

ZEKE'S FUN AT HOME ACTIVITY CORNER

April 21 2020

Dear Zoo-Friends,

Today we are going to **celebrate the beautiful planet on which we live by discovering all sorts of things in EARTH WEEK!** And, we are going to take all week to do it! Today's lesson is called, **"We Share Air."**

Remember, we will present activities through the various academic domains seen in **S.T.R.E.A.M.S.:**

- 1) **Science** – all aspects of our physical world
- 2) **Technology** - looking up topics online, viewing pictures and videos
- 3) **Recreation** - movement and fitness – free and structured physical activities
- 4) **Engineering** - little hands building with blocks, Legos®, scissors, stirring, transferring, lacing – anything that uses the hands and fingers
- 5) **The Arts** - literature, art & music
- 6) **Math** – sorting, adding, subtracting, subitizing, measuring, time, comparing sizes/weights, etc.
- 7) **Socialization** - learning about self, family, community, world

Do This Daily:

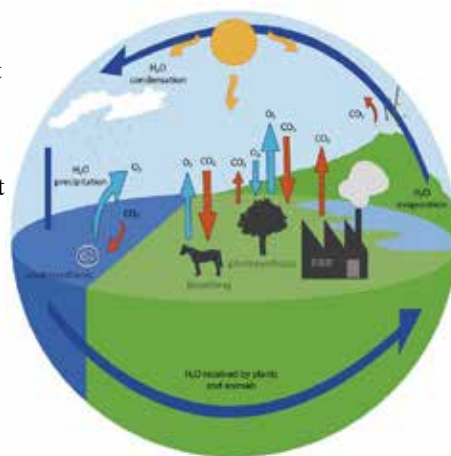
- 1) Signal and sound the **"a – z's"** every day. Watch our **"Safari Sid"** on YouTube and use your *Zoo-phonics Animal Alphabet Cards* for fun practice. If your older child(ren) is working on simple words and blends and digraphs. Signal and sound!
- 2) Read a wonderful **literature book** aloud every day! Today, read again, *The Tiny Seed* by Eric Carle. Signal and sound first letters in important words. Ask and answer questions. Involve your child in the reading.
 - a) Pretend your child is a seed planted in the soil. What is going to make him or her grow? Pretend s/he is digging in the earth, planting a seed or plant, watering. Be the soil. Be the seed/sprout. Be the sun. Be the air.
 - b) Find other plant-air-sun-water books online.
 - c) Read, the *Zoo-phonics Mini-Book, #28, "Willie in the Sun."* The lesson plans are included below.

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

- 1) **Science:** Today your child will discover that plants and humans **share the air!** As you can see from the diagram, plants release oxygen that humans need. Humans breath out carbon dioxide (CO₂) that plants need. It is a perfect cycle.

It then makes sense that the more plants we have in our home, the healthier we are! Here are some simple ways of bringing plants into the home that don't cost any extra money (and you get to eat the veggies!):

- a) Cut off the top of carrots and put them in a shallow cup of water. The green top will grow as long as it gets water and indirect sunlight.
- b) Cut the "eye's" of the potato with some surrounding potato (white, sweet, or yams) or the top were the budding root or green shows and follow "a" above.
- c) Soak any uncooked bean, seed or peanut for several hours. Now wrap it/ them in a damp paper towels. Leave in a cup or place them in a baggie and hang them in the window where indirect sunlight can get to them.



Take pictures of each stage. As soon as any of these ("a" – "c") sprout, place them in soil. Keep watering. Record their growth from the very beginning. Breath in that plant-air and breath on the plants!



DID YOU KNOW? Plants actually soothe and calm us? Read: <https://ellisonchair.tamu.edu/health-and-well-being-benefits-of-plants>

- 2) **Technology:** a) Find videos on the "oxygen to CO₂" exchange that are kid-friendly. b) Watch plants and seeds sprout in quick-time!
- 3) **Recreation (Movement and Fitness):** Be a speeded-up version (time-lapse) of the plant or sprout growing – from inside the soil to full bloom. (See YouTube.) Measure your child on the door jamb of your house. How fast will s/he grow in a month? A year?

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:** First, have your child (with your help) record his/her scientific experiments with seeds and vegetable “parts” above. Have them draw the various stages as they do them. Have children write about the process. They can dictate to you (show them the words they speak) or have them get as many words on paper as possible (and you help with the rest – this eases frustration!).
- 2) **Word-Play:**
 - a) Review these words: Read, say, Signal, sound: **sun, soil, rock, insect; plant, flower, grass, seed, tree, cloud; bee, tree.**
 - b) Using the *Zoo-phonics Alphabet Letters*, have your child spell each word and use it in an interesting sentence.
- 3) **Math:**
 - a) Look at a clock and discuss. It shows seconds, minutes and hours. When is it breakfast, lunch and dinner time? Look at a calendar and discuss. It shows days, months and a year. Name the days of the week and the months of the year. (Signal the first letters in each.) Show the family birthdays on the calendar.
 - b) Mark the growth of the seeds or plants on the calendar. This teaches children how to write notes and record important information.
- 4) **Breath, Move and Balance:**
 - a) First, breath in and out slooooooowly for one minute.
 - b) Run in place for one minute at a time. Take a 30 second break and run again. Do this for 5 minutes.
 - c) Stretch for 1 minute: Bend over and touch your toes for one minute. Stretch with arms/hands over your head for 1 minute. Stretch to the left, arm-over-head for one minute. Now stretch to the right.
 - d) Balance on the left foot for one minute. Switch to the right. If you need to take a break, stop and start again.

Lesson Plan Book #28

“Willie in the Sun” (Focus: Mixed short vowels, VC/CVC words)

This *Mini-Book* is comprised of VC/CVC words, a Blend (and), Schwa words (the, a), and Willie Weasel’s name. (Note the Double Consonant in Willie’s name.)

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students.

Discuss the words, “sips” (it means to take a small drink of something) and “dip.” (In this context, it means to dip into the water. “To take a dip,” is another way of saying it.)

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

- b. Today, have each student read this *Mini-Book* independently (SVR). Now ask your students to take turns, quickly reading a sentence or a page aloud. Break into buddy-groups, then come back to ask/answer the following (“c” below) comprehension questions.

- c. Ask these questions: Willie is lying in the sun. What does the text say about the sun? (The sun is hot.) Look at the sun. The artist always draws a happy, fancy sun, have you noticed? What is Willie doing on page 2? (He is sitting on a mat, getting a tan.) What does Willie do to cool himself off? (He takes a dip and gets wet.) What is he doing that looks funny? (He is swimming on his back spouting water.) What’s happening with the sun? (It is setting.) Look at the sun’s face. What do you see? (A sad face.) Why? (Maybe it doesn’t want to set yet.) Now what is Willie doing? (He is sipping a pop under a palm tree.) Do you ever play in the sun and then get thirsty and sit in the shade?

Ask how many of your students know how to swim. Discuss the importance of learning to swim and of water safety. Does anyone in the group have a pool? Does anyone live near a lake? Pool? Ocean? Discuss how to protect your skin from the sun.

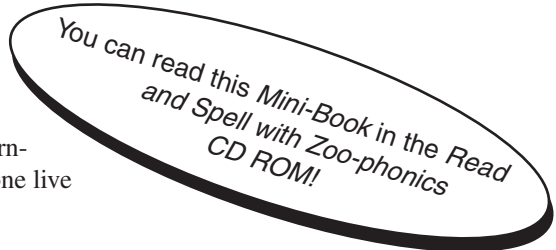
Optional: Have students design their version of the sun.

- d. Today, “Step Out” these sentences. Divide into groups of four. Practice, practice. Don’t forget to capitalize and punctuate. Let’s see what kind of sound effects each group can create.

Vocabulary Words:

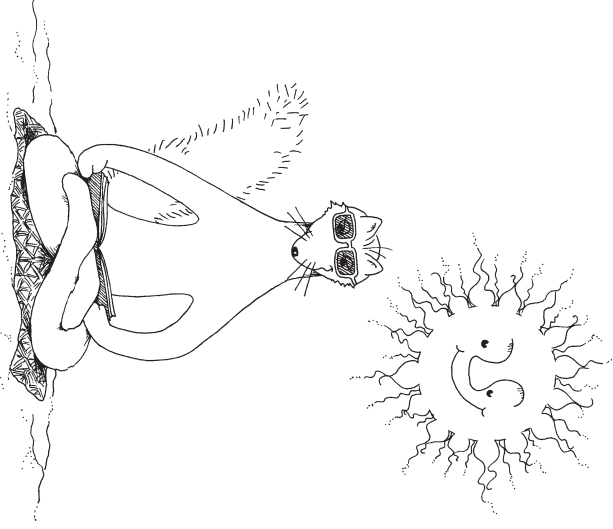
1. the*
2. sun
3. is*
4. hot*
5. Willie Weasel
6. sits*
7. on*
8. a*
9. mat
10. and*
11. gets*
12. tan
13. sips
14. pop
15. dips
16. wet

* High Frequency Words



Notes and Observations:

Willie Weasel sits on a mat and gets a tan.



Willie sips a pop.



Willie dips and gets wet.



Willie in the Sun

Book #28



The sun is hot.