



Zoo-phonics®

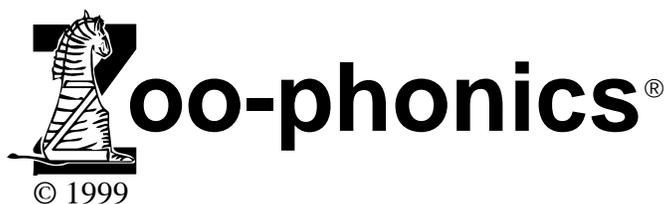
A Language Arts Resource Manual

Using the Wild to Teach the Child



By the Authors
of the Zoo-phonics® Program
Georgene E. Bradshaw,
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Illustrations by Irene M. Clark
and Cynthia D. Clark



Language Arts Resource Manual



By Charlene Wrighton

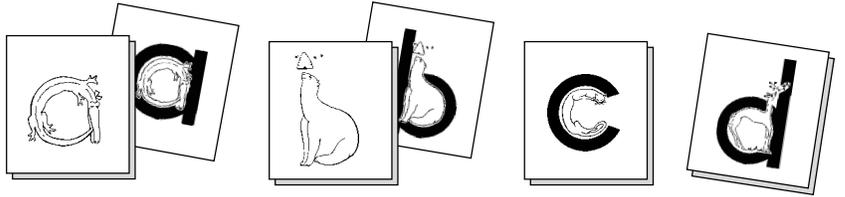
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Illustrated By
Irene Clark
Cynthia Clark

How to Use the Large Picture Cards

About the Large Picture Cards

The Zoo-phonics® *Large Picture Cards* have been carefully designed for the specific purpose of teaching the Shapes and Sounds of the alphabet to even the youngest of children, preparing them for the sound blending process. (Make sure you laminate them. They will give you many years of use!)



Look at each *Large Picture Card*. You will see an Animal in the shape of a lowercase letter. The artwork has been kept simple purposely. Because we wanted the children to be very aware of the configuration of each Animal (i.e., the shapes of the lowercase letters), we kept the drawings free from the distraction of too much detail. Hopefully the beautiful color will invite the child to “come and learn.” Flip the *Card* over and you will see the Animal drawn on top of the Letter. We call these the Merged Animal/ Letters.



You will introduce the alphabet to the class by means of the *Large Picture Cards*. Each *Card* should be presented and briefly discussed from Allie Alligator to Zeke Zebra (“a—z”). As you show each *Large Picture Card*, give the Animal Name and Sound as you demonstrate the Body Signal for each Animal. On the back of each card is the description of each body signal (see Chapter 4 for Body Signal Instructions).

Each Animal name becomes an alliteration which helps to expand each letter sound. (Short vowels are taught before long vowels.) Add a Body Signal to match the Animal/Letter, and the *child's eyes, ears, mouth, and body are now experiencing each letter completely!* (Watch the Zoo-phonics Signal Practice Video for help.)

If you introduce the Animals with warmth and enthusiasm, your students will also become attached to them, as if they are meeting new friends. This certainly makes the alphabet more personal!

Zoo-phonics helps children to achieve early mastery of the entire alphabet in a very short time. Preschoolers and kindergartners can have fun with the Animals and their letter sounds (while wiggling their bodies!) without realizing the academic purpose behind all the fun.

After teacher-directed instruction and “playing” with the *Large Picture Cards*, the children will soon begin to associate the Animals with the shapes of the letters when they see them in other print experiences, such as when reading a book with a parent or teacher, or when seeing labels and signs in a grocery store etc. There is nothing more exciting for child or parent than when the child points to a letter and says, “Mommy, there’s Inny Inchworm, ‘iiiiii,’” as s/he gives the Inchworm Signal.

Introducing Children to the Large Picture Cards

If you are introducing the *Large Picture Cards* for the first time to preschool, or kindergarten children show the Animal Picture only.



“Children will soon begin to associate the Animals with the shapes of the letters when they see them in other print experiences.”



REMEMBER:

Lowercase letters of the alphabet are taught before the uppercase letters.

Letter sounds are taught before letter names.

There is no rush to present the Animal/Letters to preschoolers or kindergartners. Give them several weeks or more allowing them to become familiar with the Animals and their Shapes, Sounds and Signals.

When you do turn the *Cards* over, you don't even have to discuss the Letters merged with the Animals. For example, we recommend that you do *not* say, "See the letter under Allie Alligator? That is the letter 'a.'" (letter name.) We have found that it is not only unnecessary to point letters out but that it can actually delay the sound acquisition process because it introduces another sound for "a." Allow the children to look at the Merged Animal/Letters and store the information in the brain for future use as they give the Signal and Sound.

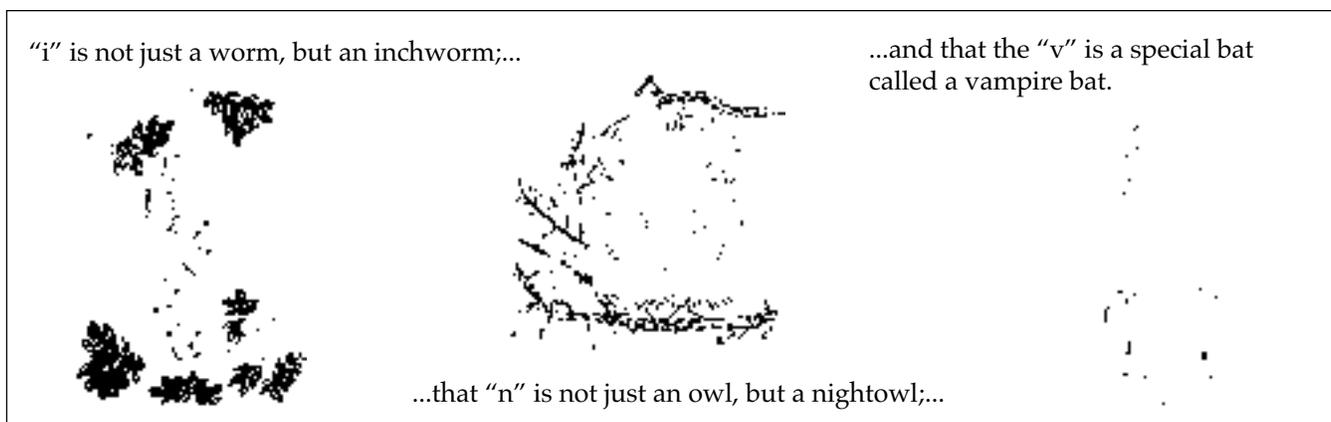
If your students already have a letter base, show the Animal Picture side first, discuss each Animal, and then turn each *Large Picture Card* over and show them how each Animal sits on top of its letter. You will still emphasize the *sounds* of the letters at the same time that you demonstrate the Body Signals. Make sure they participate with you!

In a few days or weeks, you can turn the *Cards* over and show each *Merged Animal/Letter*, but do not discuss the letter names or show the capital letters unless a child brings it up.

In every kindergarten class there are children who have already been introduced to letter names. Upon seeing the Animals, they might make the letter connections immediately and call out, "That looks like the letter 'a!'" Thank him or her for sharing this information, and then ask this student to demonstrate the Signal and Sound for that Animal/Letter. Always bring the students back to the Shapes, Sounds and Signals of the letters!

Remember that we teach the Shapes and Sounds of the letters first, and wait until later to teach the letter names and capital letters. The Shapes and Sounds of letters are crucial to the reading and spelling process, whereas knowing the names of letters and capitals are not, as we have already discussed in the chapter entitled, "*Introduction to Zoo-phonics.*"

There may be a few Animals with which the children are not familiar. Take time to discover them together at the first presentation. Clarify for the younger children that...



Use other resources to study the Animals, like *Ranger Rick Magazine*, *Zoo Books*, or *National Geographic*. Use the *Zoo-phonics® Nature Wall Cards* and *Nature Notes* in conjunction with this study. (*Nature Notes* are a component of the *Safari into Reading, Spelling and Writing Kindergarten Manual* and the *Expeditions into Reading First Grade Manual*.)

When Signaling the alphabet with the *Large Picture Cards*, watch your group carefully, and make sure the pace doesn't drag or go too fast. The pace should be fast enough to keep their attention, but not so fast that meaning is lost for the students and they lose interest.



Try This: Hold up a *Large Picture Card* and say, “What kind of Animal is this? That’s right, it’s an alligator. This is Allie Alligator. When she smiles she shows lots of bright, shiny teeth. Let’s pretend we are alligators. Take your hands and open and close them, just like Allie Alligator’s jaws. Allie says, ‘aaaaa.’ Let me hear you say, ‘aaaaa.’”

Demonstrate Allie Alligator’s Signal with your hands as you make the sound. Have the children imitate you. Make sure they always Signal and Sound together. Compliment them and move to the next Animal/Letter. Remember to make the connection between the Body Signal and the Animal Picture, saying “Bubba Bear is reaching up with his paw to get the honey out of the beehive.”

Introducing the Large Picture Cards to 1st, 2nd and 3rd Grade Students

When presenting the Animal/Letters, Sounds and Body Signals to students first and second grade or older, show both sides of the *Large Picture Cards* and demonstrate the Signals and Sounds. Don’t forget to teach the older student the smaller, more subtle Body Signals. (See the *Zoo-phonics® Signal Practice Video*). This should take only about half an hour to put all 26 Signals into memory. Play some games to test the students to see how many they can remember. Reinforce daily.



When your students know all 26 Signals, practice putting the Animal/Letters and Signals together to form familiar words. Incorporate them immediately into your reading and spelling curriculum.

After the initial teaching of the Body Signals to older students, use of the *Large Picture Cards* will be less important. The various sets of *Sound Flash Cards* become the center of your phonics, reading, spelling and literature lessons.

Large Picture Cards Activities

Make sure you have thoroughly read the chapter on *Body Signals* before attempting to teach with the *Large Picture Cards* and before trying the following activities.

These activities will reinforce the sounds of the alphabet through the *Large Picture Cards* and Body Signals. The Signal and Sound must become automatic each time the Animal or Animal/Letter (and eventually the letter) is seen. As you are establishing the sounds of the alphabet, utilize every opportunity to connect the Signals and Sounds into your lessons.



Zoo-phonics co-developer, Gigi Bradshaw and her students Signal using the Large Picture Cards.

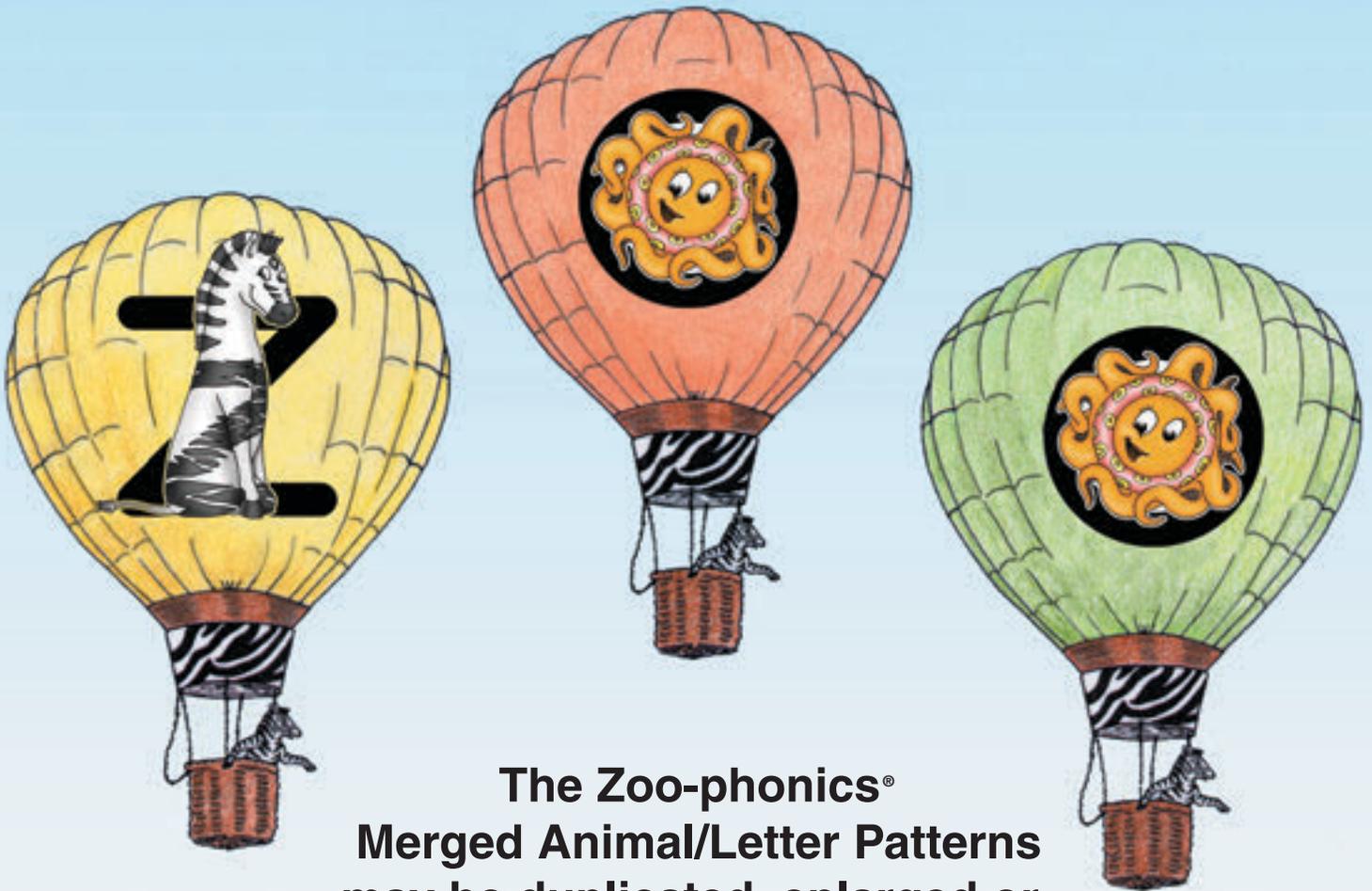
Pre-Reading and Spelling For Preschoolers, Kindergartners and Early First Grade Students

1. Letter and Word Awareness. Talk to your children about sounds, letters, and words. Discuss where they might find these. Why do we need them? What do we do with them? Discuss the letters in the names of items in the classroom. Discuss where else they might find letters and words. This is an important introduction to letters and their sounds, to words, to reading, and to writing. The children need to know *why* they are learning these Shapes, Sounds and Signals. They then can begin to apply their newly learned alphabet skills in many textual experiences.



Merged Animal/Letter Patterns

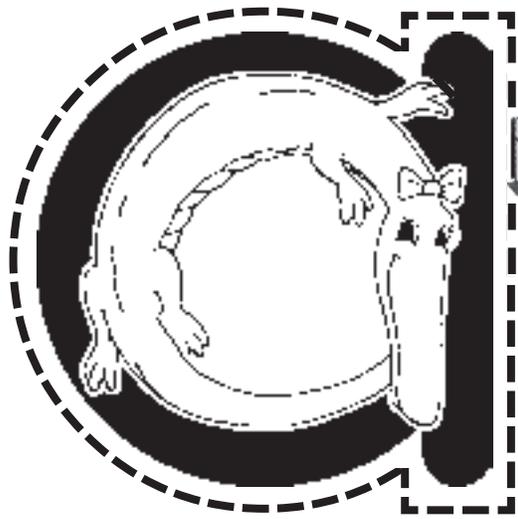
Includes 16 patterns on which to mount the Animal/Letters for bulletin boards, name tags, captions, etc.



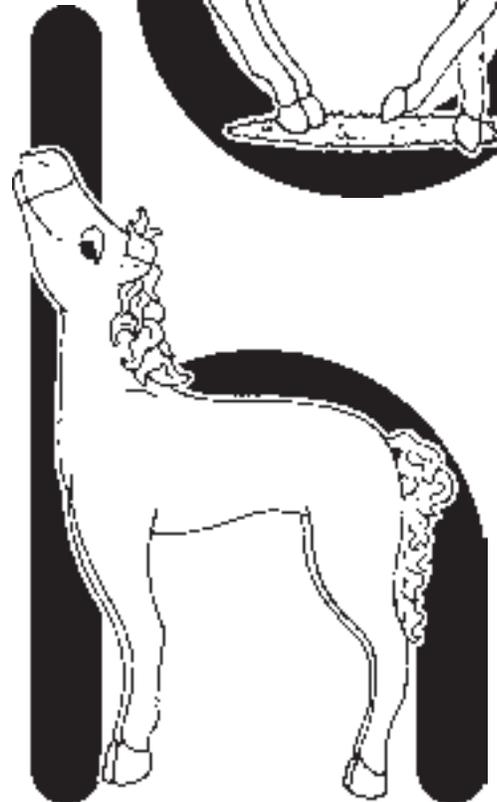
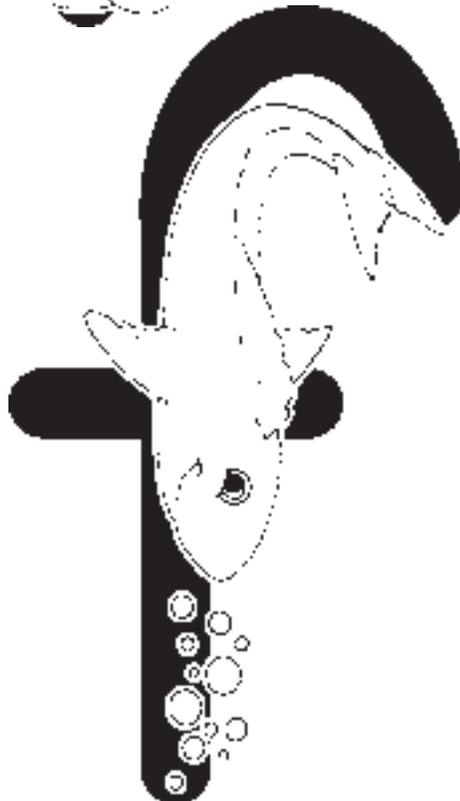
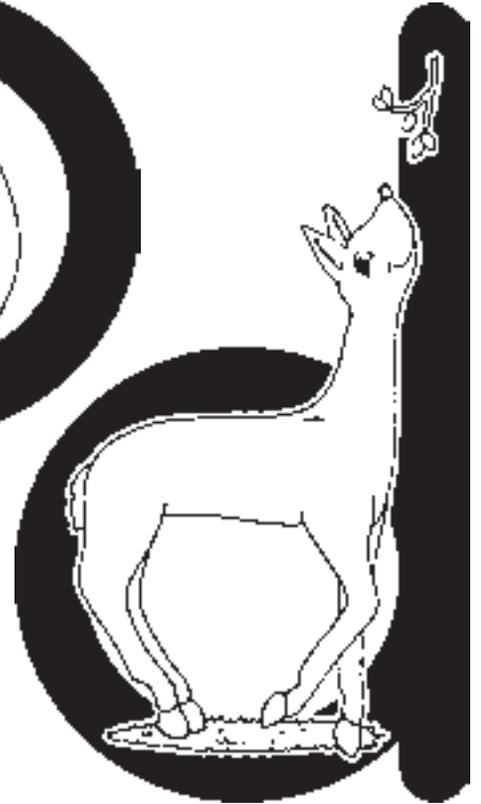
**The Zoo-phonics®
Merged Animal/Letter Patterns
may be duplicated, enlarged or
reduced for use in the classroom.**

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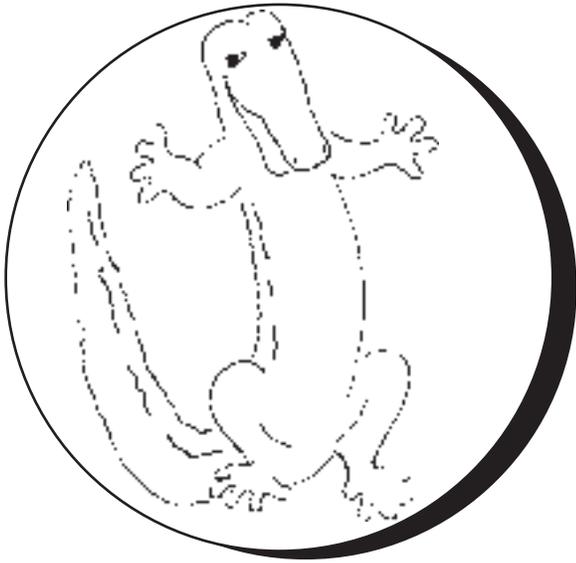
Illustrated by Matthew Anderson



Cut around the letter, cutting off as much white space as possible.



Alligator



CLASSIFICATION: Reptile

SIZE: Chinese Alligator—five feet long
American Alligator—up to 12 feet long

HABITAT: In waters and lowlands.

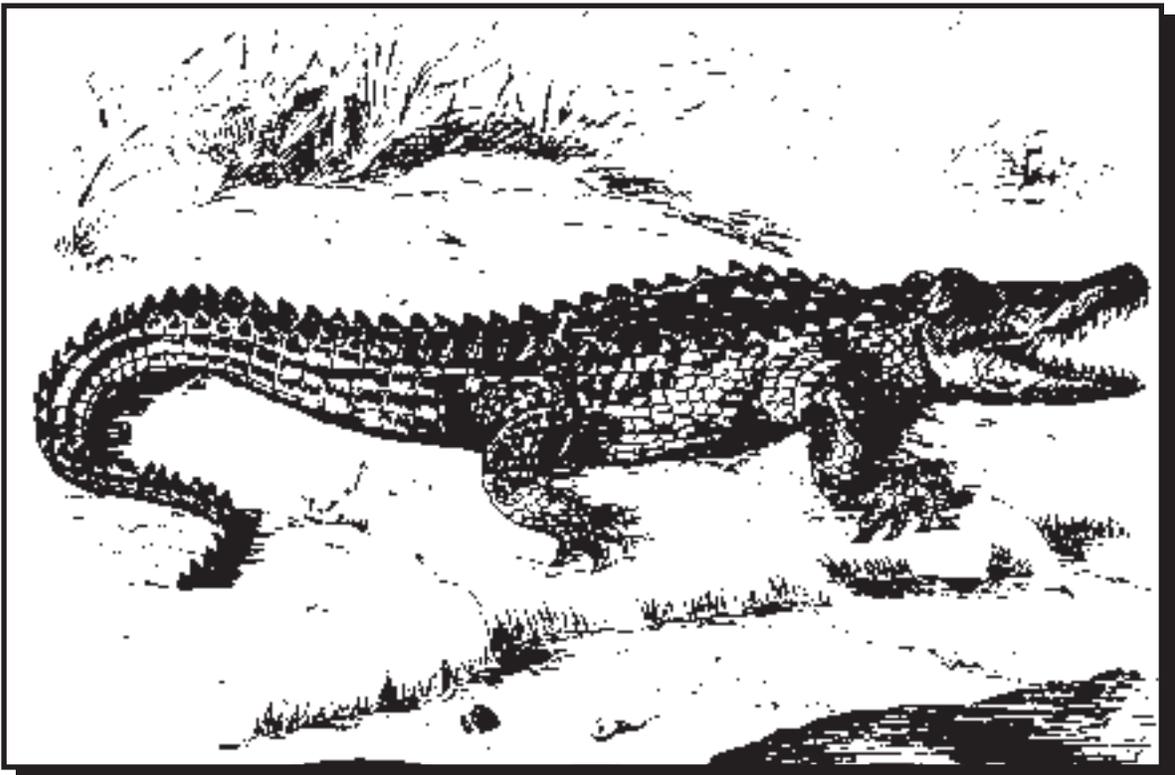
BREEDING: The females lay about 50 eggs in a nest of grass near the water so the center of the nest is wet. Babies stay with their mothers for nearly a year.

DIET: Fish, snakes, frogs, turtles and other small mammals.

DISTRIBUTION: Southeast China and Southeast United States.

DISTINCTIVE FEATURES AND INTERESTING FACTS

Alligators swim by moving their tails from side to side. They use their short legs for walking. Alligators have a broader snout than crocodiles and are less vicious. Their meat can be eaten and their hides are used for belts, purses, shoes and luggage.



Bear

CLASSIFICATION: Mammal

SIZE: The Alaskan Brown Bear grows up to nine feet (standing on hind legs) and 1,500 pounds. Sun Bear of Malaysia—three to four feet long, 60-100 pounds. California Black Bear—five feet at the shoulder, 300 pounds.

HABITAT: Except for the Polar Bear, they live in woodlands and meadows in the mountains and foothills.

BREEDING: Females have 1 - 4 cubs in the winter, during hibernation.

DIET: Bears are omnivorous, eating: fish, ants, grubs, acorns, berries, fruit, nuts, leaves and roots of plants. They especially love honey.

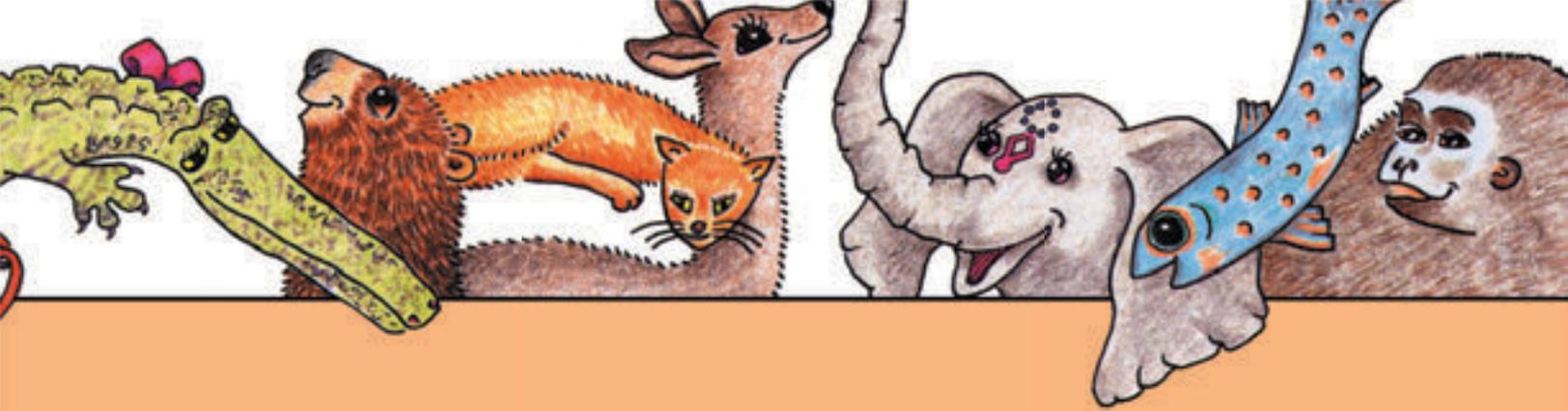
DISTRIBUTION: All bears live north of the Equator except for the “spectacled bear” of South America, Africa, Antarctica and Australia.



DISTINCTIVE FEATURES AND INTERESTING FACTS

Bubba Bear is a California Black Bear. The California Black Bear, well-known by visitors to Yosemite National Park, may be black, brown or cinnamon colored. It may even be white, but this is rare.





Allie And Her
Pal Go To The
Sock Hop

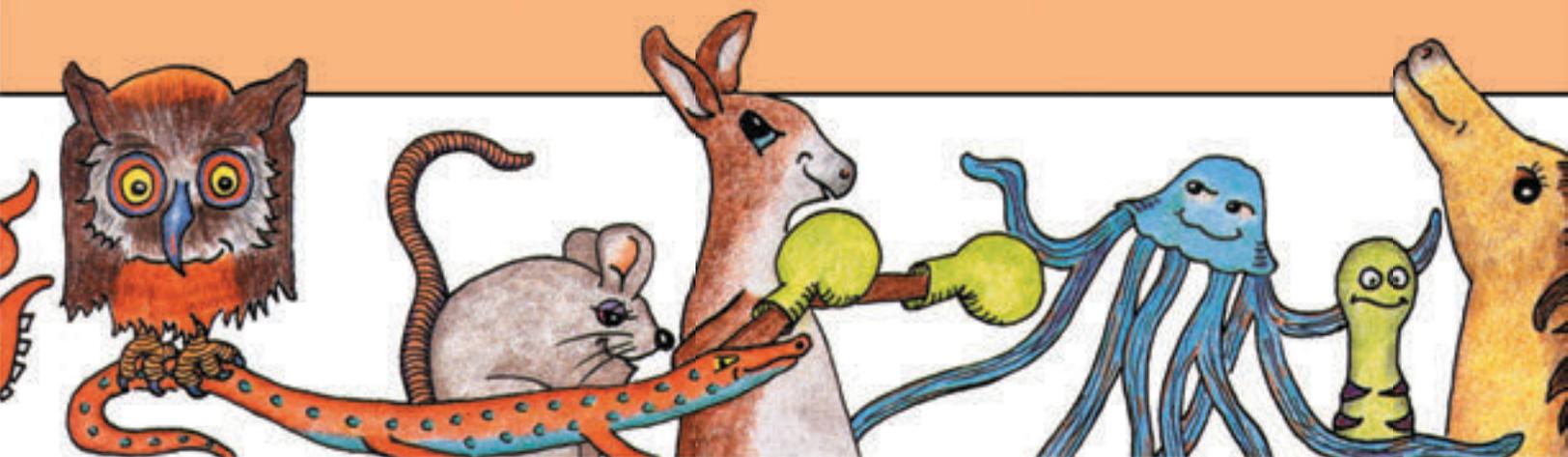
Bubba Bear Has
Fun In
The Sun

Catina Cat At
Camp



Level B • Book 1

A Decodable Reader by the Authors and Developers of The Zoo-phonics® Program
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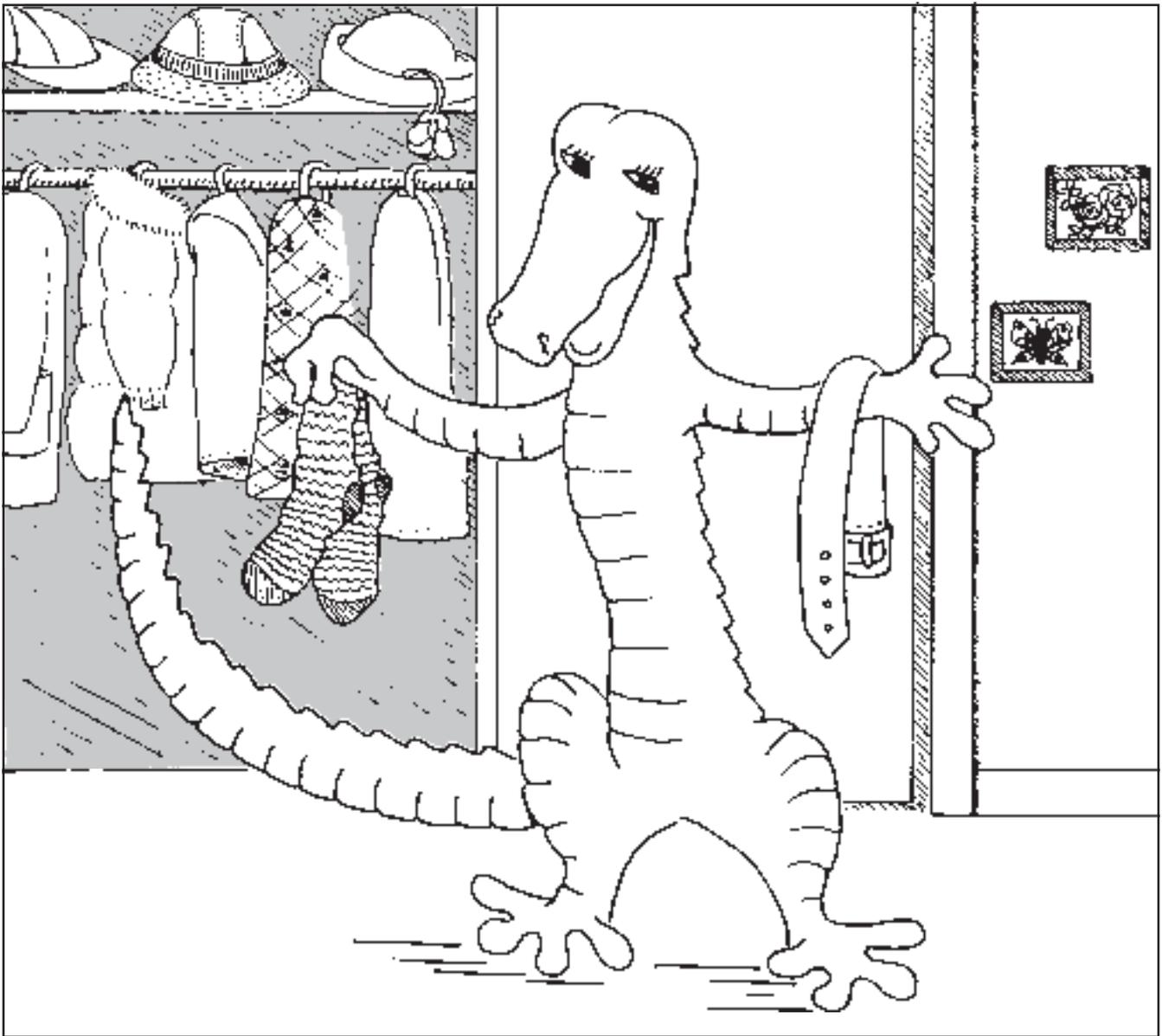
Word List

Allie And Her Pal Go To The Sock Hop

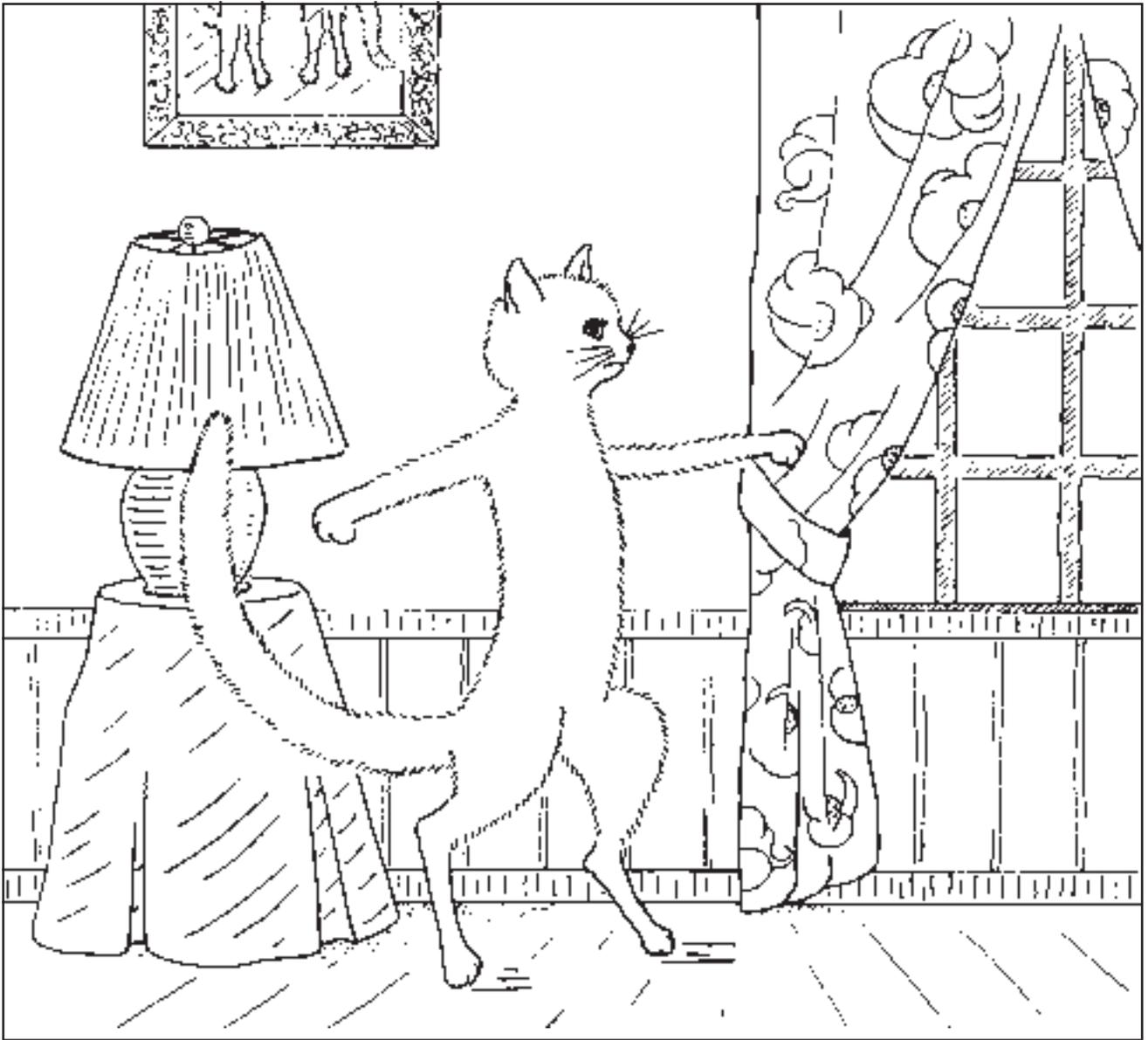
Reader Level B • Book 1, Story 1

These words are in order of appearance in the story.
The asterisk (*) indicates High Frequency Words.

- | | | |
|------------|--------------|----------------|
| 1. Allie | 19. to* | 37. thank* |
| 2. has* | 20. go* | 38. something* |
| 3. a* | 21. the* | 39. still* |
| 4. belt | 22. Sock Hop | 40. missing |
| 5. and* | 23. asks* | 41. says* |
| 6. socks | 24. will* | 42. now* |
| 7. she* | 25. tell* | 43. we* |
| 8. thick | 26. that* | 44. hot rod |
| 9. thin | 27. this* | 45. in* |
| 10. Catina | 28. problem* | 46. wow |
| 11. no* | 29. with* | 47. fun* |
| 12. not* | 30. cannot* | 48. pals |
| 13. is* | 31. lend | 49. are* |
| 14. upset | 32. you* | 50. glad |
| 15. how* | 33. yellow* | 51. swell |
| 16. can* | 34. then* | 52. just* |
| 17. I* | 35. hands* | |
| 18. get* | 36. grins | |



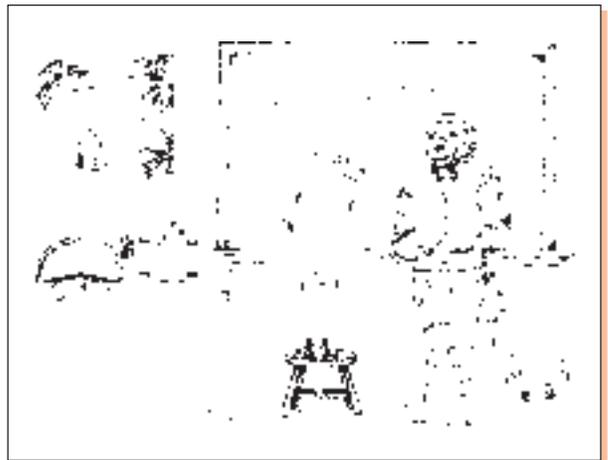
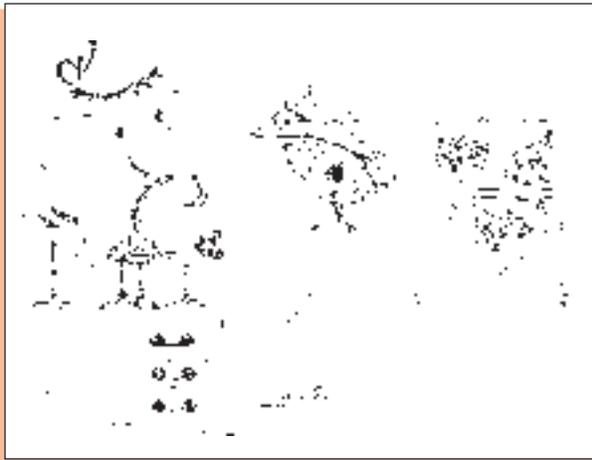
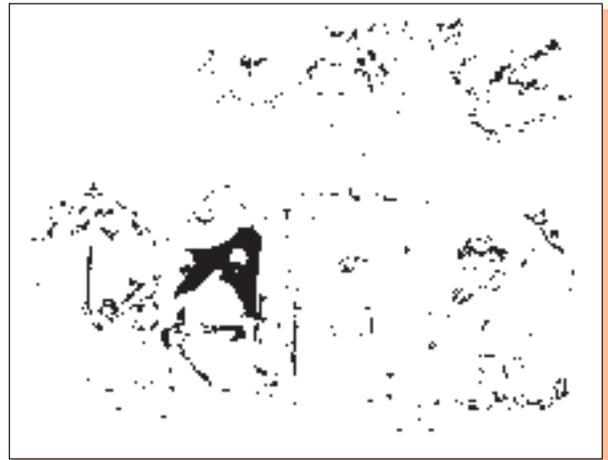
Allie has a belt and socks.
She has a thick belt and
thin socks.



Catina has no belt and no socks — not thick, not thin. She is upset.

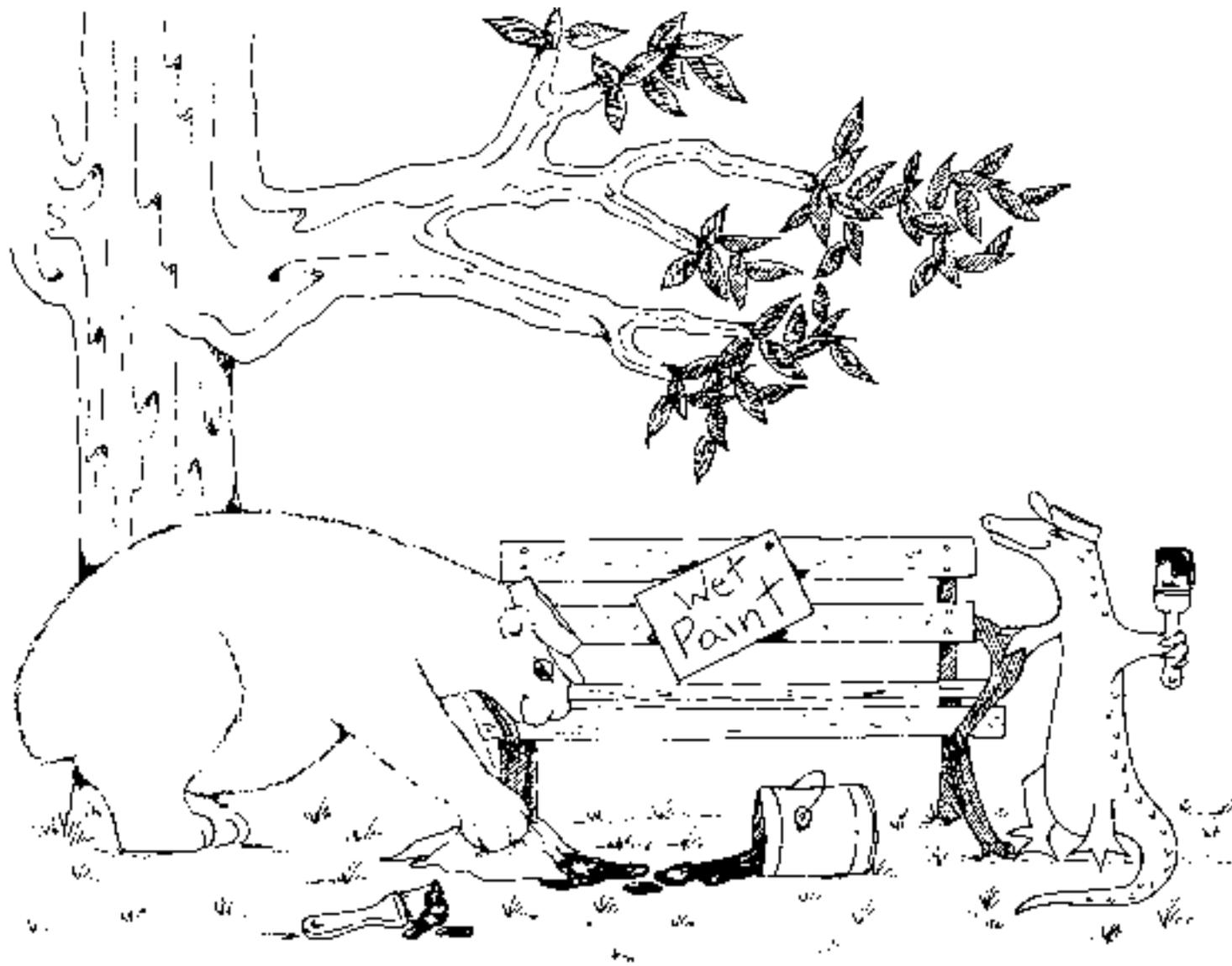


Beginning Sound Flash Card Activity



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Illustrations by Cynthia D. Clark



Blot the black blob.

"Don't forget to space your words!"

Use your best printing!



Blot the black blob.



Teacher note: This is a chance for your students to not only practice their handwriting, but memorize the sentence as well!

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Oh, oh! Bubba spilled some paint! What does it mean, "*Don't cry over spilled milk?*" Do you agree? If you become a parent, do you think you will remember this with your children?



Blot the black blob.



Class Project: Look at other sayings: "*A stitch in time saves nine.*" "*Don't beat around the bush.*" "*A penny for your thoughts.*", etc.

a b c d e f g h i j k l m
n o p q r s t u v w x y z