



INTRODUCING: The Digraph “wh”

Vocabulary Words

whip
when
which
whiff
whiz
whack
whisk

Bonus/High Frequency Words

what
why

WHAT THE TEACHER NEEDS TO KNOW

Today you will introduce the “wh” digraph to your students. This is the fourth digraph in this sequence. Remember “wh” is Signaled simultaneously, just like the other digraphs. The word “what” has already been introduced as a Bonus Word in Unit #5. Teach it to everyone this week, even though it is a bonus word.

LITERACY CONNECTION

Read *When I’m Sleepy* by Jane R. Howard, Illustrations by Lynne Cherry; (E.P. Dutton, Division of NAL Penguin Books USA, Inc., NY.)

“Partners”

| | |
|----|----|
| ad | ss |
| an | ll |
| at | ck |
| et | fl |
| id | cl |
| sl | br |
| ot | mp |
| sp | cr |
| ug | dd |
| pl | ch |
| bl | sh |
| nd | th |
| nt | wh |
| st | ff |
| dr | sk |
| ft | |

Monday _____

REVIEW

Review last week’s phonics concept and vocabulary. Encourage your students to use the words in this week’s work. Don’t forget to Signal for reinforcement.

OPTION

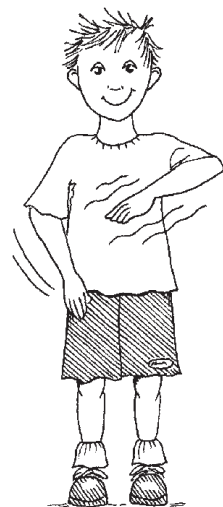
Give a Monday Pre-test to see if your students understand the “wh” digraph concept. This will help determine who needs extra help, and who needs a challenge.

TO PRESENT THE SIGNAL, SOUND, CONCEPT, CUE WORD AND SENTENCE

To present the Signal, write a large “wh” on the board. Next, have the students Signal Honey Horse with their *right* hands saying, “Honey Horse is always right!” Now, with the *left* hand, Signal Willie Weasel. Say the “wh” sound as you do both movements together. Repeat this sequence often. This digraph must be Signaled from left to right because a left to right sequence is used in reading and writing.

Teach the children that the “wh” sound is pronounced with “lots of air!” It should NOT be pronounced like a “w” sound.

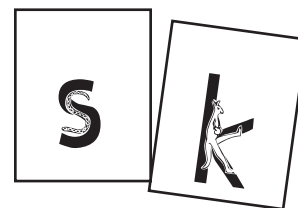
1. “wh”—Signal Willie Weasel with the left hand and Honey Horse with the right hand and say, “wh” as in whip, “The man is a whiz with a whip.”



Expeditions Into Spelling

Let this be the secret password this week!

2. "sk"—Signal Sammy Snake, and then quickly Signal Kayo Kangaroo and say "sk," as in skin, "The skull has no skin."
3. "y"—Signal Yancy Yak and say, "e" as in baby, and "i" as in shy, "The baby is shy."



Pull the "sk" and "wh" *Flash Cards* from your *Beginning Sound Flash Cards* and the "y" from the *5 in 1 Language Arts Resource CD*, to put with the other Cards for daily exposure.

THE SOUND FLASH CARD ACTIVITIES

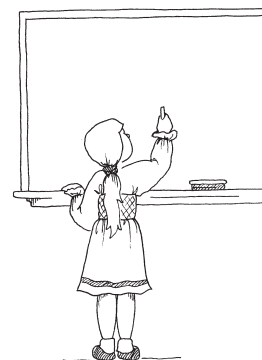
Copy the activity sheets for "wh," "sk," and "y" and make packets for everyone. Use them for direct instruction in the classroom and send them home for homework.

TO PRESENT THE WORDS

Write the "wh" words on the chalkboard. (Or make a transparency of the Spelling List.) Ask individual students to Signal, read and discuss the meaning of each word. Do the children see and hear the pattern in the words?

CHALKBOARD ACTIVITY

With the "wh" words on the chalkboard, have individual children approach the board and Box-In the "wh" in a word. Have them Box-In any other Partners ("sk," "ck"). Make sure they Signal and sound. Remember, students must always look for the patterns.



PAPER - PENCIL ACTIVITY

Hand a Spelling List to each student. Have individual students Signal and read a word from the list and then lead the others in the Signal and sound. Have them write the words one time each. Continue this until that day's word list is complete. Take extra time to reinforce the word "what" by Signaling and Sounding throughout the day!

REINFORCEMENT ACTIVITY

Play the "wh" story and song from the *Zoo-phonics Music That Teaches CD*. They must Signal every time they hear the "wh" sound!

Learn to sing the song "Willie and Honey Picnic In The Sunshine." Copy and enlarge the lyrics and give a copy to each child. This will help develop the idea that Willie and Honey work together to make a special sound.



HOMEWORK

Send home the Spelling List, the "Maze Game," the "Letter Fill-In" and one of the *Beginning Sound Flash Card Activity Sheets*.

Tuesday _____

PAPER - PENCIL ACTIVITY

Hand back the Spelling List to each student. Have individual children Signal and read a word from the list, and then lead the others in the Signal and sound. Have your students take turns using the words in oral sentences or defining the words.

Expeditions Into Spelling

SILENT SIGNALS

Signal the “wh” words from the Spelling List for the children to identify. Allow the children to take turns Signaling the words for the class to identify.

AUDITORY DISCRIMINATION ACTIVITY

Mix the “wh” spelling list on the board with CVC “w” words and use these activities:

1. Have individual students “Box-In” the “wh” partners. Signal!
2. Listen to your students pronounce the words. Remind them to add lots of air to the “wh” words.
3. Randomly read the word list to the students. Have the students hold up one finger for the “w” sound and two fingers when they hear the “wh” sound. This is an excellent auditory perception activity.

HOMEWORK

Send home the Spelling List, the “Tic-Tac-Toe” Game and one of the *Beginning Sound Flash Card Activity Worksheets*.

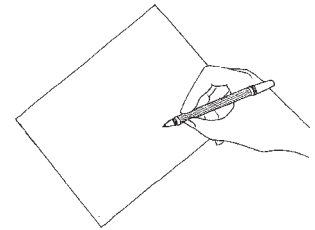
Wednesday _____

PENCIL—PAPER ACTIVITY

Give back to the students their Spelling Lists. As a class, Signal, sound and read each word, use it in a sentence or define it, and then write the word.

ALPHABETICAL ORDER

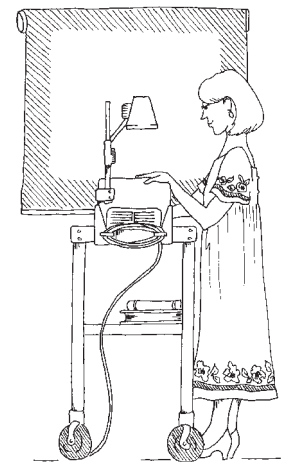
All of the words this week begin with “wh.” Again, the students must look for the third or fourth letter in each word. Write the words on the board, and then have them come up individually and “Box-In” the third or fourth letters in the words. Hand out and begin the “a-b-c order” activity worksheet provided.



DIGRAPH REVIEW

Review the “ch-sh-th-wh” digraph concept:

1. Write a list (on the chalkboard or overhead projector) of digraph words in random order from the four lists below. Call out a word from the list and have the students find the word. They must approach the board, “Box-In” the Partners, and Signal and sound the word. Allow each student to participate in this activity.
 - a. chat, chip, chop, chum, inch, rich, such, branch
 - b. shed, shelf, ship, shop, shot, shock, shut, wish
 - c. bath, math, path, that, thick, thin, this, with
 - d. whack, wham, what, when, whiff, whisk, whip, whiz
2. Have your students Signal and read the word list from the board. Choose students, from raised hands, to Signal and read the entire word list or have small groups Signal and read the words aloud.



Expeditions Into Spelling

3. Call out the spelling words. Have the students spell them using the *Alphabet Grids* or *Magnets*. The students can write the word on paper as soon as s/he spells it on his or her *Grid* or *Magnet Tray*. Make sure the word is spelled correctly! *You do not want children to rehearse words spelled incorrectly!*

HOMEWORK

Send home the Spelling List and the "Unscramble Worksheet." Tomorrow is pre-test Day.

Thursday _____

PAPER - PENCIL ACTIVITY

Hand back each student's Spelling List. Give them ten minutes to study their words. Make sure they Signal, for that last minute memory aid!

PRE-TEST TIME

Give the pre-test. Correct the tests immediately and pass them out so each student can see his/her results. Have students Signal and sound any corrections.

PROOFREADING

Hand out the "Proofreading Activity" to your students. Complete this as a class. Write the mistake-filled sentences on the chalkboard and invite individuals to correct the errors. Remember, they must lead the class in Signaling as soon as the correction is made. The rest of the students will be completing their worksheets at their desks.

HOMEWORK

Send home the "Word Search" and the *Sound Flash Card Activity Worksheets* for everyone and the Spelling List for those who need one more night of studying. Ask for parental support.

Friday _____

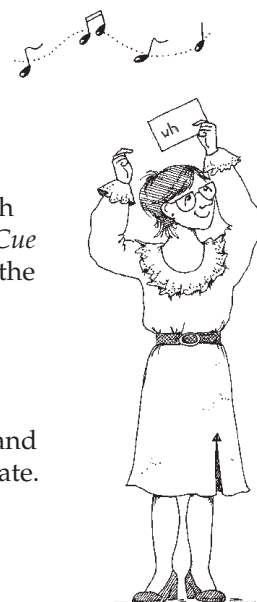
If you have any students who need to take a re-test, give it to them after they have studied for ten minutes. Correct papers immediately and go over any needed corrections. Remind them to Signal, Sound and write the corrections three times each.

Have your students finish any spelling work that is incomplete. Those who received 100% can finish up any work not completed, and then this extra time is theirs to enjoy.

FOR "JUST BECAUSE WE LOVE TO SING!" FUN

The class may be ready for the "Flash Card Rap!" song. Listen several times to the "Flash Card Rap" from the *Zoo-phonics Music That Teaches CD*. Place the *Sound Flash Cards* and *Cue Words* in a pocket chart. Point to the "Partners" in the pocket chart, as they are heard in the song. Remember to say each sound twice. Your students will become experts with daily practice.

When your students are ready, invite other classes to the performance. Sketch and have your students paint a night scene. Have your students stand in front of the night scene and sing the "Flash Card Rap" while wearing sunglasses and hat. Have your visitors participate. (Thanks to Beth Palmer of Tenaya Elementary School for this great idea!)



Expeditions Into Spelling



Name: _____

Date: _____

How to Signal "a digraph"

Simultaneously signal Willie with your left hand and Honey with your right hand. Together they make one sound.

Directions:

1. Signal and sound out the words.
2. Write the word and Signal again.
3. Check each box after you have Signaled and written each word.

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|--|-------------|------------|
| | Signal ✓ | Write ✓ |
| | | |
| | | |
| | | |
| | | |

| | | |
|-------|---|---|
| | ✓ | ✓ |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |

| | | |
|-------|---|---|
| | ✓ | ✓ |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |

Writing Sentences

Directions: Write a sentence, using one of your spelling words, each day.

1. _____

2. _____

3. _____

4. _____

5. _____



Name: _____

Date: _____

Draw a picture for each
spelling word!

whack

whiff

whip

whisk

whiz-kid



Name: _____

Date: _____

Box in the Partners

when

whack

whip

whiz

whisk

whiff

which

what

Tic Tac Toe

| | | |
|-------|-------|--------|
| when | what | whiz |
| whip | whack | whisk |
| whiff | which | "free" |



Name: _____

Date: _____

Handwriting Practice

Directions: Trace your spelling words.

1. what what what

2. whack whack whack

3. when when when

4. which which which

5. whiff whiff whiff

6. whip whip whip

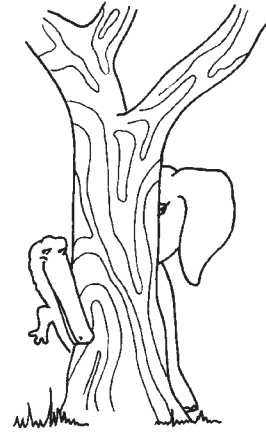


Name: _____

Date: _____

Whats the Hidden Word?

Directions: Decode the words below by matching the correct letters to the numbers. Signal and sound each letter. Fill in the missing letter and read each word.



- | | | | | | |
|-------|--------|--------|--------|--------|--------|
| a = 1 | f = 6 | k = 11 | p = 16 | | |
| b = 2 | g = 7 | l = 12 | q = 17 | | |
| c = 3 | h = 8 | m = 13 | r = 18 | u = 21 | x = 24 |
| d = 4 | i = 9 | n = 14 | s = 19 | v = 22 | y = 25 |
| e = 5 | j = 10 | o = 15 | t = 20 | w = 23 | z = 26 |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23 8 1 20

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

23 8 9 3 8

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23 8 5 14

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

23 8 9 6 6

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23 8 9 16

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23 8 9 26

Remember to begin a sentence with a capital letter. Write the sentence below.

| | | |
|--|--|--|
| | | |
|--|--|--|

25 15 21

| | | |
|--|--|--|
| | | |
|--|--|--|

1 18 5

| |
|--|
| |
|--|

1

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23 8 9 26

| | | |
|--|--|--|
| | | |
|--|--|--|

11 9 4

!



Name: _____

Date: _____

Directions: Fill in the blank with the word that should appear first in alphabetical order. Determine the alphabetical order by looking at the first letter in each word. Which letter first appears in the alphabet?



Order

1. when or whip?

2. whisk or whack?

3. which or what?

4. whiff or whack?

5. whip or whisk?

6. when or whiz?





Name: _____

Date: _____

Directions: Fill in the missing letter in each of your spelling words. Use the word list if you need help.

Fill in the Missing Letters

when whip which
whiff whiz what

__ __ en

wh __ __

__ __ iz

__ __ ich

__ __ iff

wh __ p



Name: _____

Date: _____

Directions: Fill in the missing word. Use the spelling words in the box below to help you.

Fill in the Missing Word

| | | | |
|------|-------|-------|-------|
| whiz | whiff | what | whack |
| when | whip | which | whisk |

1. _____ I see you, I am glad.
2. Take a _____ of these flowers.
3. _____ way did she go?
4. " _____ !" went the bat.
5. _____ the cream.
6. _____ did you say?
7. You are a _____ in class.
8. Sweep with the _____ broom.



Name: _____

Date: _____

Teacher: This is a “direct instruction” activity. Write each sentence, one at a time, on the chalkboard or on an overhead transparency. Read each sentence carefully to the students. Have them make any needed corrections. Watch for punctuation, spelling and capitalization errors.

Proofread the Sentences

1. wen did thu ship pas by.

2. my Mom wipped a kup of whipping cream.

3. Wut did jan whip im the bowl.

4. Whif means two smel.

5. thu man is a whis weth a hwip



Name: _____

Date: _____

Directions: Find the spelling words (listed in the "Word Box") in the puzzle. Use the "Word Box" to determine in which direction the spelling words appear in the puzzle. Circle each word that you find.

Word Search

| | | | | | | |
|---|---|---|---|---|---|---|
| w | h | a | m | d | i | k |
| w | w | h | i | p | c | v |
| q | h | y | y | a | w | f |
| z | i | i | h | b | h | w |
| l | c | w | f | v | e | h |
| w | h | i | z | f | n | a |
| w | h | i | s | k | f | t |

Word Box

when ↓

whisk →

what ↓

whiff ↘

which ↓

whiz →

whack ↗

whip →

Expeditions Into Reading



Reading Unit #15



READING FOCUS: “wh” Digraph Family

WHAT THE TEACHER SHOULD KNOW BEFORE BEGINNING THIS UNIT

Today you will introduce the “wh” digraph to your students in both the Reading and Spelling Manuals. Your students have had quite a bit of experience now with digraphs, so this digraph should be very easy for them. The phonemic concept is the same, and the Signal is similar.

Once again, you will teach your reading lessons from four different types of reading text. The Mini-Books will provide a great warm-up for your students. They can practice their “digraph” skills within a reading framework, yet one that is simple and stress-free. Your students will also read a Zoo-phonics® Reader, which has controlled vocabulary. Some new phonemes will be introduced, readying your students for more challenging text, yet the book is filled with familiar Partners and words, allowing them reading success. A Zoo-phonics® Read-A-Long is the next reading text (which comes with a cassette, including the story and a wonderful song!). Although this Read-A-Long does not have controlled vocabulary, it has many familiar Partners and words, with an emphasis on “wh,” also allowing for success.

LITERATURE CONNECTION

A beautiful piece of literature will be shared, read and analyzed phonemically. This week, your students will discover a book called *When I’m Sleepy*, by Jane R. Howard. This story is about a little girl who “snuggles” with wonderful animals. See if you find any of our Zoo-phonics Animals in the book!

| THIS WEEK’S READING SELECTIONS | | | | | |
|---|----------|-----------|-----------|-----------|----------|
| Titles | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1. Zoo-phonics® Mini-Books | #53 | #53 | # 54 | #54 | |
| 2. Zoo-phonics® Reader Level C • Book 1 | pgs 7-13 | pgs 14-17 | | | pgs 7-17 |
| 3. Zoo-phonics® Read-A-Long B • Book 2 | | | pgs 57-73 | pgs 67-70 | |
| 4. *When I’m Sleepy | ✓ | ✓ | ✓ | ✓ | |
| 5. *Whistle for Willie | | | | ✓ | ✓ |

*Suggested Literature. See Literature Connection, Unit #15.

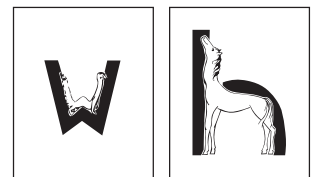
THE SPELLING CONNECTION

This week’s Spelling Unit will introduce the “wh” family. Each unit contains reinforcement, enrichment, assessment and homework activities. All aspects of basic written language will be sequentially explored. The Reading and Spelling Units complement and support each other, as you have already discovered. The Spelling Units contain direct phonetic instruction that you can apply to your reading lessons, so rather than repeat them in this Reading Unit, please refer to Spelling Unit #15.

Vocabulary Words

whip
when*
which
whiff
whiz

whack
whisk
what*
why*



*Bonus/High Frequency Words

Expeditions Into Reading

ACADEMICS AT A GLANCE

- ✓ 1. Learn the “wh” digraph concept, sound and “wh” words.
- ✓ 2. Recite the days of the week/ months of the year.
- ✓ 3. Review all the things that make a complete sentence.
- ✓ 4. Signal all the initial sounds of the number words.
- ✓ 5. Review use of quotation marks.
- ✓ 6. Review use of exclamation point.
- ✓ 7. Introduce Signal and concept of “I Say My Own Letter Name.”
- ✓ 8. Give definitions of vocabulary words.
- ✓ 9. Review High Frequency Words and their spellings.
- ✓ 10. Write sentences using descriptive words (adverbs and adjectives).
11. Review concepts of “irony,” “absurd,” “fiction,” “non-fiction.”
- ✓ 12. State story sequence.
13. Create comprehension questions.
- ✓ 14. Introduce five “wh” question words, read them on sight, identify them in a newspaper article.
- ✓ 15. Introduce silent “w” in “who,” “whole,” “two.”
- ✓ 16. Show that “who” can be the star of question sentence.
- ✓ 17. Review concept of “implied” information.
- ✓ 18. Discuss root words and suffixes.
- ✓ 19. Review multi-syllabic words – clap and draw lines dividing written words.

✓Meets State Standards for 1st Grade

ACTIVITY PREPARATION/MATERIAL NEEDS

1. Reproduce class set of Mini-Books #52 and #53.
2. Reproduce class set of Word List on page 6 of *Reader Level C • Book 1*.
3. Make copies of “scientific” writing blanks from *Expeditions into Writing — Level 1 Manual*.
4. Write vocabulary words on 3” x 5” cards.
5. Write five “wh” question words on large index cards.
6. Make class set of five “wh” question words on small index cards
7. Write vocabulary words from “Willie and Honey Go On a Picnic” on butcher paper or transparency.
8. Use a tape recorder.
9. Use pots, pans, foil, *etc.*, to make storm noises.
10. Make sentence strips for each student.
11. Find plastic visors.
12. Locate colored chalk or pens.
13. Obtain raffle tickets.
14. Locate “Whistle While You Work” from *Snow White and the Seven Dwarfs*. (Optional)
15. **Whistle For Willie**, by Ezra Jack Keats. (Optional)

THE WRITING CONNECTION

This week your students will learn scientific writing, continue sentence writing, and will learn how to write a newspaper article.

ROTATIONAL GROUPS

Once again, use your rotational groups to create smaller groups that allow for more individual attention; create a more personal atmosphere; allow you to keep you curriculum fresh; and give you an opportunity to assess each student often. Whole group interaction must have its place in your reading lessons. Just make sure that you spend part of your reading time in smaller groupings in order to hear everyone read, and read in texts that are appropriate to their reading levels.

WORD FAMILY FOCUS (PARTNERS)

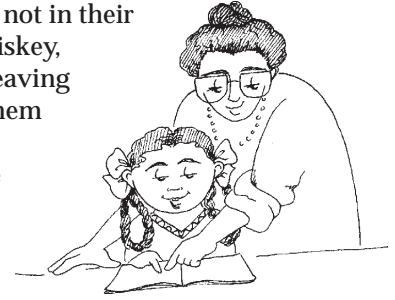


Introduction/Review

ea
old
e
o
silent w

Expeditions Into Reading

For Your E.L. Learners: For your Spanish language students, the “wh” sound is not in their language; in fact, there are few “w” words, and most of those are English (whiskey, wind surfer, western, *etc.*). They may want to pronounce just the “w” sound leaving the “h” silent. As you teach them to pronounce this unfamiliar sound, show them where to place their lips (a slight pucker), how to blow air through the mouth slightly (they can feel this), and then to say “w.” Hold a mirror so they can see themselves. Watch them and listen to them carefully. Reinforce with the Body Signal often.



Your students should be really comfortable with Signaling and Sounding the digraphs by now. They know “ch,” “th” and “sh” and this week they are adding “wh.” These digraphs unlock so many important words for them that getting them off to a good beginning is a great gift. Keep up the Signal practice daily, and always monitor your students for correct pronunciation, especially for those students for whom English is a second language. They may be completely unaware of these phonemes, or they might make these sounds in their daily speech, but the sounds may be constructed by different letters.

If you have any students who are still a little unsure of the digraph concept, spending one more week on the digraphs will help. Make sure you review all digraphs daily. The activities in this week’s lesson will insure success. We will review digraphs throughout the year, with the *Sound Flash Cards*, the vocabulary cards and the easy-to-decode Readers and through literature.

Monday

REVIEW

1. Say “**The Pledge of Allegiance.**” Sing “I’ve been Workin’ on the Railroad” from *Wee Sing America*.
2. “**Flash**” all the *Sound Flash Cards*. See how long your list of phonemes and vocabulary words has gotten over the course of a year!
3. **Very quickly, review the phonics concepts and vocabulary from last week.** “Flash” the vocabulary index cards. How many vocabulary cards can you collect this year? Perhaps when they have completely mastered a word, staple it to a “We’ve Conquered These Words!” bulletin board.
4. **Divide the larger group into groups of fours, and then recite two stanzas of “My Shadow.”** You will be able to hear individuals better this way.
5. **In these same groups of four, recite the days of the week, and the months of the year.**



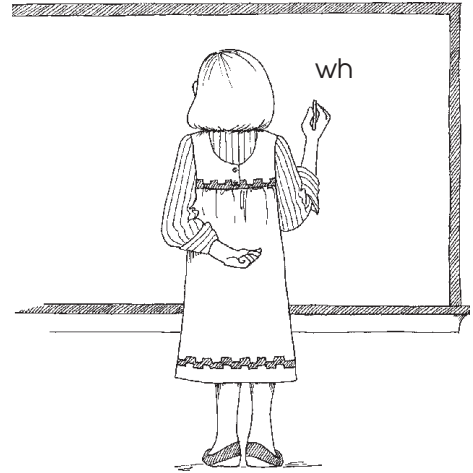
6. **Ask your students to tell you all the things that make a complete sentence.** Look for these words: noun, subject, verb, period, question mark, exclamation point, comma, adjective, etc.
7. **Count to fifty today.** As you count, Signal the initial sounds. Do they know how to Signal and Sound the “on” for “one,” the “thr” in “three,” the long “a” sound for “eight” and the long “e” in “eleven”?
8. **Ask your students to turn to a neighbor (see that “eigh” as in “eight”?) and state their telephone numbers.**

Expeditions Into Reading

PHONEMIC AWARENESS

1. **Before beginning any activities, practice the “wh” Signal and Sound.** Remember two things: 1) Honey Horse is always right! (Use your left had to Signal Willie Weasel.) 2) use lots of air when pronouncing this Sound.

Now try these activities: Write “wh” on the board. Present the Signal starting with Honey Horse on the right. Add Willie Weasel with your left (See Spelling Unit #15 for specific Signaling and phonics help and suggestions for instruction). Let them practice this for a minute. (Try “1-2-3 Snap.” Snap fingers to give Signal cue.) Signaling digraphs can be a bit like patting your head and rubbing your stomach at the same time at first, but after awhile, it becomes second nature. Soon they’ll find the rhythm of making a dip with their left hand for Willie as they pat the right thigh for Honey. “wh,” “wh,” “wh.” Remember that they must use lots of air! (It really is a “hw” sound. Look this up in the dictionary!)



Before class, place a 3” x 5” index card (roll up tape and adhere it to the students’ desks,) or a “sticky note” on each desk. On each card (or note), write one of the following rimes (you can have duplicates):

| | | | | |
|-----|----|-----|----|-----|
| ack | am | en | et | ich |
| iff | im | isk | iz | ip |

Finding this surprise on their desk will pique their curiosity and you can challenge them to Signal and practice what they have because they will need to share it later!

2. **Point to the “wh” on the chalkboard and ask your students to Signal.** Now have them study the index card or “sticky note” on their desks. Have them practice Signaling and Sounding the “part” that is written on their cards. Circulate and monitor their success with this. As soon as you check their Signals, ask them to practice Signaling their words by starting with the “wh,” and then adding their sounds at the end to form “wh” words.

After they have practiced this for a moment, one at a time, have each student bring up his or her index card or “sticky note” and place it next to your “wh” on the board so everyone can see it. Have each student Signal and say the whole word and use it in a sentence. Students listening can “whinny” as applause for each student’s good work!

Play the “wh” story and song from the *Pick-A-Pick-A Partner Story and Music Tape*. Learn the words to the song from this story, “Why Whimper When You Can Whinny?” Don’t forget to Signal each time you hear a “wh” word.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #53, “Fresh Wheat Bread”

1. **Introduce the vocabulary.** Supply any unfamiliar phonemes (“ie,” “ea,” and silent “t”). Show the Sound Flash Cards and then Signal and Sound, but *do not* expect mastery. (This Mini-Book is at the end of this Unit.)

VC/CVC Words: get

Schwas: a, the, what, Honey, of

Blends: fresh, spin, stop, smell, ask, and

Digraphs: they, wheat, fresh, whiff, the, whistle, shop, what

“I Say My Own Letter Name”: go

Double Consonants: whiff, smell, Willie

Polite Partners: bread, Willie, Honey, wheat

Alternate “o” sounds: do

Silent Letter: whistle

Expeditions Into Reading

2. **Read Mini-Book # 53.** First read the story aloud to your students two times, then ask the comprehension questions.

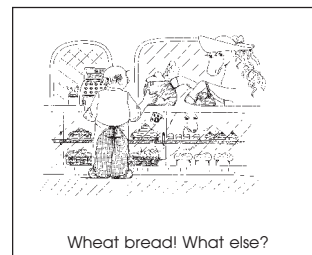
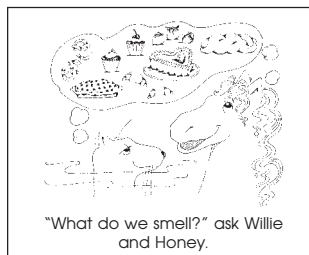
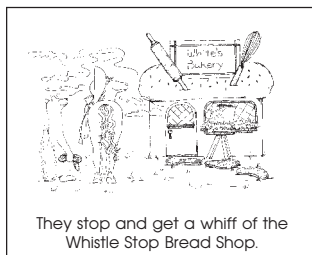
“Fresh Wheat Bread”

Willie and Honey go for a spin.

They stop and get a whiff of the Whistle Stop Bread Shop.

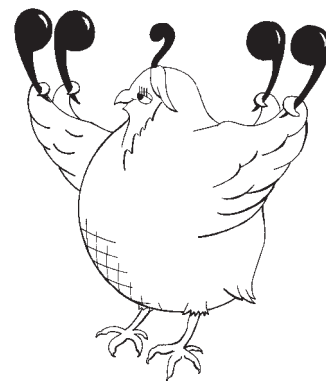
“What do we smell?” ask Willie and Honey.

Wheat bread! What else?



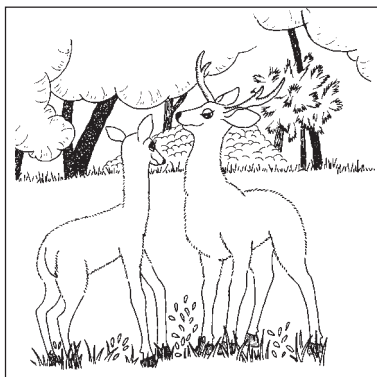
3. Lesson Plan

- Ask your students to read the story quietly, and then tell you the sequence of events.
- Ask your students about the quotation marks. Why are they used? (Because they surround words that Willie and Honey are saying.) Why is there an exclamation point? (Because it shows emotion or excitement.) What does the question mark do? (It asks a question.)
- Look at the “ea” in wheat and the “ea” as in bread. The “ea” phoneme has 3 different sounds. Show the “ea” *Advanced Sound Flash Card*.
- What do your students think Willie and Honey are going? Do they think they are in a vehicle?
- Ask your students if they have ever smelled bread cooking. It is a great smell! If you can, bring in a bread maker and enjoy a whole wheat bread treat at snack time.
- Now read the story again, this time asking volunteers to read one sentence each aloud. Go around until everyone has read at least once. Now have your students divide into buddy group for one last read.



READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: READER

Reader Level C • Book 1, “Deedee Deer and Dandy”



- Read pages 7-13.** Make sure each child has many opportunities to read. Comprehension questions are in this Reader on page 19. We have also provided them at the end of this Unit for ease of teaching. We have also extended the questions.

Encourage your students to use complete sentences and more descriptive words when asking and answering questions. For instance, if the question is, “What two things are happening in the first two pictures?” Expect them to state, “It is dusk and raining in the woods,” rather than “dusk and rainy.” S/he may also answer, “The trees were wet with rain,” or “The wet trees looked black in the woods.” Perhaps other children can help supply the adjectives to make the sentence even more descriptive.

Expeditions Into Reading

Encourage your students to express themselves more fully by asking these kinds of questions:

- a. Was Deedee wise...?
- b. How do you know...?
- c. How could you prove...disprove...?
- d. Do you agree...?
- e. Would it have been better if...?



2. Phonics, Reading and Writing Instruction

- a. Each decodable story provides a word list from which you can: 1) introduce and reinforce the new words, 2) create games and activities, 3) send it home for homework, and 4) use as an assessment test. Let's take a look at the words that are used in today's reading text. You will notice that the words with the asterisks are High Frequency Words, many of which you have had in prior lessons. Encourage your students to use the vocabulary for creative and informative writing.



Read the Word List aloud together for your students prior to reading the text. Point out this Signaling information, and make sure you make the connections to the *Sound Flash Cards*. (Also use the phonemic analysis on page 18 of the Reader for more instruction.)

VC/CVC Words: it*, is*, in*, wet, on*, sod, at*, can, dog, runs, not*, man, him*

Schwas: a*, the*, ago, what*, of*

Blends: dusk, trees, drip, and*, drops, grass, sink, help,* grow, trunks, black,* stops, stands, still, asks,* sniffs, breeze, drifts, past, holds, reminds, long,* silent, brush, find, spot, glad

Digraphs: the*, what*, that*, brush, chum, quiet

Double Consonants: grass, still, sniffs

"k" sound: rocks, black*

"I say My Own Letter Name": holds, reminds, me*, ago, find, quiet,

Polite Partners: raining, woods, trees, grow, look*, Deedee Deer, breeze, see*

Suffix: raining

Alternate "o" sound: into*, to*

*High Frequency Words

Please note how many High Frequency Words your students will be reading this week. If these are not in your weekly review, please add them. Some of the words will be introduced for reading, but not necessarily mastered for spelling at this time. However, it is a good possibility that your students will end up being able to read, spell and utilize these words in a short time.

Copy the Word List from the Reader, found on page 6, for homework. Tell your parents that this is just an introduction. They can practice these with their students nightly. Remind them to Signal and keep it playful!

Expeditions Into Reading

- b. Show your students how to Signal the long vowels in “hold,” “ago,” and “remind,” by Signaling the letter, and then pulling your thumb to your chest to signify “I Say My Own Letter Name.” (For Signal instructions, see the *Zoo-phonics Signal Practice Video* and the *LARM*.) This will be the focus of Spelling and Reading Units #17. Introduce, but *do not emphasize or expect mastery*.
- c. To Signal the Polite Partners, (raining, woods, trees, grass, look, Deedee Deer, breeze, see) simply Signal both letters and say the sounds they make together. There is no Auxiliary Signal for these phonemes.

Pull these *Intermediate Sound Flash Cards* from your set and add them to your collection to “flash” daily. *Again, mastery is not required at this time*. These Partners will be covered in future Reading and Spelling Units this year. However, “ee” has been taught, seen, Signaled and Sounded for weeks!



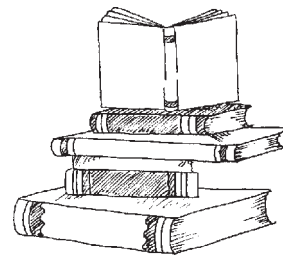
- d. Have your students volunteer individually or in pairs to read this list. You can treat this as a relay. Have one student read the list quickly until the first person misses a word. It is then the next person’s turn. Tally how many words each child reads correctly.
- e. *Definitions*. Encourage students to take turns saying, “I’m thinking of a word that means, ‘not making a sound’” (Silent). Some words do not lend themselves to definition for first graders (to, are, the), so allow them instead to use the word in sentences.

3. **Have them finish up any other work that needs completion.** As your students read quietly or play small group games (they can match the numbers, the number words, and animals one more time), take this time to work with those students who need a little extra help.

Each week, more skills will be added, and more will be required. It is crucial that each child be successful. Annotate student information. This will help you design your lesson plans and tailor your lessons for next week. Keep a log of student needs and progress.

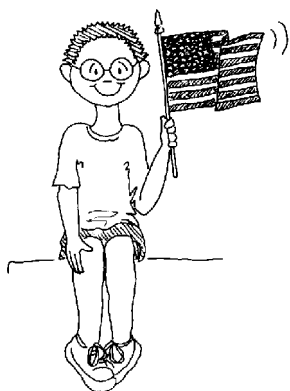
LITERATURE CONNECTION

Spend the rest of your reading time exploring language through literature. Connect all the new learning your students are acquiring (phonics, sound blending, new vocabulary) to the literature. Please note: you will be making the same phonetic connections in both the *Zoo-phonics* reading text and the literature. If you choose to use the *Zoo-phonics* selection, please turn to Unit #15 of the Literature Connection section located at the end of this Reading Manual.



Tuesday

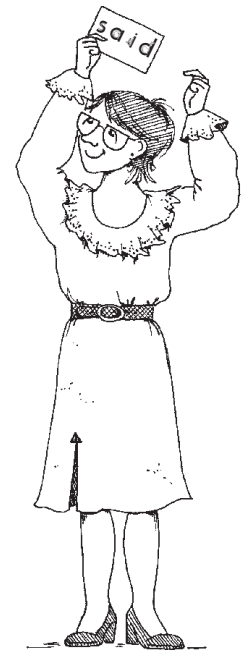
REVIEW



1. **Say “The Pledge of Allegiance.”** Sing a patriotic song. Sing “Why Worry When You Can Whistle” from the *Pick-A-Pick A Partner Story and Music Tape*. Signal when you hear the “wh” words.
2. **“Flash” the *Sound Flash Cards*.** Your focus is on “wh.” Don’t forget to learn both sides of the Card.

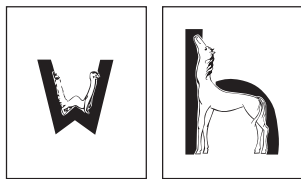
Expeditions Into Reading

3. Review all your High Frequency and vocabulary words. Highlight the word “said.” Add all other High Frequency Words to your stack. Assess on Friday.
4. How many of your students can spell all, or almost, all of these High Frequency Words?
5. Review the “I Say My Own Letter Name” words from your literature. This will help them prepare for the literature text today: “I,” “I’m,” “be,” “cozy,” “so,” “don’t,” “cold,” “go,” “hold,” “open.”
6. What does “irony” mean? “Absurd”? “Fiction”? “Non-fiction”? It is important that you review concepts that have been taught in prior lessons. Children must hear information over and over for them to absorb, utilize and transfer the information.
7. Play the “Flash Card Rap.” Your students should be very comfortable Signaling all of the blends and digraphs now. Your goal for the end of this week will be that each of your students will know all their digraphs. Assess them more formally on Friday, using either the test in the *Sound Flash Card* packet, or the blends and digraph tests located in the *Zoo-phonics® Assessment Inventory*.



PHONEMIC AWARENESS

1. Let’s review your new “wh” Sound and Signal to get started today. Now write “What is white?” on the chalkboard. Signal and read the sentence. Ask everyone to look around and quietly Signal “wh” when s/he spots (or thinks of) something that is white. List all the responses, making tallies by those things that are mentioned more than once. Continue the activity using the following questions:



What is the same shape as a wheel?

What could you whiff?

What is made with wheat?

2. Remind the students that yesterday they practiced the words “what,” “when,” and “why.” Write these words on the chalkboard. Let’s do a quick game of asking and answering these question words. If I ask you “when?” (Signaling the “wh”), you could answer, “yesterday,” or “at 10 o’clock,” or “in the morning.” Now ask a student “when?” with Signals (spell out the whole word). A student is to answer, and then s/he can ask another student “when?” by Signaling out the word. They are to come up with an answer each time. Do this with “why” and “what,” also.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #53, “Fresh Wheat Bread”

1. Review the vocabulary.

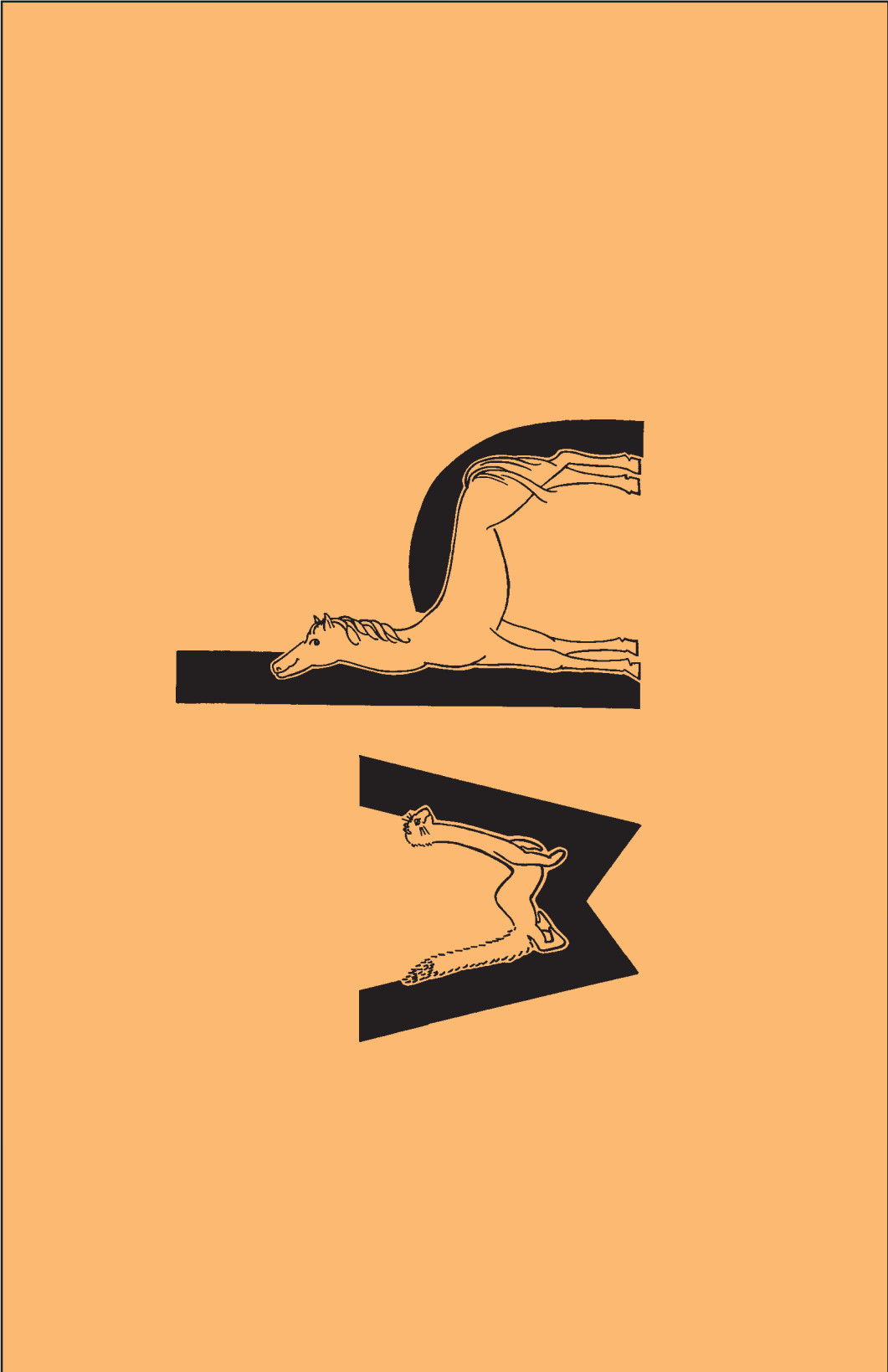
get, a, the, what, Honey, of, fresh, spin, stop, smell, ask, and, they, wheat, fresh, whiff, the, whistle, shop, what, go, whiff, smell, Willie, bread, Willie, Honey, wheat, do

2. Read again Mini-Book #53, “Fresh Wheat Bread,” located on page 379.

Today have your students tell *you* what they notice about the sentence structure in this Mini-Book. They should tell you about capitalization, punctuation, certain phonics patterns, etc. Have them tell story sequence, and create the comprehension questions.



Expeditions Into Reading





“wh” as in whip

The lad is a whiz with a whip.

Advanced: Sometimes the “w” is silent, as in “whole.”

High Frequency Words:
“wh” = what, when, where, which, white, why

Expeditions Into Reading

Here are the words: *a, the, from, to, into, or, for, if, that, this, then, when, what, are, of*. This week, add “said,” “I,” and “again” to the list. (Discuss that “ai” is found in both “said” and “again” and share the same sound. Explain that this is not its most prevalent sound. The long “a” as in “rain” is its most prevalent sound. In fact, “again” is pronounced in England, Canada, and other places with the long “a” sound. “ai” will be the focus of Unit #21 in both the Reading and Spelling Manuals.

5. **Do a special review on all the digraphs.** Pull these from either the *Beginning Sound Flash Cards* or your daily “flashing” set, and put them together. Flash the Cards, expecting your students to Signal and Sound all of them, and recite the Cue Words and the Sentences. Some that have not been formally introduced are, “ph,” “shr,” “thr,” “qu,” and “squ.” For Signaling information, see the *Language Arts Resource Manual*, pages 99–113.

It isn’t any harder to Signal a three-letter digraph (really a digraph-blend). For “shr” simply Signal Robby Rabbit after you Signal “sh.” For “squ” simply Signal Sammy, and then Signal the “qu.”

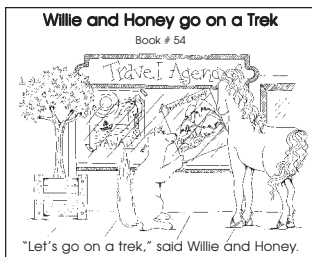


PHONEMIC AWARENESS

1. Today, why don’t you make a rhyming riddle game from the words with which you played on Monday. Hand out the index cards that have the “wh” words written on them. Ask your students to read the word and think of words that rhyme with the word on the card. Give them several minutes as you circulate to be sure everyone can read the word s/he has and can think of rhyming words.
2. Have your students create some word riddles. Model what they are going to do by saying, “I’m thinking of a word that starts with “wh” and rhymes with “curl.” What’s my word?” (Whirl.) Now, have them share their riddles. Let the riddler call on a student for an answer. The student who responds could also use the word in a sentence.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #54, “Willie and Honey go on a Trek.”



1. **Review the vocabulary.**

let’s, on, had, what, of, trek, whisked, fresh, bread, they, whisked, thing, then, another, whiff, whetted, their, what, lunch, whey, wheat, go, Willie, whiff, whetted, appetites, backpack, ap-pe-tites, Wi-llie, Hon-ey, Willie, Honey, wheat, whey, their, one, air, whisked, whetted

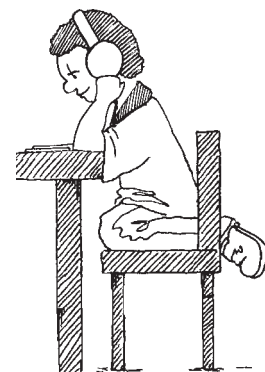
2. **Read Mini-Book #54, “Willie and Honey go on a Trek.”** Use your text from Wednesday’s lesson.

3. **Have your students create the comprehension questions today.** Have them discuss story sequence of events. Ask that they point out the “how’s” and “why’s” for capitalization, punctuation and sentence structure.

READING TIME WITH ZOO-PHONICS: READ-A-LONG

Read-A-Long Level B • Book 2, “Willie and Honey Picnic in the Sunshine.”

1. **Read pages 67-70.** Listen to the story and music tape again today. Have your students Signal the “wh” words as they listen. Do they know the song now? Let’s begin to read — see text at the end of this Unit.



Expeditions Into Reading

2. Phonics, Reading, and Writing Instruction.

Here is list of phonemes and vocabulary. Write the vocabulary on the chalkboard (tagboard, butcher paper or a transparency), one category at a time. Sound and Signal each word, and each phoneme. Discuss the meanings. Point out any suffixes, or other interesting grammatical concepts.

VC/CVC Words: has, sad, as, his, an, fix, on, picnic, can, it, dug, not, bad

Schwas: a, away, from

Blends: breakfast, bring, felt, just,

Digraphs: whirled, whirling, what, while, whooshing, whole*, whinnied, whooped, whipped, whisker, whistling, who*, she, that, shouted, then, kitchen, with, them, there, they, wash, dishes, think, lunch

Double Consonants: well, sudden, Willie, we'll, pretty, messy, fill, happy, whinny, carefully

Contraction: let's

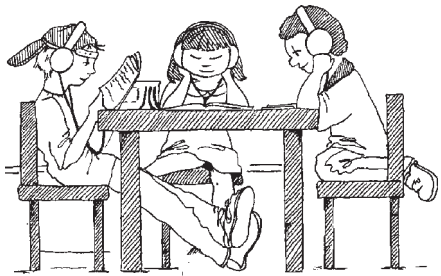
Suffixes: whirled, whirling, whooshing, ruined, putting, sighed, sadly, whinnied, whooped, shouted, whipped, doubtfully, used, whistling, worked, forgiving, lovely

*Note that the words "whole" and "who" contain the silent letter "w." Review this with your students. Show them how to pull their finger to their lips when a letter is silent. Ask them how they would tell someone to be quiet. (You put your finger to your lips.) Try Signaling the "wh" here, but do not Signal the whole word as yet. This is an *Advanced Sound Flash Card*. Pull it out only if you think it is appropriate at this time. (Perhaps show it to your more advanced students.)



Signal for a Silent

a. Signal all the blends, High Frequency Words, digraphs, or any other words they can easily Signal.



b. Read the text as you listen to the story again on the cassette. When this is complete, read the text again. Have your students read along with you. Read slowly so they can track along with you. When you find a word or words that they can read, ask individuals to supply it. When you want to emphasize either a particular phonemic concept, or vocabulary word, reinforce or add to the memory bank, simply Signal. It accomplishes all four!

c. Find the "what, where, when, why, what and how," in this story.

d. Look at the suffix in "whinnied." You drop the "y" when adding "ied." Look at "whistling." The "e" was dropped when adding "ing." Look at "whipped." You doubled the "p." Show these but don't expect mastery. Do keep reinforcing these concepts throughout the year.

Friday

REVIEW — COMPLETE ASSIGNMENTS — ASSESS — REWARD

1. **Recite "The Pledge of Allegiance."** Discuss the meanings behind the words or phrases today (pledge, allegiance, republic, one nation, under God, indivisible, liberty, justice). Sing several patriotic songs today.

2. **"Flash" all your Sound Flash Cards.** Take special note of the "I Say My Own Letter Name." *Sound Flash Cards*. They will be the focus of Units #17 - #18 in both the Reading and Spelling Manuals.

3. **Read Reader Level C • Book 1 "Deedee and Dandy," again today.** Read pages 7-17. Today, have your students read the text all the way through, without stopping. Note their fluency. Annotate anyone who is still struggling. If you have students who need more time in either decoding/reading, or just understanding the meaning behind the words, give them another week on this text. That's where the rotational groups can be such a support to you.



Expeditions Into Reading

4. Finish reading *Zoo-phonics® Read-A-Long, Level B • Book 2* “Willie and Honey Picnic in the Sunshine,” pages 71-73. Listen first to the story and music tape. Ask your students to track along in the text with their fingers. They are to Signal the familiar Partners, especially the “wh” words. Now, ask that each child read at least one or more one sentences. Help them by encouraging them to Signal. They may surprise themselves at their own decoding skills!

Phonics, Reading and Writing Instruction

Look at your vocabulary words before reading these last three pages. Read and discuss one category at a time. Briefly discuss the Polite Partners; point out the suffixes. The more they see these concepts, the more integrated the concepts will become.

VC/CVC Words: in, run(ning), and, picnic, up

Schwas: the, from,

Blends: glorious, basket, swinging, from, remind

Digraphs: sunshine, teeth, while, who, while

“I Say My Own Letter Name”: be, remind

Double consonants: off, hill, Willie

“k” sound: kick

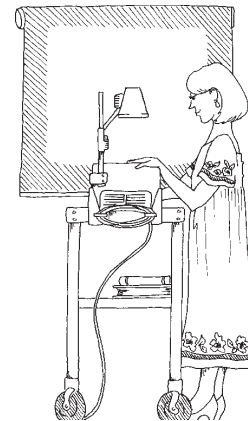
Polite Partners: heels, teeth, down, Willie, Honey


Suffixes: running, swinging

Put all these words on the chalkboard, butcher paper, or transparency from all four days. Ask your students to Sound, Signal, read and use the words in sentences.

With this Word List, try these activities:

- Look at the word “two.” Does it sound like “tw” as in twig? (No!) Review with your children that the “w” is silent in “two.” Signal Willie, then pull your finger to your lips to signify silence.
- Look at the word “who” again. Remember the “w” is silent. Can you all remember how to Signal this? Remind your students, that “whole” and “who” have a silent “w.” Simply Signal Willie Weasel, and then quickly pull your finger to your lips to Signify silence.
- Ask your students to come up and “Box In” the “wh” digraph in each “wh” word. “Box In” any other Partners with which they are familiar. Ask the children to Signal, read and then use each word in a sentence. Since these words are outside of their decodable range at this time in their education, help them if they cannot address the sound or the correct word. The goal is to recognize the “wh” in the words immediately.
- Have relay races. Call out the above vocabulary, one at a time. Have your students Sound, Signal and write the words on the chalkboard, the *Alphabet Grids* or the *Zoo-phonics® Magnets*.



Play the song  “Why Whimper When You Can Whinny.” Use this as an extended reading text. Have your students read the lyrics and Signal as they sing.



5. **Assess your students today on all the digraphs.** Use the *Zoo-phonics® Zoo-illion Dollar Word List* which will provide you with digraph words. Ask your students to Signal and spell words with “ch,” “ph,” “sh,” “shr,” “th,” “thr,” “qu,” and “squ.” Use the digraph tests in the *Zoo-phonics® Assessment Battery*, pages 197-204.

Collect the digraph *Sound Flash Cards* and “flash” your students individually. Mark whether they know the Sound, the Signal, the Cue Word, and the Sentence. Call out one digraph sound at a time, and ask the students to write the two or three letters that represent that sound. (This can be done as a group.)

Expeditions Into Reading

Annotate any children who still need help on these phonemic skills. Your students **MUST** know their “ch-sh-th-wh” digraphs before going on. They can work on the other digraphs over the course of weeks. Add these to your daily reviews.

Can your students:

- a. discern the “wh” digraph in spoken words?
- b. discern the “wh” digraph among other digraphs?
- c. write/spell “wh” words?
- d. write sentences using “wh” words?



- 6. Please have your students complete any work that has not been completed.**
- 7. If you have any students who need some extra help, use this time to support them.**

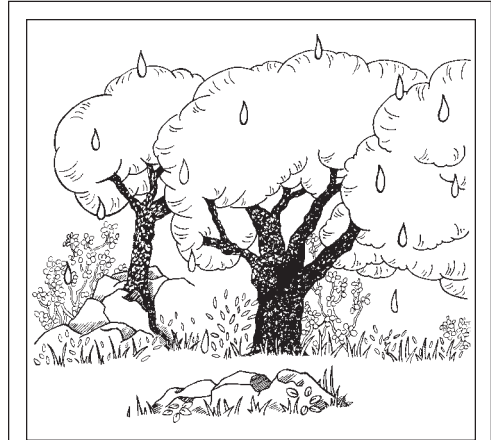
Expeditions Into Reading

Reader Level C • Book 1 (Pages 7-13, Monday; Pages 14-17, Tuesday and Pages 7-17 Friday)

Page 7.

First, what does “dusk” mean? (The time right between day and night.) Why is the asterisk after the word “dusk”? (It means that an explanation is close by, usually at the end of the paragraph or page.)

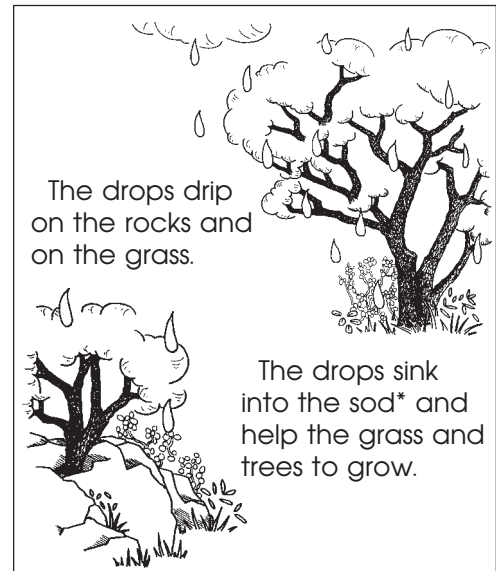
Tell what is happening in the woods. (It is raining, the trees are dripping, the trunks of the trees look dark, etc.) Have the children tell about the picture in their own words. What kind of “feel” do you get from the picture and the words? Allow children time to reflect and discuss.



It is dusk*. It is raining in the woods. The wet trees drip and drip.

Page 8.

*What is sod? (Sod is grass-covered soil.) Why is the asterisk after the word “sod”? (Because it is telling you to look for more information. There is always another * (or asterisk), usually at the bottom of the page.)*

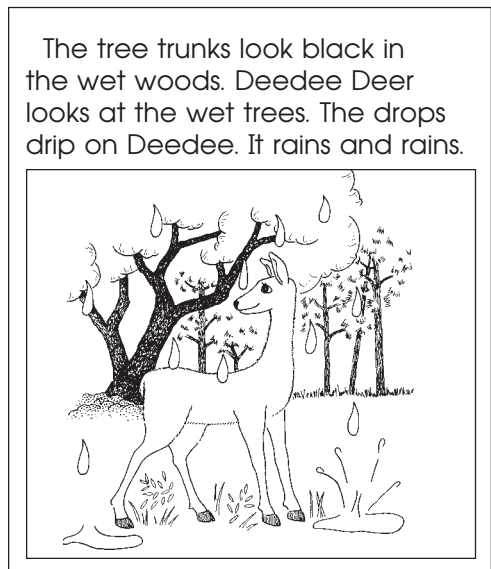


The drops drip on the rocks and on the grass.

The drops sink into the sod* and help the grass and trees to grow.

Page 9:

Tell what it would be like if you were walking through the woods. Would it be happy, scary, lonely, exciting? Who likes rain? Look for poems about rain. Perhaps memorize some. Next time it rains, catch some in a cup and measure it. Record this, and then measure and record each time it rains. Make a graph of your results, and then write a class report on rainfall in your area.



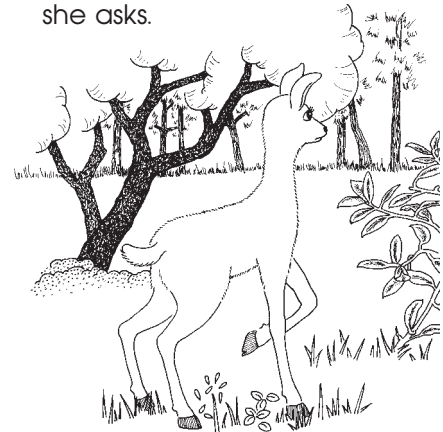
The tree trunks look black in the wet woods. Deedee Deer looks at the wet trees. The drops drip on Deedee. It rains and rains.

Expeditions Into Reading

Page 10.

What does it mean when Deedee is silent and still? (It means that she senses something or someone is nearby, and that the something or someone might mean danger. Have the children give their ideas.) How can Deedee's behavior help us to be safe? (Watch and listen for cars; don't open doors to strangers, etc.)

Deedee stops. She stands still. She is silent. "What is that?" she asks.



Page 11.

Have you ever had a memory of something but you couldn't quite remember it? That is what is happening to Deedee Deer. She remembers something but cannot quite remember what. Do you think animals have memories as people do? Do you know that elephants have excellent memories and respond very much as people do in many ways?

She sniffs. Then a breeze drifts past the trees. She holds still. "What is it? It reminds me of long ago." says Deedee.



Page 12.

Look at page 12. What does the bubble over Deedee's head mean? (It means she is thinking.) What are the shadows in the bubble? (It looks like a hunter and a hunting dog.) Do you think she is remembering this hunter and dog from an earlier time? What does the word "timid" mean? (Shy and frightened.)

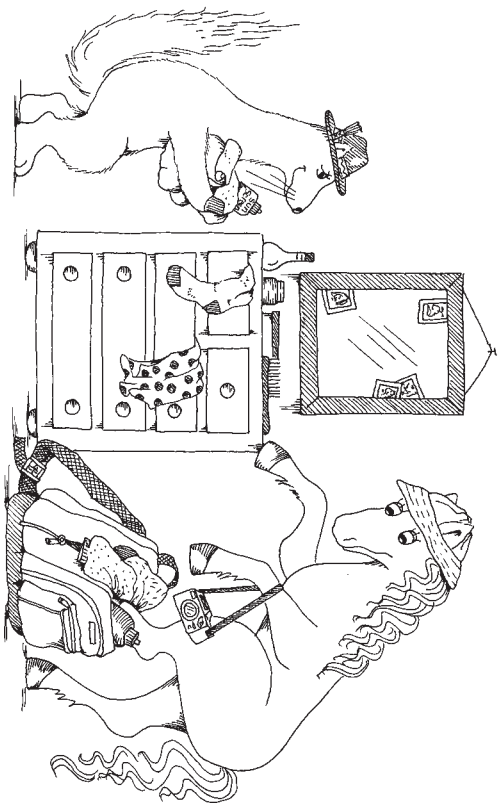
"Can it be a man? Can it be a dog?" asks Deedee.



Deedee is timid. She runs into the brush to find a quiet spot.

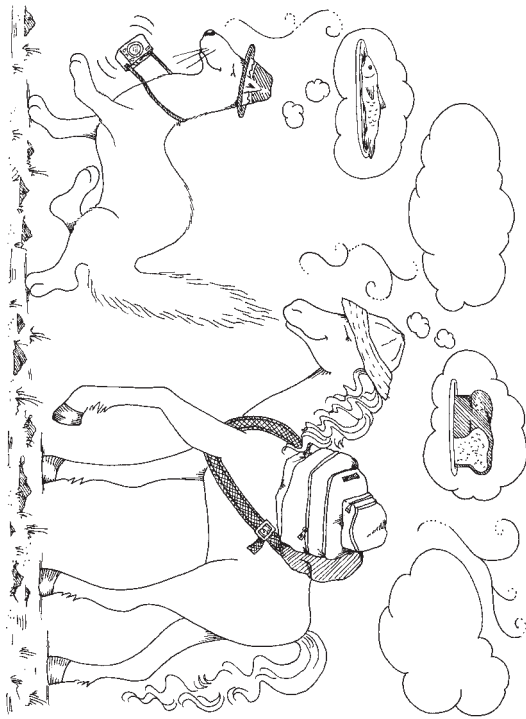
They whisked one thing, then another into a backpack.

2



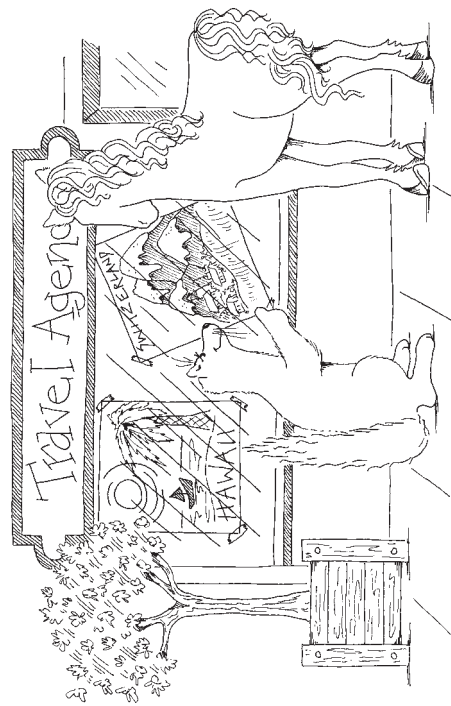
The whiff of fresh air whetted their appetites.

3



Willie and Honey go on a Trek

Book #54



"Let's go on a trek," said Willie and Honey.

What a lunch of whey and wheat bread they had!





Unit 15 • Monday

When I'm Sleepy, written by Jane R. Howard

When I'm Sleepy, written by Jane R. Howard (Dutton Children's Books), is a wonderful book, with beautiful illustrations by Lynne Cherry. Ask your students to take some time to look at the illustrations. Sometimes we remember the author of a book, but don't remember the illustrator. The pictures are as important as the text, and take just as long to create.



1. **Read the story in full.** Enjoy every page. You will then concentrate on the first four pages today. The book is not numbered, so you will be looking at the pages from "cats" to "turtles." (You may want to add "sticky" notes that are numbered for your organization.)
2. **Look at each picture.** Ask your students to talk about the details: what they like, what they notice. Look at the colors in each picture. Do they notice anything unusual? Really look closely. (The child can fit into a cat's basket, a bird's nest.) If they don't notice, ask them if a child their size could fit into these objects.
3. **Ask your children with which Zoo-phonics Animal they would like to snuggle, and in what location?** Give them time to write a sentence or two about this, then draw pictures of themselves and their chosen Animals in their pictures.
4. **Look at today's phonetic concepts and vocabulary.** Write the vocabulary on the chalkboard for everyone to see.

VC/CVC Words: up, in, it

Schwas: sometimes, a

Blends: nest, and, swamp

Digraphs: when, wish

"I Say My Own Letter Name": I, I'm, be, cozy, so, don't, so, cold, go, hold, open

Alternate sound for "o": into



"I say my own name" Signal

In Unit #17, you will introduce your first long vowels. There are several long vowel words in this book. Because these words are used over and over, you can call attention to them. Introduce them, but don't emphasize them or expect mastery. Here are the words: *I, I'm, be, cozy, so, don't, cold, go, hold, open.*

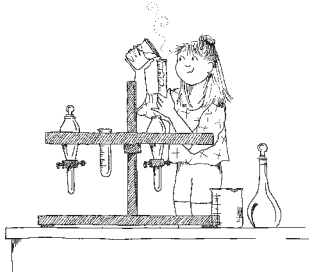
When you introduce these words, tell them that Zoo-phonics calls this the, "I Say My Own Letter Name" concept. You can read how to Signal this concept in the *Zoo-phonics® Expeditions Into Spelling*, Unit #17 and in the *Zoo-phonics® Language Arts Resource Manual*, Chapter #11. They have already been introduced to this concept in prior lessons. It is not the focus of the lesson, but certainly they will be ready by the time they get to Unit #17!

Your students should be able to recognize the easy words either "on sight" or by decoding them through Signaling and Sounding them out. On this foundation, you will build new phonetics concepts.

- a. Ask your students to take turns Sounding, Signaling and reading each word in the list. You can give them help by Signaling with them, or by supplying the word. Discuss any unfamiliar words. Define and use in oral sentences.

Expeditions Into Reading

b. Match the vocabulary and their phonemes to the *Beginning Sound Flash Cards*.



5. Read the *Zoo-phonics® Nature Notes* (located at the back of this Manual) to discover all about some of the animals in the book that match the *Zoo-phonics Animals*, such as, cats, birds, bears, zebras, elephants, bats, owls, penguins, and fish. Make a copy of one of the “scientific” writing blanks found in the *Zoo-phonics® Expeditions Into Writing Manual* (pages 36 and 473). They can make scientific journals and write their animal notes in them. Do this as part of your daily writing exercises.

Unit 15 • Tuesday

When I'm Sleepy, written by Jane R. Howard

1. Read, *When I'm Sleepy*, again. Take time to enjoy this great book.
2. Read the book all the way through, and then concentrate on the pages “raccoons” through “giraffes.”
3. Look at today’s phonetic concepts and vocabulary. Concentrate on only the familiar words and phonemes.

VC/CVC Words: log

Schwa: a

Blends: crawl, sleep, and, standing

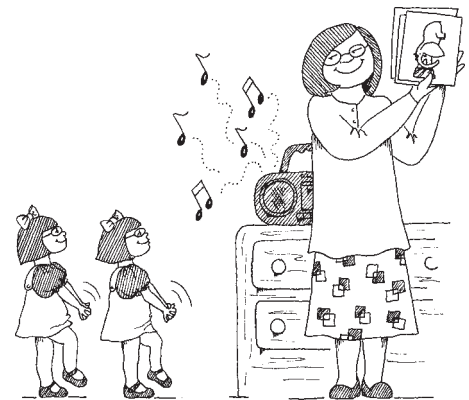
Digraph: when

Double Consonant: hollow

Alternate sound for “o”: into

Polite Partners: hollows, sleep

In Unit #27, you will teach “ee” to your students. In this book you will see the “ee” Partner in several key words: “sleep,” “sleepy,” and “asleep.” You have been practicing this Partner for a long time, so your students should have no trouble reading or Signaling out this phoneme in the reading text. Tell your students that “ee” always says “e,” except in the word “been.” (And, it probably was pronounced with a long vowel at one time in America, and some *still* pronounce it this way.) Show the “ee” *Intermediate Sound Flash Card*. You have looked, recited and Signaled this sound many times by now.



4. Match the vocabulary and phonetic concepts with the *Sound Flash Cards*.
5. Read the text again. This time, stop and ask individual students to read any words with which they are familiar. Ask for volunteers. When you know they can read the word, point to a child, and s/he will then supply it.
6. Have your students complete their “what animal would they like to snuggle with” writing project from Monday. Make sure you edit their work. Write the corrections above their errors. Meet, talk, Signal and read with the children.

Unit 15 • Wednesday

When I'm Sleepy, written by Jane R. Howard

1. Read *When I'm Sleepy*. Read it all the way through, then concentrate on the pages “mountain goats” through “nightowl.”

Expeditions Into Reading

2. **Discuss the pictures.** Notice that the child sleeps exactly how and where the animals sleep. (See the bat and the child hanging upside down?). Do two of these animals look familiar? (Vincent Vampire Bat and Nigel Nightowl)
3. **Look at today's phonemic concepts and vocabulary:**

VC/CVC Word: on

Schwas: a, of

Blends: glad, sleep, just

Digraphs: when, that, perched, branch

"k" sound: rocky

Polite Partners: or, down

Suffixes: perched, hanging

There are phonemes in this text that you will not be teaching until Units #17, #18, and #27. Some have already been introduced, so review those now. Remind them how to Signal them, but do not expect them to understand fully. (They may surprise you!) or reach mastery. It is important that you teach the phonemic concepts developmentally and sequentially.



Today, review and focus on the Polite Partner "or." Your students have seen this word over and over in their reading and in other textural experiences. The word "or" appears four times in today's text. See if they can find this Partner in other words. Pull the "or" *Sound Flash Card* out of the *Intermediate Sound Flash Cards*, if you haven't done so already. Once again, introduce, Signal, read and use the word, but don't expect mastery yet.

4. **Ask your students with which animal would they like to snuggle?** Allow them time to discuss.

Unit 15 • Thursday

When I'm Sleepy, written by Jane R. Howard

Whistle For Willie, written by Ezra Jack Keats (Optional)

★ *When I'm Sleepy*, written by Jane R. Howard

1. **Read *When I'm Sleepy*.** Today you will concentrate on the pages from "penguins" to "fishes" and "whales," up to when she's in her very own bed!
2. **Look at today's phonetic concepts and vocabulary:**

VC/CVC Words: get, can, in, bed

Blends: just, glad, sleep, freezing, cold, blanket, soft

Digraphs: when, that, them, shut, with

"I Say My Own Letter Name": I'm, so, I, don't, cold

"Polite Partners: sleepy, keep, freezing, tree

Suffixes: yawning, freezing, falling,

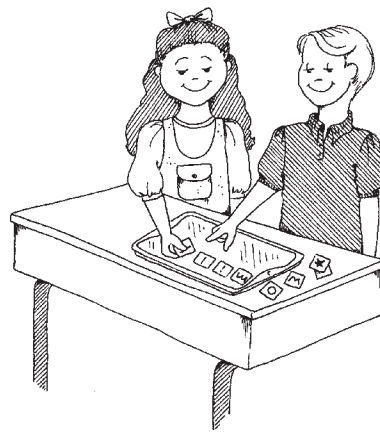


Ask your students to look at the words "own" and "pillow." They have something in common. What is it? (The "ow" says "o.") Do they remember the words in the story of "Allie and Her Pal Go to the Sock Hop"—do they remember the yellow belts and socks? Look at this *Sound Flash Card* now, and Signal and Sound! What about the word "shadow"? Signal for memory.

Review the "ee" words: sleepy, sleep, sleeping and the "I Say..." words: *so, I, behold, open*. You don't need to Signal the long vowels yet, just make the students aware of them.

Expeditions Into Reading

3. **Hand out the Zoo-phonics® Alphabet Grids.** Call out the above vocabulary words, one at a time. Have your students Signal, and then spell the words. Make sure you check their spelling before you go on to another word. Have them write their words on paper.
4. **Ask your students about what their bedrooms look like.** Look at the little girl's room. Does anyone have a bedroom that looks similar to this? Now, have your students look VERY carefully at her bedroom. What do they notice? (The animals that she snuggled with are stuffed animals on a bookshelf in the background. Can they find each one?) What else do they notice? (See the picture. The animals are in the shapes of letters, similar to Zoo-phonics. Look at the picture of the hot air balloon. That's like Zoophonia's hot air balloon. Amazing!)



5. **“Box In” the blends and digraphs.** Write all the blend and digraph words from the story. Here are the blends and digraphs: *bl, br, ch, cr, dr, fr, ft, gl, ld, mp, sl, sh, sk, sw, tr, th, sh and wh.* Haven't the children learned a lot?
6. **Homework:** Ask your parents if their children can wear their pajamas to school tomorrow and bring a favorite blanket and their favorite stuffed animal. Have a “snuggle-up-to-a-good book and have-a-hot chocolate” day.

★*Whistle For Willie*, by Ezra Jack Keats

Here's another great “wh” literature book: *Whistle For Willie*, by Ezra Jack Keats. (Puffin Books and Viking Children's Books, a Division of Penguin Books USA, Inc.)

Unit 15 • Friday

When I'm Sleepy, written by Jane R. Howard



1. Read *When I'm Sleepy* for the last time. As you read, stop with each consonant and short vowel and ask that your students *Sound and Signal* the first letter of each.

Have your students paint a beautiful picture of their animal, themselves and beautiful scenery.

Finish up any work that needs completion. As your students read quietly or play small group games, take this time to work with those students who need a little extra help. Each week, more skills will be added, and more will be required. It is crucial that each child be successful. Annotate student information. This will help you design and plan your lessons.

Try the Square Dance from the *Pick-A-Pick A Partner* Story and Music Tape. The directions and lyrics are located in the lyric book that comes with the cassette. Practice today, and whenever you have a chance. Teach other classes!

Enjoy a picnic. If time allows, have your students make place mats by coloring a white piece of construction paper like a red and white checkered tablecloth. Sit on the lawn or under some trees.

Locate next week's reading selection, *I Like Me*, by Nancy Carlson.



Introduction to the Level 1



“Expeditions Into Writing” Manual



Writing, as we all know, is not always a beloved activity for students. More often than not, getting students to write more than a sentence (often poorly constructed) is like pulling teeth. We are convinced, however, that the more comfortable students feel about writing, the more likely they are to write more text and write more often.

So, then, how do we get students to feel comfortable with the writing process? We do this by helping them to become skilled, and by demonstrating through many enjoyable writing experiences, that writing can be fun, fulfilling and is crucial to everyday life.

Hopefully, this *Writing Manual* will give you many, many ideas on how to approach and teach the writing process, and how to tie the activities found in this *Manual* directly into your *Zoo-phonics® Expeditions Into Reading and Spelling Manuals*.

What is in the Level 1 “Expeditions Into Writing” Manual?

In this *Writing Manual* you will find:

- the Zoo-phonics philosophy and method of teaching for all aspects of the writing process (handwriting, spelling, sentence structure, writing for information, as well as expression).
- current research, which is being held as the standard for excellent phonics, reading, spelling, and writing instruction.
- lesson plans, games, activities, Blackline Masters, editing sheets, checklists, and student practice work sheets that present a good balance between skill development, student expression and creativity.

Because this book was designed primarily for first graders, it tracks the developmental abilities of first graders: building on the alphabet, processing through the phonics spectrum (CVC words, blends, digraphs, the schwa sound, long vowels, diphthongs, silent letters, and soft sounds); and establishes sentence and paragraph writing skills. These activities and worksheets, however, can be used with a student of any age who needs more hands-on and reinforcement of basic skills. For this reason, we labeled it, “Level I” as opposed to “First Grade...”

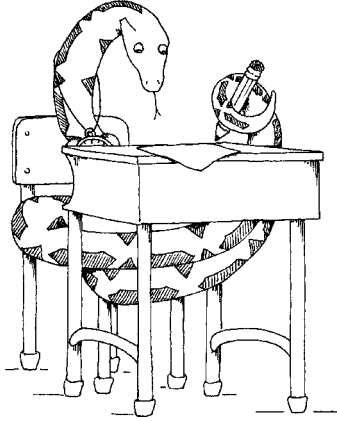
Creative and informative writing is promoted in all the Zoo-phonics materials, yet the focus is on honing writing skills emphasized in this *Writing Manual*. It is here that students will learn the structure and conventions of the writing process. Please note that all four *Manuals* (*Spelling, Reading, Writing and Assessment Inventory*) work hand-in-hand with each other.



Expeditions Into Writing

Where Do We Begin?

When you look at the writing process in its entirety, it all begins with listening and oral language. Zoo-phonics follows the natural hierarchy of learning (listening, oral language, reading and writing) and teaches these skills and concepts accordingly.



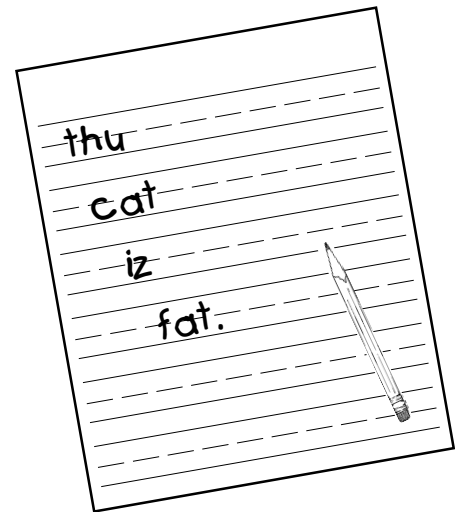
In the classroom the class talks first, analyzing, brainstorming, and practicing the concepts together as a whole group. Once the concepts are fully understood, the students write individually, and more independently.

We talk about the skills needed to spell and write, then we manipulate, walk through, act out and “live” the concept and skills (using the Signals, the Large Picture Cards, other Zoo-phonics® materials, games and activities, and other appropriate materials). We then begin to work on paper, through structured activities (Blackline Masters, worksheets, etc.). Finally, we turn the students loose to write (evidenced by the journal writing, and other writing experiences, found in this and other Zoo-phonics® Manuals).

By the time the students have some confidence and skills, they are equipped for the challenges of independent writing. The children retell, paraphrase, think, create, get their thoughts on paper, and then refine their work.

Think how daunting writing might appear to a six year old child. *The writing paper is blank.* From where do the letters and words (proper spelling, capitalization, punctuation, grammar, etc.) come? From inside their heads! Therefore, we need to construct, instruct and correct—getting them comfortable, able, and excited to write.

Many activities and games have been especially designed to help promote the children’s ability to write creatively, informatively, seriously, touchingly, and humorously. Writing sentences, paragraphs, poetry, book reports, short stories and student books, and how to do research, are taught in this *Manual*. Capturing the students’ thoughts, feelings, and opinions on paper is encouraged throughout. Training the student to proofread, self-edit and peer edit is important. Many Blackline Masters for editing and report writing are provided for various ages and stages of writing. Because Zoo-phonics believes in student ethics and valuing, we have provided appropriate lesson plans and journal blanks to capture their thoughts and feelings on many age-appropriate issues. Students are encouraged to talk, analyze (as a group and alone), relate, feel, discover, and...write!



We acknowledge that not every issue, skill, or activity is covered in this *Manual*, (there isn’t a book large enough to contain that), but we hope that we have provided you with a clear guide—and many, many ideas for teaching the writing process.

Zoo-phonics provides a balance of creativity and self-expression, coupled with the development of the skills necessary to be successful in the reading, spelling and writing domains.

Expeditions Into Writing

The Writing Process



The skill of spelling is strongly related to writing, but writing means so much more than just spelling. Writing involves putting together these correctly written (one hopes) words in such an order that they will be understood by the reader. Writing involves syntax, semantics, capitalization and punctuation — all to help maintain order, and promote understanding. In fact, alphabetic awareness, phonics, reading, spelling and writing are all so tightly interwoven, the differences so subtle, that it is hard to say, with confidence, which skill should be taught first, or should they be taught concomitantly? Of course, listening and learning the language will come first, no matter what, because one starts

this process as a baby. But, can (should) a pre-schooler or kindergartner write before learning how to read? Yes, if s/he knows the alphabet (taught through many phonemic awareness activities), and if one doesn't worry about how s/he spells. If a child can speak, and knows his or her letters and sounds, s/he can begin to write.

In order to develop good spellers as well as strong readers, should you teach the phonemes for reading first, prior to writing, or should one teach the conventions of proper spelling as one teaches the conventions of reading? We believe they go hand-in-hand. Although Zoo-phonics believes in the hierarchy of learning as a standard (listening, speaking, reading, writing), we also teach these subjects in an integrated fashion.

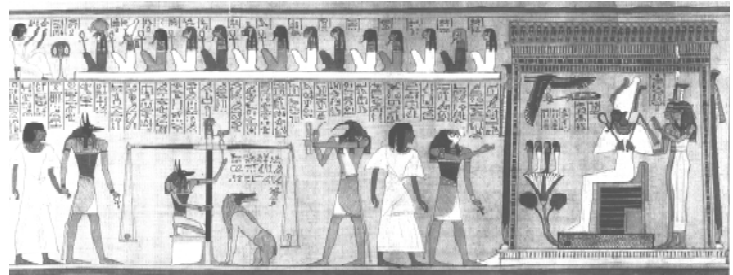
The concern of this *Manual* will be to shed light on the process of writing, and how to develop children as writers (happily, without stress).

Language and Writing

As you begin to teach your students about phonemic and print awareness, share the following history of language development with them. Although these concepts are stated in adult words, you can paraphrase and simplify them (see simplified version on next page) so that your students, even as young as they are, may be able to understand them.

Writing has its roots in oral language. "Wherever there is human society, there is language." All members of the human species have the ability to speak (unless there is a disability). Oral language has been around a lot longer than written language. Prehistoric peoples communicated through meaningful sounds, gestures, words, and pictograms, long before someone decided to write the language on walls, tablets, clay, papyrus, *etc.* The first written language is from the Sumerians who began to write in 3,500 B. C., and the Egyptians who began to write in 3,000 B.C.

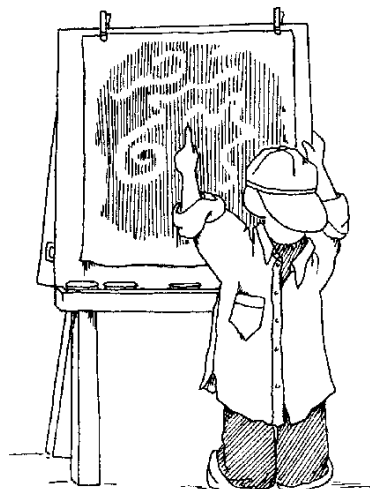
According to *The American Heritage College Dictionary* (Third Edition), the word "language" simply means any form of communication. This includes verbal and non-verbal methods from traffic lights to smoke signals, including Morse Code, American Sign Language, even Zoo-phonics® Body Signals! Obviously, to be called a language, it needs to be consistent in structure and meaning, so it can be accessed, used, and understood by the reader or user.



Early Writing from Egypt

Any words that we think, hear, or speak can be written on paper (or other media). As the sound/symbol connections are gradually taught, understood and mastered, the child is hopefully able to use this code in both reading, spelling and writing with more facility. Direct instruction plays a strong role here because there are sounds located in words which do not always transfer easily onto paper. Teaching the phonemes, as well as semantics and syntax as a part of your reading, spelling, and writing instruction, is imperative.

Expeditions Into Writing



We know that writing is a gradually developed skill. From the first squiggles on paper by the toddler, to the writings of an adult, a lot of hard work has taken place to reach that level of mastery. At the toddler stage, the child writes down what s/he is thinking or wants to say, and writes it in what the child accepts as letters. S/he has seen Mom and Dad do this daily. Those squiggles are his or her personal interpretation of the writing process. As the child is continually immersed in print (remember, print is everywhere), and with the help of parents and teachers, eventually the squiggles become letters (however formed at first) that relate to speech sounds, that make words, that mean something.

As the parent, preschool or kindergarten teacher intervenes in a consistent and concrete manner and teaches the sound/letter relationships, and then letter formation, the child begins to utilize the sounds and the letters as they were intended, a code to be used in written communication.

If a child feels successful and capable, s/he is likely to spend more time on a task and complete the task with a sense of accomplishment. The ability to edit and polish the work develops as the student gains skills. As the ability to self-correct and explore grows, more advanced writing styles grow.

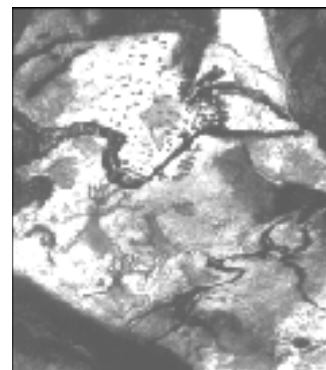
Writing is communication. How one writes can bring people together or separate them. This is a very painful and controversial statement, yet it has its roots in history. Even hundreds of years ago, one was judged on how well one wrote and spelled. Does this not happen today? What does a potential employer think when s/he looks at job applications? What goes through a teacher's mind when a note from a parent has misspelling after misspelling and grammatical errors? It is our job as educators to insure that our students leave the educational process able to communicate clearly and accurately in writing with family and friends, doctors, insurance agents, teachers, the DMV, the government, banks, lawyers, accountants and businesses.

The following is a simplified version of the above to share with your students. These discussions should take place over days, weeks and months. Refresh their memories by asking questions after you have discussed this information thoroughly and often. Bring in examples to make the discussion more real. Locate pictures of the Lascaux cave paintings, from Lascaux, France, on the internet or in a book, show hieroglyphics from Egypt, or pictures of the stone tablets from Hammurabi's Code, which came from Sumeria, for example. (On the right, Lascaux Cave Painting, Lascaux France, by Patricia Lauber, National Geographic, Washington, D.C., 1998.)

You will find the suggested teacher's words in quotes, and the teaching suggestions or aids in parentheses.

"Do you know that if you are a person, anywhere in the world, even thousands of years ago, you have **the ability to talk**. People were designed to talk. Dogs can bark, cats can meow, but people talk. They use words to tell about ideas, give directions, solve problems, create and share feelings."

"People talked long before they ever wrote down what they were talking about. There were thousands and thousands of years when no one ever wrote books, or letters or made road signs. They drew pictures inside of caves, on the sides of buildings, and on pottery, but this was artistic more than it was writing." "Later, some people called the Sumerians began to write pictures on stone tablets that represented words. The Egyptians later wrote on clay tablets, and on a special paper called papyrus. They recorded history, events, marriages, births, deaths; they told about politics and the governing royalty; business was recorded on clay tablets — how many bushels of wheat were traded, *etc.*" (On a map or globe, show the students where Egypt is, and where Babylonia was.)



*Lascaux Cave Painting
Lascaux, France*

Expeditions Into Writing

“About 3,500 years ago, someone (a writer, called a scribe) realized that one could write down the spoken language without so many pictures. This person or group of people began to write one sign for every consonant. You know how we say, Bubba Bear says, “b” and show the bear’s picture in the shape of the letter? They did the same thing. For instance, the sign for “d” looked like a door. That would be the letter’s shape.” (See maps and tablets on this page.)

“At that time, they didn’t have any vowels (a, e, i, o u). About 500 years later, this alphabet was being used by many people from different countries. Each country would take the alphabet and change it a little to make it match their language. The Hebrews and Phoenicians used it also, and made it close to what we use today. The Hebrews needed vowels, so they were added around this time. (Show your students on a map where Israel is and where Phoenicia used to be.)

“In those days, very few people could read. Having pictures for words helped, but not all things can be drawn with a picture. Having an alphabet made reading and writing accessible to anyone who could learn the alphabet.¹ Just like today!”

“Can anyone tell me what the word ‘language’ means?” (Allow time for children to discuss the possibilities.)

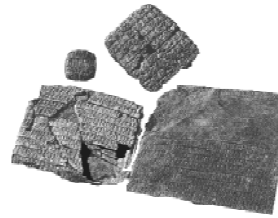
“The word ‘language’ means any form of communication, from traffic lights to smoke signals,” including, Morse Code, American Sign Language for those who do not hear, even to *Zoo-phonics® Body Signals!*” (Explain each.) “But to be called a language, you have to have signs or words that mean the same thing every day. Each word needs to have a sign(s) or a symbol(s) that represents it, and people need to be able to read it, or else it doesn’t communicate with anyone. Most countries use an alphabet. Some countries use characters that represent letters or words. Some countries like Japan use the same alphabet we do to spell out Japanese words, and also use pictures or characters.”



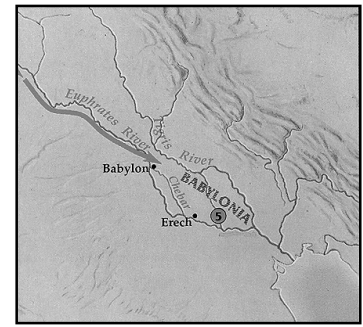
(Show pictures of a stop sign, the McDonald’s Golden Arches®, the big K for K-Mart, the icons for male and female restrooms. Do they recognize them? Show them the icons on the computer. Point to each and discuss that they each represent something. The check mark (✓) means “spell-checker”; the little printer (☐) means “print.”)



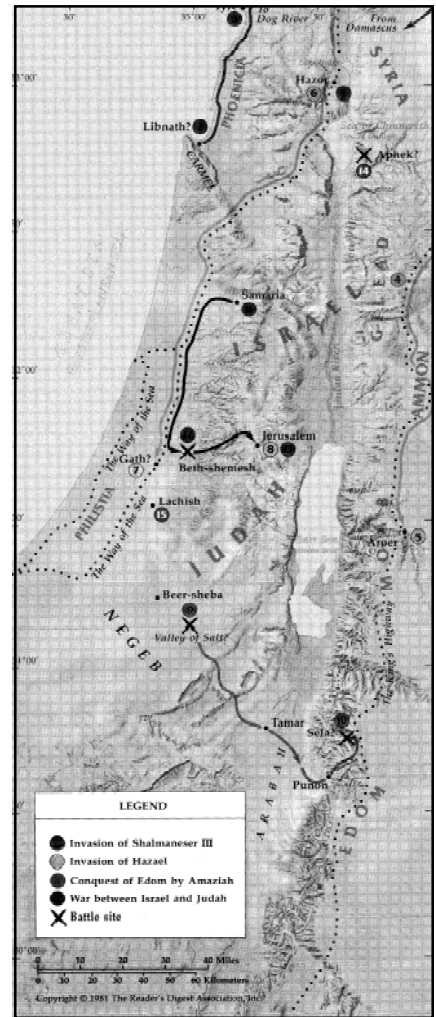
“Sometimes a symbol or even a hand gesture is used in place of words — perhaps when there isn’t room for words (computer icons), or there isn’t time for words (a police officer directing traffic), or maybe you don’t know the language, so a picture will help you (restroom signs). Reading and spelling is really the same thing. You look at a sign (A a) (kind of like a picture) which is a symbol that stands for a sound.”



Writing on Clay Tablets



Map of Babylonia.

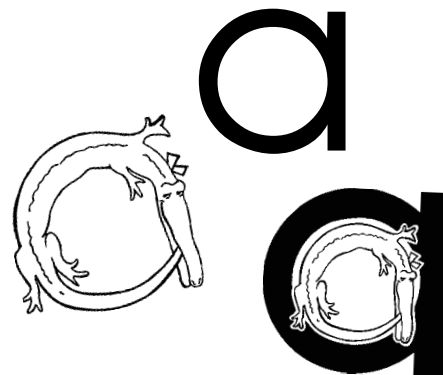


Map of Phoenicia.

¹ *The Encyclopedia of the Bible*, edited by Pat Alexander (A Lion Book, published by Reader’s Digest, 1978).

Expeditions Into Writing

Say the sound “a” and show them the symbol for this letter. Look at the sign that we see very often. Now show them letters. Tell them “These are like signs too. They are called symbols because they stand for something—a sound. Let’s look at the whole alphabet.” (Just look, and allow them to comment if they wish. Tell them that everyone needs to learn these letters if they are going to read and write. Now, tell them you have a very quick and easy way that is fun to help them remember all these symbols. You are going to use Animals in the shapes of the letters, and for every animal, you will do a “body-wiggle” that will help them remember the sound of the letter. This can be your introduction to the Zoo-phonics Animal Alphabet.)



“What if I said, Vergot du ogquot to you? Would you know what it meant?” (Student response.) “But what if I told you that the words mean, have a cookie. Every time I said that word, you would know you could have a cookie. That would become a part of your language.” (Try this for a day. Have lots of animal crackers in a container. Every time you see a student really working hard or being kind or helpful, say these new words. See what the response is. Have them remember it, too, so they can tell others to “have a cookie.”

“Any words that we think, hear, or speak can be written on paper. Tell me all the places where you see writing.” (Give time for students to list.)



“As the year goes by, I am going to teach you about letters that work together that represent sounds, which you will read in books and write down on paper every day for the rest of your lives! Did you know that you have been hearing and saying every one of these sounds since you were a baby? Well, now you are going to read with them and write them, but we have to learn them first. Some you already know. Let’s take a look at your names. Who can write his or her name on the chalkboard for us?” (Give students time to take turns to write their names on the chalkboard. As they do, show them how the letters represent sounds. Explore this lightly, quickly, without a lot of intellectual explanation.)



Lindsay, age 1-1/2

“You don’t learn reading or writing all at one time. You didn’t learn all the words that you use to talk with, all at one time. You started as a baby and learned new words every day. Did you know that? How do you think you learned how to talk?” (Give students time to discuss this. Guide them, adding to their conversation.)

“Do you remember the first time you ever wrote anything on paper? Do you remember what it looked like?” (Allow discussion.) “Here’s a homework assignment for tonight. Ask your parents if they kept some of the first pictures you ever drew or the first writing you ever did. See if you can bring it in to share with us.”

“You are going to see that every day and every week you will be learning how to read and spell new words. It is going to be so exciting to see each of you learn!”

Homework Assignment:

Send home a note asking parents to send in any “first writings” their children have done. Ask them to put the child’s name on the back, so it can be returned safely. You can also suggest they send in a copy, rather than the original.

Expeditions Into Writing

“As you learn more and more, you will be learning also how to check yourself to make sure you haven’t made any mistakes. Who knows what a mistake is? (Give time for answers.) It is kind of like when you were learning how to walk and you fell, and then you got right back up again. Then you fell again. But soon, you walked more than you fell, and look at you now, you hardly ever fall down when you walk! Do you think it is a mistake when you fell down when you were learning how to walk? Well, it really isn’t a mistake when you read or spell a word incorrectly when you are just learning. I will be there to help you when you read and write, because you will be making lots of reading and spelling mistakes — but it is okay, because you are all brand new readers and writers. I have an idea! Let’s say ‘whoops!’ when you make a mistake. The word, ‘whoops’ is sometimes what people say when they spill or drop something. I will say, ‘Whoops, Signal that out!’ if you make a reading or spelling mistake. You will know it is okay to make that mistake because, in time, you will learn how to read and spell the words correctly.”

“Do you know that writing is communication? Who knows what the word, ‘communication’ means?” (Allow for discussion. Supply answer, or broaden students’ answers.)

“Do you know that people can tell how much you learned in school just by looking at how you write? That might seem sad or unfair but it is true. Many high school students want a job after school or during the summer. They go to a store or a restaurant to fill out an application (explain that an application tells all about the person). If the high school student makes a lot of spelling mistakes on the application, the boss will read it and may not give the job to the student because of the spelling mistakes. It is the job of teachers and parents to make sure you learn how to spell and read really well, so you can finish high school, perhaps go on to college, get a good education, and hopefully, find an interesting job. If you are going to raise a family, you must learn how to read and write!” (Allow time for discussion.)



Note: *Have an application available to show the students (use the Blackline Master that follows on page 8). You can even make a transparency of it and read the information together. See how much your students can fill out themselves. Ask a local store or restaurant manager to make you a copy of some of the applications that have errors. Ask that s/he black out the personal information and show those to the students. Discuss. This is a concrete, real life reason for children to learn to read and write. In the Zoo-phonics® Assessment Inventory, there is a personal information sheet that the students can fill out, also.*

| APPLICATION FOR EMPLOYMENT (PART EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER) | | | |
|---|--------------------------|---|--------------------------------|
| PERSONAL INFORMATION | | DATE: 11/17/92 | |
| NAME: J. D. | SEX: M | SSN: 9976432 | DOB: 11/17/92 |
| ADDRESS: 123 Maple Ave. | CITY: FLORIDA | STATE: FL | ZIP: 32101 |
| PHONE NO.: 555-5555 | AGE: 18 | YEARS ON JOB: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | |
| APPLICANT'S CURRENT EMPLOYMENT (IF ANY) (PLEASE CHECK ONE) | | | |
| EMPLOYMENT DESIRED | | DATE YOU CAN START: TODAY | |
| POSITION: Cashier/ Clerk | ARE YOU EMPLOYED NOW? NO | IF YOU ARE EMPLOYED, BY WHOM? BY MY PARENTS | WHY DON'T YOU WORK? DON'T KNOW |
| EDUCATION | | | |
| GRADUATED SCHOOL: The 3 trees school | LEVEL OF EDUCATION: 8 | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | |
| HIGHEST SCHOOL: Winston | LEVEL OF EDUCATION: 6 | YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> | |
| GENERAL INFORMATION | | | |
| REASON FOR APPLICATING: Auto shop, cooking | | | |
| REASON FOR LEAVING PREVIOUS EMPLOYER: baseball | | | |

Application for Employment

Name: _____

Address: _____

City: _____ State: _____

Zip Code: _____

Telephone: _____

Message Phone: _____

Social Security: _____

Position you are applying for: _____

When you are available to start: _____

Days and hours you are available: _____

References: _____

The Hierarchy of Learning – How Does It Fit Into the Curriculum?

There is a natural hierarchy of learning that is at the basis of all knowledge and understanding.

1. **You first listen.** This “hearing/listening” activity (for want of a better word) begins in the womb, with the first gasps of air at birth, during the first hours of life. By the time the child is one year old, s/he has heard every sound in his or her native tongue that there is to hear, and is now hard-wired. Through this, the child will learn how to speak, read, spell and write. According to Dr. Patricia Kuhl, of the University of Washington, this is the child’s “perceptual map” and is completed by the time the child is one year old!¹
2. **Then you learn to speak.** From birth on, the child hears these speech sounds repeated, over and over, from the parents, siblings, other relatives, and friends. “In the first month of life, children begin small throaty sounds that turn into cooing by the end of the first month.”²



By the second month of life, the child begins to form sounds that sound like vowels. By the third and fourth months, the child begins to imitate sounds, through listening to others as they talk. By five months old, the child is beginning to watch people’s mouths, and then imitates inflections. S/he is beginning to form consonants. By six months, the baby intuitively, then experientially, realizes that if you change the shape of your mouth, other sounds form. By the seventh month, the baby adds inflections and tones. By nine months, the child actually begins to respond to words such as “no!” S/he begins to form words such as “mama” and “dada.” By ten months, the child realizes that gestures relate to words such as waving “bye-bye.” By thirteen months, the child realizes that objects relate to words (ball = “ba”). By eighteen months old, language “explodes.” Children learn as many as twelve new words a day. Each day, each week, each month, the child plays with the subtleties of speech patterns, mastering them. In the second year of life, the child is developing syntax skills, putting sounds and words in the proper order, so s/he will be understood. The child learns early to ask questions. All these newly discovered language abilities will be turned into reading and spelling skills in three to five years, depending on the child’s developmental readiness.³



3. **You learn to read.** Children are surrounded by print. It is everywhere – in their own environment (books, videos, TV, games, cereal boxes, etc.); in their parents’ environment (freeway signs, insurance papers, tax forms, recipes, medical instructions, etc.). The child observes and listens to the parents as they read. *Subconsciously, children form theories and ideas of what reading is:*

- You have to look at something in order to read.
- There must be something called “letters” and “words” on paper (or somewhere) in order to read.
- Letters and words must have meaning. They tell you something, or inform in some way.
- Reading is important. People do a lot of it daily.

If the child has been read to, and books are available from the early toddler stage, the child begins to enjoy books and has a concept of “book.” By twenty-two months, the child may even know if a book is turned upside down.

1 Newsweek, Special Edition, - *Your Child* (1997). Article, “How To Build A Baby’s Brain” by Sharon Begley, page 30.

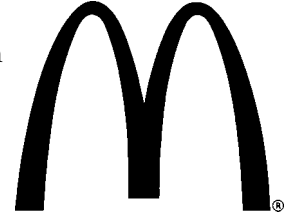
2 Ibid, *Cultivating the Mind*, by Jennifer Lach, pages 38 – 39.

3 Ibid.

Expeditions Into Writing

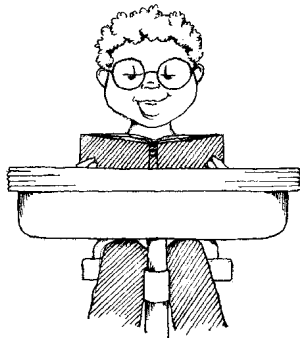
Because letters symbolize sounds, they are abstract. Toddlers have an awareness of letter use, but usually do not know the sounds that letters make. There are always very young children who can tell you what sound a letter makes or can recognize a letter name, but this is rare. (*Note: children at this early age can and do learn to recognize letters and state their sounds, because of the concrete nature of Zoo-phonics.*)

Parents usually teach the letter names and capital letters to their toddlers, but children often don't know what to do with them. They more often recognize whole words because of an association with a musical jingle, experience or sign, such as the Golden Arches® of McDonald's. (One can have food, toys and perhaps a trip to the playland at McDonald's.)



At around four or five, children begin to understand the alphabet more consciously and can usually recite the "ABC Song," point out letters in their own names, and write a few favorite letters, because parents teach them this, usually in capital letter form.

In kindergarten, the concepts of letters, words, sentences, and "books" are taught (front to back; top to bottom, left to right, *etc.*). The shapes, sounds and names of the letters of the alphabet should be taught as the foundation of the reading and writing process. Children then learn to identify the beginning sounds of words, the ending sounds, then the middle. Letters are then strung together to form words. As they become confident and able, children are then taught that various letter combinations (phonemes) make various sounds ("bl," "ch," "ai," *etc.*). Remember, every one of these sounds has been heard, and mastered, by the time the child is one. The task of the parent and teacher is to match these sounds to letters, and combinations of letters, so the child, in time, can address sound as soon as s/he sees a letter or phoneme, and can then write it.

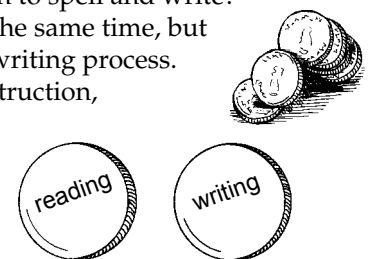


As children read, they must remember the meaning of each word, in order to catch the meaning of the whole text. This is comprehension. As children read daily, for instruction as well as pleasure, and are directly taught other sounds ("ough" has six different sounds, "ai" has five different sounds – you need to learn them all), their reading ability becomes more refined. They see that these letter combinations are used over and over again, in different words. Children learn early to make the reading – spelling – writing connection, but seldom without direct instruction.

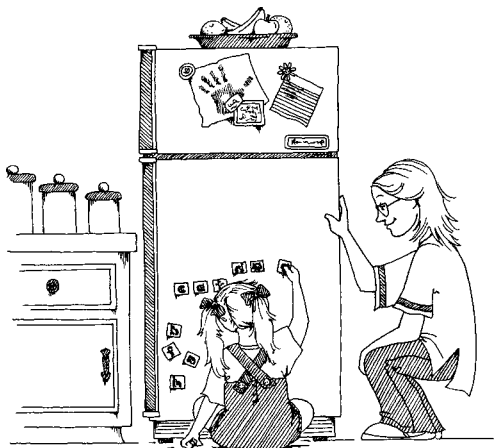
4. **You learn to spell and write.** As was already stated earlier, there is a difference between spelling and writing. They are so integrated, that they appear to be the same or similar, but are different in definition. Spelling is a *vital* part of writing, but it is not all there is to writing.

Concepts of print are first learned at the oral/auditory language level. Because writing involves fine motor control which some four, five and six year old children have not quite developed as yet, children usually learn to read prior to learning how to write. The very nature of writing is more difficult. Writing involves a blank piece of paper, on which children have to compose text. Reading has all the cues right in front of the children's eyes. All they have to do is break the code. There is, however, a lot of common ground. They both involve the same phonemes or speech patterns, at which the students are already expert. If they can talk, and know the sounds of the alphabet, they can get letters and words on paper. (Perfection comes with instruction, practice, experience and time.)

We liken reading and spelling to a coin: it's the same coin, but reading and spelling are on opposite sides. They share characteristics, but have different functions. When does a child learn to spell and write? You can liken this to the birth of twins. It appears that the children are born at the same time, but one has to come first. You do not have to master reading before beginning the writing process. Phonemic awareness, or the preliminary steps prior to phonics and reading instruction, should be taught before asking the child to pick up the pencil and spell (however inaccurately). It would be a case of the proverbial "cart before the horse" to ask children to write letters or words, if they were not taught the alphabet prior to this moment.



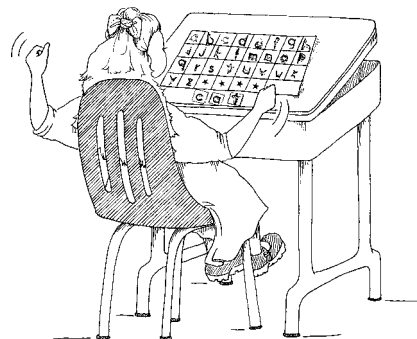
Expeditions Into Writing



Once the concept of print *is* established, however, and the alphabet *is* taught, children can begin to pick up a pencil (chalk, crayon, felt pen, *etc.*), form the letters of the alphabet, and even spell some words. Inaccurate formation and spelling are forgiven at this time, as the child is just learning. As the children learn to orally string letters together to form words, they can also do this on paper.

Zoo-phonics recommends that the alphabet be **manipulated** first. (The *Large Picture Cards*, *Alphabet Grids* and *Alphabet Magnets* were created for this purpose.) This allows the children to “play” with the letters, moving them around, perhaps making errors and correcting them, before the child is expected to write, use lines, erase, and fatigue tiny hand muscles. As the child gains confidence in word formation, s/he can then begin to get letters and words on paper. We are convinced that playful manipulation of the letters encourages the children’s future writing, because children learn that making words is fun, and the “it’s too hard” or “it’s too boring” stigma is stopped before it starts, because the child has “know-how.”

Research states that rather than wait until certain cognitive abilities develop in children, “...it would be both wiser and more efficient to provide *all* beginning readers with a variety of language games and activities designed to develop their linguistic awareness directly.”¹



¹ Beginning to Read: Thinking and Learning about Print, by Marilyn Jager Adams (Center for the Study of Reading, University of Illinois, 1990)

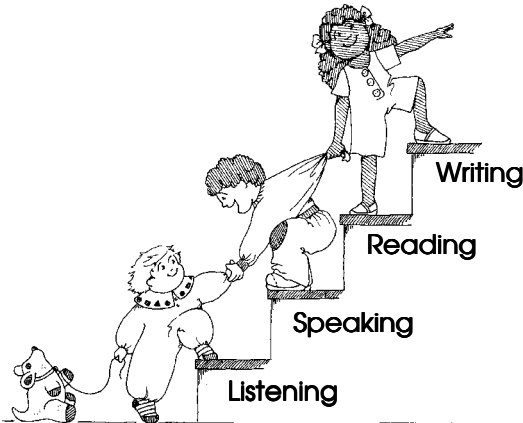


The Hierarchy of Learning



Listening • Speaking • Reading • Writing

(Teachers, use this blank to develop each area of your curriculum, thus integrating it. Keep a master copy.)



Name of Vehicle (book, story, song, poem, etc.):

- 1. Listening Activity: _____

- 2. Speaking Activity: _____

- 3. Reading Activity: _____

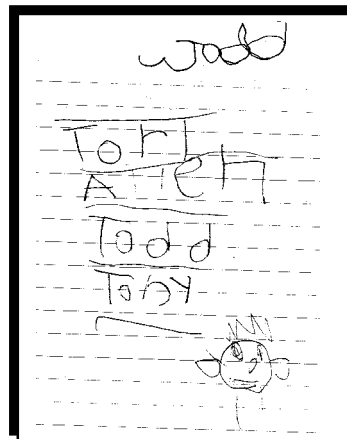
- 4. Writing Activity: _____

- 5. Extended Activity: (movement, art, cooking, math, science, geography activity): _____

How Does Zoo-phonics Teach Printing and Handwriting?

You cannot talk about either spelling or writing without discussing handwriting. Handwriting is the vehicle that allows print to appear on paper. Handwriting is important to us because letter formation is a part of the foundation for reading and writing. When children write, their thoughts and feelings are so important that they need to be understood. This is why we work on letter formation as an integral part of the reading and writing process. It isn't good enough just to be creative. The creativity needs to be read. If the work is illegible, the student's work will not be fully understood nor appreciated. We are not a handwriting program, per se. But since excellent spelling and writing are our goals, good handwriting is important as the vehicle.

At young ages (and stages), all approximations for letter formation are acceptable. When the students first enter kindergarten, the foundation of the shapes and sounds (through the Animal Letters and Signals) must be firmly established before introducing printing practice. Remember, letter formation awareness is already taking place just by looking at the *Large Picture Cards*! They can visualize the shape of the letter by picturing the shape of the Animal. Then, as the Animal is placed on top of the Letter, the students' ability to remember the shape is enhanced. Transfer of this information onto paper becomes a much easier task.



Todd, Kindergartner

In the Zoo-phonics® Program, we introduce print in the Avant Garde Font, or primary print. We believe that the more simple the letter presentation, the better for our emergent readers and writers. This is comprised primarily of simple straight and curved lines and circles. *Look at the difference between these two fonts:*

All children can be good readers and spellers!

All children can be good readers and spellers!

You can see that it is easier for children to form the primary print letters (top) than the Times font (bottom), in which most books are written. There are fewer details and curves on the straight letters ("l's," "t's," etc., and the curved letters are more simple than "a" and "g," for instance).



Whereas we are firm believers in printing practice, overwhelming children with writing the letters over and over may kill the joy of writing. Instead, ask them to write several letters one or two times each, or give them special words that contain specific letters. Have them write their names. The next day, add a few more letters or words. Most importantly, always make the connections between the sounds of the letters and the letters themselves through the Body Signals. This is accomplished through using the *Large Picture Cards*, and playfully participating in the myriad of activities suggested in this Program. (See the *Zoo-phonics® Kindergarten Manual*, the *Zoo-phonics® Handwriting Packet*, and the *Zoo-phonics® Language Arts Manual - Reaching All Students*, "Teaching the Pre-school and Kindergarten Child" page 7, for ideas on how to teach handwriting easily, protecting young muscles.)

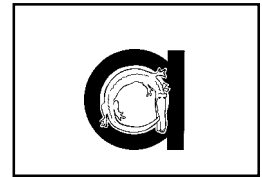
Expeditions Into Writing

But What About D'Nealian?

Many schools use the D'Nealian Handwriting Program®, so teachers are concerned that the Zoo-phonics print and the D'Nealian style of writing will confuse students. Our answer is that books are not written in D'Nealian, so students are going to have to recognize different types of print styles. D'Nealian handwriting is a specific style of printing and cursive to aid students in easy and neat letter formation. Our belief is that children are flexible and can see the similarities in primary print and D'Nealian print.

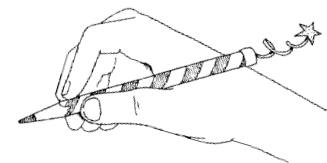


We suggest that you immediately make the connections between primary print used in Zoo-phonics and the D'Nealian style. You can do this by making a simple matching activity. Photocopy and reduce the Zoo-phonics® *Merged Animal/Letter Patterns* or *Merged Animal Letter Alphabet Grids* and the D'Nealian alphabet. Cut out the individual letters, glue each one to a 3" x 5" index card, and then laminate the cards. Students will then match each Zoo-phonics® *Animal/Letter* to its D'Nealian counterpart. Use this as a centers activity, or make a set for each child to match in class or at home. Remind your students to Signal with every match. You might as well reinforce Sound and Signal skills at the same time. Your students can practice their handwriting skills with any program that your school has chosen.



A Few Words About Handwriting "Attitude"

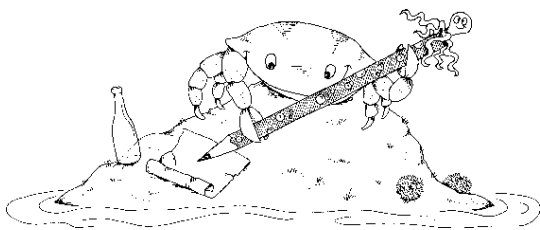
It is acceptable for pre-schoolers and kindergartners to write their letters with less than perfect formation. But, as the students progress in kindergarten and the primary grades, more will be expected. It is important that students write as carefully as they can. We, as educators, should expect any work that students produce to be neat. To expect less, is to accept mediocrity. We encourage teachers to work directly on handwriting skills, but also to help the children see that pride in one's work includes neat printing or cursive. Somebody is going to read the work. Shouldn't the work, then, be as presentable as possible?



A proper pencil grip

If it is a matter of motoric difficulty or disability, we can work on that directly. Too often, however, it is a matter of student and teacher standards. Send the student back to redo work that is below standard. It won't take too many redos to correct this problem.

A Few Words About Pencil Grip



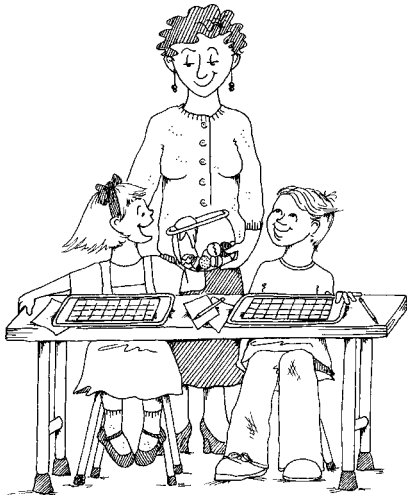
If the hand is fatigued, the hand won't write well. When it becomes tired and cranky, so does the student. Often a child holds his or her pencil incorrectly or too tightly, causing the hand to fatigue prematurely. Try this solution: Tell your students to pinch the pencil gently with the thumb and index finger, about 3/4" away from the graphite tip. The pencil then rests on the end of the middle finger. (See illustration above.)

Tell your students this, "The pincher crab sits on the rock."

Have them repeat this after you. The rock, of course, is the middle finger. Say this many times, and have them practice "pinching the pencil," and then resting the pencil on "the rock."

Purchase rubber grips for each one of your first grade students that fit on the ends of the pencils. (Make sure they fit primary pencils.) They cost about thirty cents apiece and are worth the price. This will help your students grip the pencil properly, because it automatically helps the students place their fingers correctly.

Handwriting Activities for the Brand New Writer



1. **Grids or Magnet Writing.** Have your students use the *Alphabet Animal/Letter Grid Sets* or the *Alphabet Magnets* to manipulate print before they begin to master it with a paper and pencil. Call out the Animal's Name and Sound. Have the students hold up the Animal/Letter, Signal and Sound, and then write the letter on paper (lined or unlined). It may be easier for new writers to use unlined paper. This way, they do not have to concentrate on lines, but can concentrate on letter formation.

At first, accept all approximations. As the days go by, require the students to put the letters on the bottom line, or extend the tall letters to the top line, work on those circles that meet the middle line, *etc.* Collect samples of each student's papers and place them in his or her writing portfolio. Make sure they are dated. It will be exciting for both you and your students to see the progress each one makes over the year!

Variation:

After they manipulate the letters with the *Alphabet Animal/Letter Grid Sets* or the *Alphabet Magnets*, have them write the letter in salt or pudding. *Here's how:* For each child, fill a cookie sheet (or place on wax paper) with either pudding or salt. The children can write the letter, then erase and correct, or write another letter! What fun, especially if they can lick their pudding fingers afterwards. The students write their letters, the teacher or aide checks the work, and then they erase and write another letter. Those students who are ready can spell simple CVC words!



2. **"Sandy" Merged Animal/Letters.** Enlarge the *Zoo-phonics® Merged Animal/Letter Patterns*. Glue each Animal/Letter onto tag board. Spread glue on the black part of the letters only (not on the Animal), and then sprinkle fine sand on it. Shake off the excess and let dry. Now children can take their index fingers and trace over the sand in the letter shape. These sandpaper letters allow for an extra tactile experience as the child's finger moves in the shape of the letter. Don't forget to have the students Signal and Sound. Constant reinforcement is essential.



3. **Gross Motor Letter Shapes.** Once the Shapes, Sounds and Signals have been mastered, printing can follow. It doesn't have to be accomplished on paper immediately. Gross motor skills have to be developed before fine motor skills. Have your young students make large curved and circular movements (a, c, e, o), lines and circles (b, d, g, h, m, n, p, q, s, u), and vertical lines (i, j, l) on the chalkboard or large pieces of butcher paper using chalk, crayon, or thick felt pens.

Next, work on all the letters that have perpendicular lines (f, r, t). In time, have them try diagonal lines (k, v, w, x, y, z). You may want to draw the diagonal lines lightly on paper for the students to trace. Diagonal lines, especially those that meet or intersect, can be very challenging for young children.

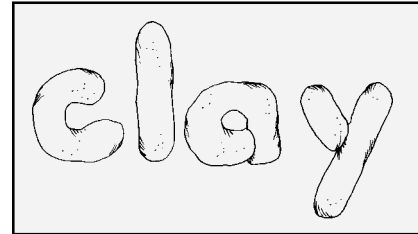
If you have children who are not ready for paper/pencil activities, bead stringing, screwing nuts and bolts together, clay work and finger-painting, *etc.*, are all wonderful exercises to develop hand and finger muscles and dexterity. Let them draw big circles and lines on the chalkboard or butcher paper to encourage large muscle memory. Move to writing small letters only when they are ready.

Expeditions Into Writing

4. **Air Letters.** Say, "Let's draw Allie Alligator's letter shape in the air with your fingers." Demonstrate and expect everyone to respond. Make sure you have your back turned to the students as you draw in the air; otherwise, the letters are backwards for the students. Draw the shape in the air several times as you are saying the sound. Put on some wonderful classical music as you do this. Move to the rhythm of the music.

Make sure that you always show the Animal/Letter and give the Signal and Sound before tracing the letter. Because letters are abstract, wait until the students know the Shapes, Sounds and Signals with mastery before beginning abstract letter formation. Remember, always add the Signal and Sound prior to and after drawing the letters in the air.

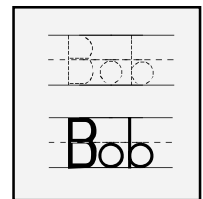
5. **Clay Letters.** Shaping the letters in clay offers a large motor activity and a respite from paper and pencil. Give each child a large lump of clay or play dough. (See play dough recipe in the Home Connection found in the "Reaching All Students" section of the *Zoo-phonics® Language Arts Manual*.) Demonstrate how to make snakes. From these snakes they can make their lines and circles. Once they make one letter, have them raise their hands so you can check it, and then they are to make the next letter. Put "Come Meet Us At the Zoo" on the tape recorder, or play any kind of music. Beethoven is wonderful for clay letter making, especially his "Final Movement," from Symphony No. 9 in D Minor, OP:124, "Choral."



Rainbow Writing

6. **Rainbow Writing.** On pieces of white construction paper, write either the students' names, a special word (love, friends, joy, etc.), or a word from a CVC word list. The student is to take many color crayons and trace over and over the letters (but NOT on top of each other), giving a rainbow effect. This will give the students experience with letter writing with large movements, and will create a pretty picture at the same time. (See pages 49-52 of the *Zoo-phonics® Activity Level A1 Worksheets*.)
7. **Large Picture Card "Writing."** Using the black and white Animal/Letters on the back side of the *Large Picture Cards*, choose one Animal/Letter and ask a student to come up to the chalkboard and write the letter. Use a three-prong chalk holder to draw lines, if you have one. S/he must then turn and lead the class in Signal and Sound. Continue to choose another *Card*, and another student to write the letter, and so on. Have the children use colored chalk when writing their letters.

8. **Zoo-phonics® Handwriting Products.** The *Zoo-phonics® Activity Level A2 Worksheets* has many pre-writing and writing activities to help the children develop printing skills. The various sets of *Zoo-phonics® Handwriting Worksheets* can be duplicated for practice in class and at home. This gives students practice dealing with the bottom, middle and top lines. We have several products that help students with handwriting practice. Use the *Zoo-phonics® Computer Font* to make teacher-designed handwriting practice worksheets. The students can trace over the Animal/Letters (keeping handwriting concrete), and then the "Teacher Model" and "Kid Trace" can be used for students to actually practice letter formation.

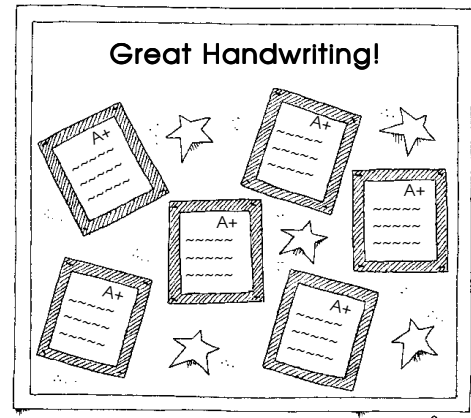


Expeditions Into Writing

Practice printing with student names. Ask the students to set a goal for themselves to print their names as neatly as they can every time they write them.

- a. Make "Teacher Model" or "Kid Trace" activities, using the *Zoo-phonics® Computer Font*, for each child's name. Glue them onto tagboard, and then laminate them.
- b. The students can take crayons or dry felt markers to trace and write their names over and over. When they have achieved their goals, have them write on the name tags in permanent marker. Try just the first name, then the last name, and then both names. Send them home.

9. **The Great Handwriting Bulletin Board.** Have a bulletin board set aside especially for great handwriting papers. There is nothing like success to promote more success. Make sure that you explain to the students that they are not competing against other students, only improving their own work. This way, if a student who is struggling because of a motor or visual deficit gets his or her paper up on the board, it is because that student has improved. And that is something for the entire class to applaud.

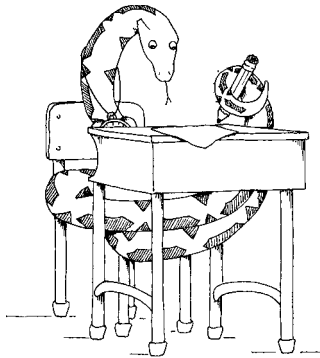


10. **Homework Activities.** Send a brief handwriting worksheet home with your students each night. Don't overwhelm them. Just give them a little homework each night to reinforce letter formation. You can make the Blackline Master easily yourself, using primary lined paper. You can also use the *Zoo-phonics® Computer Font* to generate handwriting activities, or use whichever program your school has chosen. Explain to the parents that good handwriting is a goal you and your students have set.

Letter Practice Worksheet Suggestions:

- a. Make Blackline Masters with one letter and have the students write it three to five times, or
- b. Make Blackline Masters with three to five letters. Ask them to write each letter one to three times, or
- c. Make Blackline Masters with letters that contain all the vertical lines (i, j, l); circles (a, c, e, o); lines and circles (b, d, g, h, m, n, p, q, s, u); all the perpendicular letters (f, r, t); and then the diagonal letters (k, v, w, x, y, z).

Remember, Signaling and Sounding the letters reinforces letter formation as well as the sounds of the letters.



11. **Simple Copy Work.** Copying a simple sentence off the board (the date, a short word list, information: "Tonight is Back To School Night," etc.) or a sentence from the *Zoo-phonics Level A Reader* will teach the students how to structure sentences. It is also an excellent exercise in eye tracking and eye/hand coordination. Use simple punctuation and capitalization as well as spelling.

Make sure that all your students can see the writing on the chalkboard clearly. If you have some who need to move closer, please allow them to do so.

Variation:

Write your text on a piece of paper and duplicate it, giving one per student for them to copy at their desks.

Expeditions Into Writing

When starting with a pre-schooler or kindergartner, accept any squiggles or printing with joy. A parent or teacher can gently instruct, but the dangers of too much structure at this time are significant.

When the students are ready to write, letter formation must be taught gently. Watch your students carefully and determine who is ready for some handwriting instruction.

If the students have been “playing” with *Large Picture Cards* or the *Zoo-phonics® Animal Alphabet Letter Grids* (Picture or Merged), or the *Alphabet Magnets*, for even a short while, letter formation knowledge is already taking place. Because the children see the Animal shapes or the Animals on top of the letters, they will soon be able to replicate these shapes on paper.



Utilize the following student worksheets (graphic skills), journal pages, and editing sheets to begin the writing process.

Note: When creating seating charts at the beginning of the school year, make sure you seat those who cannot see the board clearly close to the front. For those students who are easily distracted or have problems with visual or auditory perception, also keep them close to the front. (See, “Reaching All Students” from the Zoo-phonics® Language Arts Manual for ideas on how to help students who may have delays or perceptual problems.)

Teacher Notes and Ideas:
