

ZEKE'S FUN AT HOME ACTIVITY CORNER

April 9, 2020

Dear Zoo-Friends,
Spring has sprung! Have you noticed all the green leaves in the trees? **Sunday is Easter so we thought we'd share some fun springy-Eastery things with you so you can try them at home with your children. "robby rabbit," of course, will be our "star!"** Our activities will connect with the Zoo-phonics alphabet so your child will still practice the alphabet (and do word play for your kindergartner). You can save some activities for the next day or the weekend! Remember, this can be "full-family fun!" Get everyone involved! These activities take minutes so you can spread it out throughout the day. Teachers, you can share these with your parents!



NOTE: If the letter is underlined, please Signal it with your child. If you don't know your Signals yet, go to YouTube and watch Safari Sid!

Thursday:

1) **Read:** Read Robby Rabbit's Zoo-phonics Mini-Book #43, "Robby Skids and Spins."

For your toddler or young preschooler, just look at the /r/ sounds in the words: Robby Rabbit (robby rabbit), runs, rests. If you have an older preschooler or kindergarten child, look at the blend words: skids, spins, quick, stump, and, rests. (Use the included lesson plans if you like!)



TO SIGNAL THE BLENDS: Simply Signal out both underlined letters (called **blends**) and sound them *quickly* together! Check out the lesson plans (scroll down)! When doing the "ck" blend, both letters make the same sound so only pronounce one of them. When doing the /qu/ digraph, do queenie quail's Signal and umbrer umbrella bird's Signal AT THE SAME TIME. You can do it! Give it a try!

2) **Art:** Try Robby Rabbit's "How to Draw." (Instructions included).

3) **Music:** Just for a new experience for your child, locate and play Rachmaninoff's Piano Concerto No. 3. Listen to the music. Picture walking through the woods and seeing robby rabbit and all his friends scampering about. Now do #4 below.



HERE'S AN IDEA! Look for Anna Fedorova playing this concerto in a live concert. You see her body and hands move as she plays. The word "concerto" means "a piece written for one musician with the orchestra support in the background."

4) **Physical Activity:** While listening to this amazing concerto, have children move to the **rhythm**. They change rapidly. Sometimes is soft and slow (**adagio**). Sometimes is fast and loud (**allegro**). Move and react to the rhythm as if you are robby rabbit and his family in the forest! Run, hop, jump, scamper, race, hide Easter eggs!

5) **Math:** robby rabbit is the 18th letter in the alphabet. So: a) Jump 18 times (or two sets of 9 because $9 + 9 = 18$). b) As you jump, Signal robby rabbit's Signal. How much does your child weigh? A large rabbit can weigh about 8 pounds. How much more does your child weigh than a rabbit? Ask your child, "Are you **bigger** or **smaller** than robby rabbit?" "Do you weigh **more** or **less** than robby rabbit? These are important math concepts because they are **comparisons**."

6) **Science:** Discover things about rabbits: 1) Rabbits burrow (dig holes, or hide) under shrubs where they can rest or hide from enemies when in the wild. Baby rabbits are often born throughout the year but some species give birth to only in the spring. A litter can be from three to seven. They eat grass and the leaves of shrubs. They feed in the mornings and evenings.



QUESTION: Does your child have a rabbit? They make wonderful pets, especially if you get them when they are young. Do you know you can house-train them?

7) **Social Studies:** You can find rabbits almost all over the world. Even in snow country (like the "snow-shoed rabbit!). Check out some countries and rabbits online.

8) **Creative Writing and Art:** Use robby rabbit's Alliteration Page. 1) Slowly read robby rabbit's alliteration to your child. Signal each time you hear/say the /r/ sound. 2) Ask your child to tell you a story about robby rabbit (or anything s/he knows about rabbits) and write it on the alliteration page. 3) Your child can illustrate his/her story.

9) **Word Play for Preschoolers and Kindergartners:**

- Write these words on paper and read them aloud: rabbit, rainbow, robot, round, robin, refrigerator, raincoat, rocket, ribbon, rain, rose, ring, reindeer.
- Have your child **underline** and **Signal the "r"** in each word.
- For your **older child:** Neatly print these in all lowercase letters (about 1" tall) and cut them up (keep the letters to the words together for word games): **rag, ran, rat, rub, rug, run.**
- Hand the three letters that make the word, mixed-up. Your child will unmix them and will Signal, sound out and read these words!
- When done with "d" above, your child can glue the words onto paper. Check their work!



PLASTIC EGGS! If you have extra plastic eggs, fill the eggs with the "r" words above. Children can crack each egg open and Signal the /r/ in each word. Put the letters that form words from "c" above into eggs. Your child can crack open each egg and unscramble the letters. All preschoolers can do this with parental or an older siblings help! You could hide a jelly bean or a small toy in each, too!

Lesson Plan Book #43

“Robby Skids and Spins” (Focus: Mixed short vowels, VC/CVC and Blend Words)

This *Mini-Book* is comprised of VC/CVC words, Blends (skids, and, spins, stands, stump, rests, trunk, twig, snack, splendid), Digraphs (the, quick) a Double Consonant (Robbby), Schwa words (the, a) a “k” sound (quick), a two syllable word (splendid), and Robby Rabbit’s name.

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. Define “twig,” “quick,” “skids,” “stump,” “rests,” “trunk,” “splendid.” Have the students think up oral sentences using these words.

Point out that the word “trunk” has two different meanings. (In this *Mini-Book*, it means a tree trunk.) Tell the students there are other meanings for this word. What other things might it mean? (The trunk of a car; a trunk to pack clothes in; an elephant’s trunk; the midsection of one’s body.)

Point out that the very large word, “splendid” is very easy to Signal and sound blend. Demonstrate it for the students. Then have them Signal it several times. Tell them it is a two syllable word. Have the students clap out the syllables. What does this word mean? (It means “wonderful.”)

Locate the “sk,” “nd,” “sp,” “st,” “nd,” “mp,” “tr,” “tw,” “sn,” “ck,” “spl,” “nd” Cards from the *Beginning Sound Flash Cards*. Locate the blue *Intermediate* “nk” Card. Show how to Signal each new one. Match these Cards to the words in the list. Learn both sides of the new Cards! Put them with your daily “flashing” set. Point out that “spl” is a three letter blend. Just Signal and sound quickly, one to the other!

Your students should have no problems with all these Blends since Blends are so easy to hear. Please give them compliments on their growth. If you have anyone who is still struggling, meet with them on a daily basis. They need these important graphemes/phonemes to be able to read more challenging text.

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

- b. Today break into buddy-groups. Each buddy is to read the entire *Mini-Book* aloud. Now come back to the group and have students read one sentence or page aloud to the group. For one last reading experience, have each student read it independently (SVR). Walk around and listen to each student read.
- c. Ask these questions: What do the sentences tell about Robby? (That he runs and is quick.) Look at the details in the picture on page 1. What does he have on his head? (A hat.) What is that wooden object in the picture? (It is a tree stump.) Ask your students how trees become stumps. Uh oh! What happens to poor Robby? (He skids and spins in the mud.) Ask for a show of hands of those who would love to skid and spin in the mud. What does Robby do next? (He stands on the stump and rests.) Look at page 2 and then page 3. Notice Robby’s hat. Ask students to explain what happened. (It fell off, Robby put it back on.) What does the text and picture on page 4 say? (That there is a twig with leaves on it that Robby can have for a snack.) Sometimes bad situations can work out to be a good situation. How do these two pages demonstrate that? Has this ever happened to your students?
- d. Discuss the use of capital letters in names and at the beginning of sentences. Today, review the days of the week, and the months of the year. Signal out all the capital letters in each calendar word.
- e. Discuss the punctuation in each sentence. Show the students the exclamation point placed on the end of the word, “splendid.”

Vocabulary Words:

1. Robby Rabbit
2. runs*
3. is*
4. quick*
5. in*
6. the*
7. mud
8. skids
9. and*
10. spins
11. stands*
12. on*
13. a*
14. stump
15. rests*
16. trunk
17. has*
18. twig
19. snack
20. splendid

* High Frequency Words

Robby stands on a stump and rests.



In the mud, Robby skids and spins.



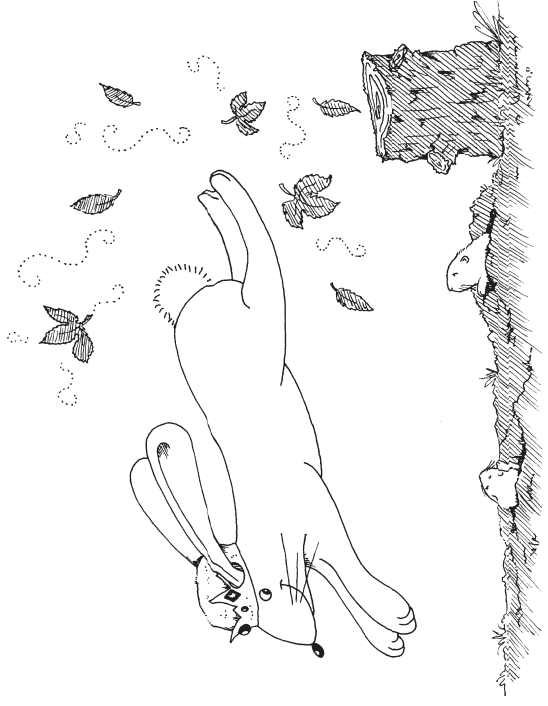
The trunk has a twig.
The twig is a snack.



Splendid!

Robby Skids and Spins

Book #43



Robby Rabbit runs. Robby is quick.

Rabbit

CLASSIFICATION: Mammal

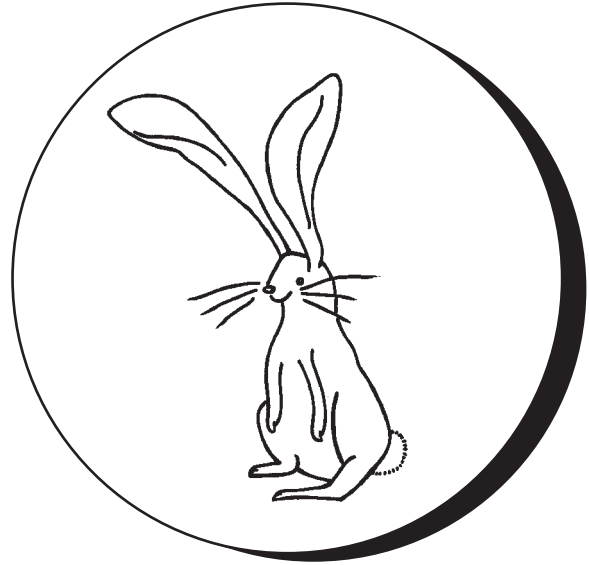
SIZE: Largest can be 22 inches from head to tail and weigh eight pounds. The smallest can be ten inches long and weigh one pound.

HABITAT: Burrows or shallow depressions under shrubs where they can look around for enemies when in the wild.

BREEDING: Baby rabbits are often born throughout the year but some species bear only in the spring. A litter can be from three to seven.

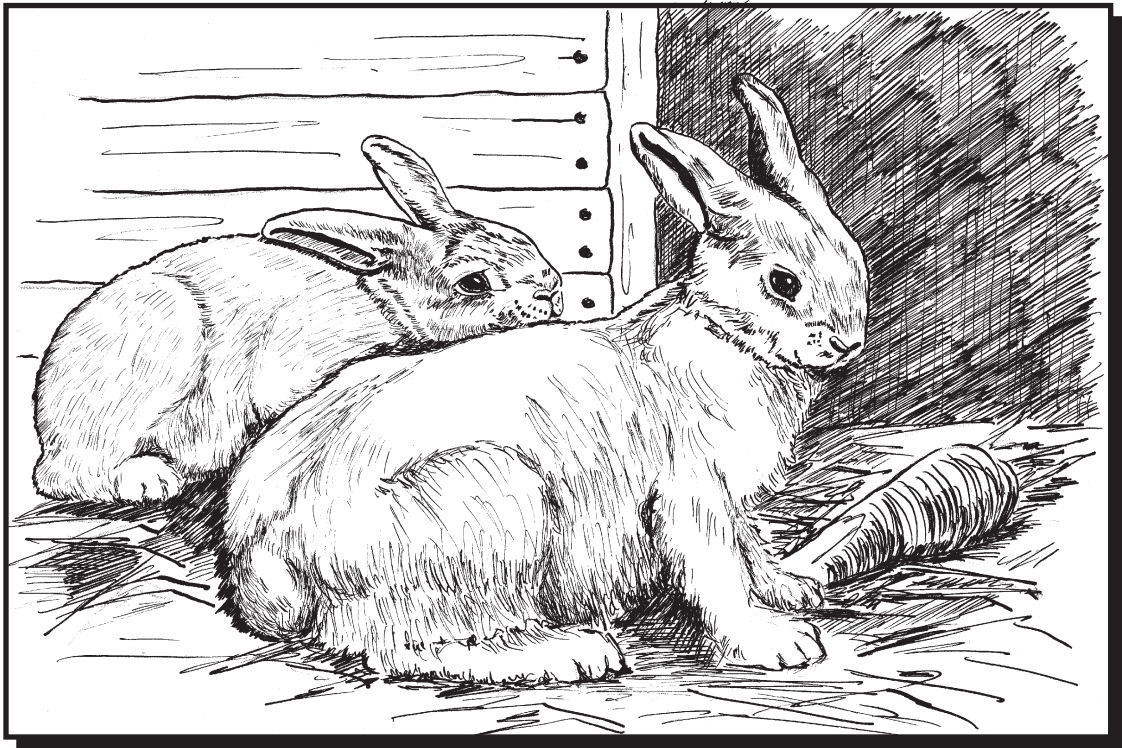
DIET: Grasses, herbs, stems and leaves of shrubs. They feed in the mornings and evenings.

DISTRIBUTION: Most parts of the world. In North America the cottontail rabbit is the most common.



DISTINCTIVE FEATURES AND INTERESTING FACTS

Rabbits have long ears and move by hopping. Their front legs are shorter than their back legs. Their bodies are covered with brown, tan, gray or white fur. The Snowshoe Rabbit is darkish brown in summer but turns all white in winter. Rabbits are “game” animals, used as food by many people. Their pelts provide a very popular fur.



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:

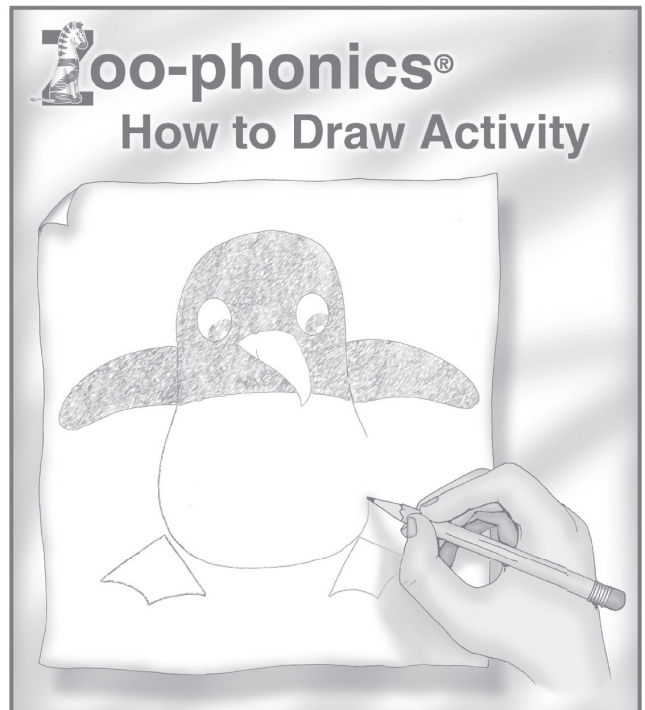
- a. Enlarge and copy one of the Animal Pattern Sheets for each student, and one extra sheet for demonstration.
- b. Before drawing, discuss the Animals' body shapes. Ask, "Which part is the tail?" etc.
- c. Have your students color each shape, and then cut them out *carefully*. (Help them if they need 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.

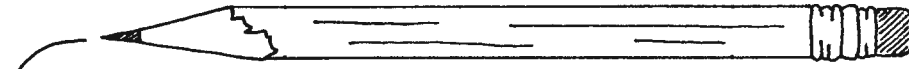


By the Authors of the Zoo-phonics® Program
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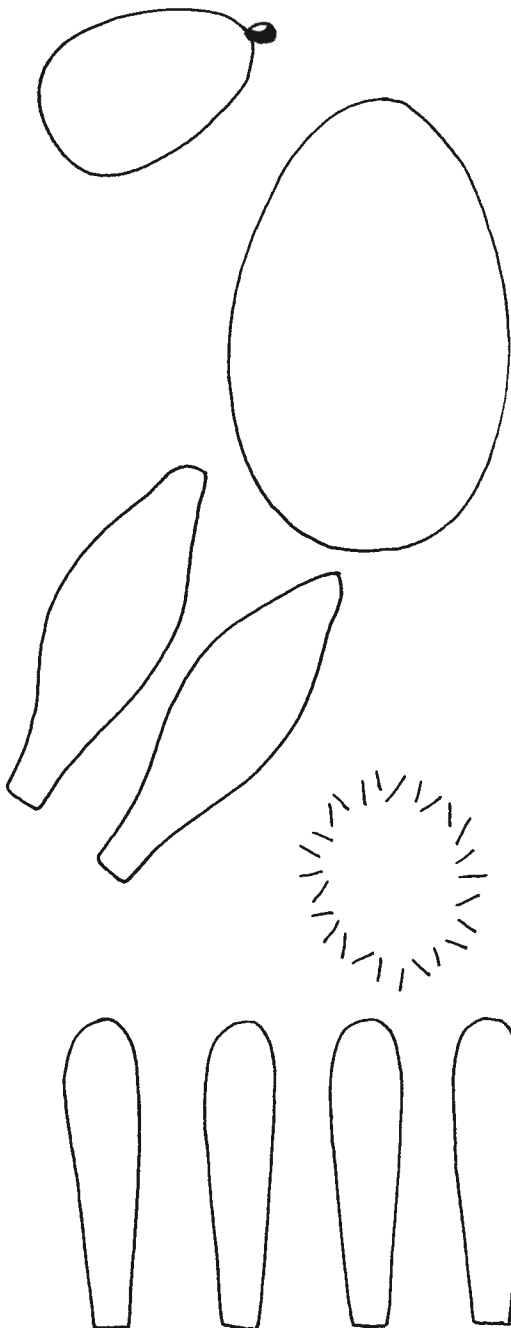
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Zoo-phonics® How To Draw

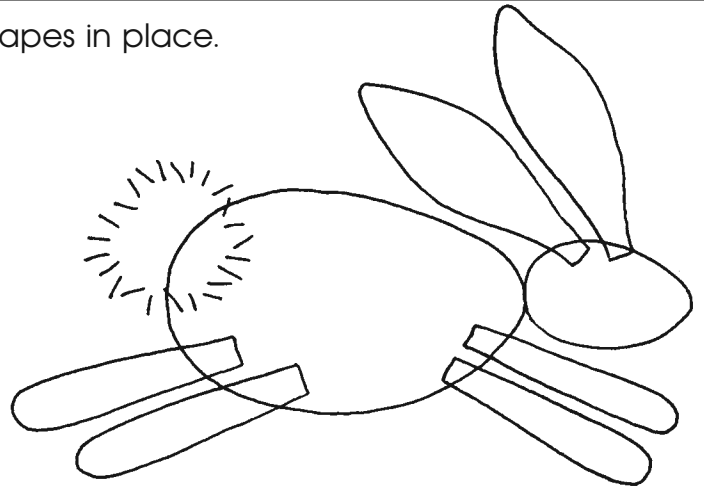


Robby Rabbit

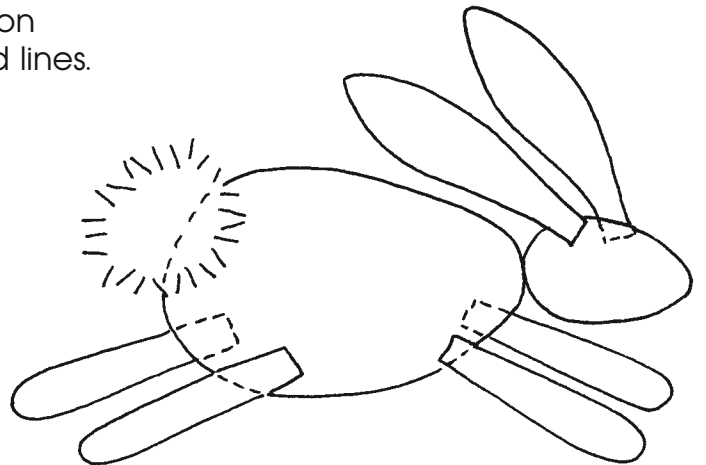
Shapes you'll need:



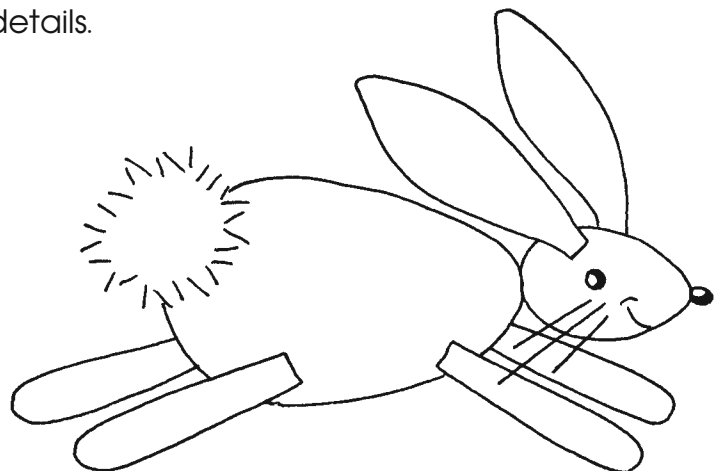
1. Put shapes in place.



2. Erase on dotted lines.



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!





robby rabbit respects responsible and reliable students.