

ZEKE'S FUN AT HOME ACTIVITY CORNER

April 7, 2020

Dear Zoo-Friends,

Here are some fun olive octopus activities for Tuesday! The purpose for these fun activities is to keep your child educated and entertained with valuable learning. Nothing found below takes much time. You can spread it out throughout the day. Teachers, you can share these with your parents!



IMPORTANT NOTES: 1) When you **show** children the Animal's Alliterative Names, we use lowercase letters because with toddlers and preschoolers, we teach lowercase letters only. We wait until the child is 4 or 4 ½ before we teach capital letters and **ONLY** when they have mastered the lowercase letters! 2) If the letter is underlined, Signal the letter!

Tuesday:

1. **Read:** Read Zoo-phonics Mini-Book “#8 Olive’s Mom”
2. **Art:** Try Olive Octopus’ “How To Draw.” (Instructions included).
3. **Music:** On YouTube, there are a few cute octopi songs. Give them a try. Move to the rhythm. Hear the rhymes. Put different amounts of water into glasses. Have your child gently hit each glass with a butter knife. The sounds are different. Can s/he hear the differences?
4. **Physical Activity:** Play “Olive Octopus” **Toss and Catch**. olive octopus has eight arms. Children only have two! Let’s see if they can toss and catch a ball as well as she does! Play a game of **toss and catch** with your child. Stand close at first. As s/he gains skills, step back a foot or two. Make sure your child is having fun and feels successful. Also, make sure s/he is throwing with the right hand and stepping forward with the left leg/foot. OR, s/he is throwing with the left hand and stepping forward with the right.
5. **Math.** Olive Octopus is the 15th letter of the alphabet. Jump 15 times. Can you child jump on his/her right and left feet 15 times each? Jump forwards 15 times. See how far s/he gets! Add: $10 + 5 = 15$. Count out 15 beans or buttons. Take away 5. How many do you have? 10!
6. **Science:** Discover things about octopi (plural for octopus). They live in the ocean. They are highly intelligent and can problem solve. They float on the waves and currents. Find out more!
7. **Social Studies:** Olive Octopus begins with short /o/. Olive Octopus lives in the ocean. See that “o”? It doesn’t sound like Olive Octopus’ short /o/ sound. Olive makes different speech sounds. That is why we call her a “Hard Worker.” Look at all the different oceans and seas on the Earth. They have names!
8. **Creative Writing and Art:** Use Olive Octopus’s Alliteration Page. 1) Slowly read Olive’s alliteration to your child. Signal each time you hear/say the short /o/ sound. 2) Ask your child to tell you a story about Olive Octopus (or anything s/he knows about inchworms) and write it on the alliteration page. 3) Your child can illustrate his/her story.

Magic Painting! Ohhhhhhhh, this is so much fun! Preparation: Take ½ sheets of white construction paper. Randomly but neatly, print the lowercase vowels all over the paper with a white crayon. Have ready at the table or desks: a small cup of water, a paint brush, and a set of watercolors. Tell children, “Choose lots of pretty colors and paint over the entire paper. If something magically appears, Signal and sound it out!” The white crayon resists the watercolors so the vowel will pop up immediately. Variations for Later: 1) Write all capital letter vowels. 2) Mix up the lower- and uppercase vowels. Let the paper dry. Now each child can match the lowercase to their uppercase vowel-pals!

Lesson Plan Book #8

“Olive’s Mom” (Focus: Short “o” vowel, CVC words)

This *Mini-Book* is comprised of CVC words and the name, “Olive.”

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. Act out the words, “jogs,” “bops,” “mops.” Pretend you are hot.

Spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

- b. Ask for volunteers to read this *Mini-Book* first. Make sure everyone has a chance to read aloud. Break into buddy-groups for a second reading opportunity. Now, have each child read independently (SVR = Sustained Vocal Reading). Walk around the room and listen to them read. Gather together to ask and answer comprehension questions (located in “c.” below). Ask students to come up with questions of their own to ask their classmates.
- c. Ask these questions: What can Olive’s mom do? (She can jog.) Olive’s mom has something on her head. Look carefully. Can anyone see what they are? (They are curlers.) Where is she jogging? (She is in the desert under the hot sun. You can see the cactus.) Would you really find an Octopus “bopping” in the desert? Describe how Mom looks on page 2. (She is hot. She is sweating – see the drips – and she is fanning herself.) Now this is interesting. Read the text on page 4. It says, “Olive mops Mom’s hot mop.” What does that mean? (Olive is wiping away the sweat on her mom’s head.) What is a hot mop? Have you ever heard of a “mop of hair”? The word mop can mean several things.

Take the whole class out for a jog. If it is inclement weather, jog around the classroom or play “Zoo-Robics” from the *Zoo-phonics Music That Teaches CD*.

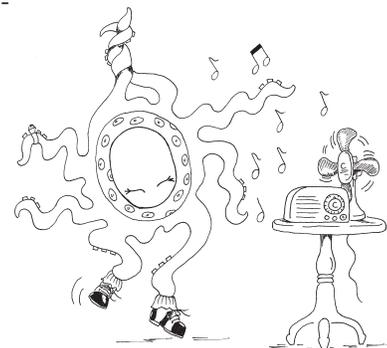
Put on some music. Hop and bop. Give the students time to be silly. Don’t turn off the music too soon as your shy student may just be getting ready to dance. If the students are too inhibited, start them out by having them copy your movements, and then give them time for self-expression.

- d. Discuss the subject and verb (“star” and action) of each sentence. Discuss the noun (mop). Discuss the use of capital letters in names and at the beginning of sentences. Signal the capitals.
- e. Discuss the difference between the proper noun “Mom” which is a name, and the noun “mom,” an abbreviation for “mama,” “momma” or “mother.” Signal the Capital letter in “Mom.”

Vocabulary Words:

1. Olive’s
2. mom*
3. jogs
4. got*
5. hot*
6. mops
7. Mom’s*
8. bops

* High Frequency Words

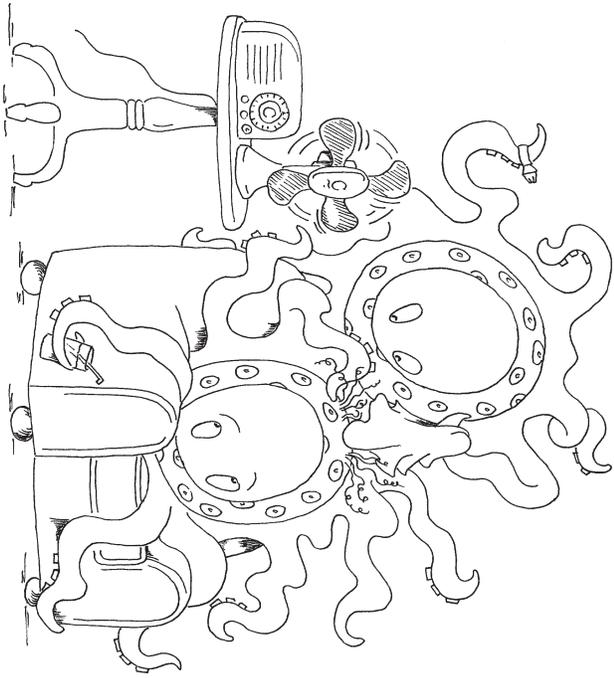


Notes and Observations:

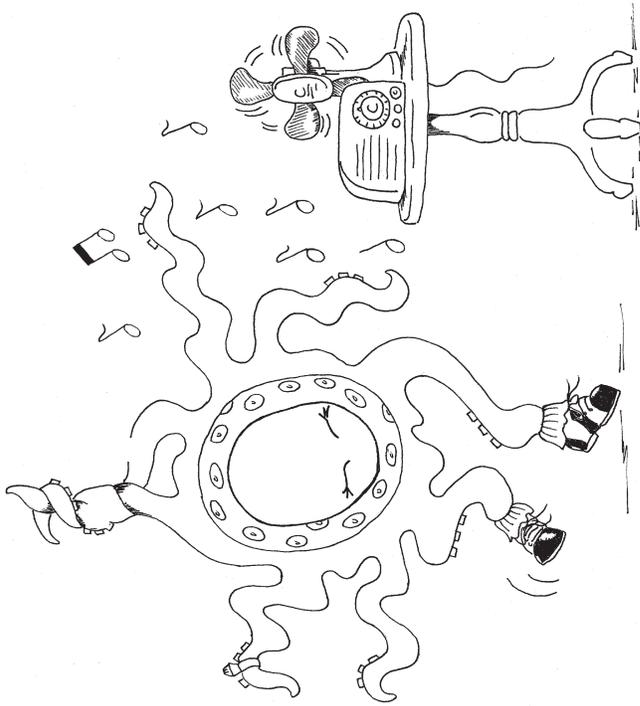
Olive's mom got hot.



Olive mops Mom's hot mop.

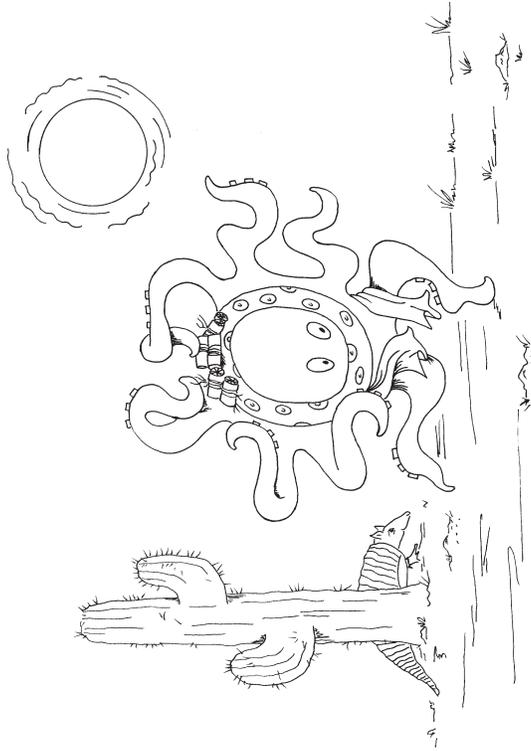


Olive bops.



Olive's Mom
Book #8

Olive's mom jogs.



Suggestions For Use

Teacher-Directed Template Art. (You are going to create templates for your children to trace by reproducing the shapes on heavier tag board, and then cutting them out. This will be for children who cannot easily cut with scissors.)

- a. Chose an Animal Pattern Sheet to reproduce on tag board. Cut up the pieces. Now put the pieces together to show how they fit.
- b. Your students will work in small groups, sharing the templates. Discuss how the shapes go together to form the Animal's body.
- c. Show the class how to trace around the template to form the shape. Make sure they are placing the templates in the right places to form the Animal.
- d. Add details, color the Animal, and it is complete!

Teacher-Directed Color, Cut and Paste Activity:

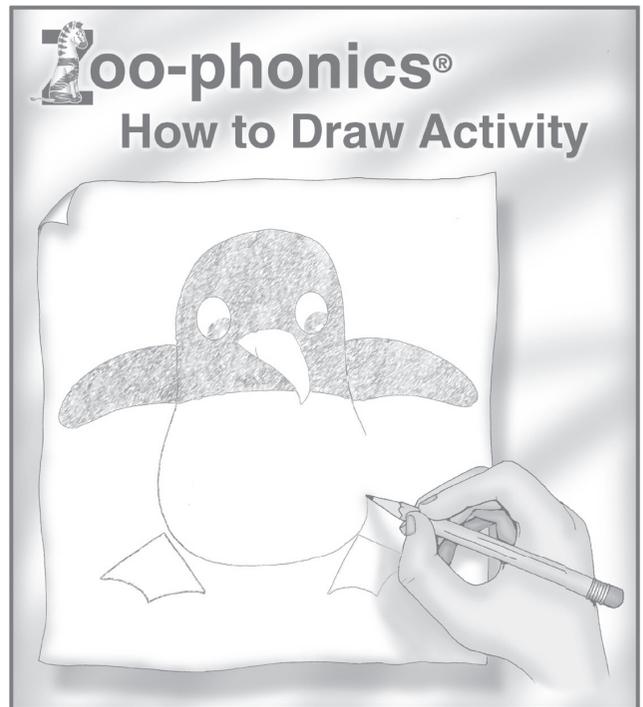
- a. Enlarge and copy one of the Animal Pattern Sheets for each student, and one extra sheet for demonstration.
- b. Before drawing, discuss the Animals' body shapes. Ask, "Which part is the tail?" etc.
- c. Have your students color each shape, and then cut them out *carefully*. (Help them if they need help, rather than have them cut the shapes incorrectly.)
- d. Hand out construction paper, glue and crayons.
- e. Show them how to put the shapes together to form the Animal's body, then have them do their own. Do this one step at a time. "First, glue down the..."
- f. Add extra details and color. Add trees, swamp, mountains, ocean, flowers, etc.

Teacher-Directed Drawing (chalkboard or butcher paper):

- a. Enlarge one of the Animal Pattern Sheets. Show it to your students, and then display it for the children to see.
- b. Ask the students to identify the parts of the Animal's body. For example, ask your children, "Which shape represents Allie Alligator's tail?" His snout? His feet?
- c. Look at the numbers in the instructions, and begin to draw the shapes, as you see them in the picture, on the chalkboard or butcher paper. Follow the sequence of the numbers.
- d. Now hand out drawing paper to your students. Direct your student to draw each Animal body part sequentially. As they are drawing, point to your drawing on the chalkboard or butcher paper.

Other Ideas!

- a. Mat and display the finished pictures. You can create picture frames with bright colored construction paper, or with various materials (beads, macaroni, feathers, etc. Be creative!
- b. Create a Zoo-phonics Alphabet Book for each student from their artwork using the Animal Patterns.
- c. Make the materials available for free time activities or a special art project.
- d. Outline the completed drawing with a fine point felt pen for a more finished look.
- e. Drawings may be completed with colored pencils, crayons, or watercolors.
- f. Teach the children to draw the appropriate habitat behind each Animal.
- g. Use these illustrations as the basis of dioramas.
- h. Use them as part of an annual art exhibit for the school.
- i. When demonstrating how the Animal body parts go together, you can place a small piece of magnet tape on the back of each piece, and place them together to form the Animal. The magnet will hold onto a white board or a magnet board. The children can move the parts around to finish the Animal. This is good preparation for them before tracing, cutting and pasting, or drawing.

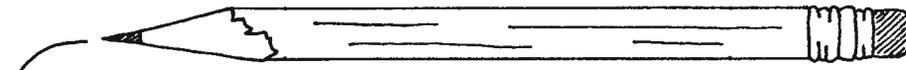


By the Authors of the Zoo-phonics® Program
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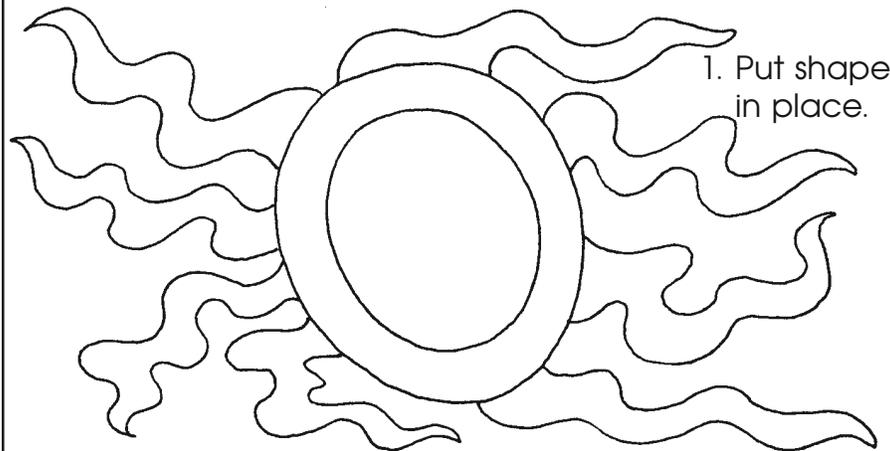
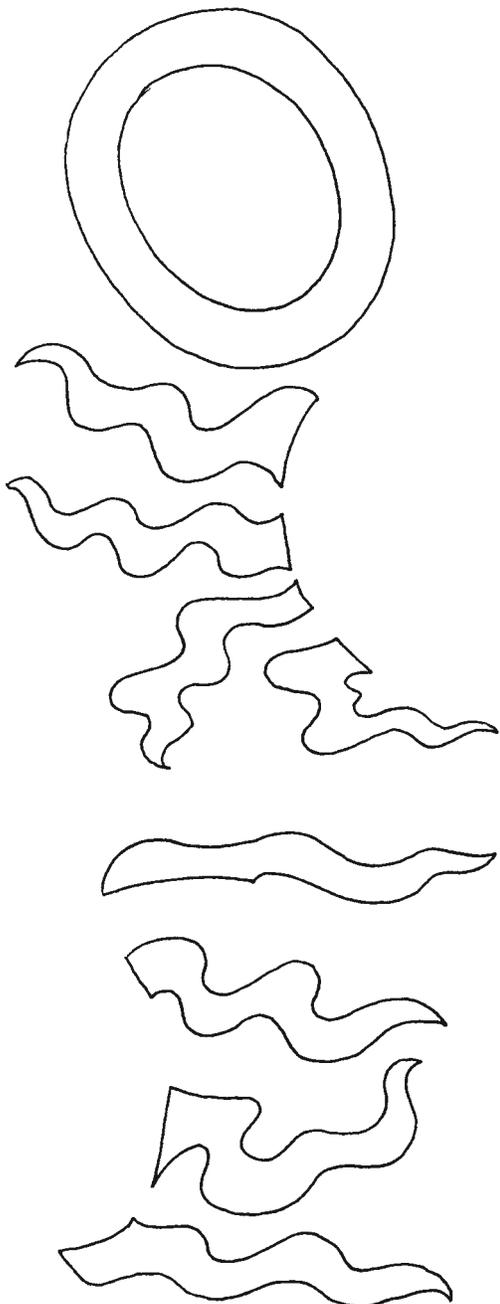
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Zoo-phonics® How To Draw

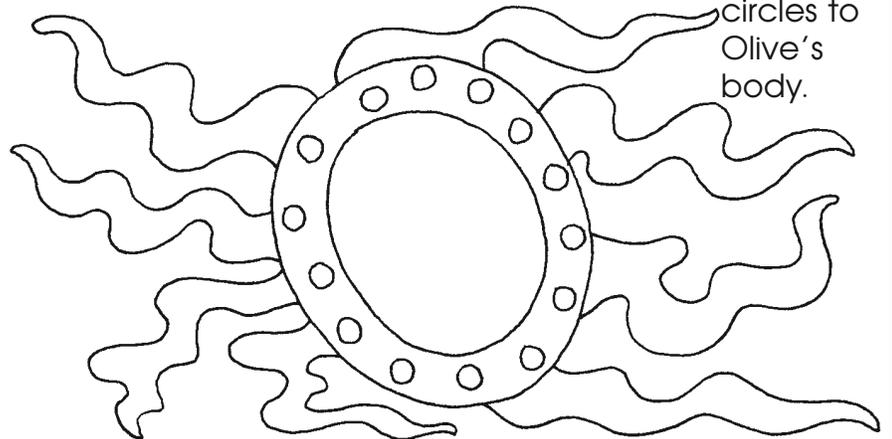


Olive Octopus

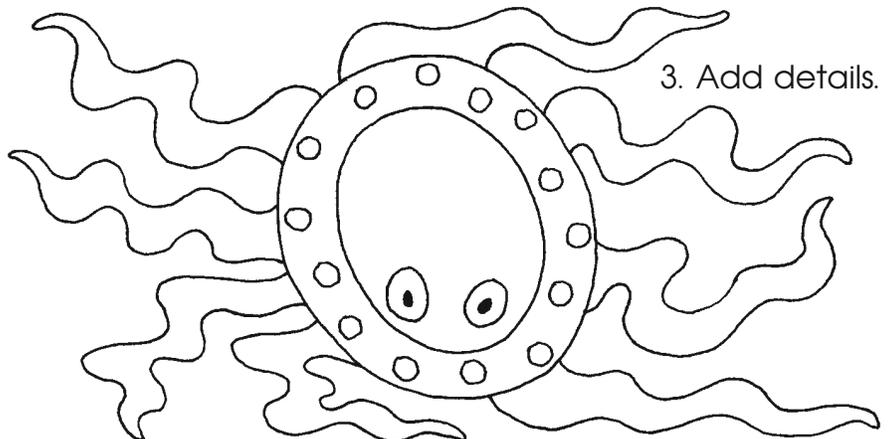
Shapes you'll need:



1. Put shapes in place.



2. Add small circles to Olive's body.



3. Add details.

Alliteration

Alliterations are fun to hear and say. They are like tongue twisters. Do two of the following alliterative pages a week. Children can draw the pictures after you read the alliterative to them. Make sure they say each alliteration several times. Signal out the alliterative sounds!

allie alligator acts absolutely angelic.

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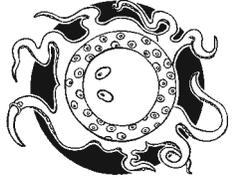
This card features a large rectangular frame. On the left side, the sentence "allie alligator acts absolutely angelic." is written vertically. In the top right corner of the frame, there is a small circular icon containing a drawing of an alligator's head. At the bottom right corner of the frame, the number "214" is printed. At the bottom left corner, outside the frame, is the copyright notice "©1997 Zoo-phonics®, Inc."

bubba bear believes bees are beautiful.

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This card features a large rectangular frame. On the right side, the sentence "bubba bear believes bees are beautiful." is written vertically. In the bottom left corner of the frame, there is a small circular icon containing a drawing of a bear's head. At the bottom right corner of the frame, the number "215" is printed. At the bottom right corner, outside the frame, is the copyright notice "©1997 Zoo-phonics®, Inc."



olive octopus offers olives to oxen in october.