

Chapter 1

Getting Started

Kindergarten ELD JumpStart Kit Components

1. Large Animal Alphabet Cards
2. Small Animal Alphabet Cards
3. Kindergarten ELD Lesson Guide
4. Zoo-phonics Assessment Inventory
5. Sound Flash Cards (Blends, Digraphs, Schwa, 1 Long Vowel)
6. Colored Mini-Book Set (29 titles)
7. Zoo-Mini Books Lessons and Reproducible books
8. Zeke and His Pals Level A Reader 1
9. Zeke and His Pals Level A Reader 2
10. Zeke and His Pals Level A Reader 3
11. Music that Teaches – songs, stories and poems, collected on CD, including Booklet of Lyrics
12. Signal Practice Video
13. Alphabet Grid Set
14. Animal Alphabet Puppets (“a – z” patterns)
15. Handwriting Worksheets
16. Activity Worksheets

How To Use This Lesson Guide

The purpose of the JumpStart ELD supplemental Activities and Materials is to teach and reinforce language arts skills so easily and quickly that your students will be able to move back into the adopted language arts materials more successfully. (Keep in mind that it takes time to become fluent in a 2nd language.)

What drives curriculum today? Standards. This Lesson Plan Guide is organized to look just like the California State Standards format for easy reference. For each Standard you will find many activities that will not only teach and reinforce specific skills but will empower your ELD students and give them the needed confidence they deserve to fully participate in the classroom.

The way the Standards are written, learning the sounds and shapes of the alphabet doesn't start until 1.6 “Concepts About Print” and 1.14 “Decoding and Word Recognition” in the Reading Section. Zoo-phonics recommends that you begin teaching the Shapes, Sounds (and Signals) of the alphabet immediately. This is the foundation of all language arts skills. What can you do in language arts without the alphabet? You can easily teach “book” and “print” concepts simultaneously as you teach the alphabet.

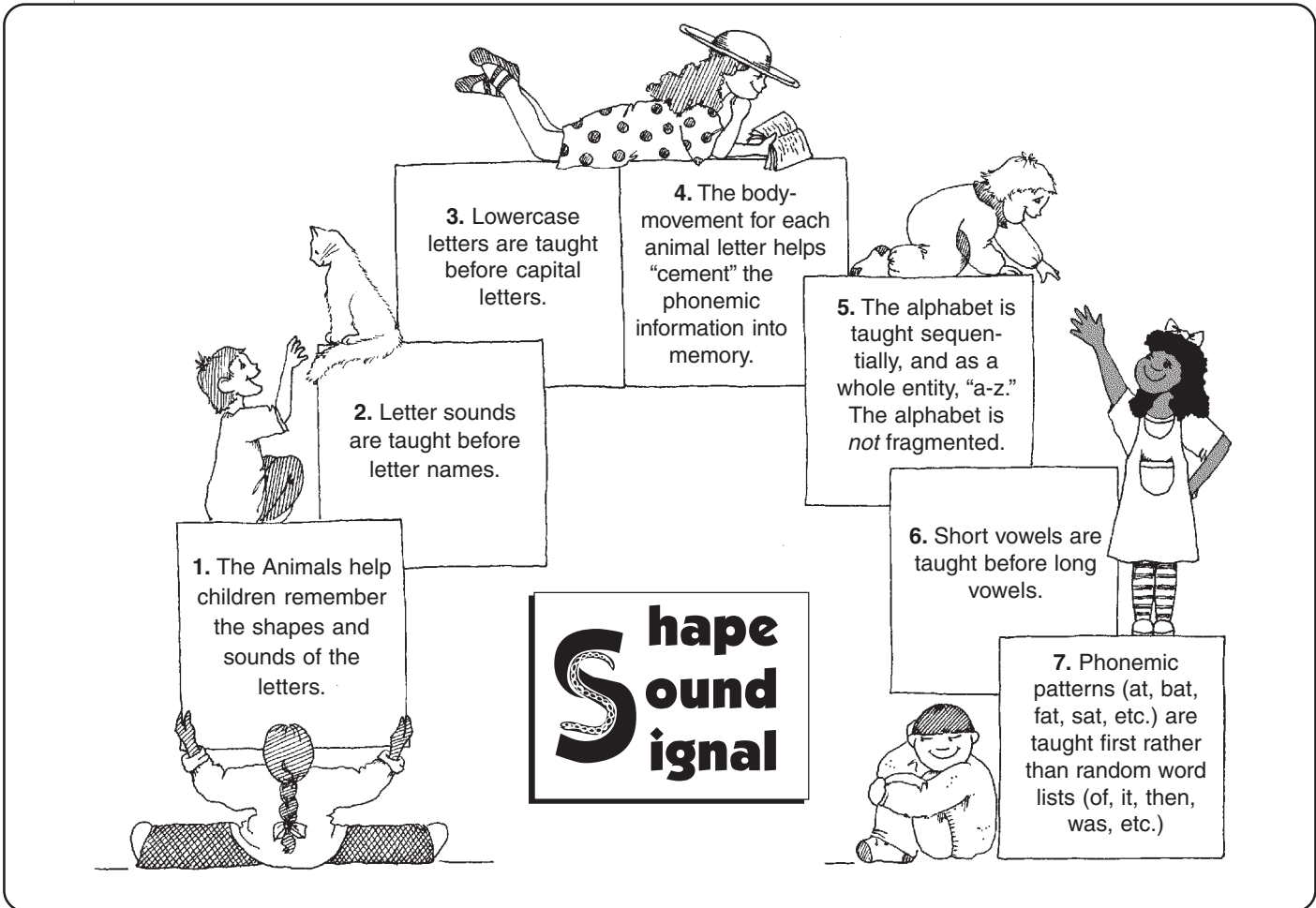
Please look through the Standards and Activities in the Guide so you can become familiar with the lay-out of the book. You will be able to instantly find the very thing you need to help your students just by locating the Standard. Look through the Table of Contents to find other crucial instruction chapters. There are 86 pages of Black Line Masters for use as well.



This JumpStart ELD Kit will give your ELD students the confidence to succeed in the classroom.

This Lesson Plan Guide is designed so that you can choose exactly what your students need. Since you must use these supplemental materials in conjunction with your adopted series, these Standards-driven activities and lessons will work in harmony with your adopted series. When your ELD student shows signs of “struggling” or “lagging behind,” support the student with concrete, playful and memorable activities found in these materials. Included in the guide are Assessments to help evaluate your ELD students throughout the year.

Remember, keep it light and make it fun!



The Essences of Zoo-phonics

The Essences of Zoo-phonics

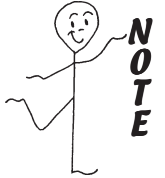
Learning to read, spell and write should be painless and stress-free for all children, even our ELD learners. Zoo-phonics is committed to joyful learning. Here’s how it is done:

An animal theme is used because it is universal and because children relate readily to animals. The shapes of the letters are remembered in association with a picture of an animal – because the animals are *drawn in the shapes*

of the letters! The sound comes through the initial letter of each animal’s name. An animal related body movement or “Signal” is given to mimic each animal character. Each Zoo-phonics animal character becomes a friend and a tool for children to use in developing reading, spelling and writing skills.

Here’s how:

1. Children first see the shapes of the lowercase letters through the shapes of the animals.
2. The sounds of the letters are taught through the names of the animals (“allie alligator” = “a, a, a”), (“bubba bear” = “b, b, b”), (“catina cat” = “c, c, c”). Do you see how the alliterations help?



NOTE: When giving instruction to the teacher, Zoo-phonics doesn’t capitalize the animal names at first (until capital letters are taught) because you will be teaching lowercase letters first.

3. Because children wiggle naturally, an animal related body movement (called a Signal) is given to each letter that relates directly to the animal, locking the shapes and sounds of the letters into memory. allie alligator* opens and closes her jaws as she smiles, catina cat washes her face with her paw, bubba bear reaches up to the honey hive, etc.

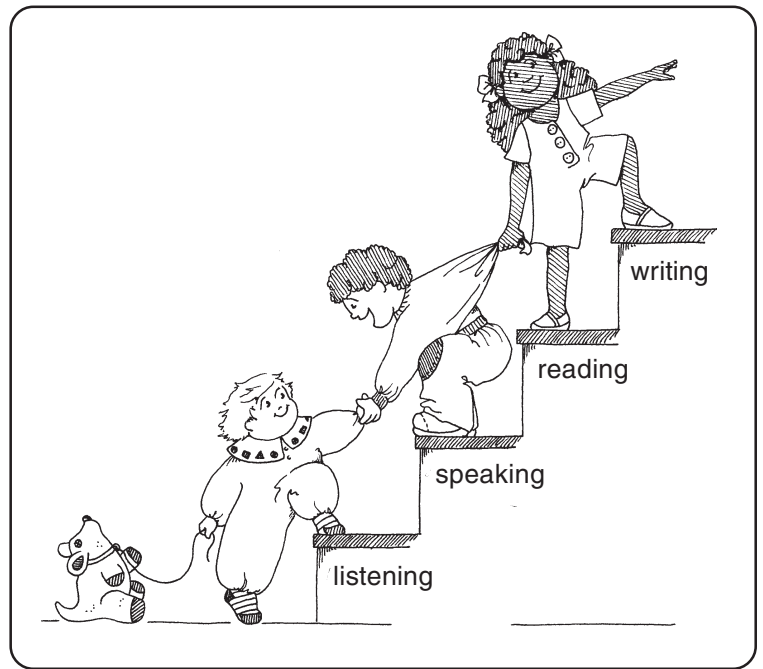
Thus, *the eyes, ears, mouth and large muscles provide the vehicle to access information.* Zoo-phonics encourages children’s natural tendency to wiggle and to express themselves, channeling it for learning. Students learn by seeing, listening, speaking, touching and doing. Zoo-phonics gives them this outlet!

You will notice that we don’t teach capital letters and letter names right away. When we read, capital letters are used only 5% of the time. We read in sounds, not letter names! Teaching these concepts first can actually delay the reading process! (More on this later.)

The Hierarchy of Learning

In Zoo-phonics, we teach the phases of the language process through the concept of “The Hierarchy of Learning” (also called “The Acquisition of Language”). These stages are first listening, then speaking, reading and writing. The concrete methodology of Zoo-phonics follows these stages and connects them all together.

If an infant’s first steps in acquiring language (which lead eventually to reading, spelling and writing) are listening and then speaking, you already have your tools at hand! Children come to you with speech sounds. All you have to do is connect them with print! “Playing” with the alphabet through Signals (using those large muscles for memory) as well as their sounds, memorizing nursery rhymes and simple poems, talking and discovering reading together, and so much more, prepares the soil and plants the seeds for reading and writing skills that your students will be learning soon. Remember that each child is in her/his own developmental time and space.



The Hierarchy of Learning

The phases of learning can be supported but not hurried.

We know that for the ELD learner, s/he will be hearing, perceiving, pronouncing sounds that s/he may have not heard or pronounced before. When children are young, their brains, vocal cords, tongue and mouth muscles are ready. It only becomes hard when the child enters adolescence. The window of language acquisition starts closing in the teen years. If a child starts learning a language early, they will pick it up quickly as they socialize with their friends on the playground, bus, cafeteria, and in class. However, if students learn it much after the age of twelve, they will never achieve full mastery of the production of these sounds and consequently speak English with an accent.

Zoo-phonics uses the language that the child has already developed and connects it to the sounds of the alphabet. The human race – and its beautiful languages – has many speech sounds and patterns in common. For the ELD learner, we connect to that common ground what the child already knows in her or his lexicon. On this foundation we will teach English to them in the most playful and memorable way possible, Zoo-phonics.

As children learn to speak they learn that what they say can be written down and read. In school, the teacher starts with the alphabet and begins to teach those letter sounds (graphemes to be read, phonemes to be spoken and heard). These are the smallest units of sound in language that are used to contrast words and the morphemes that make up words. Each language has a unique set of sounds, and English learners must master these sounds to a certain level of proficiency to understand English or communicate in English either in written text or orally.



Using the Zoo-phonics program combines oral language, reading, writing and spelling skills in a fun and exciting methodology.

Through Zoo-phonics, due to the unique methodology, the animal letters and the body movements (called “Signals”), oral language, reading, spelling and writing skills develop at the same time because they are taught as part of the same process. It won’t be long before your students will actually be reading and spelling small but important words and then sentences – and writing them as well!

Parental Support

You have a unique opportunity when working with ELD students to help the parents’ English literacy as well. Because there will most likely be younger siblings in the home, not in school as yet, you can also reach them through Zoo-phonics. Children can teach their parents and siblings the Shapes, Sounds and Signals of the English alphabet. As the child learns, so does the family.

Parental support is so important. If you have the parent in your corner, you can successfully teach the child. It is very important that your parents feel comfortable in your classroom and at school. The language barrier may be enough to discourage parent participation. Lack of transportation, lack of childcare, working night shifts all may interfere with parental participation. Still, you can write messages (translate!) and keep them well informed.

When starting out with Zoo-phonics, invite parents in for a special evening of snacks and Zoo-phonics fun. At this point, parents can be taught the Signals and sounds of the Zoo-phonics Animal Letters. Give students a copy of the *Animal alphabet Grid Set* (all prepared, or prepare them as part of the ‘special night’). Include Signaling instructions (translate!) to take home. From time to time, send home a “homeplay” activity for all to share with instructions. It is wonderful bonding time for both parent and child. Make sure it doesn’t require a lot of materials, teaching, or time. This reinforcement of the day’s learning activity will insure memory and prepare the students for the next day’s work.

Chapter 2

The Standards and the Lessons Designed to Achieve Student Success

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

(K) Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

(1st) Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

1.1 (K) Identify the front cover, back cover, and title page of a book.

1.2 (1st) Identify the title and author of a reading selection.

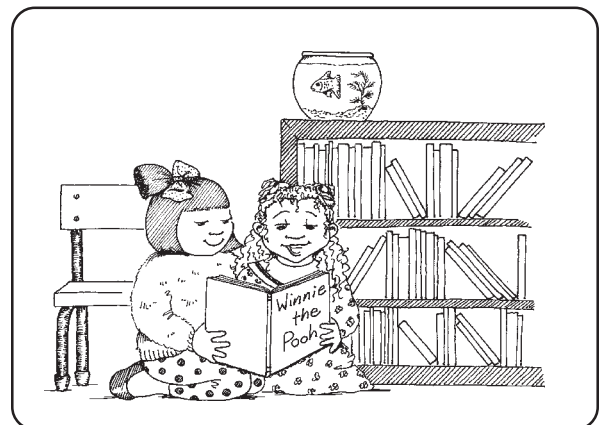
Activities:

1. Book Covers. Hold up a “big book” so students can clearly see the details. First, ask students what they see. Allow them time to share. Show students that books have a front cover and a back cover.

Translate the words, “front,” “cover” and “back” if necessary. What are the covers made of? Hard cover? Heavy stock? Show children various books. No matter what, the covers always feel thicker than the paper inside the books. They are firmer so they can protect the book. Establish this concept by having children feel and see the differences. Hand a book to each child. Give them time to look carefully at the covers. Have them locate “front” and “back” covers.

2. Covers Give Hints. When reading literature, show students the picture on the front cover and ask them what they think the book will be about *just* by looking at the cover. The pictures and the title always give a hint. Now, pass out a book to each child. Allow them a few minutes to look at the front cover and to peruse the pictures inside the book. Have them share, one at a time, what **THEY** think the book is about. Are they close? Remind them to use the “front cover” and “back cover” as vocabulary words. *Have students Signal the /f/ and /c/ for “front cover” and the /b/ and /c/ for “back cover.”*

3. What is a Title Page? Discuss what is found on a title page. Show students the title page in various books and explain that each book is a little different. Always give students a chance to tell you what they know. Hand a book to each student and ask students to locate the title page. Now have them share with you what is on the title page. Do this activity often until children have mastered the concept. *Have children Signal the /t/ and the /p/ for “title page.”*



If children learn to read well, they will read for information *and* pleasure.



NOTE

The title page contains the title and the names of the author and the illustrator. Sometimes the author will put a dedication here. On the back of this page is business information: the publisher, publishing dates, copyright date; where the book was published; the ISBN number; the Library of Congress Catalog Card Number. These last two pieces of information help people locate and purchase the books. Websites and telephone numbers of the business are often included.

4. How Does One Open a Book? You *pull* the cover from the right to the left! Demonstrate this so all students can see. Tell your students that once it is opened, you start reading *left to right*! Practice this with your children by handing a *Mini-Book* to each child. Have students open their books, then use their index fingers to “pull their eyes” left to right as they track text. (They don’t have to be able to read the text!) Demonstrate for them with a “big book.”

5. Race! Hand out a literature book to each child. You are going to call out their new “literacy” words to them randomly. They are to listen and quickly find what you are calling out. *Here are the words:* “front cover,” “back cover,” “title page” “open the book!” “close the book!” Call out the words in different order over and over. (Call out the words quickly but not so quickly that your students become frustrated.) This activity is supposed to be fun but it is also to help children develop automaticity. It will also tell you what your students know and don’t know. Use it as an assessment as well.

6. Students Are Authors! Give students an opportunity to make their own books. If they are not ready to write, allow them to fill the pages with pictures, their favorite words, or “scribbles.” Perhaps they can dictate to you, an aide, or a volunteer.

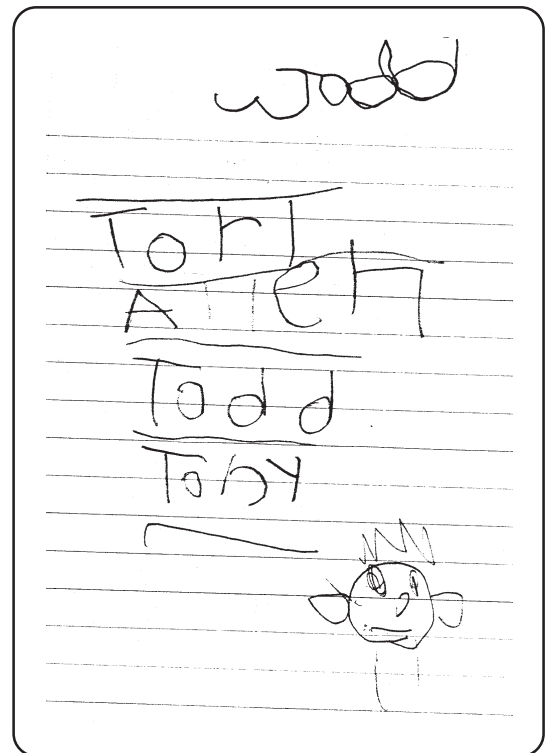
Make sure each student has a front and back cover made of heavier stock. You/aide can write the titles on the covers. Help students with the title page. They will improve greatly over the year. Keep these first attempts as a comparison later in the year.

7. More Student Books. Take the larger *Zoo-phonics® Animal Alphabet Puppets* and copy them onto heavy stock paper. Place two pieces of heavy card stock paper together and cut out around the animal’s head shape. These will become the front and back covers. Now cut lined or unlined paper in the *same* shape and staple inside. Voila! Your students have a cute animal booklet. They can write or draw inside. Another first book!

Variation: You can write a class story and then copy it and place it inside the covers so each child can have a copy.

Assessment:

1. Take individuals aside and ask them to show and tell you about the “front cover,” “back cover,” “title page” and how to open a book. It is important that students hold the book properly, beginning to end, and right side up. Ask what “authors” and “illustrators” do.
2. Hand each student a book and see what s/he does with it. Ask him/her to show you, with his/her finger, which way we read (left to right, top to bottom).
3. Use #5 above as an assessment. Watch your students carefully. You will see at a glance who is struggling and needs more instruction and who has mastered the concept. Annotate.



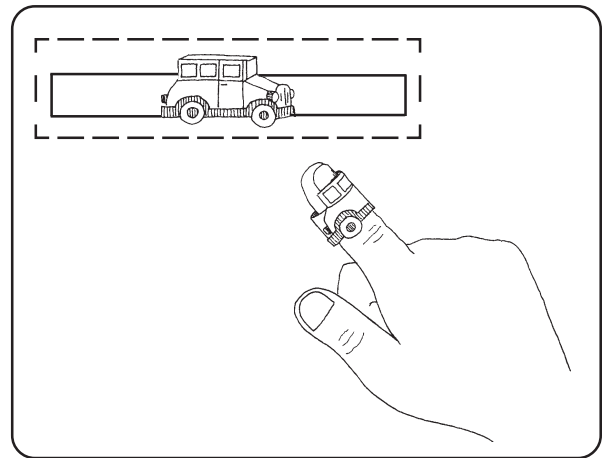
Children’s writing will undergo many changes and improvements over the years.

1.2 (K) Follow words from left to right and from top to bottom on the printed page.

Activities:

Prior to starting these lessons, if possible determine which students are right handed and which are left handed. Children will automatically reach for, and use, their predominant hands. However, children also may try different hands for different things. Annotate handedness in each student's file.

- 1. Finger Pointing, Left to Right.** Have everyone lift their writing hands up in the air and point their index fingers. Now, move from left to right over and over. Call out the words, "left" and "right." Translate at first if necessary. Have students Signal and sound /l/ for left, and /r/ for right.
- 2. Quick Draw.** To help students learn the concept "left" and "right," stamp lizzy lizard's *Zoo-phonics*® Rubber Stamp on their left hand and robbly rabbit's Stamp on their right hands. (Or write an "l" on the left and a "r" on the right.) Play a game. Call out "left" and "right" quickly and randomly. They are to quickly decide which hand to hold up high.
- 3. Streets and Roads.** To help reinforce your students' understanding of "left to right" sequence in reading and writing, have the children color the "streets and roads" (pages 50 - 51 in the *Zoo-phonics*® Activity Worksheets) and then color and tape their cars around their fingers. Varoooooooooooooooooom! From left to right, they will drive their cars down the streets. And, just like in reading and writing, they will have to stop at the stop signs (the period at the end of the sentence).
- 4. Top to Bottom.** Show children that we read from top to bottom. Using a "big book," trace your finger as you read, moving across to the right, then down one line, go back to the left, and then across to the right. Describe what you are doing as you do this. Tell children that in other countries they read right to left (Hebrew) and bottom to top (Asian languages.) Have children trace their fingers (with your help if needed) as you read, left to right, top to bottom. Have them learn the words, "left," "right," "top," "bottom," "page" and "words." Don't forget to Signal the initial sounds of these key words. Translate at first if necessary.



Varooooooooom! Move cars and fingers from left to right just as we read and write.

- 5. "Drive" Cars, Left to Right.** Students need to know that when you read, you must move your eyes. When you write, you must move your eyes and your hand from left to right. So practice this now. *Here's a fun idea.* Give each of your students a small car with wheels. Students are to race the cars on their desks or the floor, from left to right. If you want, why not add some scenery. On paper draw a street, a country road, or a race track. Always travel left to right! (See #3 above.)

Assessment:

1. Ask students to show their left hands and then their right hands. Try this several times to make sure there are no "lucky guesses." Ask students to show you which way we read. They must verbalize "left to right" and "top to bottom."

- Hand a book to the student and watch how they approach it. Can they hold it correctly? Right side up? Open it correctly? Can they point out the various components? Have children track their fingers along the text. They don't have to know how to read to do this.

1.3 (K) Understand that printed materials provide information.

Activities:

1. Could anyone go a day without sounds, letters and words? Could you go five minutes without them? Ten minutes? One hour? Give it a try in the classroom. (Remind students, "Don't make a peep because all words have letters and sounds!") For a fun homework assignment, ask students and parents to discuss sounds, letters and words. When are they needed there? Can they all try to live without them for one hour, 15 minutes, ten minutes? It really can't be done. We *think* in words. Words make up thoughts that can be spoken and written down. Words are created with letters. We need them constantly.

2. Different Types of Information. On a table, place brochures from various businesses, menus, newspapers, letters, Christmas cards, birthday cards, e-mails, literature books, science books or magazines, a phone book, game instructions, instructions for medicines, recipes, and any other "information" piece of writing that you can find. What do they all have in common? They are filled with letters, words, sentences – INFORMATION. They all help give information to people, yet each are a little different from each other because they have different purposes. Show each one and discuss it. Compare them. Have children take responsibility for verbal descriptions and analysis. Translate when necessary for clarity and understanding.

3. Where Can You Find It? As a follow up activity to #2, ask students, "If you need a phone number, where can you find one?" (A phone book). "If you went to a restaurant, how you know what kinds of food they have?" (Look at the menu.) "If you wanted to learn how to play a game, how would you learn the rules?" (Look at the instructions.) "If you wanted to bake a cake, how would you know how to do it?" (Look at the recipe.) Create other questions. See if your students can generate questions regarding reading for information.

5. Homeplay: Send a note home requesting that children and parents look around the home for "words that give information." Have parents (translate if necessary) – write down what informational items they have in the house. (Examples: Tags on clothing that tell how to wash a garment, ingredients on food packaging, directions for medicine, instructions on cleaning products, etc.).

6. Pictures Help Give Information. Discuss how pictures often help us to understand information as well. Road signs give information in picture form. Bathroom doors have pictures with the words, "men" and "women." Sometimes there are only the



Words are needed every day. You can't live without words!



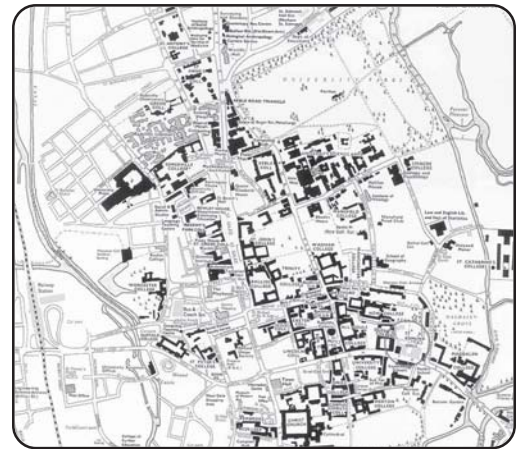
If you need a telephone number, where might you find it?

pictures. This helps travelers who might not know the language. Sometimes containers have a “skull and crossbones” on them to warn of danger or poison. Discuss exit signs, emergency signs, stop signs, etc. These all give us important information that might save our lives!

- 7. Information Forms.** Have children fill out the “All About Me” form found on page 241 in this Guide. Explain that parents have to fill out forms all the time. One must fill out applications for jobs, for school purposes, etc. Discuss this concept. It is a very grown-up thing to do. Parents have to fill out forms all the time. Practice this. See how much better they get at it throughout the year. Keep the original copy each has filled out. Make sure they *really* know the information (address, telephone numbers, parents’ names, etc.) orally.

Assessment:

1. Working individually, ask students pertinent information that the kindergarten child needs to know: his/her name, home address, telephone number, parents’ names, siblings names, work number for parent(s).
2. Ask students why letter shapes, letter sounds and words are used. Any answer will do if it relates to talking, giving information, communication. They must also state that words can be spoken and written down. You can draw this out of them.
3. Ask student to tell you about the various places they can find written information. (Telephone book, maps, newspaper, books, magazines, internet, recipes, instructions for medicine, games, computer, etc.) Students should know at least five different places to find written information.
4. Ask students for what words are used. Any answer will do if it relates to talking, giving information, communication. They must also state that words can be spoken and written down. You can draw this out of them.



Maps tell us how to find specific locations!

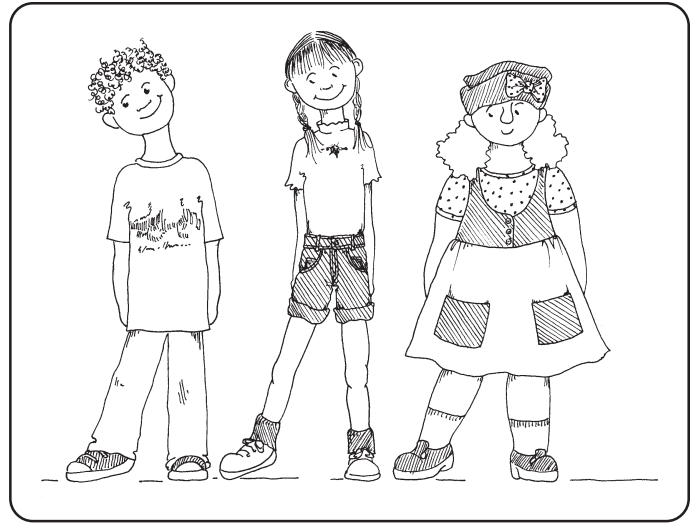
- 1.4 (K) Recognize that sentences in print are made up of separate words.
 1.1 (1st) Matches oral words to printed words.
 1.3 (1st) Identify letters, words, and sentences.

Activities:

- 1 Words and Sentences.** Show students the differences between “words” and “sentences.” *Instruction:* Talk to your students, but only say one word at a time. Stop after each word and wait a loooooooooooooooooong time. Can they get the whole picture of what you are saying from one word? No. That’s why we use several words in one sentence to get our points across. Demonstrate this on the chalkboard as well. Start to write a sentence but only put one or two words on the board. Do they get the picture? No! Now write a complete, yet simple sentence on the board and read it aloud. Now they get it! Words make up sentences. Show students simple sentences in one of the *Zoo-phonics® Readers* or *Mini-Books*.

2. **“What a Mess!”** Write a sentence on the board but this time don’t put any spaces in between words. Now *read* it just as you have it written – no spaces, *no breaths!* Can they understand you? Explain that when we speak, we use our voice to convey meaning in questions, emergencies, when excited, when giving a command, etc. When words that we speak are be written down, they must have order and make sense and must have a space in between each word. (See “Stepping Out Sentences” on page 86, #7 for a perfect physical illustration.) Now re-write the sentence, this time putting spaces between the words. Now read it. Isn’t that better?

3. **Sentences in Books.** Show students a book that has large print. Can students see that on the pages there are many sentences? You can tell where a sentence begins by the capital letter and where it ends by the punctuation mark. Now count the sentences on each page. *This may be very new information for them so just introduce it but make sure you reinforce this concept daily until they ALL get it.*



Stepping Out Sentences is a physical way of learning sentence structure, including capitalization, spaces between words and punctuation.

Assessment:

1. What is the purpose for words? Show students a teacher-created page of letters that make up words and letters that are together but do not make up words. Read them (even the nonsense words) and see if children can detect which are real and which are not. Make sure you use words that are familiar to your students. (See page 157 - 164 in the *4 in 1 Language Arts Resource Packet CD ROM* for “Nonsense” Assessments.)
2. Can student tell you what a sentence is? (Words that work together to form a thought that gives information.) Ask students what the purpose of a sentence is. (To share thoughts; to give information).
3. What is the difference between words and sentences? Show students a page of words and simple sentences, mixed randomly. Ask child to circle the words and underline the sentences.
4. Can children distinguish a sentence by the capital at the beginning and the punctuation mark at the end? Have them demonstrate this.

1.5 (K) Distinguish letters from words.

Activities:

1. **Talk 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 letter shapes, sounds (and Signals). They then can begin to apply their newly learned alphabet skills in many textual experiences.
2. **The Differences Between Letters and Words.** Discuss what the difference is between the letters and words. Separately, they are just letters. But when you put letters together, they make words. Show these AACs: “g,” “d” and “i.” Left alone, they don’t mean anything. But when you put them in the right order, they make the word “dig.” Make up an oral sentence using this word as a model. Now ask various children to make up sentences using this word.

Using the first six letters in the alphabet, try making other words. Using the AACs, you can make these VC and CVC words: ab, cab, cad, fed, fad, bad, and bed. You can also make the words “deaf” and “bead.” (Translate when necessary).

3. Write at least ten familiar words on the chalkboard. The object of this lesson is to count how often each letter is used in words. See how many “e’s” (for example) are in all of the words. How many “t’s,” etc.?

Directions: Keep the tallies on a large piece of butcher paper alphabetically. (For the sake of organization, draw a grid, and put one letter in each box.) Have one recorder tally (children can take turns) as students call out the letters. This will show students how often certain letters are used and how seldom some are used. For example, they will see that you seldom use an “x” or “z” but you often use “t’s,” “m’s,” “n’s” “l’s,” etc. Students will see that the five vowels (a, e, i, o, u) are used constantly. This is a good time to get them to learn the five vowels, identifying them as “the Hardest Workers.”

Here’s a challenge: Next, have your students go back and circle the initial sound in each word, put a box around the vowels (the concept of “vowel” will need to be taught, see 1.9 #1) and then Signal and sound them.



Tally how often each letter is used in a list of ten words.

4. Letters and Words in Sentences. Write the following sentence on chart paper or the board. “Ten hens sit on eggs.” (Any simple text will do. Use those found in the *Zoo-phonics Readers* or *Mini-Books*.) First, have children take turns circling all the letters. Now, write the sentence again, and, this time, have children circle the words. Say, “*Letters work together to make words.*” Have children repeat this. Children will know that a “bunch” of letters create a word. But, the word has to make sense. Put lots of letters together and try to read it. If it doesn’t have meaning, it isn’t a word.



NOTE: These are not easy concepts, especially for the second language learner. Reinforce these concepts daily through playful instruction. Take any students aside that need the extra help.

Assessment:

1. Ask students what the differences are between letters and words. What is the purpose of each? (Student must say that letters make words; words make thoughts that we can read or tell.)
2. Hand a worksheet to the students. Ask the student to circle the letters and put boxes around the words. (See Black Line Master Assessment on page 242.)
3. Ask the students, can any letters be put together to form words? (No. The word needs to make sense so people understand it. Only certain letters can go together to form words.)

1.5 (K) Recognize and name all uppercase and lowercase letters of the alphabet.

It is the belief of Zoo-phonics that children must learn the lowercase letters and their sounds **prior** to learning capital letters and letter names because of the high frequency of their use. You use lowercase letters 95% of the time in reading and writing. You use sounds to read, not letter names. Capital letters and letter names will be taught as soon as the lowercase letters and their sounds are mastered. To teach them together may cause interference of needed skills.

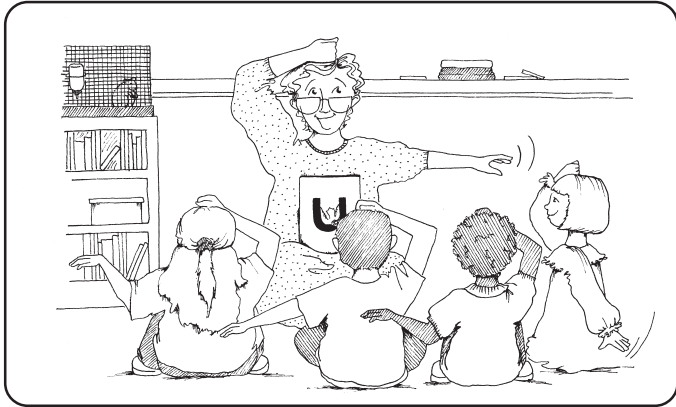
NOTE: It is important to follow the Zoo-phonics sequence for presenting print to your children. We first introduce the letters by showing the Animal Picture (front side of Card) and teach the sounds and Signals simultaneously. You can turn the Card over right away or later, showing the Merged Animal Letter. This makes the transition from Pictures to Letters easy. If students need more time with just the Animal Pictures, provide it.

TIP: Watch the Zoo-phonics® Signal Practice Video to learn how to Signal the Animal Letter Alphabet.

Activities:

Please look at the instruction for presenting the Animal Letter Alphabet in Standard 1.14 for a more complete explanation and for many more activities. Standards often overlap and activities are not necessarily repeated in the various Standard sections.

1. Teaching the Alphabet Through the Animals! Whereas you will show the alphabet “a – z” daily (Shapes, Sounds and Signals!) we recommend that you *focus* on two letter sounds a week. This will help your ELD students really hear and then utilize each letter sound. Celebrate the letters by discovering all the things that start with the particular animal letter. *Remember, you will teach the whole alphabet every single day, starting day one. However, you will focus on two letter sounds a week to really establish letter sounds.*



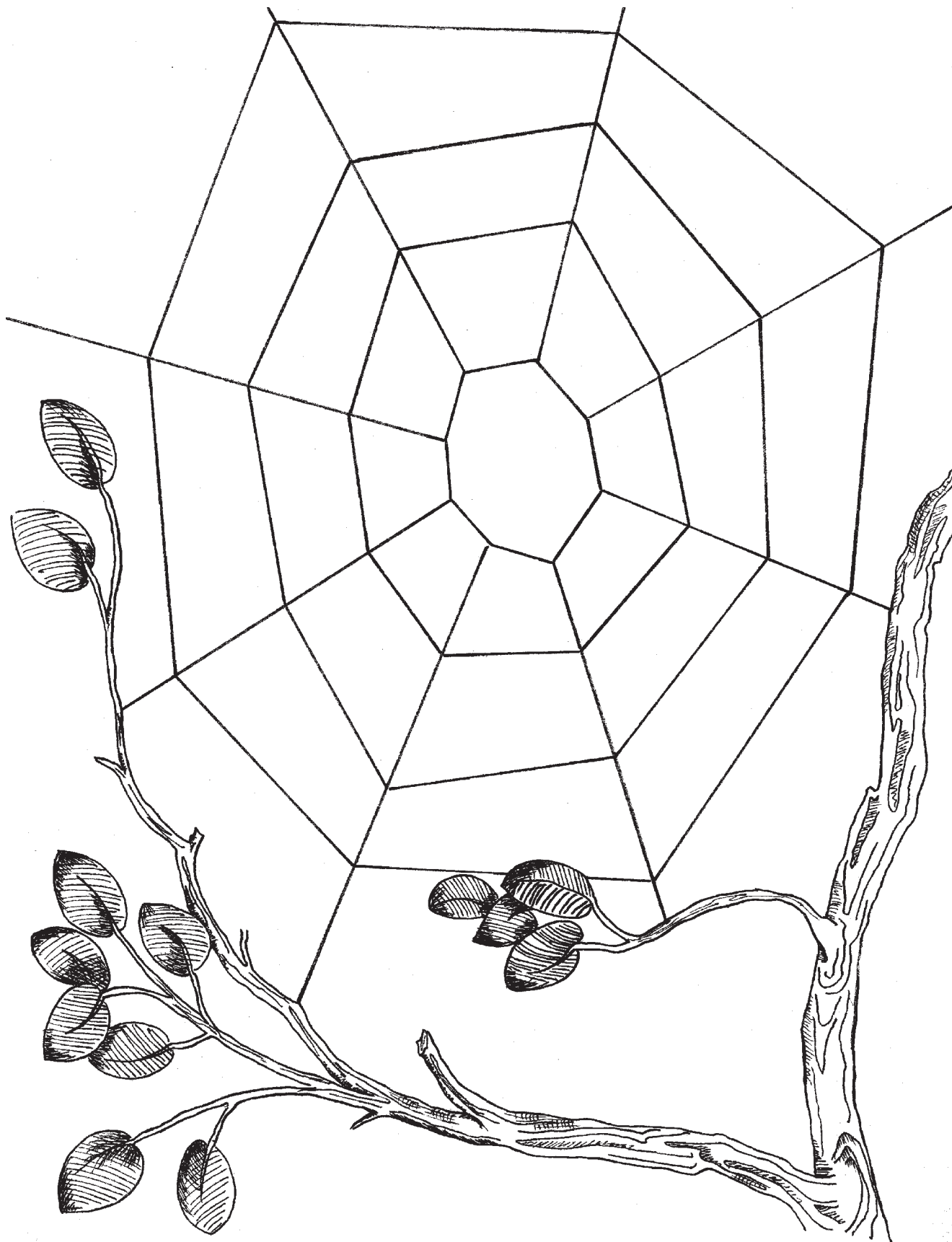
Use the **Large Animal Alphabet Cards** to teach the sounds and Signals of the Animal Letters.

Use the following as an example of how to teach each letter:

- a. Show the *Large Animal Alphabet Cards* (heretofore called the AACs.) Say the full name (example: “allie alligator”) several times. Really exaggerate or sustain the vowel (short) sounds as you give the Body Signal.
- b. Have your children trace the animal’s letter shape with their index fingers in the air. Talk them through the shape. Turn the Card over to show the animal sitting on top of the letter, and repeat the Signal/sound. In time, cut out the *Large Black Letters* and have children place the letter on top of the animal letter. *This is the bridge from concrete to abstract.*

NOTE: Sustain the consonant sounds when possible as well (f, h, j, l, m, n, r, v, z). Sustaining the sounds helps the ears to hear and remember as eyes, ears, mouth and body work together.

Story Web



Book Report

Name: _____ Date: _____

Name of Book: _____

Summary of the plot: _____

Tell about the main characters: _____

What was the mood:    _____
happy scary sad

Tell what you liked about the book: _____

Tell what you didn't like about the book: _____

Would you tell your friends to read this book?: Yes No



Book Report

Name: _____ Date: _____

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Summary of the plot: _____

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happy scary sad

Tell what you liked about the book?: _____

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