
Zoo-phonics Scope and Sequence

In Zoo-phonics, the Partners are presented in the order of phonetic difficulty and frequency of usage. We firmly believe that learning is developmental and that information must be taught from basic to more complex, from concrete to abstract. (Would we teach three-place carrying before we teach addition facts?) We advise that you follow the sequence found in this *Manual*. We have carefully analyzed the words used most often in students' speech, reading, and writing and have presented them to you in this order in this *Zoo-phonics® Language Arts Resource Manual*.

The following text offers a scope and sequence of phonemic concepts and syntactic skills. This list is by no means complete, nor is it set in concrete. It simply helps you to organize your curriculum. ***Reading and student writing, literature and oral discussions should be connected with each step daily.***

Pre-school



1. Read aloud poems and stories to children. Through this, develop basic concepts of print such as directionality, one-to-one correspondence of sounds to words, and relating speech to reading.
2. Develop cognitive and critical thinking skills through reading aloud and oral language experiences.
3. Teach the Shapes and Sounds of the Alphabet through the Animal Pictures and Body Signals.
4. Show the Merged Animal/Letters after the students have become familiar with the Animals. Allow time for mastery.
5. Connect the Shapes, Sounds and Signals of the Animals to many oral language experiences (including songs and poetry), and the classroom and home environment. Teach these through the use of large muscle movement, pictures, text, art, music, rhythm and rhyme.

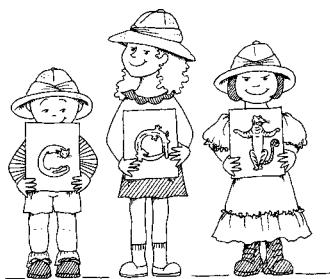
Kindergarten



1. Assess students' knowledge, understanding, and usage of the alphabet. If the student has had prior experience with Zoo-phonics, assess his or her knowledge of the Shapes, Sounds, Signals and Animal Names.
2. Through reading aloud, develop, reinforce, and extend concepts of print such as directionality and one-to-one correspondence (sounds to words, relating speech to reading, matching sounds to letters—see #2, 4 and 5—locating familiar words, and conventions of print).
3. Continue to develop cognitive and critical thinking skills through reading aloud and oral language experiences.
4. Teach (or review) Shapes, Sounds and Signals of the Animal Pictures.
5. Show the Merged Animal/Letters within a week or two.
6. Connect the Shapes, Sounds and Signals of the Animal/Letters to many different types of literature and oral language (include songs and poetry).
7. Begin letter formation. Encourage proper pencil grip.

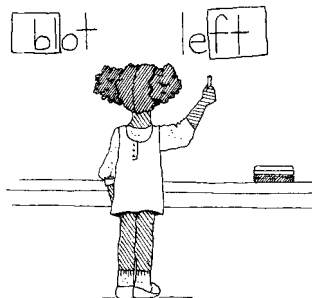
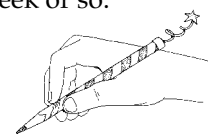
Kindergarten cont...

8. Teach students to distinguish initial, medial and ending sounds through the Shapes, Sounds and Signals.
9. Teach children to discriminate one sound (phoneme) from another.
10. Introduce capital letters and letter names *after* the Shapes, Sounds and Signals of every letter have been *mastered*.
11. Begin to put the Animal/ Letters together to form simple VC and CVC words. Always discuss meaning and usage of any unfamiliar vocabulary words.
12. Introduce the schwa sound found in the words "a" and "the"; teach the digraph "th" found in the words "the," "that," "this" and "Thursday" (only after the sounds of the alphabet have been mastered).
13. Introduce simple sentence structure. (For example, begin with a capital letter, include a subject and a predicate, and end with a period. Use terms students can understand.)
14. Supply any needed words in student writing. Reinforce sounds located in the words through Signaling.

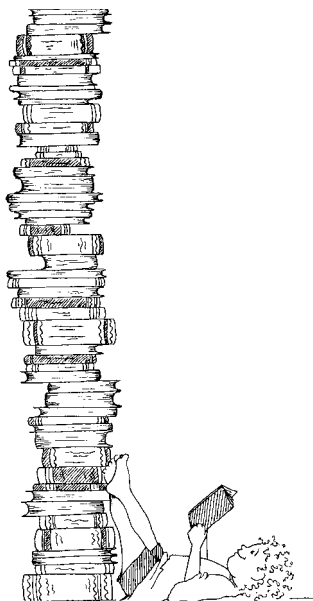


First Grade

1. Assess students' knowledge, understanding, and usage of the alphabet. If the student previously learned Zoo-phonics, assess his or her knowledge of the Shapes, Sounds, Signals and Animal Names. Assess for any reading skills: comprehension, speed and fluency.
2. Through reading aloud (and privately) and written and oral language experiences, give students many opportunities to develop and expand their cognitive and critical thinking ability. Encourage independent and interactive endeavors.
3. First teach (or review) the Shapes, Sounds and Signals of the Animals, and then show the students the Merged Animal/ Letters within a week or so.
4. Continue to work on letter formation, reducing letter size, improving speed and letter form.
5. Form VC and CVC words with the *Zoo-phonics® Large Picture Cards*.
6. Teach basic alphabetical order, first with the letters themselves, then words, and then by the initial letters of the words. After having taught blending skills, teach alphabetizing by the second and third letters of words.
7. Teach the blends. Start with blend beginnings, then endings, and then three-letter blends.
8. Continue to develop sentence structure. Begin with a capital letter, have a subject and predicate, add adjectives and adverbs, and end with a period, question mark, or exclamation point.
9. Introduce beginning editing skills. Teach students to be self-editors.



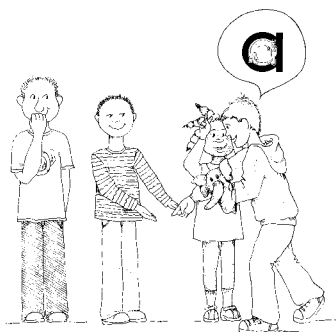
First Grade cont...



10. For reading and writing proficiency, it is important to teach some words immediately: a, and, the, said, to, etc. Teach these words by frequent usage and by presenting the *Sound Flash Cards* that directly relate to them.
11. Teach the four digraphs, ch - sh - th - wh, one a week. Start with "th."
12. Teach "I Say My Own Letter Name" sounds (a, e, i, o, u).
13. Teach "Bossy Ellie" ("ade," "ide," "ole," etc.).
14. Teach (suggested) the Polite Partners (double consonants, "ar," "aw," "ay," "ea," "ee," "er," "ng," "nk," "oa," "oo").
15. Introduce past tense, showing the three different sounds for "ed" ("ed," "d," and "t").
16. Teach plurals. Discover root words through suffixes ("ing," "er," "ed").
17. Introduce compound words, contractions, and some most frequently used abbreviations (Dr., St., Mr., Mrs., Ms., etc.).
18. Introduce basic syllabication.

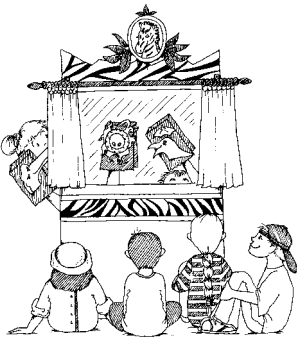
Second Grade

1. Assess students' knowledge, understanding, and usage of all phonemes/graphemes and writing skills which have been taught previously. Assess reading comprehension, speed and fluency of reading text.
2. Through reading aloud (and independently) and written and oral language experiences, give students many opportunities to develop and expand their cognitive and critical thinking ability. Encourage both independent and interactive endeavors.
3. Review and reinforce blends, digraphs, schwa sounds, long vowels, and diphthongs that have been taught previously. Have students write, demonstrating proficiency. Ask them to read and write text that contain these Partners.
4. Teach the various (suggested) Polite Partners ("ie," "are," "le," "oi," "ir," "oy," "qu," "au," "ow," "ey," "ou," "or," "ur," "ue," "ui," "ai," "ea," "air," "fa" and "wa," "oe" and words that end in "y"); two-syllable double consonant words, compound words; and silent letters ("tch," "ould").
5. Continue to develop sentence structure. Begin with a capital letter, include a subject, predicate, add adjectives and adverbs, and end with a period, question mark, or exclamation point. Introduce quotation marks and use of commas.
6. Reinforce and expand self-editing skills.
7. Introduce paragraph writing. Teach students to cluster and organize their writing.
8. Teach the rules for capitalization.



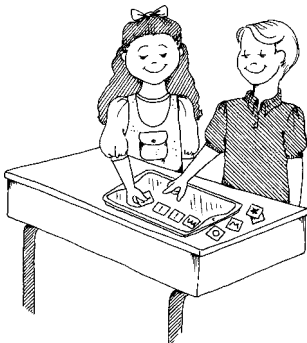
Second Grade cont...

9. Reinforce and expand the concept of past tense, showing the three different sounds for "ed"; and other examples of past tense ("ran - run," "sang- sung," etc.) Introduce future tense, as seen in "will have," "will have had," etc.
10. Reinforce and expand parts of speech (pronouns, nouns, prepositions).
11. Continue to teach high frequency words phonetically.
12. Reinforce basic alphabetical order, by first, second and third letters.
13. Introduce possessives (apostrophe + s, as in "the girl's dress").
14. Teach and reinforce plurals (es; f—ves; man—men; woman—women, mouse—mice, etc.).
15. Reinforce and expand root words through the concepts of compound words, contractions, the most frequently used abbreviations, and the most frequently used prefixes ("re," "un," "dis") and suffixes ("er," "ing," "ly," "ily," "less," "tion," "sion," "ful," etc.).
16. Introduce, reinforce, and then expand syllabication skills.
17. Introduce the rules about doubling consonants (dropping), dropping a final "e" (hoping), and changing a final "y" to "i" (candies).
18. Continue to work on letter formation, reducing size, improving speed and form.
19. Introduce the concept of homonyms, synonyms and antonyms.



Third Grade

1. Assess students' knowledge, understanding, and usage of all phonemes/ graphemes and writing skills that have been taught previously. Assess comprehension, speed and fluency of reading text.
2. Through reading aloud (and independently) and written and oral language experiences, give students many opportunities to develop and expand their cognitive and critical thinking ability. Stress importance of independent work at this time.
3. Spend time reviewing and reinforcing blends, digraphs, schwa sounds and Polite Partners that have been taught previously. Have students write, demonstrating proficiency. Ask them to read text that contain these Partners.
4. Teach the various (suggested) Polite Partners ("ie," "ere," "ear," "ould," "eau," "o," "ew," "ir," "eo," "ue," "cial," "ui," "ei"); Silent Letters ("gn," "wr," "mb," "augh," "eigh"); the six Soft Sounds ("ce," "ci," "cy" and "ge," "gi," "gy"); "our," "ier," etc.
5. Reinforce high frequency words. Add multi-syllabic words, drawn from literature and/or student writing.
6. Reinforce alphabetizing skills.



Third Grade cont...

7. Reinforce and expand the rules for capitalization.
8. Reinforce and expand the concept of past tense, showing the three different sounds for “ed,” “ran—run,” “sang—sung,” etc. Reinforce and expand concept of future tense, as seen in “will have,” “will have had,” etc.
9. Teach students to create sentences and paragraphs containing more complex sentence structure. Begin with a capital letter, include a subject and predicate, add adjectives and adverbs, and use periods, question marks, or exclamation points, quotation marks, and commas. Continue to teach students to organize their writing endeavors through task analysis.
10. Reinforce and expand the parts of speech.
11. Reinforce and expand possessives/plurals (as in, “the girls’ dresses”).
12. Reinforce homonyms, synonyms and antonyms.
13. Reinforce and expand plurals (“es,” “f” to “ves”), prefixes (“re,” “un,” “dis”), suffixes (“er,” “ing,” “ly,” “less,” “tion,” “sion,” “ish”), and the concept of root words and word origins.
14. Reinforce and expand the rules for doubling the consonant; for dropping the “e” before “ing” (hoping), and for dropping the “y” and adding “ies” and “ied.”
15. Introduce cursive handwriting. Continue to work on letter formation as well as cursive mastery, reducing size, improving speed and form.



Please note that there is no particular order in the presentation of the Polite Partners. It is recommended that the most prevalent sound be taught first, its secondary sounds taught later. Again, our choice of Polite Partners is based on words that we felt were most frequently used.

Prefixes and suffixes can be taught as they appear in your literature. Remember that when Signaling the prefixes and suffixes, antonyms, synonyms, homonyms, etc., follow the same rules as for the Auxiliary Signals. The prefixes and suffixes are made up of many different Partners found in our five categories.