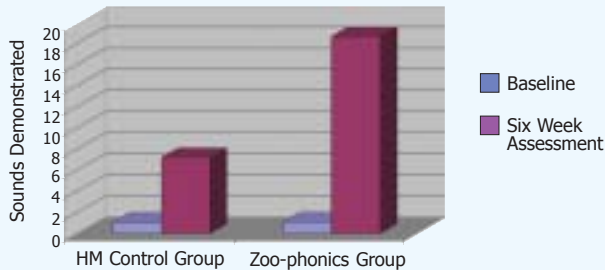


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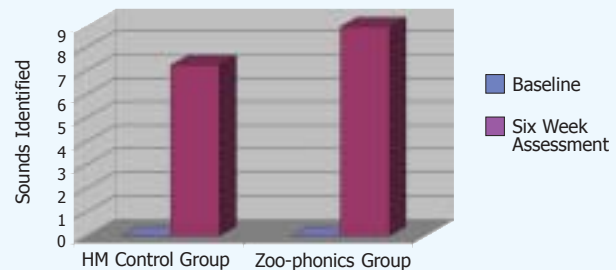
## *The Effects of Zoo-phonics in the Kindergarten Year*

Presented to the Faculty of San Diego State University by Alexa Stafford Horne

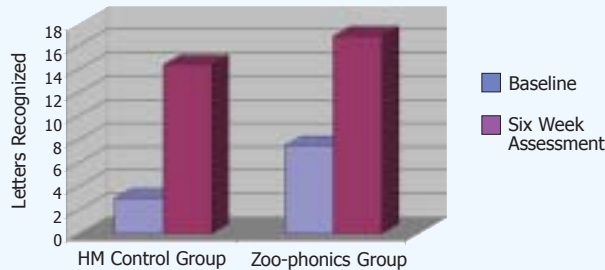
### Pre-Test / Post-Test Means of Letter Sounds



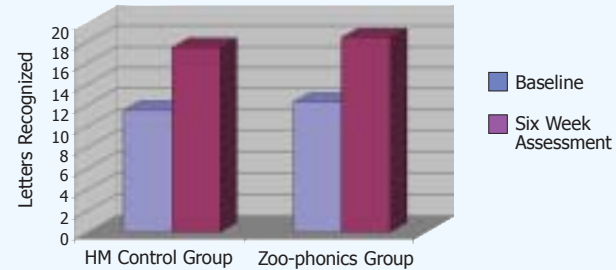
### Pre-Test / Post-Test Means of Initial Sounds



### Pre-Test / Post-Test Means of Lowercase Letters



### Pre-Test / Post-Test Means of Capital Letters



**Brief Summary:** This research project compared kindergarten students who were taught using Zoo-Phonics for 10 minutes per day with students in a classroom who did not receive Zoo-Phonics instruction (Houghton-Mifflin program only). Classrooms were comprised of like-aged children and similar numbers of English Language Learners. The teachers involved worked closely to plan and implement lesson plans that mirrored each other. The experimental group used Zoo-Phonics for 10 minutes daily as part of the language arts curriculum. The control group added 10 minutes of extra read-aloud time to their schedule. Students were assessed in the areas of capital letter recognition, lowercase letter identification, and letter-sound awareness. Six weeks after beginning assessments were completed, students were reassessed in the same areas with the addition of initial sound recognition. In the area of letter-sound and initial sound awareness, data proved there was a significant difference in learning. This difference is attributed to the use of Zoo-Phonics daily in song, play, and study. Children were able

to use multiple modalities to practice the sounds associated with the letters. Although identical lessons were taught for beginning sound identification, the introduction of the Zoo-Phonics sounds and motions enhanced the understanding of the initial sounds in words. During the second assessment period the researcher observed the children making the Zoo-Phonics animal's motion to help themselves remember the letter-sound. Zoo-Phonics, with the use of motions added to the letters' names and sounds, enabled children in the experimental group to make a significant difference in the areas of sound knowledge compared with the control group which did not grow to the same degree.