

ZEKE'S FUN AT HOME ACTIVITY CORNER

April 14, 2020

Dear Zoo-Friends,

Still **celebrating Spring** through the theme, “**Backyards, Bugs and Botany!**” enjoy these **S.T.R.E.A.M.S.** activities!



PLEASE NOTE: Just a reminder, Zoo-phonics does **S.T.R.E.A.M.S.** activities: **science, technology** (looking up science topics online, viewing pictures, learning new information), **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** (art/music), **math**, and **socialization** (learning about family, self, community, world).

Let's see how many things you can discover in your yard, in books, and online this week. See lessons for “Older Children” below.

Two Critical Every Day Things to Do:

- 1) Signal and sound the “**a – z’s**” every day. Use your *Zoo-phonics Animal Alphabet Cards* for fun practice.
- 2) Read a wonderful **literature book** aloud every day! Today, find a new book on the outside world (fiction or non-fiction):
 - a) Have your child pretend s/he is star of the book.
 - b) Signal and sound the first letters in important words in the book as you read (have children Signal too!).
 - c) Clap out the syllables in these important words.
 - d) Re-read, the Zoo-phonics Mini-Book, #37, “Inny Wins.” Use some of the lesson plans.

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

- 1) **Engineering (Little Hands Building):** Collect items (leaves, flowers, twigs, small rocks, bark, etc.) from outside. On a piece of cardboard, glue the items. You can space them out all over the cardboard or glue them on top of each other! (This will take finger-dexterity!)
- 2) **Art:** Today do *Inny Inchworm’s How to Draw* page (included below). Learn about inchworms (see *Inny Inchworm’s Nature Notes* below.) Form lowercase “b’s” this week. It is a vertical line and a circle!
- 3) **Music:** Go online and find the song, “**I’m Bringing Home a Baby Bumble Bee.**” Sing. Make hand gestures and funny faces! Locate “**Flight of the Bumblebee**” by **Nikolai Rimsky-Korsakov**. (Composed in 1899–1900. The music reminds the listener of the fast and ever-changing flight of a bumblebee.)

Activities for Older Preschoolers and Kindergartners

- 1) **Read a chapter book.** How about *The Secret Garden*? (It is presently **FREE** in Kindle Books.) Write down CVC (short consonant-vowel-consonant) words and blend words.
- 2) **Think, Analyze, Talk:** Use the activities found above, but provide more of a challenge for your older child(ren) by asking him/her/them to **analyze, evaluate, predict, verbalize thoughts** as you and your child participate. Together, record your findings on a deeper level. Ask your child to use **adverbs** (action words that describe the verb) and **adjectives** (words that describe the noun or subject) as they make interesting sentences.
- 3) **Word-Play:** Look at the following words. See how they are structured. Pronounce them slowly and carefully: **an, can, fan, man, pan, ran, tan, van, plan, sand**. Signal and sound each. Syllabicate the words by clapping. (Remember, the blends are Signaled/sounded quickly!)
- 4) **Math:** Try these story problems and skip counting:
 - a) A flower plant cost \$3.00 each. I want to buy three of them. How much will it cost me? (\$9.00).
 - b) If I have \$10.00 can I buy three of them? Yes or no?
 - c) Skip count to 50 (or 100) by 10’s: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100!
- 5) **Physical Fitness:** Play catch. If indoors, use a nerf ball, a beach ball or a whiffle ball. If outdoors, any ball will do or toss a Frisbee®! Get at least 20 – 30 minutes in! Remind children to **WATCH** the ball as it comes towards them! And, throw with your right, step out with your left. OR, throw with your left, step out with your right.

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.)

- Chose an Animal Pattern Sheet to reproduce on tag board. Cut up the pieces. Now put the pieces together to show how they fit.
- Your students will work in small groups, sharing the templates. Discuss how the shapes go together to form the Animal's body.
- 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.
- Add details, color the Animal, and it is complete!

Teacher-Directed Color, Cut and Paste Activity:

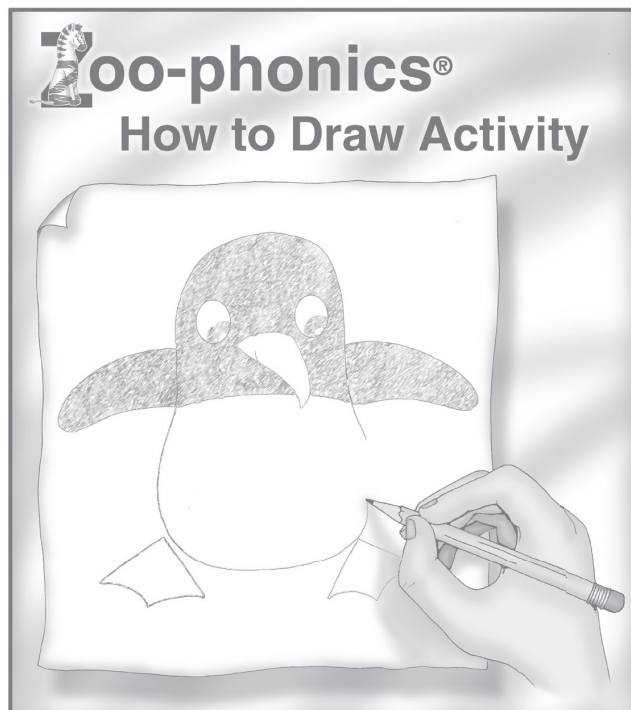
- Enlarge and copy one of the Animal Pattern Sheets for each student, and one extra sheet for demonstration.
- Before drawing, discuss the Animals' body shapes. Ask, "Which part is the tail?" etc.
- Have your students color each shape, and then cut them out *carefully*. (Help them if they need help, rather than have them cut the shapes incorrectly.)
- Hand out construction paper, glue and crayons.
- 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..."
- Add extra details and color. Add trees, swamp, mountains, ocean, flowers, etc.

Teacher-Directed Drawing (chalkboard or butcher paper):

- Enlarge one of the Animal Pattern Sheets. Show it to your students, and then display it for the children to see.
- 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?
- 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.
- 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!

- 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!
- Create a Zoo-phonics Alphabet Book for each student from their artwork using the Animal Patterns.
- Make the materials available for free time activities or a special art project.
- Outline the completed drawing with a fine point felt pen for a more finished look.
- Drawings may be completed with colored pencils, crayons, or watercolors.
- Teach the children to draw the appropriate habitat behind each Animal.
- Use these illustrations as the basis of dioramas.
- Use them as part of an annual art exhibit for the school.
- 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.

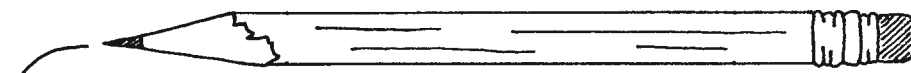


By the Authors of the Zoo-phonics® Program
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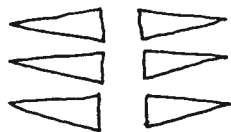
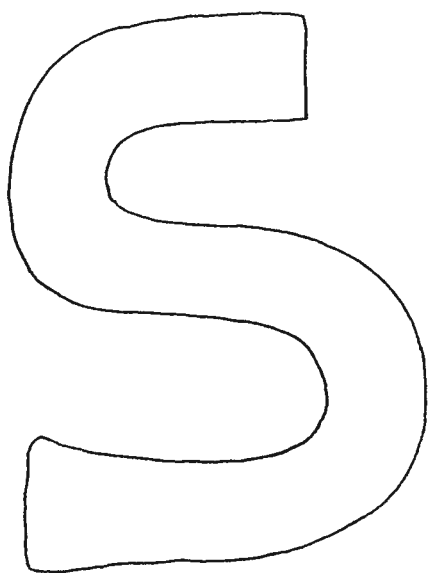
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Zoo-phonics® How To Draw

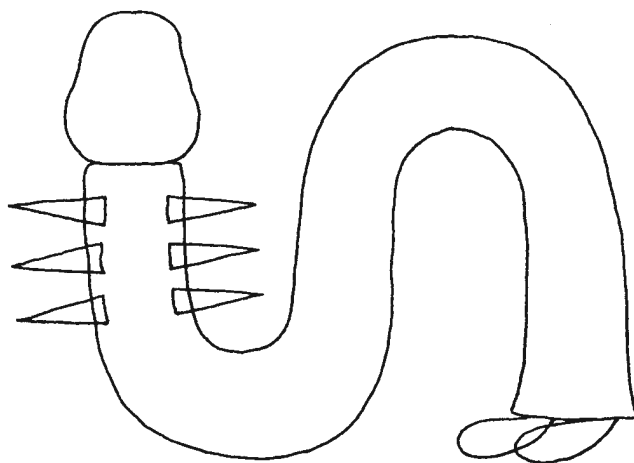


Inny Inchworm

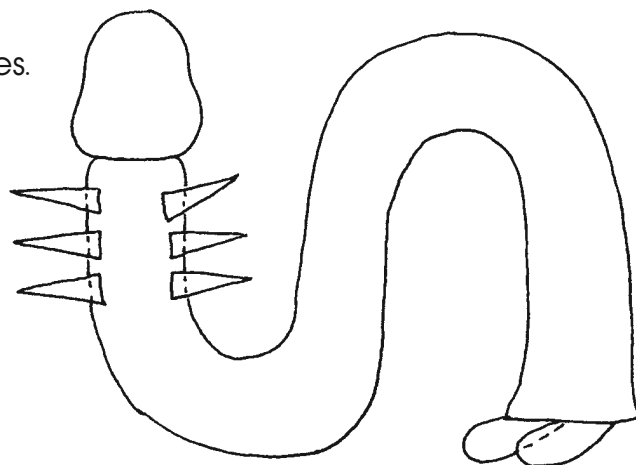
Shapes you'll need:



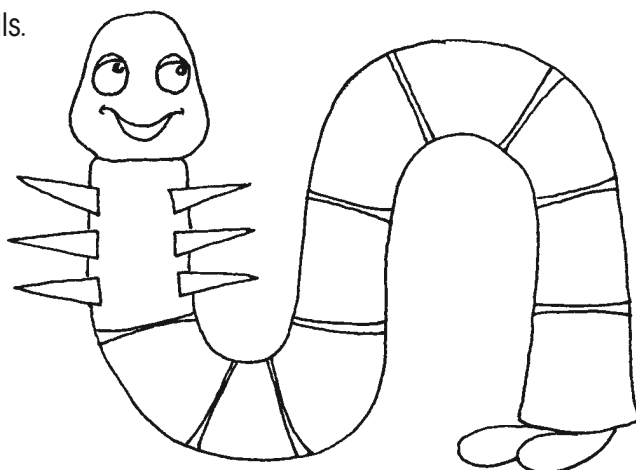
1. Put shapes in place.



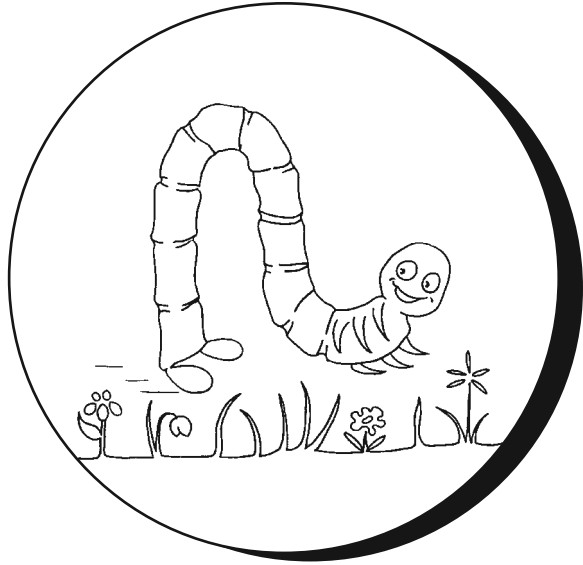
2. Erase on dotted lines.



3. Add details.



Inchworm



CLASSIFICATION: Insect

SIZE: About one inch.

HABITAT: Oak trees.

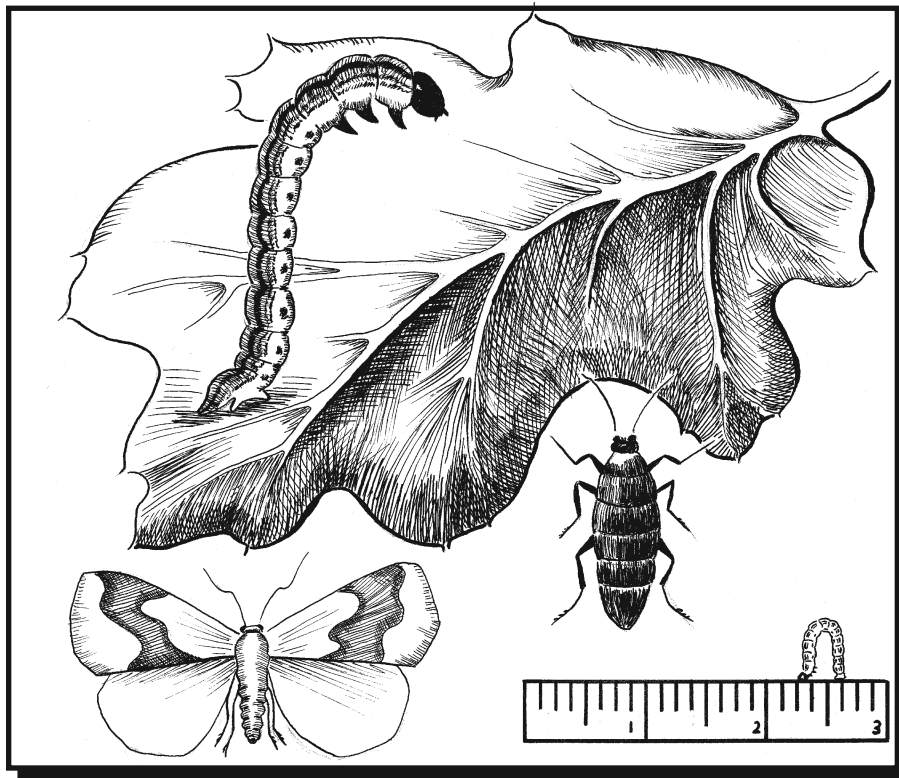
BREEDING: Adult wingless females lay their eggs on tree bark. After feasting on leaves, the larvae pupate underground and emerge in fall as adults: males as small moths, females as wingless beetles. Inny Inchworm is a larva.

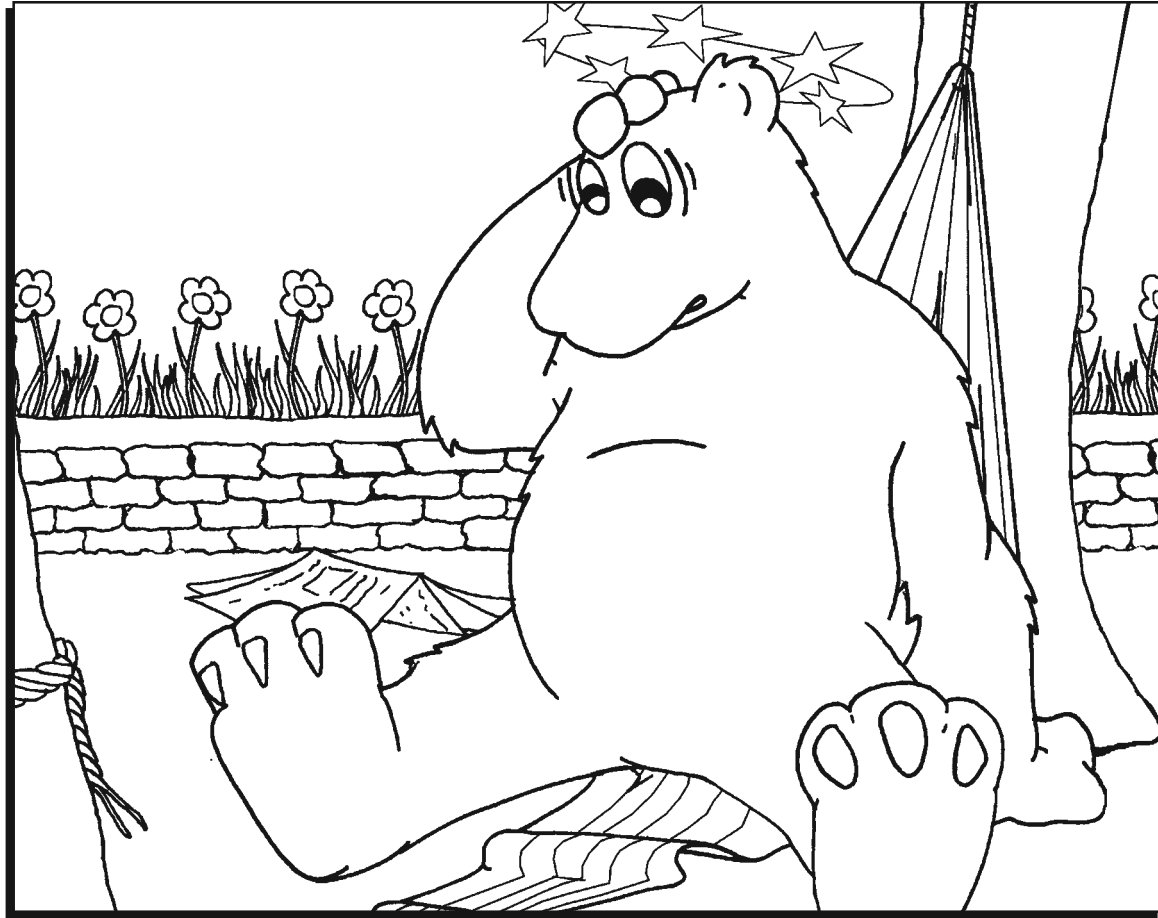
DIET: Leaves.

DISTRIBUTION: The entire United States.


DISTINCTIVE FEATURES AND INTERESTING FACTS

In walking, the inchworm, also called the measuring worm, pulls its two pair of rear false legs up close to the three pair of true front legs making a vertical loop. When it secures a firm grip the body is stretched forward to its full length, about one inch, thus its name. When inchworms are disturbed, they let themselves down from the trees by a silken thread that issues from a gland near the mouth in liquid form and hardens in the air, returning to its feeding place when the danger is past.





bubba
bear

 is big.



Lesson Plan Book #37

"Inny Wins" (Focus: Short "i," VC/CVC and Blend words)

This *Mini-Book* is comprised of VC/CVC words, Blends (skip, flit, grins, fast, skill), Double Consonant words (Inny, skill), a Contraction (can't) the Schwa word (a) and Inny Inchworm's name.

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. Discuss what "flit" means. (To move around quickly.) Tell the students that "tin" is a metal. What is a grin? (It means to smile broadly.) Ask the students what makes them smile or grin? Tell them all to grin as big as they can.

Locate the "st," "fl," "gr," "nd," and "sk" *Beginning Sound Flash Cards*. Show our children how to Signal them. Remember to learn both sides of the Cards, including the Cue Words and the Sentences. Relate the words in this *Mini-Book* to these *Sound Flash Cards*. Show the Double Consonant card. Recite the rule.

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

- b. Read this *Mini-Book* aloud to your students. Now have students read this *Mini-Book* independently (SVR). Gather together for a third reading experience as your students take responsibility for reading the text aloud. Have each read one sentence or page only.
- c. Ask these questions: Poor Inny. What can't he do? (He can't hop, skip, or flit.) Why? (He doesn't have any legs with which to do these things.) Describe his outfit. (He has on a hat, a boot, and is carrying some rope.) Who knows who dresses like this? (Mountain climbers.) Look on page 2. What can Inny do? (He is fast at climbing. He has skill.) Look carefully at the picture and describe. In real life, Inny does climb. He repels up and down on a thin string that comes from his mouth. What does Inny win? (A tin pin.) How do you think he feels? (He looks surprised. He's probably happy and proud.) Ask the students if they can think of things made of tin.

The text says, "Inny has skill." What does this mean? (It means that Inny is good at what he does.) Do your students have special skills? Share the students' skills and talents with their peers. Note that the word "skill" has two "l's." Signal both and sustain the "l" sound.

- d. Review the contraction "can't." It is a shortened version of the larger word "cannot." Discuss the word "can't." The opposite of "can't" means "can." Talk about everything the students *can do*!

Make contraction strips for "I'm," "can't," "don't," "I'll," etc.

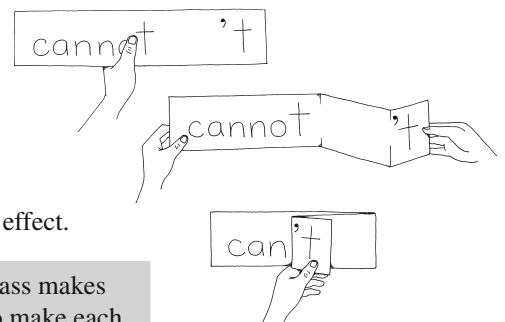
Remind them to place the apostrophe in place of the **unused** letters. Signal out the word. Draw the apostrophe in the air with the index finger, and make a funny sound effect.

Optional: Play this game: "I love you, Honey, but you can't make me smile." The class makes a large circle. One person stands in the middle and moves around the circle trying to make each person smile. If that person smiles, they trade places. The object is, of course, not to smile. (Giggle hysterically, maybe.)

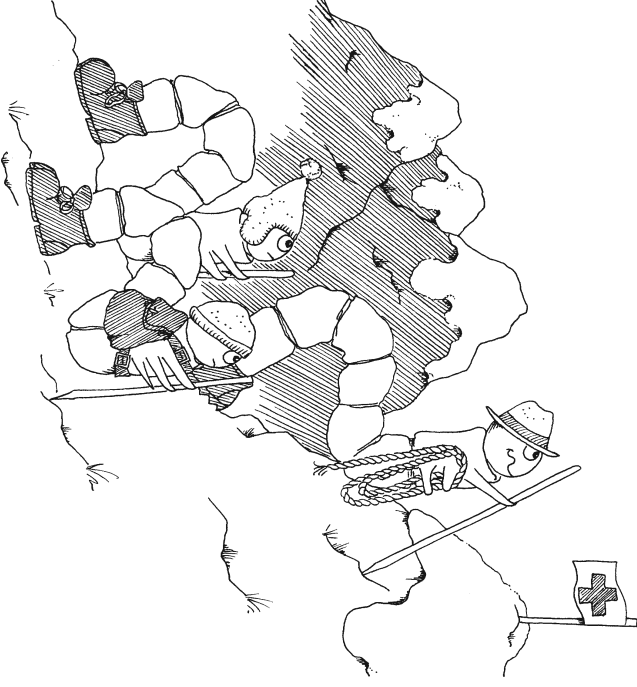
Vocabulary Words:

1. Inny Inchworm
2. can't*
3. hop
4. skip
5. flit
6. but*
7. is*
8. fast*
9. and*
10. wins
11. has*
12. skill
13. a*
14. pin
15. his*
16. tin
17. grins

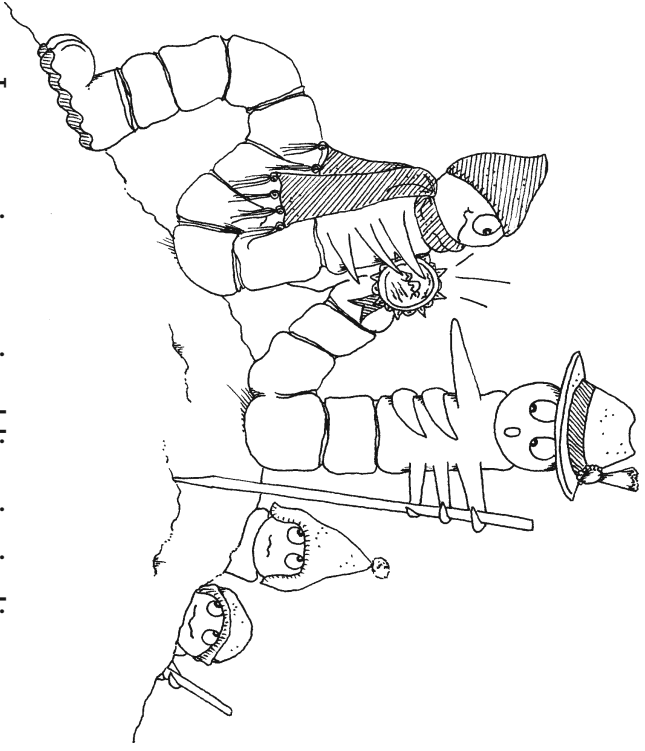
* High Frequency Words



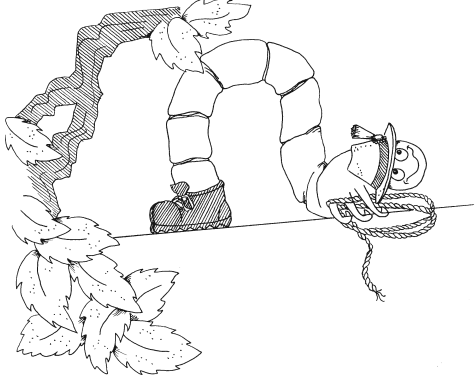
But, Inny is fast and wins. Inny has skill.



Inny wins a pin. His pin is tin.



Inny Wins
Book #37



Inny Inchworm can't hop,
can't skip, can't flit.

Inny grins and grins.

