

# ZEKE'S FUN AT HOME ACTIVITY CORNER

April 8, 2020

Dear Zoo-Friends,

Here are some fun umber umbrella bird activities for Wednesday! 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!

## Wednesday:

- 1. Read:** Read Zoo-phonics Mini-Book “#12 Gum is Fun.” It is all about Umbreu Umbrella Bird!
- 2. Art:** Try Umbreu Umbrella Bird’ “How To Draw.” (Instructions included).
- 3. Music:** On YouTube, you will find one of our favorite songs, “The Umbrella Bird Song!” It is hilarious. We have enjoyed it for years! You can dance too! There are other umbrella songs to. How about finding the YouTube on Gene Kelly’s song and dance called, “I’m Singing in the Rain.” He holds an umbrella!
- 4. Physical Activity:** “Umbreu Umbrella Bird” Flies. Fly just as umbre umbrella ubird does, first with one hand holding the umbrella as the other arm flaps in the air. Now, trade arms as you “fly” around the room or playground. Count the “flaps” out loud in English and Spanish or another language.
- 5. Math.** Umbre Umbrella Bird is the 21st letter of the alphabet. Jump 21 times. Can you child jump on his/her right 10 times and left feet 11 times each? Jump forwards 21 times. See how far s/he gets! Add:  $10 + 11 = 21$ . Try this with beans or buttons. Take 21 beans (or buttons) and divide the group into two groups of 10. How many are left over? (1).
- 6. Science:** Discover things about umbrella birds. They live in the canopies of the rain forests in Central and South America. They are very beautiful. Learn more about them!
- 7. Social Studies:** Umbre Umbrella begins with short /u/. Umbre Umbrella lives in Central and South America. On a globe or map, find both of these areas. Google “rain forests” and “umbrella birds” and learn about the animals and countries in which they live. Each have many separate countries. They speak mostly Spanish. Learn about what type of food these countries eat. Listen to their music. Find music on iTunes or Pandora and dance along!
- 8. Creative Writing and Art:** Use Umbre Umbrella’s Alliteration Page. 1) Slowly read Umbre’s alliteration to your child. Signal each time you hear/say the short /u/ sound. 2) Ask your child to tell you a story about Umbre Umbrella (or anything s/he now knows about umbrella birds) 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!

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## Lesson Plan Book #12

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### “Gum is Fun” (Focus: Short mixed vowels, VC/CVC words)

This *Mini-Book* is comprised of VC/ CVC words, Double Consonant words (off, Umbrella), a Digraph word (the), and Umber Umbrella Bird’s name.

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students (translate, pantomime, use related pictures). Spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

Demonstrate how to Signal the word, “off.” Signal Olive, then Signal both “f’s” and sustain the “f” sound. Pull the “bb” (Double Consonant) Card from the *Intermediate Sound Flash Cards*, #17. Explain that when two of the same consonants are together, the vowel in front of it has a short sound. Memorize the Cue Words and **rule** on the back of this Card. Remind them of this concept every time they see a Double Consonant from now on. Try Signaling the sound “ffffff.”

- 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: What does Umber Umbrella Bird have? (Gum) How can you tell? (The text says so and the picture shows Umber’s big cheeks like her mouth is full of gum.) What happens next? (Umber blows a balloon.) What words or letters show the sound? (“Fffffff.”) Then what? (The bubble pops all over Umber.) What word shows this? (“Pop!”) What is the word for words that sound like the sounds they make? (Onomatopoeia.) What does Umber do to help himself? (He pulls all the gum off his beak, head, and umbrella.) Now, Umber uses a special trick to remove the gum. Does anyone know what this trick is? (You take some of the gum and rub it on the other gum. It sticks to itself and comes off. This really works.)

Now that they have read and discussed the story, ask the students to tell you the sequence of events.

*Optional:* Give everyone a piece of bubble gum. Have a bubble gum blowing contest. Discuss what to do with their gum when they are done with it. (Make sure they put their gum in the trash can before going out to recess.)

- d. Ask your students which sentences are complete (pages 1, 3 and 4). Ask who the “star” or subject is. What is the star doing? (verb).
- e. Try some dictation today. Dictate the sentences in *the Mini-Book*. Do not hold them responsible for Umber’s name. The capitalization and punctuation must be correct.

### Vocabulary Words:

1. Umber Umbrella Bird
2. has\*
3. gum
4. pop
5. tugs
6. at\*
7. the\*
8. rubs
9. off\*

\* High Frequency Words

You can read this Mini-Book in the Read and Spell with Zoo-phonics CD ROM!



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## Notes and Observations:

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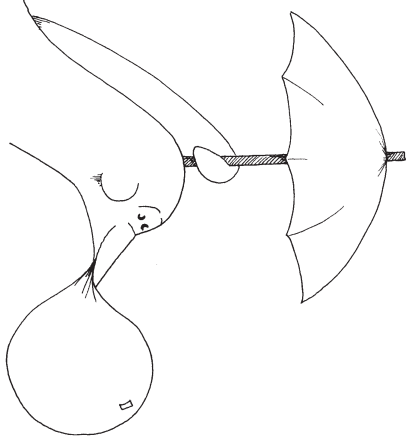
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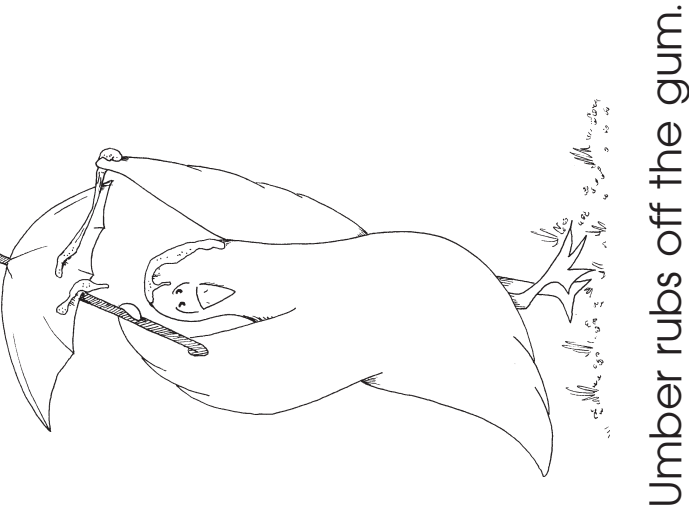
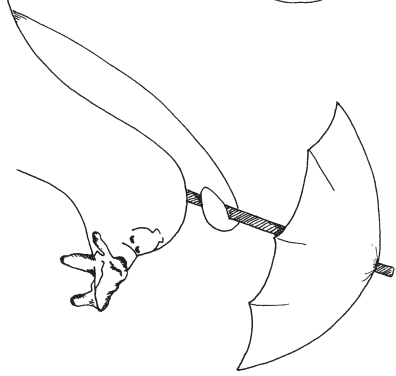
Umber tugs at the gum.



"Ffffffffff."



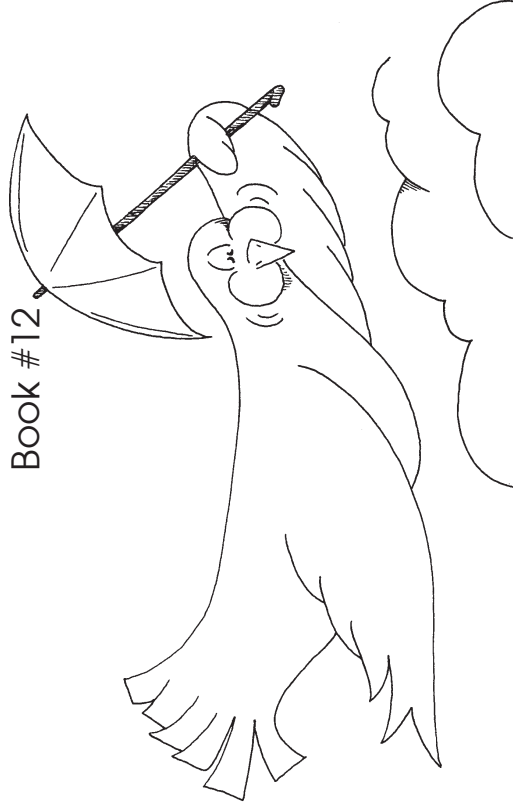
"Pop!"



Umber rubs off the gum.

Gum is Fun

Book #12



Umber Umbrella Bird has gum.

## 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:*

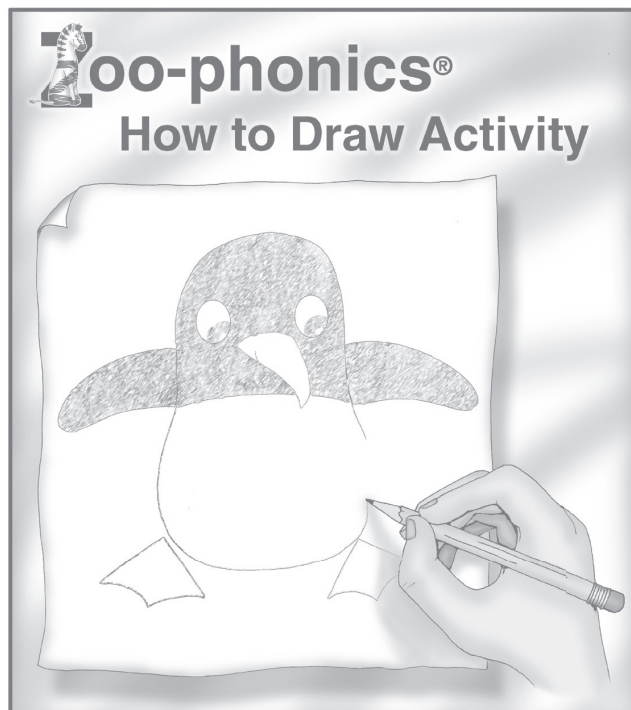
- Enlarge and copy one of the Animal Pattern Sheets for each student, and one extra sheet for demonstration.
- Before drawing, discuss the Animals' body shapes. Ask, "Which part is the tail?" etc.
- Have your students color each shape, and then cut them out *carefully*. (Help them if they need help,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

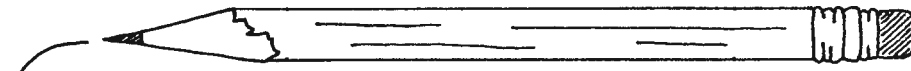


By the Authors of the Zoo-phonics® Program  
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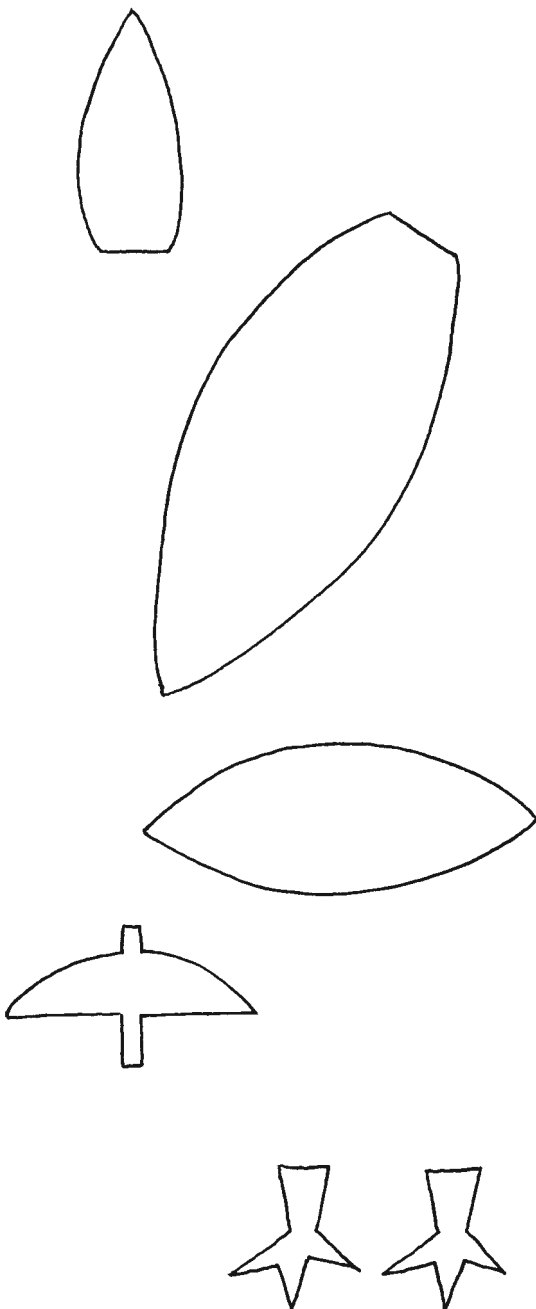
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# Zoo-phonics® How To Draw

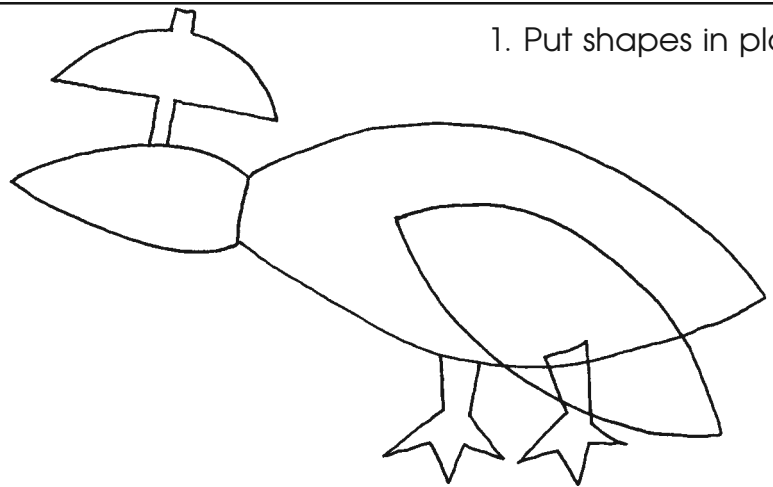


## Umbrella Bird

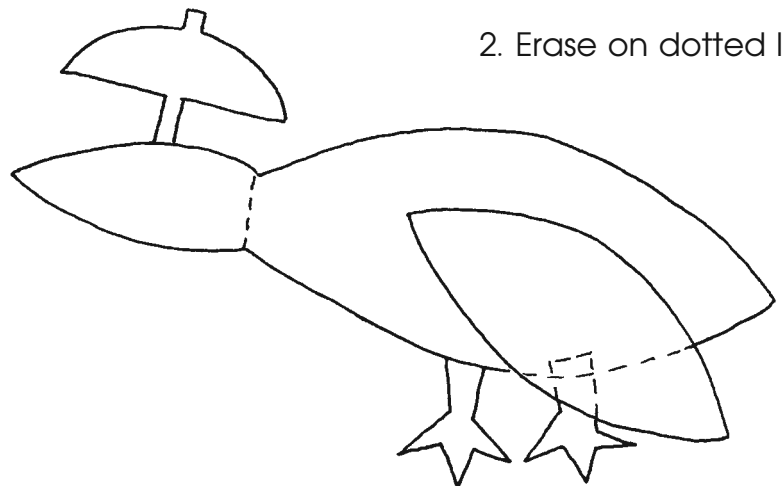
Shapes you'll need:



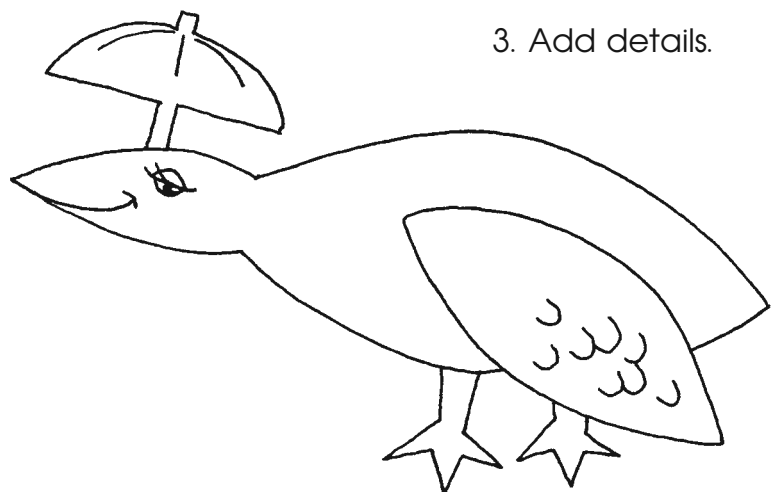
1. Put shapes in place.



2. Erase on dotted lines.

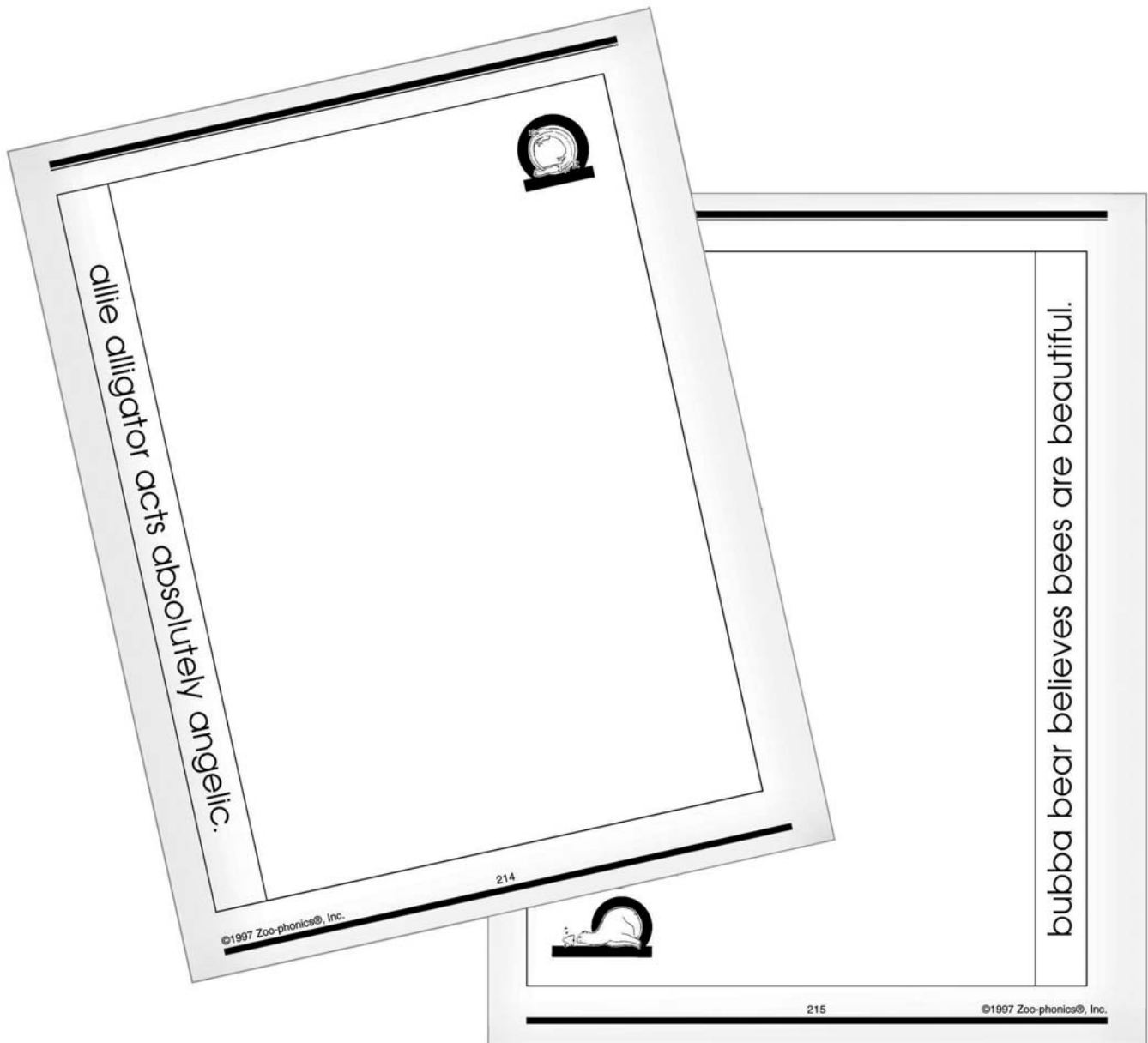


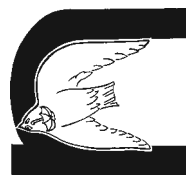
3. Add details.



# 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!





umber umbrella bird understands us.