

ZEKE'S FUN AT HOME ACTIVITY CORNER

May 12 2020

Dear Zoo-Friends,

This week's playful and physical lessons will **explore health: nutrition and fitness**. We will use our **S.T.R.E.A.M.S.** format.

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

Everyday!

- ✓ **Zoo-phonics:** Signal and sound the “a – z’s” every day. Older children can practice their word list. Signal and sound! Play different games with the *Lowercase Animal Alphabet Cards*.
- ✓ **Literature:** Read a wonderful literature book aloud every day! Remember to Signal the first letter in important words that you read. Point to the letters so your child can see them as you say them. Ask and answer questions. Get the children involved in the story.
- ✓ **Signal and Sound:** Remember, as you share the lessons, remember to Signal the first letter in key words.

Tuesday's Lesson:

- 1) **Science:** Today, as you prepare a meal together, talk to your child about **nutrition** and how important it is to eat food that is **“healthful.”** Look at and listen to the word, “healthful.” Health-ful. **Full of health!** You can start to teach simple nutrition to children from 2 years on. To “littles,” simply say, “This carrot (apple, cheese, celery, whole grain bread, tuna, milk, grapes, etc.) is yummy for your tummy!” as you Signal out the first letters in key words. For your 3- and 4-year-olds, you talk about how healthful foods make everyone’s muscles strong and will help to protect them from getting sick. Ask your child to show you his/her muscles!

Talk about which type of foods are healthy for people to eat: **protein** (meat, eggs, peas, spinach, broccoli, tofu, hummus, artichokes, etc.), **fruits**, **vegetables**, **dairy** (milk, cheese, yogurt), and **carbohydrates** (grains, legumes, vegetables and fruits). What are your child’s favorite “healthful” foods? Try to eat some of these foods for breakfast, lunch and dinner. **Healthy snacks** are important, too! This is a good time to discuss that **sugar should be limited** and used for occasional treats only.

- 2) **Math: Measure and weigh** your child today. On paper or a door jamb, draw a mark at the top of your child’s head (remind them to stand up straight!) and date it. Measure every month to see your child’s growth. Talk about “inches” and “feet” as you mark on the paper/door jamb. Are you using a yardstick? Measuring tape? A ruler? Show children where the inches are and count them aloud. (Count in Spanish, too!) Put your child’s weight near the measurement and date for a record.



Have Inny Inchworm Help You Measure! Look below and see Inny Inchworm’s Ruler. You and your children can walk around the house and yard to measure things! Count the inches out loud!

- 3) **Recreation:** Today, do some **jumping, hopping, running, and skipping**. Toss a ball back and forth (stand close). Exercise is a very important part of good health. Get into the sunshine to get that important **Vitamin D**. Breathe in that fresh air

Lesson Plan Book #56

"A Child Visits Nigel and Inny" (Focus: "I say my own letter name" - long "i" vowel)

Vocabulary Words:

This *Mini-Book* is comprised of VC/CVC words, Blends (grins, tree, want, climb, finds, kind), Digraphs, and the Schwa sound. Today, you will again focus on the "I Say My Own Letter Name" concept (Nigel, child, I, climb, hi, finds, remark, kind, she, able, high). You will also see "ar" as in "remark," "ee" as in "see," "er" as in "under," "ay" as in "says," "le" as in "able," and two silent letter combinations – "mb" as in "climb" and "gh" as in "high." Some of these concepts have already been introduced. Your children may not be familiar with silent letters. This is not the focus of this *Mini-Book* so don't expect immediate mastery.

- a. Write the vocabulary on the board for all to see. Read through the list as a class. Which words can they read easily? The word "remarks" may be the only unfamiliar word in the list. Define it and use it in a sentence. (It is another word for "said," "replied," "responded," etc. It means, "to make a comment.") Have your students take turns making a sentence with "remarked" or "remarks" in it. Let the word "remark" be your "secret password for the day!"

"Box In" all the Partners in this list. Draw thumbs over all "I Say..." words. If there is a silent letter, put a line through the silent letter. Have your students verbalize what kind of "Partner" or grapheme/phoneme is in the word. "This is a blend." "This is an 'I Say My Own Letter Name' vowel." If they cannot do this yet, you supply the words. They'll be able to analyze these in time.

Have your children pull their fingers to their lips after Signaling the silent letter. (For information on Silent Letters, see pages 185–199 of the *Language Arts Resource Manual*. Also watch the *Signal Practice Video*.) Spell out "I Say" words with the AACs.

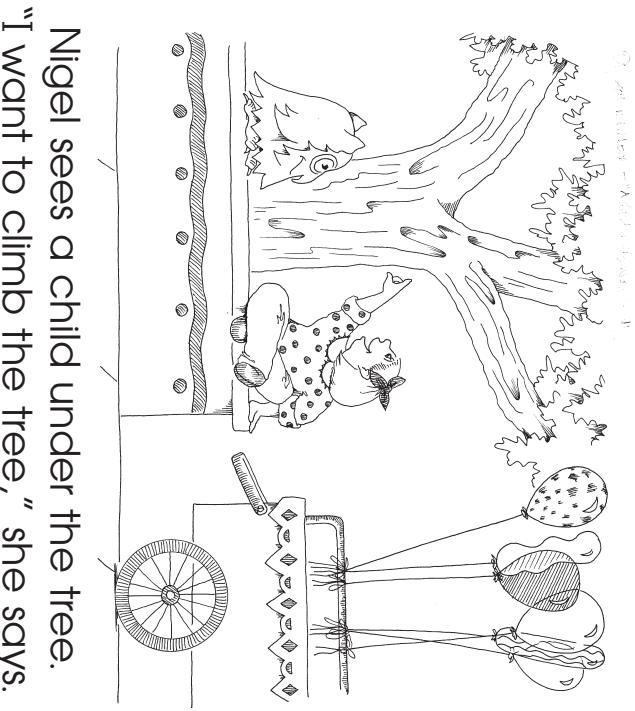
- b. Read the story aloud first and then have students take turns reading it aloud. If you are working in a large group, divide the students into groups of four to read. Listen to them read carefully. You will be able to observe those who are reading easily and fluently and those who need some extra help. Set aside some time for those who need more practice and "buddy" them with a strong reader for extra practice. Have them Signal all the "I Say" words they read.

1. Inny
2. Inchworm
3. visits*
4. with*
5. Nigel
6. Nightowl
7. hi
8. grins
9. remarks
10. sees*
11. a*
12. child
13. under*
14. the*
15. tree
16. I*
17. want*
18. to*
19. climb
20. she*
21. says*
22. finds*
23. is*
24. kind
25. able*
26. high*

* High Frequency Words

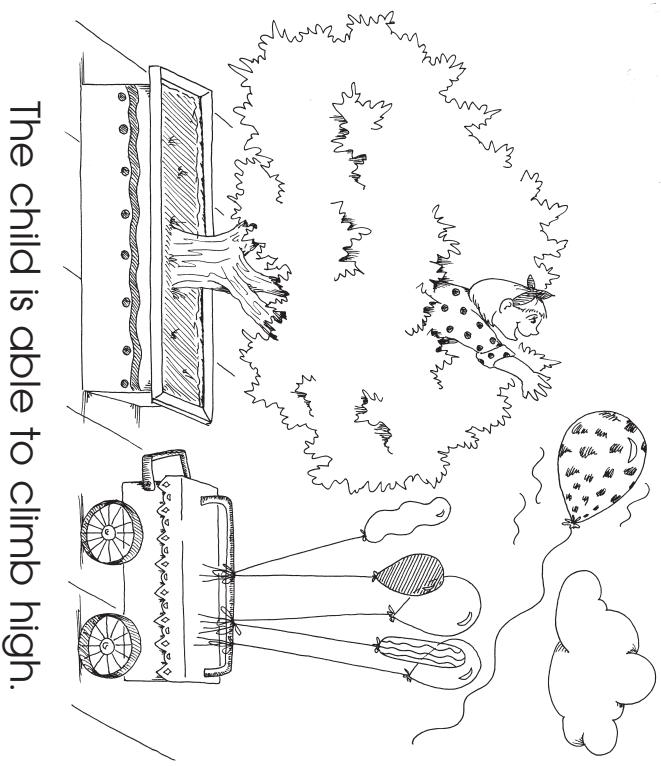
You can see that this *Mini-Book* has grown in complexity. Tell your students that this *Mini-Book* is so much more challenging than the first *Mini-Book* they read at the beginning of the year. Compare the two. Now, don't your students feel proud? They have grown so much! Please relate your pride in your students to them today. Nothing breeds success faster than success. How about attaching a note to go home congratulating your students?

- c. Ask your students to sequence the events. Have your children discuss being kind to animals. Why does it matter to the animals? To the environment? To us as people? Ask your students to come up with other questions to ask their classmates.
- d. "Clap" all the multi-syllabic words: In-ny Inch-worm, vis-its, Ni-gel Night-owl, re-marks, un-der, a-ble. Look at the sentence structure. Ask your students to count the complete sentences (9). Discuss the nouns and verbs in each sentence. Who or what is the subject (the star) of each sentence? Review capitalization of names, use of quotation marks and commas. Discuss pronouns.
- e. Who does the word "she" refer to on Pages 2 and 4? (The child.) Remind the children that this is a pronoun.
- f. Ask your students to sequence these events:
 1. Nigel sees a child under a tree.
 2. The child says, "I want to climb the tree."
 3. The child climbs the tree.
 4. Inny and Nigel visit.
 5. The child sees each animal and they all sit on a branch.



Nigel sees a child under the tree.
"I want to climb the tree," she says.

2



The child is able to climb high.

3

A Child Visits Nigel and Inny

Book #56



Inny Inchworm visits with Nigel Nightowl.
"Hi," grins Inny. "Hi," remarks Nigel.

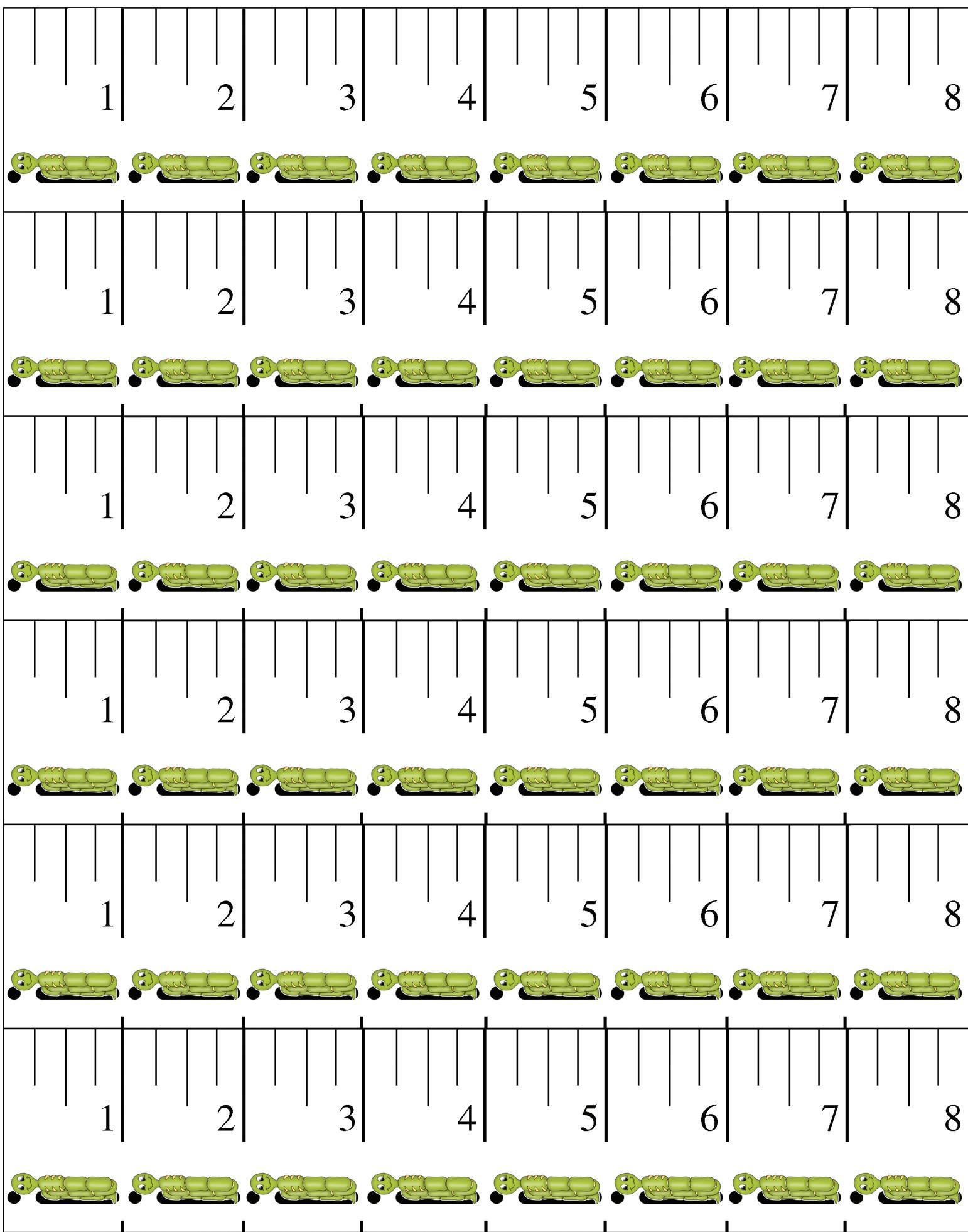
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She sees Nigel. She finds Inny.
The child is kind.

4

1



nutrition coloring page!

