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# Zoo-phonics®

## Scope and Sequence

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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 below. We have carefully analyzed the words used most often in students' speech, reading, and writing and have presented them to you in this order.

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.
  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*.
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## Kindergarten continued...



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, includes 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® Alphabet 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.
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.

