



APPLYING ALPHABETIC PRINCIPLES

WHAT THE TEACHER SHOULD KNOW BEFORE BEGINNING THIS UNIT

For the next two weeks, you will reinforce alphabet skills during both spelling and reading time, as a refresher, for your students entering first grade. All *should* know their alphabet by now (shapes, sounds, lowercase, capitals and letter names), but we know that that isn't always the case. For those children who do not know the sounds of the alphabet completely, plenty of time and opportunity will be given. (They will catch up to the others through the Animal/Letters and Body Signals.)

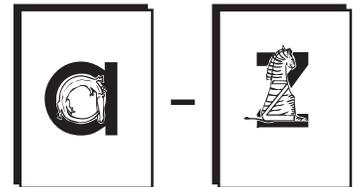
You will work with your students mastering and reinforcing the shapes and sounds of the alphabet, and what to do with them, through the Animal/Letters and the Body Signals. This will lead to "alphabet automaticity" which is necessary in phonics, reading and spelling.¹



THIS WEEK'S READING SELECTIONS					
Titles	Monday	Tuesday	Wednesday	Thursday	Friday
1. The Pledge of Allegiance	✓	✓	✓	✓	
2. *To Market, To Market		✓		✓	
3. *Old Adages				✓	
4. *The Three Little Pigs		✓			
5. *The True Story of the 3 Little Pigs		✓			

THE SPELLING CONNECTION

The first several units found in the *Zoo-phonics® Level 1—Expeditions Into Spelling Manual* have been designed for just this purpose. Rather than repeating the information, the *Zoo-phonics® Level 1—Expeditions Into Reading Manual* will support the lessons taught in the *Spelling Manual*. Read through both lesson plans carefully and plan your reading, spelling and language, and schedule accordingly. Much time will be spent applying these skills to the reading and writing process. Your *Animal Alphabet Large Picture Cards* found in your *Basic Kit* (heretofore called *Large Picture Cards*), will be one of your most important teaching tools at this point. With them, you can create both auditory and visual phonemic awareness activities. Many activities will be presented in a sequential fashion, through a Monday–Friday format.



¹*Beginning to Read: Thinking and Learning About Print*, by Marilyn Jager Adams, p. 43-44 (Center for the Study of Reading, University of Illinois).

ACADEMICS AT A GLANCE

- ✓ 1. Teach the alphabet, a-z. Learn and master the sounds and shapes of the lower case alphabet.
- ✓ 2. Identify initial sound of object names and words.
3. Define words in "Pledge of Allegiance."
4. Begin to memorize "the Pledge."
- ✓ 5. Discerning sounds.
6. Identify right and left hand.
- ✓ 7. Define left to right tracking in reading and writing.
- ✓ 8. Discuss the use for sound, letter and words.
- ✓ 9. Discuss rhyming words.
- ✓ 10. Provide words with same initial sound as a given word.
11. Put sentences in sequential order.
- ✓ 12. Syllabication: define syllables, clap syllables of names.
13. Connect letter sounds with *Zoo-phonics® Large Picture Cards*. (Letters)
14. Learn to sing patriotic songs.
- ✓ 15. Analyze, discuss, ask questions, listen.

✓ Meets State Standards for 1st Grade

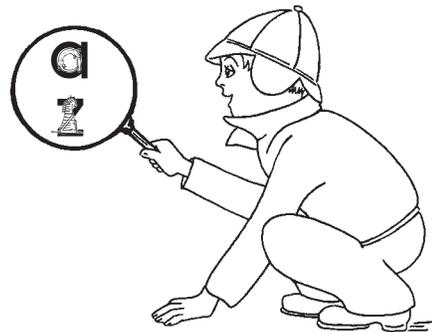
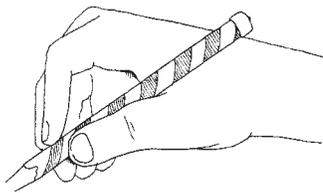
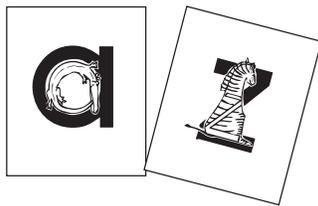
ACTIVITY PREPARATION/MATERIAL NEEDS

1. Write "The Pledge of Allegiance" on large butcher paper or tag board with *Merged/Animal Letter Patterns* on key words.
2. Make class set of Tracking pages 6-7 from *Zoo-phonics® Activity Level A • Book 2*.
3. Write "The Pledge of Allegiance" on sentence strips.
4. Draw symbols for Key Words in "The Pledge of Allegiance".
5. Type "The Pledge of Allegiance" using *Zoo-phonics Merged Alphabet* or *Zoo-phonics® Font* - make several copies and cut into sentence strips.
6. Write "Eensy Weensy Spider" on butcher paper.
7. Type "Eensy Weensy Spider"; make copies and sentence strips.
8. Locate **Wee Sing America** Music Tape (optional).
9. Locate *The Three Little Pigs*
10. Locate *The True Story of the Three Little Pigs As Told By A. Wolf*, as told to Jon Scieszka.
11. Obtain pipe cleaners for piggies.
12. Locate classical music tapes (optional).

THE WRITING CONNECTION

Focus on:

- "a-z"



For Your ELL/Special Needs Students: It is important to remember that your E.L. Learners may not have some of these sounds in their language. Or, they may have the sound but it matches a different letter. (The Spanish “i” has an “ē” sound. Their “h” is silent). Take this into account as you are teaching the sounds of the alphabet - matching them to the letters. Make sure you spend extra time with them to insure their success.



Monday

PHONEMIC AWARENESS — MASTERING OR REINFORCEMENT OF THE ALPHABET (15-20 MINUTES)

Build your phonemic awareness activities into your morning reading activities as a “warm up” and precursor of phonemic instruction, which begins in Unit #3 in both the Reading and Spelling Manuals. Remember that you are training the ear to perceive (discern) subtle sounds.

Today, begin to train their ears with environmental sounds, like the various sounds of instruments in music, ocean sounds, the songs of whales, rain and thunder, various objects moving (a car door slamming), animal sounds, etc. As the students progress, begin to deal with sounds in the alphabetic realm (“What is the first sound you hear when I say, ‘mountain?’”) As their ears (and brains – it’s perceptual) learn to discern general sounds, they will begin to be more *cognizant* of the subtle speech sounds within words. Your students have been listening to the sounds of language since birth. By ages four, five and six, their perceptual “ears” are amazingly developed and *ready* to perceive speech sounds in words, for both reading and spelling ability. It is your job to bring their innate (intuitive) understanding of speech sounds to the conscious level. Your instruction will insure their success.

DEVELOPING THE ALPHABETIC FOUNDATION



1. **Sounds, Letters and Words.** Discuss sounds, letters and words. Why and when do you use them? Have students wander around the room, locating letters and words in books, game boxes, food labels, etc. Discuss each “found” item with your students. What are the purposes of each? (Labeling? Instructions? Advertisement?)

Make sure your students fully understand that every sound that one utters can be written down and read. Speech, reading and writing are like brothers and sisters. Each has similar characteristics, but a different function, yet they are all a part of a family called language.

RESEARCH

“Proper application of the alphabetic principle rests on an awareness of the internal phonological structure of words that the alphabet represents. Unfortunately for the would-be reader-writer, such awareness is not an automatic consequence of speaking a language, because the biological specialization for speech manages the productions and perception of these structures below the level of consciousness.”¹

We can see from this research, that phonemic awareness must be taught at a very early age and must be taught directly. In fact, this same body of research states that preschoolers and kindergartners benefit greatly from the direct teaching of phonemic awareness, and that this benefit lasts year after year.

¹Lieberman, Shankweiler and Liberman, *The Alphabetic Principle and Learning to Read* (Reprinted by the National Institute of Child Health and Human Development from *Phonology and Reading Disability: Solving the Reading Puzzle*).

Could anyone go a day without sounds, letters and words? Could you go five minutes? Ten minutes? One hour? Give it a try. For a fun homework assignment, ask the students and parents to discuss sounds, letters and words in the home. When are they needed there? Can they try to live without them for 10 minutes, 15 minutes, one hour? On page 37 of the *Expeditions Into Writing Manual*, you will find a "Wordless Log." Use this for your "wordless" experiments.

- 2. What's the Initial Sound?** Gather familiar objects from around the home and classroom. Place them in a bag. Ask a student to come up, close his or her eyes, reach into the bag, and pull out an object. Ask him or her to hold it up high and have the class call out the word then the initial letter sound. Have those who know their Zoo-phonics Body Signals show the rest of the class the Signal and Sound for the first letter in each item's name. If no one in the class is familiar with Zoo-phonics at this time, just call out the sound. Continue with this activity until all your students have had a chance to select an object and states it's initial sounds.

The object of this lesson is to back up Activity #1 located above, by showing your students that all things have a name, that the name is a word which is comprised of sounds, and the sounds are represented by letters. We can read those letters, and we can write those letters on paper.

Note: Please do not misunderstand. In no way does Zoo-phonics presume that the Body Signals and Animal/Letters are more important than the alphabetic letters and their sounds. The Body Signals and Animal/Letters are the medium, or access, to "letter" understanding and memory, just like phonemic awareness is the path to phonics.

- 3. Learning the Alphabet through Zoo-phonics.** Take time now to teach the Zoo-phonics Animal Alphabet using the *Large Picture Cards*. Your students will learn the shapes and sounds of the lowercase alphabet through these Cards and the Body Signals. Use the lesson plans from the *Expeditions Into Spelling Manual*, beginning in Unit #1. Use these lessons and activities for your alphabet instruction.

If you have a child who is shy or uncomfortable with Signaling at first, give him or her time. S/he will either choose to Signal when s/he is ready, or, if not, s/he will still glean important phonemic information anyway because the Signaling is so visual, and is coupled with the sounds.

Begin by talking about the use of hand gestures (Body Signals) to communicate with someone. Talk about the historical importance of hand gestures. While spoken language was developing hundreds of thousands of years ago, before language was written down, hand signals and vocalizations were used for many different types of information: caution ("Look out, there's a huge mastodon coming!"), affection ("I love you."), instruction ("Dig here for roots."), general information ("We must find water.")

Try a few international gestures. For instance, if you extend your arm, and put your palm up towards the students, your children will know to stop walking towards you. If you "crook" your finger, and pull it toward you, they know to come to you. Gestures, or signals are a way of communicating. Have your students ever seen a police officer direct traffic? S/he uses his or her hands exclusively to move traffic safely. Everyone can read the signals, because they give a simple, yet very direct message. What about the people who direct airplanes that are coming into or leaving the gates? They use hand gestures also. When you use hand gestures with Zoo-phonics, it communicates the letter shapes and sounds of the alphabet from the ears and eyes to the brain. Tell your students that they will also be able to communicate with each other (and their

HISTORY CONNECTION

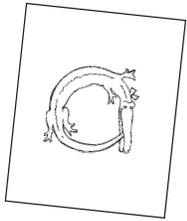
See the *Expeditions Into Writing*, page 3, for a brief history of written languages.

For more information on this, read about the prehistoric people in Alta Mira and Las Caux, France or search for Las Caux, France, cave paintings. (World Book Encyclopedia, "L"; Internet <http://wsrv.clas.virginia.edu/~ds8s/hist2html>), or more simply, "Las Caux Cave Paintings.")



teachers) when they get very good at Signaling. They will be able to spell out words, like, "Hi!", "Good-bye!", and "I love you!" You can Signal to them, "Great job!" "It's recess time!" and, "Lunch time!" Tell them that Signaling will help them to read and write.

Use the Animal Alphabet Picture side (Animals only, no letters yet) of the *Large Picture Cards* to begin this process. Play the *Zoo-phonics® We Are Zoo-phonics Kids Music Tape*, for fun instruction and reinforcement.



You can use the *Large Picture Cards* to build phonemic awareness throughout the day (in other words, treat phonemic awareness serendipitously). Try this: Call out various alphabet sounds. The children are to stand and Signal-respond if the sound is the initial sound of his or her name or the color s/he is wearing. This is a good way to send students out to recess or to lunch. Review the sounds of the alphabet throughout the day. Anywhere there is written text or verbal interaction, there is an opportunity to teach and reinforce the shapes, sounds (and Signals) of the alphabet *and what to do with them*.

MUSIC AND PHONEMIC AWARENESS (Monday)

Play the various songs from the, *We Are Zoo-phonics Kids Music Tape*. It is instructional as well as playful. "It Sounds Like This, and It Looks Like That" actually teaches the children the sounds of the letters of the alphabet, the *order* of the alphabet, as well as the related Animal/Letter Body Signals. All modalities are engaged for effective learning.



LITERATURE CONNECTION

- "The Pledge of Allegiance," written by Francis Bellamy
- *Wee Sing America Music Tape*, published by Price Stern Sloan, Inc.

We believe that as students are preparing their ears and eyes for letters, they need to use this knowledge with something important. Literature, or environmental text, is just such a medium. Throughout the year, many different types of literature or text will be playfully and joyfully explored. It is our goal not only to teach skills, but to teach children to enjoy the reading and writing experience as well.

Today, your students will begin to learn "The Pledge of Allegiance," written by Francis Bellamy in 1892. This will be a real challenge for the children, because the vocabulary and concepts are very difficult. Still, it is important to teach, because it is a part of the school curriculum. Your students may or may not know the Pledge by heart, but most have heard it at some time. Ask them if they have ever heard or said "The Pledge of Allegiance." Have they ever sung "The Star Spangled Banner" or "America the Beautiful"? When and where? What do these songs have in common with "The Pledge of Allegiance?" Discuss that they are part of our country's history. They stir pride in our country. They also tell the story about this country's struggle for freedom.



Instructions: Write "The Pledge of Allegiance" in large print on a piece of butcher paper or tagboard for the whole class to see. Slowly read it to the students several times, pointing to each word. Do not expect full understanding at this time.

1. **Read the Pledge several times, aloud, so your children can hear the sounds of the language.** Discuss the meaning of the words found in this Pledge.

IDEA: Have your students make pledges to do something helpful or kind, or to improve themselves.

2. **Discuss what "allegiance" means.** (loyalty to a friend, family member, school, community, or country) What does it mean to "pledge" something? (to promise) What then, is a "pledge of allegiance?" (to promise loyalty) Have your students make pledges to do something helpful or kind, or to improve themselves in some way.

3. Discuss other difficult concepts, such as “republic,” “nation,” “indivisible,” “under God,” and “with liberty and justice for all.” Keep it simple.

To help your students remember the meaning of each key word, add some kind of related body signal or pantomime.

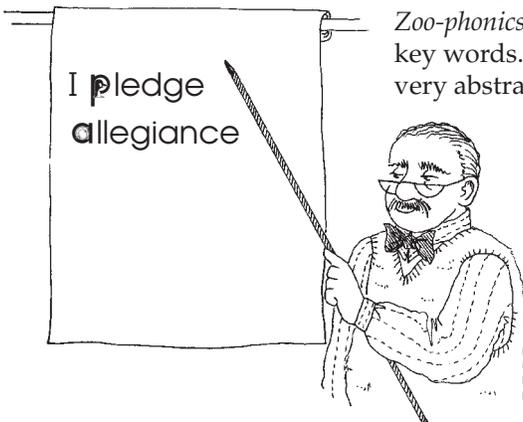
- For “pledge,” put your hand on your heart.
- For “allegiance,” clasp two hands together, meaning friendship.
- Since the word “republic” means an elected government that has no king, form a crown with your hands above your head, then shake your head, signifying “no king.”
- For “for which it stands,” have everyone stand up.
- For the word “nation,” have the students use their index finger to draw an oval representing the map of the U.S. (Look at a map first!)
- For “Under God,” tell your students that America’s forefathers believed in one God. “Under” refers to “under God’s protection.” Place your hand and arm over your head, palm down, to show “protection.”
- For the word “indivisible” have your students clasp their forearms demonstrating being undivided. (Really to make this word more understandable, take a rope and tie it so it forms a circle. See how strong it is? Now cut it up into pieces. Is it strong any more? When you divide something, you take away from the whole and make it smaller and weaker.)
- For “with liberty” have everyone pretend (show them a picture first) that they are the statue of liberty. They must hold one arm in the air, holding a lamp, and pretend they are holding a book.
- “...and justice for all.” For justice, pretend you are a judge hitting a gavel (discuss this first), and for “all,” have them open their arms to everyone in the room.



These pantomimes, gestures or signals should help to make the definitions a little more understandable and memorable. You must practice these concepts, words and gestures until they become automatic. Repeat this activity daily for several weeks. (The gestures, like the Body Signals, are not as important as understanding and remembering the words, but they are the *vehicles* to understanding and memorizing.)

4. Ask your students what sounds they hear at the beginning of each key word in the Pledge. After they give their responses, show them (or have them show you) the letter Signal that goes with each sound. Can they find the *Large Picture Card* that matches the initial sound? Write the key words on the board for a visual cue.

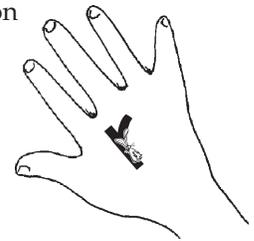
5. Write “The Pledge of Allegiance” on tagboard or butcher paper. Run off the Zoo-phonics® Merged Animal Letter Patterns and tape them to the initial sounds of key words. This will give your children a visual and concrete connection to these very abstract and challenging words.



Note: Zoo-phonics® Merged Animal Letter Patterns can be found in your *Basic Kit* or *Zoo-per Package*. The letters themselves can be duplicated for bulletin boards, labeling and more.

6. Ask the children why we pledge allegiance. Give them time to discuss this. You may have students who are from different ethnic groups or countries in your classroom. Ask them about their patriotic customs. Do they have something similar to “The Pledge of Allegiance?” Allow them time to share.

7. **Make sure students use their right hands when pledging allegiance to the flag.** Work on left hand, right hand. Start by stamping each child's right hand with the Robby Rabbit Rubber Stamp. Now, call out, "1-2-3 right hand." Have students respond by quickly placing their right hands on their hearts. Now read the "Pledge of Allegiance" to them again. Have them hold their right hands over their hearts. Are there any Boy or Cub Scouts, Brownies, 4H'ers or Blue Birds in your classroom? Perhaps they can share information about the flag that they have learned from those organizations.



8. **If possible, purchase the *Wee Sing America Music Tape*, published by Price Stern Sloan, Inc., that has patriotic songs, such as "You're A Grand Old Flag," "America," and "The Star Spangled Banner."** Learn to sing each of them. To reinforce alphabet skills and foster the reading and writing process, Signal key short vowel and consonant words found in the lyrics to these songs. This music tape and lyric booklet will be read throughout this manual.
9. **Homework: Send home a note asking your parents to help their child learn the "Pledge of Allegiance."** If the family is not from this country, send home the words (located in the Literature Connection section of this Manual). This is part of this country's heritage and customs and is an important art of the curriculum.

Tuesday

PHONEMIC AWARENESS (15 minutes)

1. **Using a selected big book**, show (or remind) your students (hopefully they already know this) that when you read and write, you start from the left side of the paper and move to the right side. We read from the top of the page to the bottom. Tell your students that not all countries or languages do this. In Hebrew, you read from right to left.

Use a selected big book for this activity. Gather the students around you closely, and start reading the text. Use your finger to track the words. Show the students that words are read from the left to the right (show them on the chalkboard how you also *write* from left to right.) As you read, continue to pull your finger from the left to right.) Ask individual students to come up to the front and use their fingers to help track the text with you.

RESEARCH

According to Marilyn Jager Adams (et al) in *Phonemic Awareness in Young Children* (page 11), "Children do not pay attention when they are bored or frustrated, and they do not learn when they are not paying attention." The Animal/Letters become the students' friends, as well as encourage the children to move rhythmically, while making letter sounds. What a great combination!

Hand out the tracking pages from the *Zoo-phonics® Activity Level Worksheets A2*, pages 6 and 7. Have them complete these at this time. Do this several times as a warm-up for writing throughout the week. This is a good and easy activity to send home for reinforcement.



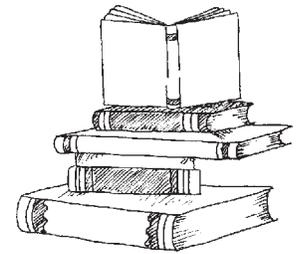
2. **"Right hand!" "Left hand!"** Ask students to stick out their hands, palms down. Imprint the Lizzy Lizard Rubber Stamp on the top of each left hand and Robby Rabbit Stamp on top of each right hand. (Make sure the Animal Letter is not upside down when they look at them.) Now, ask the students to respond *quickly* as you call out, "Right hand!" "Left hand!" Do this repeatedly. Ask them throughout the day to show you the appropriate hand, upon request.

As an added visual cue, place the Lizzy Lizard and the Robby Rabbit *Large Picture Cards* on the chalkboard tray. Ask your students what "left" starts with. What does "right" start with? Show them that Lizzy Lizard ("l") has the same sound as the "l" in "left." Show them that Robby Rabbit ("r") has the same sound as the "r" in "right." Does anyone in the class have names that start with these two letter sounds? Observe carefully as your students Signal and Sound. Say, "We read and write from Lizzy to Robby," as you move your arms. Ask which children in the class are left handed. (This is important for you to know.)

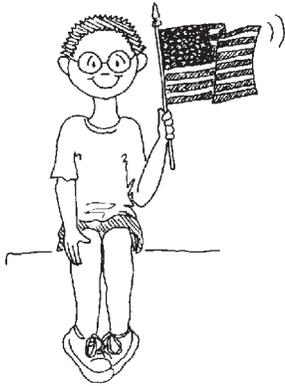
What a great way to get students' attention and teach handedness and left-to-right progression *at the same time!*

LITERATURE CONNECTION

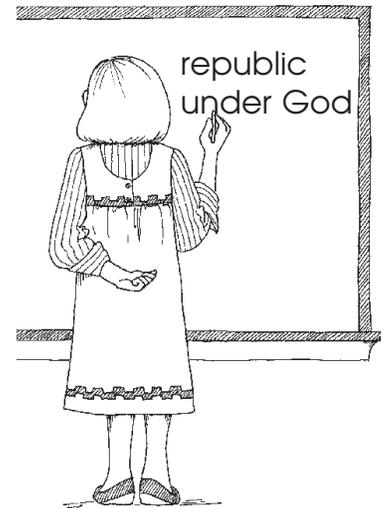
- "The Pledge of Allegiance," written by Francis Bellamy
- "To Market, To Market," a *Mother Goose* nursery rhyme
- *The True Story of the 3 Little Pigs — as told from the wolf's point of view*, written by Jon Scieszka
- "The Three Little Pigs," a *Mother Goose* nursery rhyme



★"The Pledge of Allegiance," written by Francis Bellamy



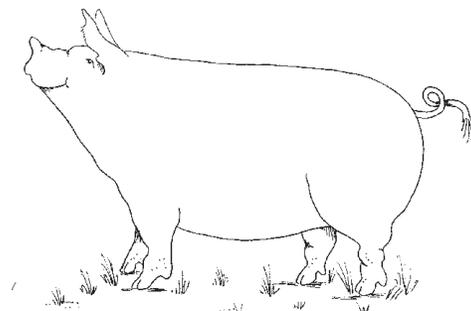
1. **Review "The Pledge of Allegiance" with your students.** This will be a daily activity until they are very familiar with it. Reciting "The Pledge of Allegiance" will be part of your daily activities in the morning. This daily review and the following activities will prepare your students for memorization and understanding of the Pledge. Write the Pledge on sentence strips and place them in order in a pocket chart.
2. **Read the Pledge several times, aloud, slowly and clearly to your students.** Ask them to take their fingers and track the Pledge in the air, from left to right, as you read it.
3. **Have them recite to you as much as they can remember.** Remind them to use their pantomime gestures or signals as you all recite it together.
4. **As your students try to memorize the text, show them one phrase (one sentence strip) at a time.** For instance, say, "I pledge allegiance...", then, "to the flag...", then, "of the United States of America.." This will help them to memorize the Pledge a little at a time without becoming overwhelmed.
5. **Ask your students to help you spell the key words on the chalkboard, one at a time.** Ask your students to tell you as many letters as they can hear in each word to help you spell out the words. Write the letters on the chalkboard as they call them out. Fill in any letters they leave out, or call out incorrectly. (Spell these words: "republic," "nation," "under God," "indivisible," "liberty," "justice.") (Have them say each word to themselves several times.)
6. **As a visual cue, have the students match the yellow Primary "a-z" Sound Flash Cards to the initial letters in each key word on the sentence strip.** If the word does not have a short vowel or a consonant, leave the word unmatched. (For example, ignore matching the *Primary "a-z" Sound Flash Cards* to the words: United, America, all, etc., at this time. In other words, keep it very straightforward for now.)



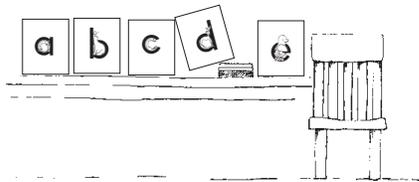
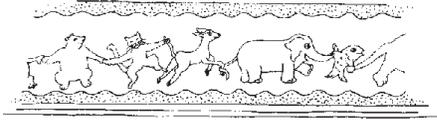
★"To Market, To Market," a *Mother Goose* nursery rhyme

1. **Read, aloud, the following nursery rhyme, "To Market, To Market," a *Mother Goose* nursery rhyme, to the students.** Nursery rhymes are wonderful teaching vehicles because most children are already familiar with them.

To market, to market
To buy a fat pig.
Home again, home again,
Jiggety-jig.



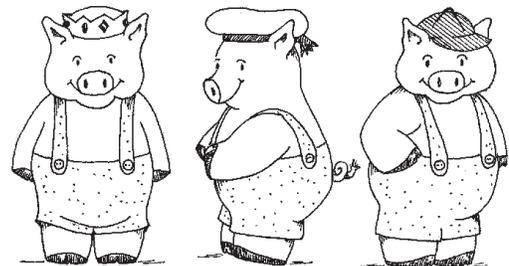
2. **Demonstrate for the students how you Signal the initial sounds for each of these words.** Make sure the Signals and Sounds always coincide (to, market, buy, fat, pig, home, jiggety-jig). Now ask your students to try.
3. **Try these activities:**
 - a. Read this nursery rhyme with your students several times. Develop a rhythm.
 - b. Discuss what the nursery rhyme means. Does it really mean anything?



- c. Find the rhyming words (pig, jig).
- d. Set all of the *Large Picture Cards* on the chalkboard. Ask the students to match these Cards to the initial sounds of specific words within the rhyme. Signal and Sound! Only the word "again" will not match the *Large Picture Cards*. Tell them the letter "a" has several sounds, all of which they will be learning in time. It is still spelled with Allie.
- e. Repeat the rhyme spontaneously throughout the day. See who can supply the words you leave out. By the end of the day, see who can recite the rhyme.
- f. Have the children draw pigs. Curl pipe cleaners around a pencil. Cut them in half, and then give one to each student to glue onto the pig's end. Voilà! Piggies!

★**"The Three Little Pigs,"** a *Mother Goose* story

1. **Show additional literature resources.** Read the story of "The Three Little Pigs," a Mother Goose story. Have they heard this story before? Ask how the story ends, before reading it.
 - a. Have the students act out the story.
 - b. Can your students change the ending?
2. **Homework: Have your students go home and tell the story of the "Three Little Pigs" to their parents.** Write the homework directions on a slip of paper so the parents will really listen. The parent needs to confirm that the child has told the story. Remind the parents to be very appreciative and not to correct the story teller. The retelling of the story doesn't need to be exact at this time, just enjoyed.



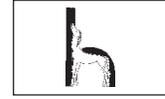
★***The True Story of the 3 Little Pigs — as told from the wolf's point of view,*** written by Jon Scieszka

Here's a treat that you might want to save for a special moment this week. There is a book called, *The True Story of the 3 Little Pigs — as told from the wolf's point of view*, written by Jon Scieszka (Viking Press). After you read it, ask your students which story is the true one. Enjoy this time with your students. They have really worked hard so far this week! (You too!)

Wednesday

PHONEMIC AWARENESS (15 - 20 minutes)

1. **Use the sounds that the Zoo-phonics Animals might make.** (Honey Horse neighs. Timothy Tiger roars. We have absolutely no idea what sound Jerry Jellyfish makes (perhaps the sound of bubbles gurgling or popping). Students will have to be very creative!) Mix up the *Zoo-phonics® Primary "a-z" Sound Flash Cards* and have the students close their eyes and pick one. Each child is to walk around the room making his or her Animal sound (either the sound of the Animal, or the sound of the letter the Animal represents). Choose one student to be the Sound Detective. Choose one sound for the student to locate as they all mill around the room making their sounds. Out of all those Animal or letter sounds, can the Sound Detective locate one specific one? Have each child take a turn. (Or, do this all week. Choose only five or more students a day to be the Sound Detective.)



2. **"What Sound Does It Begin With?"** To play this game, the teacher will call out a word, perhaps naming a familiar object in the room. The teacher will choose a student to repeat the word, and then call out a new word that begins with the same first initial. Now the teacher will call out a new word with a different first initial. A student will then be chosen to come up with a word that begins with that the first initial sound. The teacher continues to come up with new words that have different initial sounds.

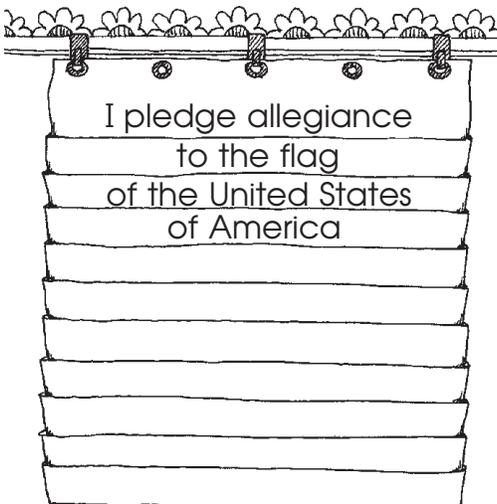
Variation: For a real challenge, the students will match the ending sounds in words, by finding either a word whose first initial matches the ending sound in the word, or s/he will call out a word whose ending sound matches the ending sound in the teacher's word. Confused? Just give it a try! It will really train your students' auditory memories as well as their "ears."

• Extra Help • For a visual cue, ask that they match the sounds with the appropriate *Large Picture Card* which are lined up on the chalkboard tray, and then Signal the sound.

3. **Initial sounds.** Go through all the *Large Picture Cards*, Animal Picture side first. Ask the students to supply words whose initial sound matches each *Large Picture Card*. Ask for three words per Animal Picture. Signal and Sound each letter.

NOTE: Observe carefully as your students Signal and Sound. Jot down the names of those who need extra help, and give them extra time on the alphabet. Also note those who need to move ahead. If they are ready, extend their learning.

LITERATURE CONNECTION



- "The Pledge of Allegiance," written by Francis Bellamy
- "Yankee Doodle," written by George M. Cohan

★ "The Pledge of Allegiance," written by Francis Bellamy

1. **Continue learning "The Pledge of Allegiance."** Have your students pantomime the key words as they recite the Pledge. Practice this several times, if necessary.
2. **Using a pocket chart and the Pledge on sentence strips:**
 - a. Have the students place the strips in the correct order by listening to the words as you read (the initial sounds will give the clues). You may need to assist them with this activity. Mastery is not necessary yet.

- b. Draw symbols to match the pantomime (a crown, a map of the U. S., arms clasped, hand over heart, etc.) and have your students take turns placing the picture(s) near the correct word(s).
3. Have students work in cooperative groups for this next activity: Using the “Zoo-Merged” or the “Zoo-Model” (or a combination of both) font from the *Zoo-phonics® Computer Font*, type out the Pledge, copy and cut into sentence strips for each group. Give each group the strips, glue, and a large piece of construction paper. Each group is to put the strips in order, and then glue them down. If you don’t have the *Zoo-Font*, neatly write the words on paper, and then reproduce them. Cut the strips for them before handing them out.



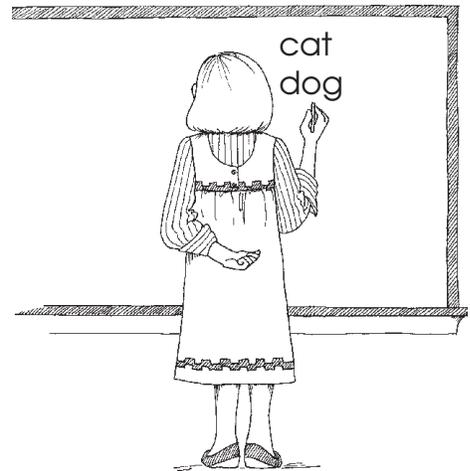
★“Yankee Doodle,” written by George M. Cohan

Teach them to sing the song, “Yankee Doodle,” written by George M. Cohan. (Play the *Wee Sing America* Music Tape, if you have it, or any rendition of this traditional song.) Signal the initial consonants and short vowel words as you hear them. Signaling out the initial sounds while you are singing is an excellent phonemic awareness activity, especially as the students practice the same song several times. This not only develops automaticity, but it causes your children to think in terms of, “how is it spelled?” and “in which order are the letters?”

Thursday

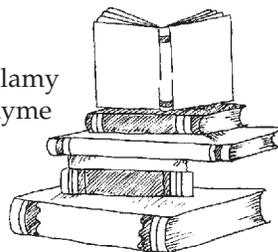
PHONEMIC AWARENESS (15–20 minutes)

1. Go through the *Large Picture Cards*, “a–z.” With each card, Signal and Sound. Show the Animal Picture first, then turn the card over and show the Merged Animal/Letter side. Do this twice. The second time go through it a little quicker (watch your students closely). Make sure that you are pacing your “flashing” to match the processing time of your students.
2. Identify initial sounds. Using a list of familiar words call one word at a time (your students can help generate this list). Do not write them on the chalkboard; let this be a purely auditory exercise. Ask your students what sound is at the beginning of each word. Remind them to tell you the initial *sound* of the word, rather than the letter name at this time. Our focus and emphasis is on the sounds of the letters, since that is what we will be teaching them to use for reading and spelling!
3. Now write familiar words on the chalkboard. As you read the words, ask the students to sound (and Signal) the initial sounds. Can they also tell you the ending sounds? Can they tell you any letter sounds that they hear in the middle? Ask them to match the *Large Picture Cards* to these sounds. Ignore for now any sounds that are not consonants (for instance, skip the “ce,” “ci,” and “cy” words that say “s”; skip the “ge,” “gi,” or “gy” words that say “j”), or short vowels.
4. Play the “Sound Detective Game” from Wednesday’s Phonemic Awareness Activities, page 38.



LITERATURE CONNECTION

- “The Pledge of Allegiance,” written by Francis Bellamy
- “To Market, To Market,” a *Mother Goose* nursery rhyme
- “Old Adages,” assorted

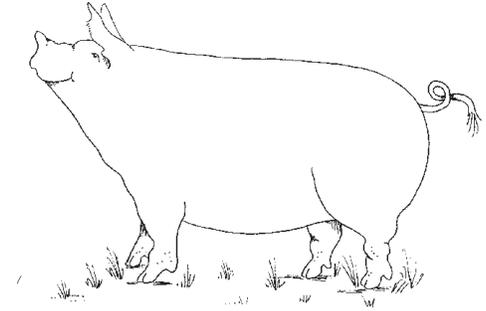


★“The Pledge of Allegiance,” written by Francis Bellam

1. **Recite, “The Pledge of Allegiance,” as a class.** Keep practicing with your hand gestures. When you get really good at it, and are synchronized, share this with other classes. Each day discuss the meaning behind the Pledge.
2. **Homework: Send a note home requesting that the parent listen to the student attempt to recite “The Pledge of Allegiance.”** They can coach gently, but must also encourage and praise. Perhaps the whole family can say the Pledge together. If this is a family who is not from this country, this is a good opportunity for everyone to learn it. Make sure you *again* send home a copy of the Pledge.

★“To Market, To Market,” a *Mother Goose* nursery rhyme

Reread and recite, “**To Market, to Market.**” How many students can remember it from yesterday? Today, listen to the rhythm. “To Market, to market, to buy a fat pig. Home again, home again jiggety, jig.” Read it several times with the same rolling rhythm. Have the students clap out the rhythm. Do this several times, until everyone is synchronized. Make sure you do one clap per syllable. For example, you will clap three times for “to mar-ket.” Enjoy this time by just clapping out sounds. Don’t talk syllables yet.



★“Old Adages,” assorted

1. **Read each adage aloud to your students.** Tell your students that an adage is a saying that doesn’t always mean (literally) exactly what it says. It usually stands for something else in life. Older people often use an adage when something isn’t right, or they want to warn you about something, or they want to make a point. These adages have been around hundreds, maybe thousands of years.

“Practice makes perfect.”

(The more you practice something, the better you get at it.)



“The early bird catches the worm.”

(Those who get up early and begin their day early get a lot more accomplished than those who stay in bed or watch TV.)

“Mind your p’s and q’s.”

(“Mind your pints and quarts” is an old English saying. This means be careful and mind or you will get into trouble.)

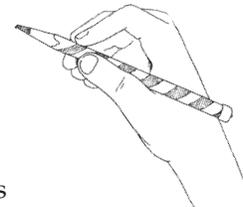
Ask your students what they think each adage means. Write down (just for fun) their definitions. When they have finished, supply them with a simple explanation, and relate it to their lives.

2. **Try these activities:**

- a. Each one of these adages applies to children *and* adults. Discuss these old adages by talking about them throughout the day. Ask your children how each of these adages applies to their own lives. Call out the definition and have the children supply the adage. Although these are adult sayings, you can present them simply. The secret to student understanding and retention is to ask questions, discuss, play, and recite often throughout the day and week.



- b. Have students make their own “adage” book. First, you can print or type the adages and have the children illustrate each one. This can be used as a handwriting practice activity, also. Create a class book to display at Back to School Night, Open House or in the class or school library. Use the *Zoo-phonics® Zoo-Font* or *Zoo-phonics® Merged Animal Letter Patterns* for title of the book. Add other adages to the book. This can become an ongoing collection!
- c. Match the *Zoo-phonics® Merged Animal Letter/Patterns* to the initial sounds in words in each adage. Expect students to identify only the consonants and short vowels.



Friday

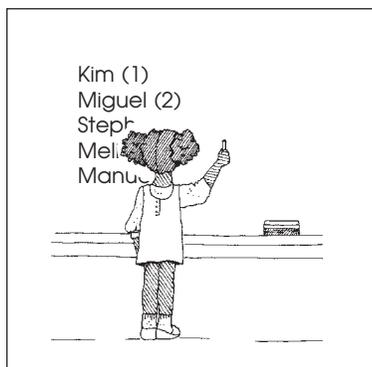
PHONEMIC AWARENESS (15–20 Minutes)

1. Play “Sound Detective” again today. (See directions on page 38.)
2. Play some classical music that has varying tempos. For instance, “The William Tell Overture,” by Rossini, or “The 1812 Overture,” by Tchaikowski, are perfect for this activity because each has varying tempos. Also try Pachelbel’s “Canon in D Major.” It is very slow, melodic and repetitive. Have the students clap to the rhythm of the music. This will prepare them for Activity #2 as they will need to listen for sounds as they clap. This is a great syllabication warm-up!
3. **Syllables.** Show children that words have something called “syllables.” A syllable is a unit of spoken language. Tell your students (and demonstrate) that syllables and letters rarely match. Words might have three letters or even four, but only has one syllable. Look at the words, “cat”, “chat”, “splat”, etc. The words might have one syllable or sound unit (demonstrate this by clapping your hands for each sound part) as in the word “cat”; or two syllables, as in the word “table”; or three or more (as in the words “September,” “principal,” or “alligator”).

RESEARCH

Syllabication is an important skill to learn, but according to Liberman, Shankweiler and Liberman, “being able to segment words by syllable was, as we would expect, not enough to equip the child to produce alphabetically written words.”¹ Obviously, student knowledge of the shapes, sounds and purposes of the alphabet is key. Treat syllabication as an important, but secondary, exercise.

Here’s a very personal syllabication game: Call out the names of your students, one at a time. Start with anyone who has a one syllable name. Clap out the syllable as you state the name. Move to two syllable names. Save the longer names for last, as your students get more practice and proficiency.



Now, write the names on the chalkboard, and divide the syllables with a hyphen. Clap out the syllables and have individual students come up and write the number of sound units or syllables that are in each word. Kim (1); Mi-guel (2); Steph-an-ie (3); Mel-is-sa (3); Man-u-el (3). Do this several times today! You don’t have to do the entire list all at once. Just call out one name every once in awhile! Try this with familiar words throughout the day for added reinforcement. (It’s a perfect “serendipitous” activity.)

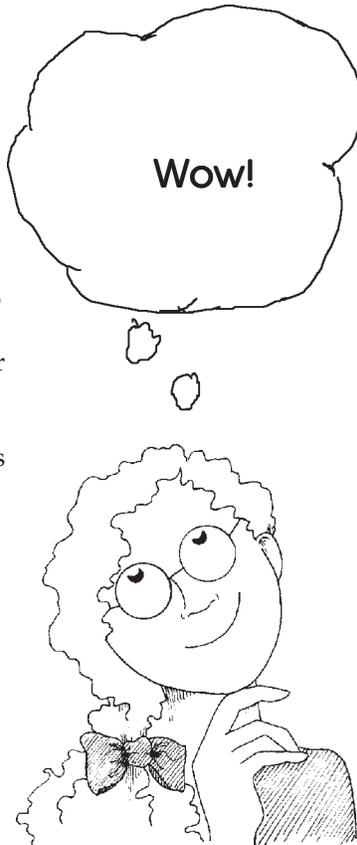
4. “Flash” the Large Picture Cards. Does anyone want to volunteer to Signal the alphabet from the Cards by him/herself? In a small group? (There is safety in numbers.)

¹Liberman, Shankweiler and Liberman. *The Alphabetic Principle and Learning to Read*. Reprinted by the National Institute of Child Health and Human Development from *Phonology and Reading Disability: Solving the Reading Puzzle*.

EVALUATING THE WEEK

Let's evaluate what you and your students have accomplished in one week. You have:

1. introduced or reinforced all the shapes and sounds of the entire alphabet.
2. shown the children how these shapes and sounds are used to match what we say to what we can write on paper (or what is already written).
3. given them opportunities to analyze letter sounds phonetically and match them to letters in words.
4. begun to teach your students how to listen for sounds, how to perceive sounds when speaking, then look for these same sounds in text.
5. worked on left and right handedness and left and right reading and writing progression.
6. shared several pieces of literature: "The Pledge of Allegiance," and *Three Little Pigs*; Old Adages, "To Market, To Market," and "The Eensy Weensy Spider." And perhaps have read, *The True Story of the 3 Little Pigs As Told By A. Wolf* (as told to Jon Scieszka).
7. looked at very challenging vocabulary from "The Pledge," and analyzed it, tried to understand its concepts, and worked on memorization of this very important patriotic custom.
8. taught syllabication, first through music and listening, and then written text through clapping.
9. taught the eye to work with the ear as they look at the letters of the alphabet and address sound.
10. taught the concept of "book" (left to right, top to bottom) by children making an adage book; letters match sounds that can be written and read; letters form words that go together and have meaning and tell a story; a book has a beginning and an ending.
11. learned to sing a few patriotic songs; looked at songs from other countries and ethnic groups.
12. encouraged your children to think, analyze, discuss, ask questions, share and listen to each other.



What you haven't done as yet is work with letter names and capitals. That will come next week, as you begin to get ready for reading and writing experiences found in Unit #3.

TEACHER'S IDEAS AND COMMENTS



ALPHABETIC PRINCIPLES

WHAT THE TEACHER SHOULD KNOW BEFORE BEGINNING THIS UNIT

This week your students will continue to develop an understanding of print, — getting ready for the phonics, reading and spelling process. Unit #2 (in both the Reading and Spelling Manuals), provides many activities that will help your students gain a firm understanding of how print works. Many auditory and visual activities are included that will prepare the perceptual “ears and eyes” of your students to discern the subtleties of sounds/symbols relationship of the English language.

Your students will continue to master the alphabet this week — specifically, the Shapes and Sounds (and Signals) of the alphabet, *and what to do with them*. This week, capital letters and letter names will be included in the daily lessons.

Much time will be spent this week applying these skills to the reading and writing process. Next week (Unit #3), students will begin to recognize, build, and use words and sentences. They will explore text in many different genres and media. All the learning that has taken place last year in kindergarten, and the first two weeks of this year, will pay off. The students *will* soon begin to really read, spell and write.

THIS WEEK’S READING SELECTION					
Titles	Monday	Tuesday	Wednesday	Thursday	Friday
1. *The Little Red Hen	✓	✓	✓	✓	

* Literature Selection.

ASSESSMENT

Use the *Zoo-phonics® Assessment Inventory* to assess your students in these areas:

- Recognizing and writing lower case letters in and out of sequence. (See pages 91-127.)
- Recognizing and writing uppercase letters in and out of sequence. (See pages 129-147.)



THE SPELLING CONNECTION

The focus this week is on the mastering of the Sounds and Shapes of the alphabet, capitals as well as lowercase. Unit #2 in the *Expedition Into Spelling Manual* will support your instruction this week in reading and writing.

