

# ZEKE'S FUN AT HOME ACTIVITY CORNER

April 23 2020

Dear Zoo-Friends,

Today we are again going to **celebrate EARTH WEEK!** Today's lesson is called, **"Appreciate and Protect Our Oceans (Rivers, Streams and Lakes)!"** Tomorrow is **"Arbor Day."** Sit under a tree! Hug a tree! Plant a tree! Appreciate trees!

## S.T.R.E.A.M.S.:

**Science** – all aspects of our physical world

**Technology** - looking up topics online, viewing pictures and videos

**Recreation** - movement and fitness – free and structured physical activities

**Engineering** - little hands building with blocks, Legos®, scissors, stirring, transferring, lacing – anything that uses the hands and fingers

**The Arts** - literature, art & music

**Math** – sorting, adding, subtracting, subitizing, measuring, time, comparing sizes/weights, etc.

**Socialization** - learning about self, family, community, world

## Do This Daily:

- 1) Signal and sound the "a – z's" every day. Older children can practice their word list. Signal and sound!
- 2) Read a wonderful literature book aloud every day! There is good book called,

*What A Waste: Trash, Recycling, and Protecting our Planet* by Jess French. This book brings awareness to children on what is happening presently to our beautiful oceans and how everyone can help to stop the pollution and harm to them. This is a wonderful time to talk with and listen to your child. Involve your child in the reading by Signaling. Can s/he read the small words?



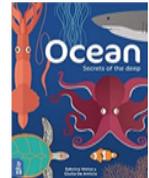
**Literature Book Possibilities!** Some of these books are on Kindle!

One Day On Our Blue Planet: In the Ocean by Ella Bailey



Ocean: Secrets of the Deep, by Sabrina Weiss and Giulia De Amicis

- 3) Read, the *Mini-Book*, #38, "Francy Swims and Frisks." (See mini-book and lesson plans below.)
- 4) **Word Meaning.** Discover the word, **"protect"** and **"conserve"** (conservation). They are big words but we need to learn them. Talk simply to your young child and add more depth with an older child.



## S.T.R.E.A.M.S.

The theme for today's lessons are **"Protect Our Oceans (Rivers, Streams and Lakes)!"** Zoo-phonics has a TEAM of ANIMALS to help children learn about the ocean and how we can protect it: Francy Fish, Jerry Jellyfish, Olive Octopus, and Peewee Penguin will be our STARS because they LIVE in the ocean and know all about it! (See "The Zoo-phonics Ocean Team Helps to Protect Our Oceans!" coloring page below.)

- 1) **Social:** Review the concept of **sharing and caring!** Children will learn about the ocean today and will hopefully appreciate it while learning of ways to help protect it. You'll discover what other people are doing to help keep the beaches and ocean clean.



**DID YOU KNOW?** Our oceans are polluted by trash, chemicals, and oil that damage the coral reefs, kill and injure fish, and trash our beautiful beaches. It even affects the seafood we eat. (National Oceanic and Atmospheric Administration).



- 2) **Technology:** Go online to various kid-friendly **"ocean conservation"** video sites. There are so many wonderful videos to watch. What is important is that children *first* become familiar with all the wonderful creatures in the ocean as well as learn about the harm that is being done by way of pollution (plastic, oil spills, sewage, etc.). Go in more depth for older children.



**HERE'S AN IDEA!** Watch the *Blue Planet* video series. They are amazing! Learn about sea creatures, kelp, coral reefs, tidepools, the deep sea, etc.

- 3) Art & Music:** Today, do “bubble art.” This will have two steps to it. First, you will need watery paint, a small, shallow pan, straws, and white paper. *Directions:* 1) In a small, shallow pan, mix blue watercolor or tempera, 1 tablespoon Dawn® Dish Soap and ½ cup of water. Mix thoroughly. 2) Your child will blow bubbles with the straw. Once the bubbles have reached over the top of the pan, place the white paper carefully over the bubbles. As they pop, they will leave a pretty bubble design on the paper. Try blue, blue-green, and soft purple colors for bubbles (each separate). Move the paper around to catch the colored bubbles. 3) Once the paper has dried, children can draw fishes and other sea creatures and kelp all over the paper.



**TO ADD TO THE FUN!** Use this link to locate “bubble sounds” (<https://video.search.yahoo.com/yhs/search?fr=yhs-dcola-030&hsimp=yhs-030&hspart=dcola&p=bubbly+ocean+music#id=1&vid=f50013f-e001cd0e5b94b556873c6a1e4&action=click>).

- 4) Math:** Using our “Bubble Math” activity sheet (See below.) for various math concepts. On each bubble are numbers, the +, - and = signs. You can count the numbers; do “one-to-one” correspondence with them.
- 5) Example:** 3 = ○○○ Use the small bubbles as “counters.” Add, subtract (build equations); put the numbers around the clock. (Use a paper plate as the clock face.);



**FIELD TRIP!** If at all possible, take a trip to the ocean, river, lake or stream. All bodies of water can become polluted. All bodies of water should be clean and pretty! They ARE improving!

**Language Arts and Math Activities for Older Preschoolers and Kindergartners** – Older children will participate in all the fun activities above. Here are some language arts and math activities to extend their learning.

- 1) Write and Draw:** Check out the Facebook page of **4Oceanbracelets** and other ocean conservation organizations. First, watch the videos and then have your child write or dictate his/her words to you on how s/he wants to help protect our oceans. S/he can then draw a picture of a polluted beach and a clean beach. Send in the letter to an ocean organization of your choice.
- 2) Handwriting Practice:** Your child can practice his/her handwriting by practicing on the handwriting page below. In the child’s most careful print, s/he will write, “I will help keep our beaches and oceans clean.”
- 3) Word-Play:**
  - a) Review, Signal and Sound!** Review these words: can, on, fin, it’s, fun, sun, pals, dip, recycle, metal, plastic, paper, and glass, soil, rock, insect; plant, flower, grass, seed, tree, cloud; bee, tree.
  - b) Learn to Signal, Sound, Read and Spell:** flip, frisk, swim, fast, crab, and, clam, clamp (See Mini-Book #38).
  - c) Define and Discuss:** Through watching ocean videos and discussions, help your child to understand the words “protect,” “conserve,” and “conservation.” Clap out the syllables in these words.
- 4) Math:** Using the “bubbles” (see worksheet below) build challenging math problems:
  - a)** Create simple story problems about the ocean, fish, plastic bottles (taken from the sea), etc.
  - b)** Do “skip-counting” up to 12 with the bubbles: (2’s: 2, 4, 6, 8, 10, 12); (3’s: 3, 6, 9, 12); (4’s: 4, 8, 12).
  - c)** Build equations using the + - and = signs and the numbers.

#### **PRACTICAL THINGS YOU CAN DO TO HELP OUR OCEANS (LAKES, RIVERS, STREAMS)!**

- 1) Be aware of your responsibility. Be consistent. Care.
- 2) Use as little plastic as possible. Make sure plastics (etc.) and chemicals are properly recycled.
- 3) Be careful what chemicals we put down the drains. Break no laws!
- 4) Take a day and clean up the land around oceans, rivers, lakes and streams.
- 5) Take cloth or re-usable bags to the store. Re-use plastic bags.
- 6) Write letters of support to conservation organizations.
- 7) Have a mini-fundraiser and donate to organizations that help keep our beaches and oceans clean and protected. (*Here’s one!* <https://www.facebook.com/4oceanbracelets/>)

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## Lesson Plan Book #38

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### "Francy Swims and Frisks" (Focus: Mixed short vowels, VC/CVC and Blend Words)

This *Mini-Book* is comprised of VC/CVC words, Blends (Francy, swim, fast, crab, and, clam, clamp, hang, flip, frisk), Digraphs (fish, the), Schwa words (the, a) and Francy Fish's name.

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. What is a crab? (A crustacean.) A clam? (A bivalve mollusk.) Where do they live? (The ocean.) What does the word "clamp" mean in this book? (It means to hold on tightly.) What does it mean to "dip" (to bend or dive down low) and "frisk?" (It means to move quickly, usually happily.)

Locate the "fr," "sw," "cr," "st," "cl," "mp," "nd," "fl," and "sk" Cards from *Beginning Sound Flash Cards*. Locate the "ng" Card from the *Intermediate Sound Flash Card* set. Show how to Signal each new Card. Practice this Signal and Sound. Match these Cards to the words in the list. Learn both sides of the new Cards! Put them with your daily "flashing" set. See how fast they can Signal and sound the stack of Blend Cards.

Note the word, "hang." You may hear a slight long "a" sound when the "a" is with the "ng." Be careful that the students do not misspell or mispronounce the vowel preceding "ng." This is why we put the "ng" Card in the *Intermediate Sound Flash Cards* (#19).

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

- b. Have your students divide into buddy-groups today for the first reading of this *Mini-Book*. Come back together and read it out loud with each student taking responsibility for one sentence or one page. Have them read it independently (SVR) if time allows.
- c. Ask these questions: What can Francy Fish do? (She can swim fast.) Look at the picture. What tells you that she swims quickly? (The way the artist has drawn the bubbles. You feel Francy Fish is moving quickly.) Look at the picture. Where is Francy? (In the ocean.) Look at the plants in the water. Did you know plants grow in the water? Ocean plants are called kelp and sea grass. Kelp can grow 100 feet a day! People use kelp for all sorts of products including ice cream, food and cosmetics. What happens to Francy on page 2? (A crab grabs her tail and a clam grabs her fin.) Is Francy scared or in pain? Is she in danger? (No. They are playing.) How do you know? (Because the text on page 3 says, "Hang on, crab. Hang on clam. It's fun.")

Have any of the students ever been to the ocean? Have them share with the class.

*Optional:* If you can, take a trip to the beach. See if it has tide pools. Look at all the creatures. If you can't visit the beach, bring the beach to the class. Have the students bring in sand toys, water toys (beach ball, floaties, etc.), an umbrella, towels, etc. Enjoy a real picnic. Make an ocean mural. Make this a scientific study as well. Locate non-fiction books on the ocean and fish.

- d. Discuss the punctuation in each sentence. Note the apostrophe in Francy's name. Review possessives. Note the contraction, "it's." Teach the students that there is one word "it's," and another "its." The first ("it's") is a contraction for "it is" or "it has." The other ("its") is possessive, like his or hers or ours. In a group format, hand out the contraction strips with which to practice.

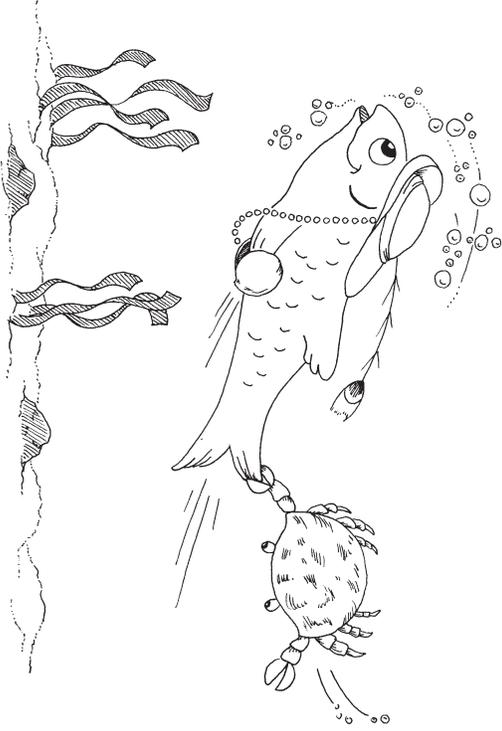
### Vocabulary Words:

1. Francy Fish
2. can\*
3. swim
4. fast\*
5. a\*
6. crab
7. and\*
8. clam
9. clamp
10. on\*
11. Francy's
12. fin
13. hang
14. it's\*
15. fun\*
16. the\*
17. pals
18. dip
19. flip
20. frisk

\* High Frequency Words



Hang on, crab.  
Hang on, clam.  
It's fun!



A crab and a clam clamp on Francy's fin.



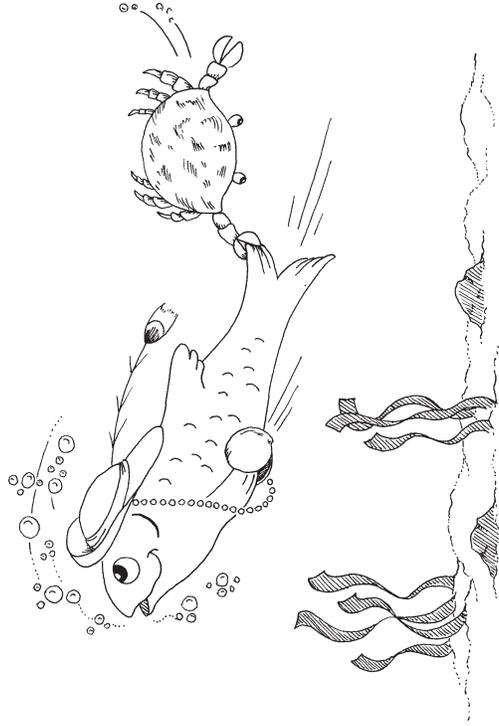
# Francy Swims and Frisks

Book #38



The pals swim and dip, flip and frisk.

Francy Fish can swim fast.





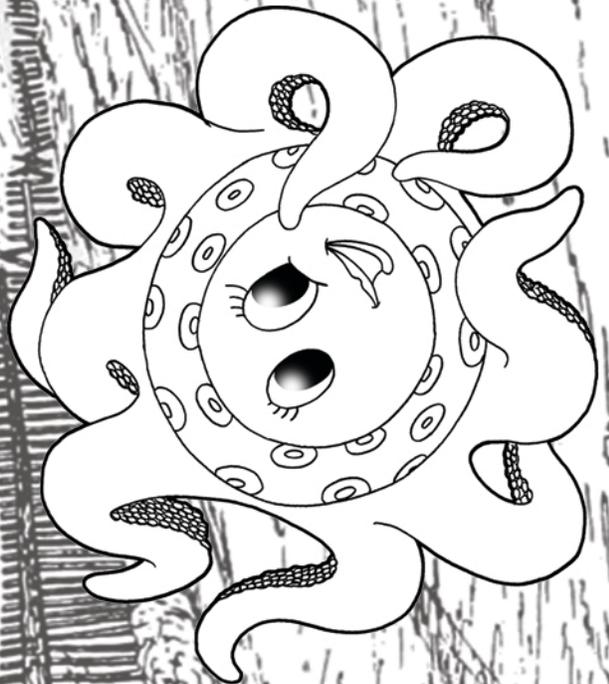
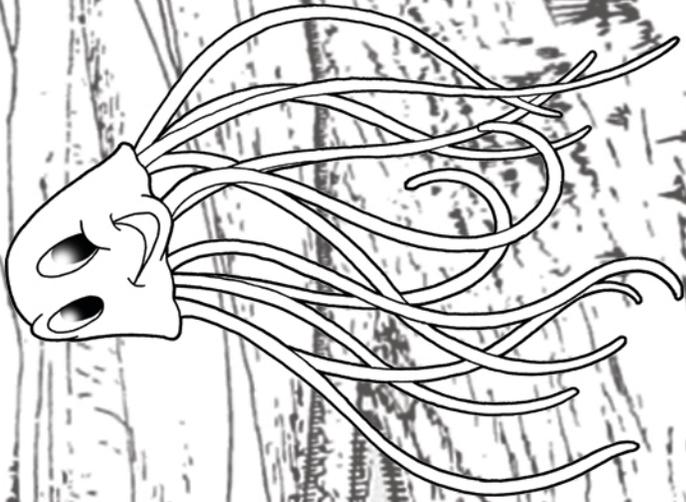
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We help protect our oceans...  
you can too!





# Earth Day Handwriting Practice

I will help keep our beaches and oceans clean.

Now you try it!

Write your own sentence!

Write your own sentence!

Write your own sentence!

Write your own sentence!