ending or middle sounds). Any time you use your *Animal Letter Cards* or *Merged Animal/Letter Cards*, include the *Letter Cards* as support. This will help your child make the transition into letters. Letters are what s/he will see in text from now on!

**Teach the Letter Names**

(Prerequisite: your child must know all the Sounds for each letter.)

As your child masters the sounds of the alphabet, perhaps it is time to learn the letter names. Sing the ABC Song and Signal it out, but instead of calling out the Sounds, call out the letter names. You can “flash” the *Animal Letter Cards* as you sing (in order!).

**Spell Out Words**

When your students are ready, spell out simple words with the *Letter Cards*. Again, only after you have practiced this activity with the *Animal Picture Cards* and then the *Merged Animal/Letter Cards*. Sound and Signal!

