

ZEKE'S FUN AT HOME ACTIVITY CORNER

April 1, 2020

Hello Zoo-friends,

For the next three days we are going to concentrate on the **Vowels – The Hardest Workers!** Just so you, the parent, understand, there are 5 vowels (a, e, i, o, u) and 21 consonants (the rest of the alphabet!) This activity is great for 3 – 5 year-olds!

The vowels make most of the sound changes in words in the English language – and there are only 5 of them! So, we are going to help you help your children learn this concept. We want you to PLAY and have fun as you learn! Knowing the sounds and shapes of the vowels are critical to learning how to read, spell and write! And your child will be an expert!

- 1) Read the story, “The Vowels ARE the Hardest Workers – a True Story.” This will help your child gain an instant understanding of what it means to be a hard worker and why the vowels are the HARDEST of workers.
- 2) As a craft to use in your play, you’ll use our “Paper Bag Puppets.” All you need to do is print them out, cut them and glue them to the bottom of a paper bag. Allow to dry. They will become your vowel puppets to help enact the story and play other vowel games (tomorrow!)
 - a) Read the story again so your child can be a part of it as s/he uses the vowel puppets.
 - b) Act out the story. It is hilarious. Video tape it!
 - c) Chant “The a, e, I, o, u vowels are the Hardest Workers!” (Make sure you are saying the short vowels, not the long vowels or letter names.)
 - d) Sing the vowels. This means take each letter sound and sing it, “aaaaaaaaaaaaa,” “eeeeeeeeeee,” “iiiiiiiiiiiiiiiiiii,” “ooooooooooooo,” “uuuuuuuuuuuuu.” Sing it in silly voices. (By sustaining the sound, children will hear it longer and better.)
- 3) Share and enjoy the Zoo-phonics Mini-book #2, “Allie and Pam” and Min-book #5 “Ellie’s Ten Hens.”

Lesson Plan Book #2

“Allie and Pam” (Focus: Short “a” vowel and CVC words)

This *Mini-Book* is comprised of CVC words and the name “Allie.”

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. There are different meanings for the word, “fan.” Discuss. (It can be a noun or a verb.)

Spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

- b. Read this *Mini-Book* to your students. Now read it together as a class. Ask for volunteers to read a page at a time. Some may not be ready for this reading experience. Give them time. The more you practice with the AACs playing games like “The Make It Say...” Game, the sooner they will be ready.
- c. Ask these questions: Who can bat? (Allie.) Have your students describe the picture in detail, using complete sentences. On page 2, the text says, “Allie has fans.” What does that mean? Does it mean she is hot and has lots of fans blowing? Discuss how words can have other meanings. What is Allie doing in the picture? (She’s signing autographs.) What is Pam doing on page 4? (She is running to the base.) Is she safe? (No, the other alligator already has the ball and is standing on the base. Pam is out. Explain this detail about baseball if your students don’t know the rules.) Discuss how it feels to be “called out.” State that it is just part of the game.

Ask the students to list their favorite baseball players and teams. Tally the results. Ask if anyone has a famous athlete’s autograph.

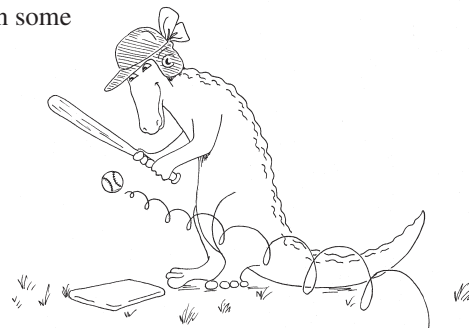
Optional: Play a baseball game as a whole class activity. Perhaps you could invite a local sports person to speak to the class about baseball or softball or take a field trip to a minor league game.

- d. Discuss the use of capital letters in names and at the beginning of sentences. Write down some famous baseball teams on the board. Underline the capital letters in the names and Signal each out. Don’t forget to Salute!
- e. Please discuss with your students that even though the sentences are all very short, they are all complete. Why? They all have a “star” or subject, and they all have a verb or some kind of action that the “star” does. Every complete sentence needs to start with a capital letter and needs to end with some kind of punctuation. Discuss, then write some very simple sentences just like the ones in this *Mini-Book*.

Vocabulary Words:

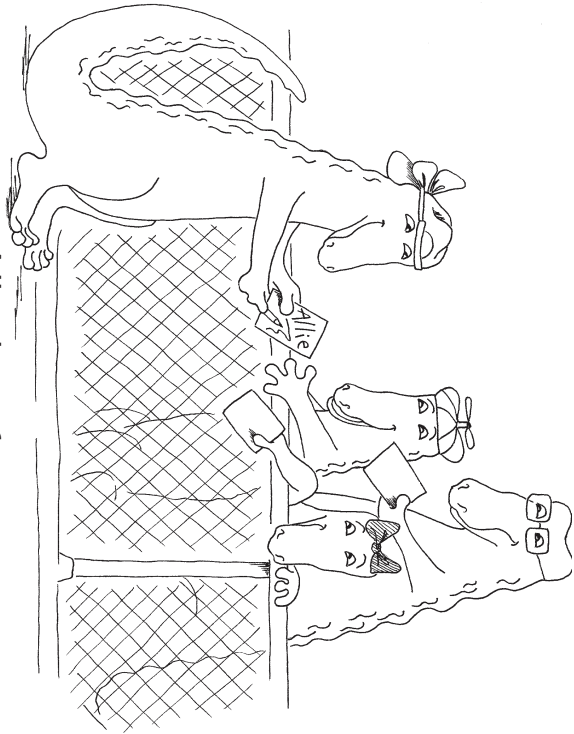
1. Allie
2. can*
3. bat
4. has*
5. fans
6. Pam
7. ran*
8. sat*

* High Frequency Words

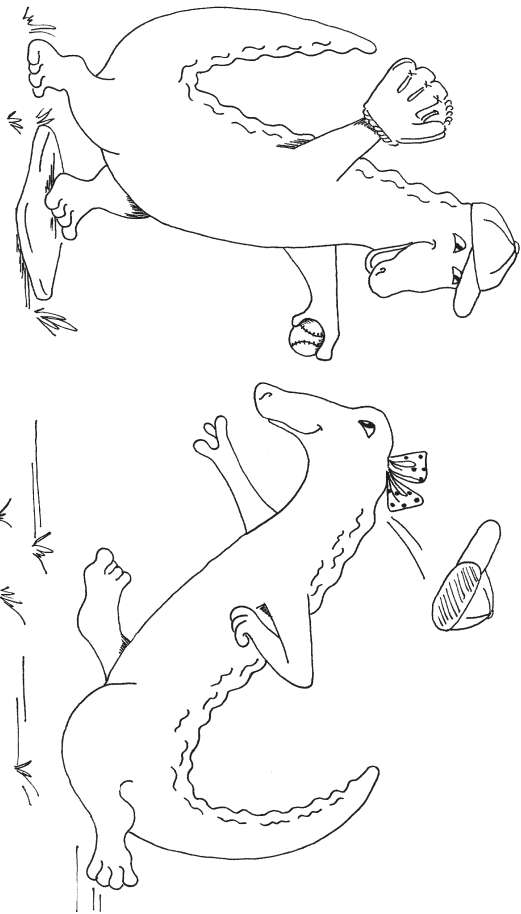


Notes and Observations:

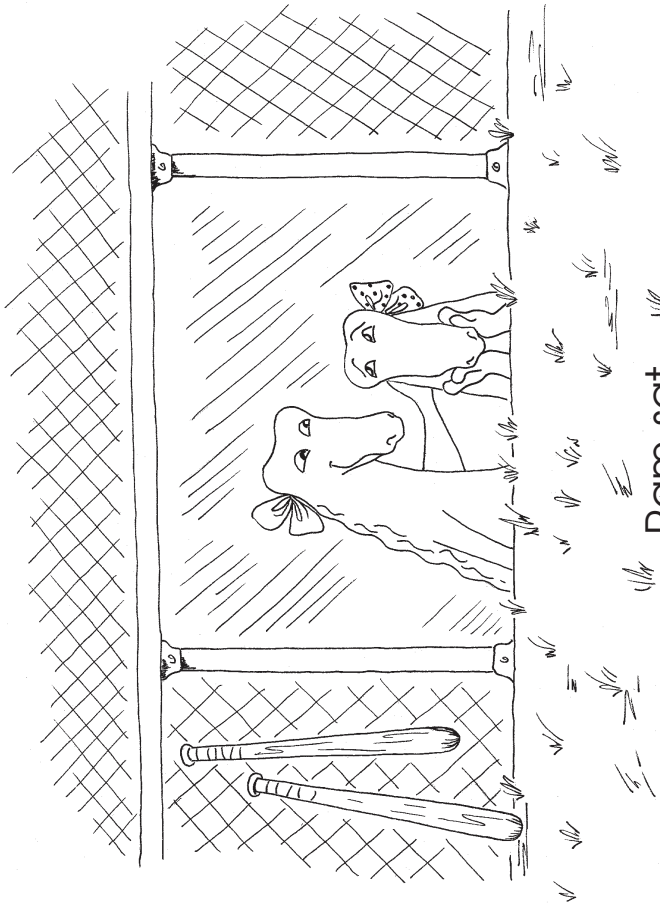
Allie has fans.



Pam ran.



Pam sat.



Allie and Pam

Book #2



Allie can bat.

Lesson Plan Book #5

“Ellie’s Ten Hens” (Focus: Short “e” vowel, CVC)

This *Mini-Book* is comprised of CVC words and the name, “Ellie.” You will see two Double Consonant words, “eggs” and “Ellie.”

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students. Tell your students that they are going to learn something new today. Teach them how to Signal Double Consonants, like in the word, “egg.” Simply Signal both “g’s” but make only one “g” sound. Teach the rule at this time “Double consonants make the vowel short.” (see *Intermediate Sound Flash Card #17.*) Point out the Double Consonants in Ellie’s name in this *Mini-Book*.

Have students spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

- b. Read this *Mini-Book* to your students. Now read it together as a class. Ask for volunteers to read a page at a time. Some may not be ready for this reading experience. Give them time. Make an extra copy of this Mini Book. White out the page numbers and then cut along the lines of the pages. Children can read or retell the story as they put the Mini Book in the correct sequence.
- c. Ask these questions: What does Ellie “get”? (She gets 10 hens. Count them together.) Look carefully at the picture on page 1. What are those lines called? (Tally marks. Count those.) Tally marks are how they used to count a long time ago. Show students how to tally to 5, then 10. What does Ellie get on page 3? (She gets 10 eggs.) Count the eggs too. What is happening on page 3, and who is Ben? (A smaller elephant is taking the hens away in a wagon. The story doesn’t tell us who Ben is. Maybe he is a brother, a cousin, or a nephew.) What is that on his head? (A funny hat that has a propeller that spins.) What is Ben doing with the eggs? (He is juggling them.) Explain the term, “juggling.” Ask if your students have ever seen a juggler. Juggling is very hard to do! Give children two or three small balls to juggle. Whole walnuts (in the shell) are the perfect size.

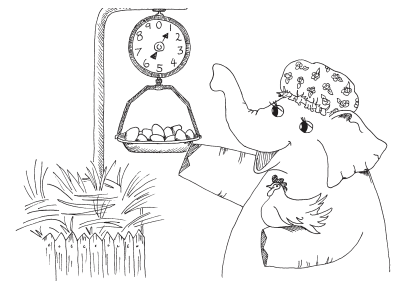
Optional: Locate a juggler in your school to teach the students how to juggle. Juggle with colored plastic eggs containing the vocabulary words in the *Mini-Book*. Practice Signaling out the vocabulary words when all the eggs have dropped!

- d. Discuss the use of capital letters in names and at the beginning of sentences. Are all these sentences complete? How can your students tell? (They all start with capitals and end with punctuation.) Each sentence has a subject or “star” and each has action. Discuss the star and the action in each sentence.
- e. Discuss the punctuation at the end of sentences. On page 3 your students will see the word, “Ellie’s.” This shows that Ellie owns something. What is it? (Eggs.) Show the apostrophe. Signal the apostrophe by “drawing” one in the air and making a high pitched sound.
- f. Discuss the “s” on “gets,” “hens” and “eggs.” Write on the board, “I get, he gets, she gets, they get.”

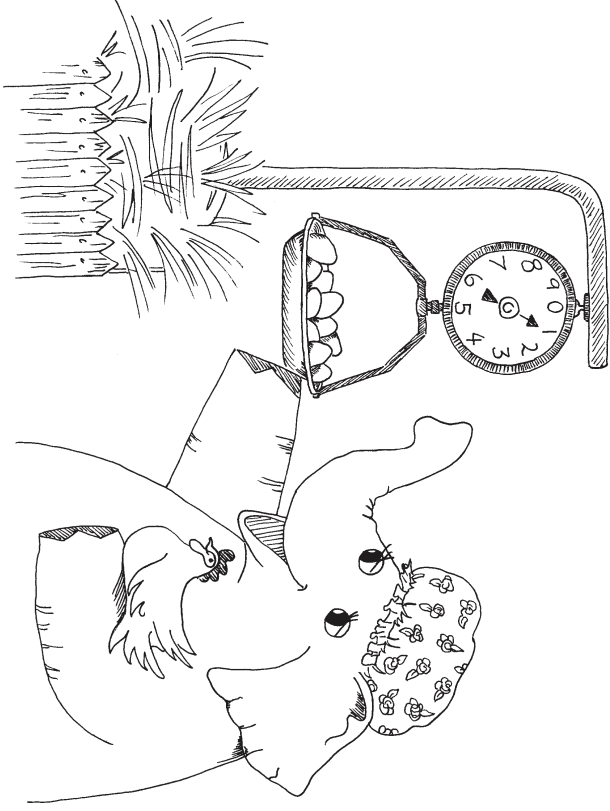
Vocabulary Words:

1. Ellie
2. gets
3. ten
4. hens
5. eggs
6. Ben

* High Frequency Words

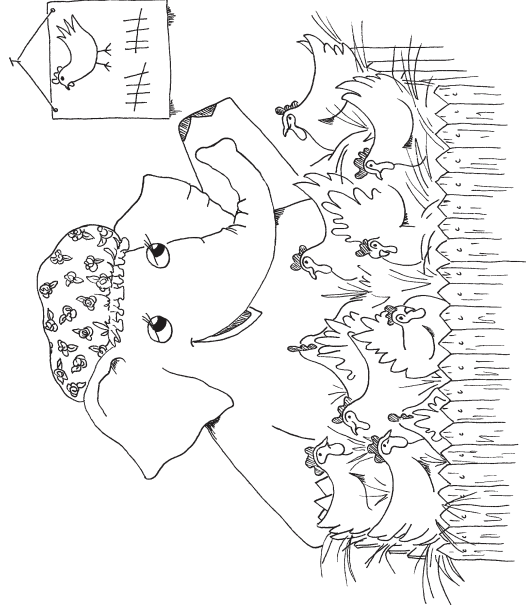


Ellie gets ten eggs.



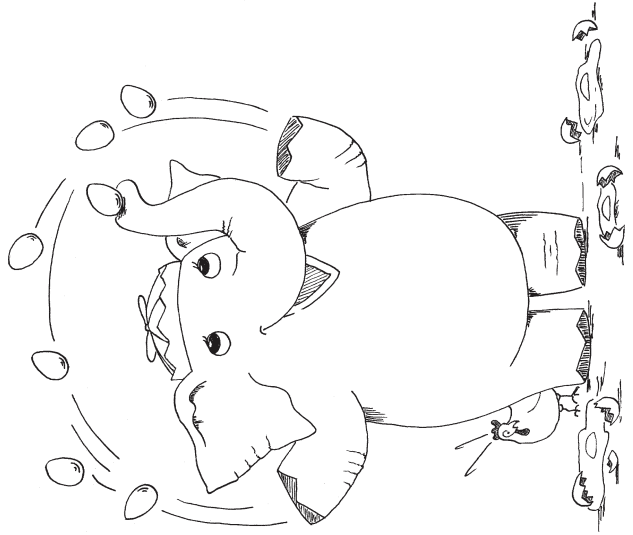
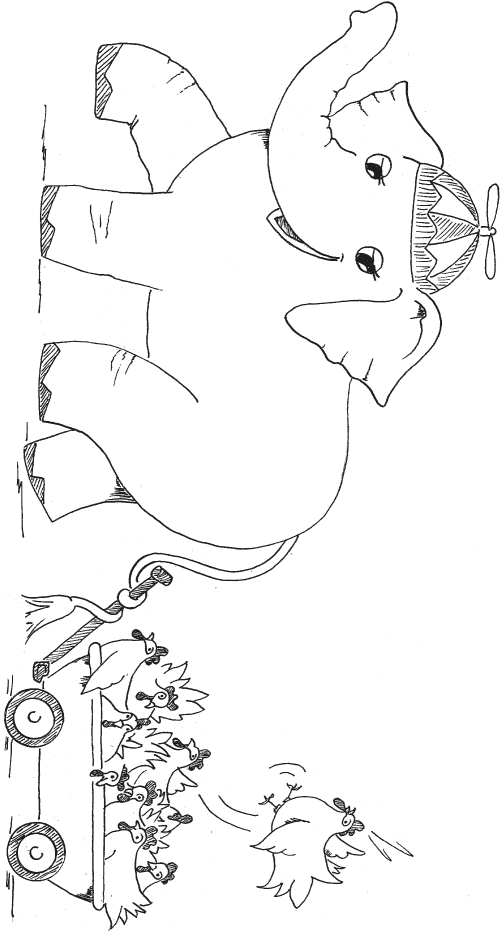
Ellie's Ten Hens

Book #5



Ellie gets ten hens.

Ben gets Ellie's ten hens.



Ben gets ten eggs.

name: _____

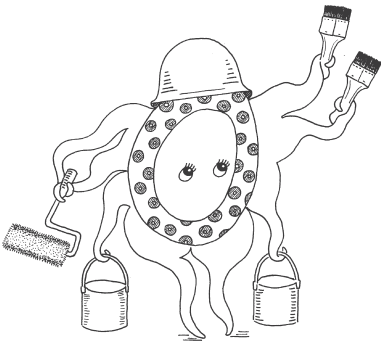
vowels, the hardest workers

Directions: After your children know who the Hardest Workers are and the concept of "vowel," have them either dictate to you or work on this worksheet independently.

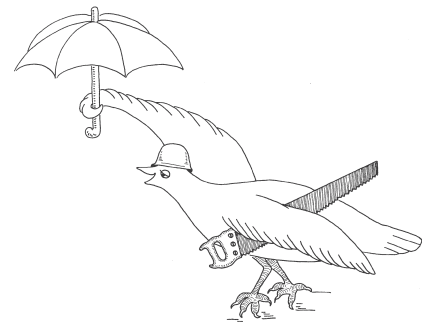
The hardest workers in the alphabet are: _____

They are called the "hardest workers" because: _____

If I were a "hard working" letter I would choose to be: _____



olive octopus



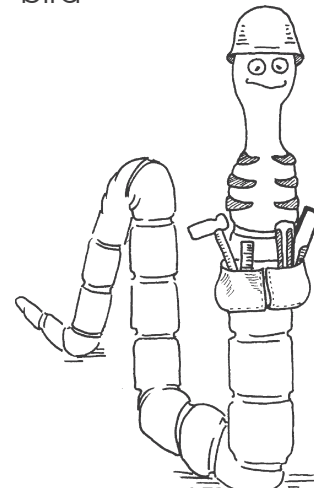
umber umbrella
bird



ellie elephant



allie alligator



inny inchworm

Zoo-phonics Animal Alphabet Puppets Preparation and Instructions

Activity Objective: The purpose for these Animal Puppets is to reinforce letter sound skills, whether you are working on “a – z” mastery or combining the Animal Puppets (that represent specific letter sounds) to form various phonemes (“bl,” “ch,” “ea,” etc.) within words. Students can also spell out whole words easily. The puppets can be used to stimulate conversation and imagination!

This product contains reproducible Animal Puppet Patterns for the 26 Zoo-phonics Animals (“a – z”) in **two sizes**. They are designed to be used to create paper bag puppets, finger puppets, stick puppets, stick, headband or “painter’s cap” characters.

Preparation and Activities

1. *Finger or Stick Puppets.* Using the small Puppets, run off a set for each of your students (the whole alphabet, a specific grapheme/phoneme, or just the vowels). Have children color the Puppets, and then glue (white glue or glue gun) onto tongue depressors or popsicle sticks. If you are making finger puppets, simply tape or glue to a strip that wraps around the child’s finger, or, create a back that is the same shape as the Animal and place on top of the finger.
2. *Head Bands.* Reproduce whichever Puppets (larger) will be needed in the activity. Have the students color their Puppets, and then glue them onto a wide strip that will fit around the child’s head. Children can group to spell out word family words. By using the small finger puppets, each child can spell out an “at” family word (bat, cat, fat, hat, mat, pat, rat, sat, vat). Or, give a letter to each child, so you can play “The Make It Say…” Game (see “Word Building” below).
3. *Paper Bag Puppets.* Either reproduce the entire set of large Puppets, or choose those Puppets appropriate to your activity. Have the students color the Puppets, and then glue them to the bottom flat section of the paper bag. When the child sticks his or her hand in the bag, the Animal should be vertical and able to be seen easily by the students. Choose just the vowels, use those letters necessary to spell out specific word families, or have all a – z letters available for spelling.
4. *Mini-Books.* Choose whichever Animal Puppets the students want to write about. Reproduce the Puppet, and then cut a back panel to fit the Animal Puppet. Have the students color their Animal Puppets. Now cut lined paper to fit each Animal Puppet. Staple at the left edge. In this little booklet, the children can collect words to fit (e.g. “c” words to put in the Catina Cat booklet) or they can write a story or poem about Catina Cat. Perhaps they can collect scientific information on cats (wild or domesticated) and/or write a report to put inside.
5. *Painter’s Caps.* Ask someone at a paint store if they will donate painter’s caps for your class, one per student. Label each cap with the student’s name. To the crest of each cap, glue a piece of Velcro. To the back of each Puppet, glue the other half of the Velcro. Activity: Hand out an Animal Puppet to each student. Now call out words. The students will Velcro his or her letter onto the cap, come to the front if his or her letter helps to spell the word, and get in the right order in the word. They are then to lead the class in Signal, sound and closure*.
6. *Matching Letter to Its Sound.* Hand out one Animal Puppet to each child. Now call out all the letter sounds in the alphabet, one at a time, out of sequence. Children will answer by holding up the correct Animal Puppet. When they have mastered this, try initial, medial and ending sounds within words.
7. *Left or Right?* Give each student a Lizzy Lizard and a Robby Rabbit Puppet on a stick. When you call out left, they are to hold up high Lizzy’s Puppet in their left hands. When you call out “right,” they are to hold up Robby Rabbit in their right hands. After a little practice, call them out quickly. Left and right will become automatic.
8. *Teach “Vowels – the Hardest Workers.”* Call out vowel sounds. Children will hold up the appropriate Puppet (or will stand if that Animal Puppet is on a headband, etc.). Now try calling out all the letters in the alphabet OUT OF SEQUENCE. Students will hold up the appropriate vowel when called. Try getting faster and faster with this activity.
9. *Word Building.* Call out CVC words. The students who have the letters to spell that word will come to the front of the class, get into order, and then lead the class in Signal, Sound and Closure of that word. When your students are comfortable, add blends, the digraphs, and then simple high frequency words.

* “Close “ or “closure” means to “state the word” once it has been blended.

Special Directions for Jerry Jellyfish Olive Octopus and Robby Rabbit

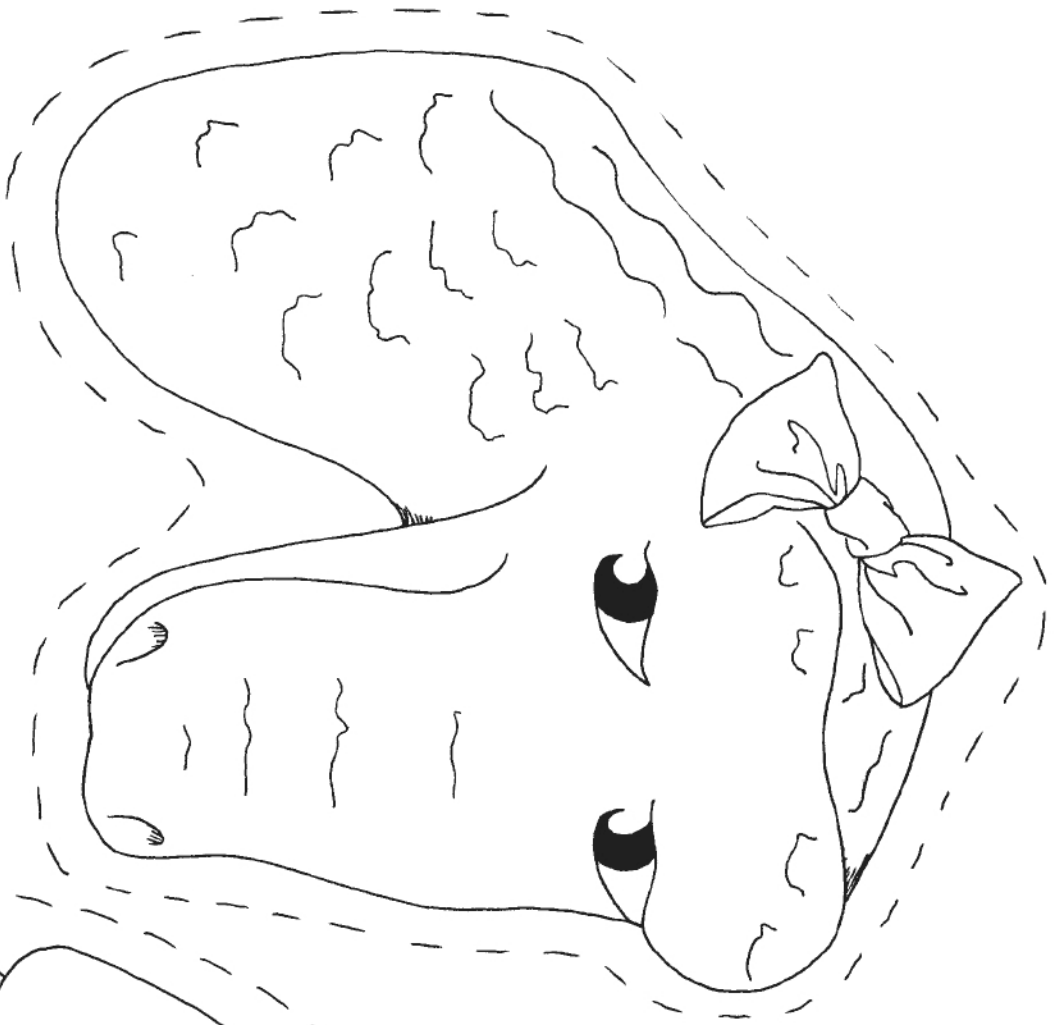
(For Animal Puppets with protruding pieces)

1. To help Robby’s ears stand up, glue strips of tagboard to the backs of his ears.
2. For Jerry Jellyfish’s tentacles, glue yarn or curling ribbon underneath his headpiece so they dangle.

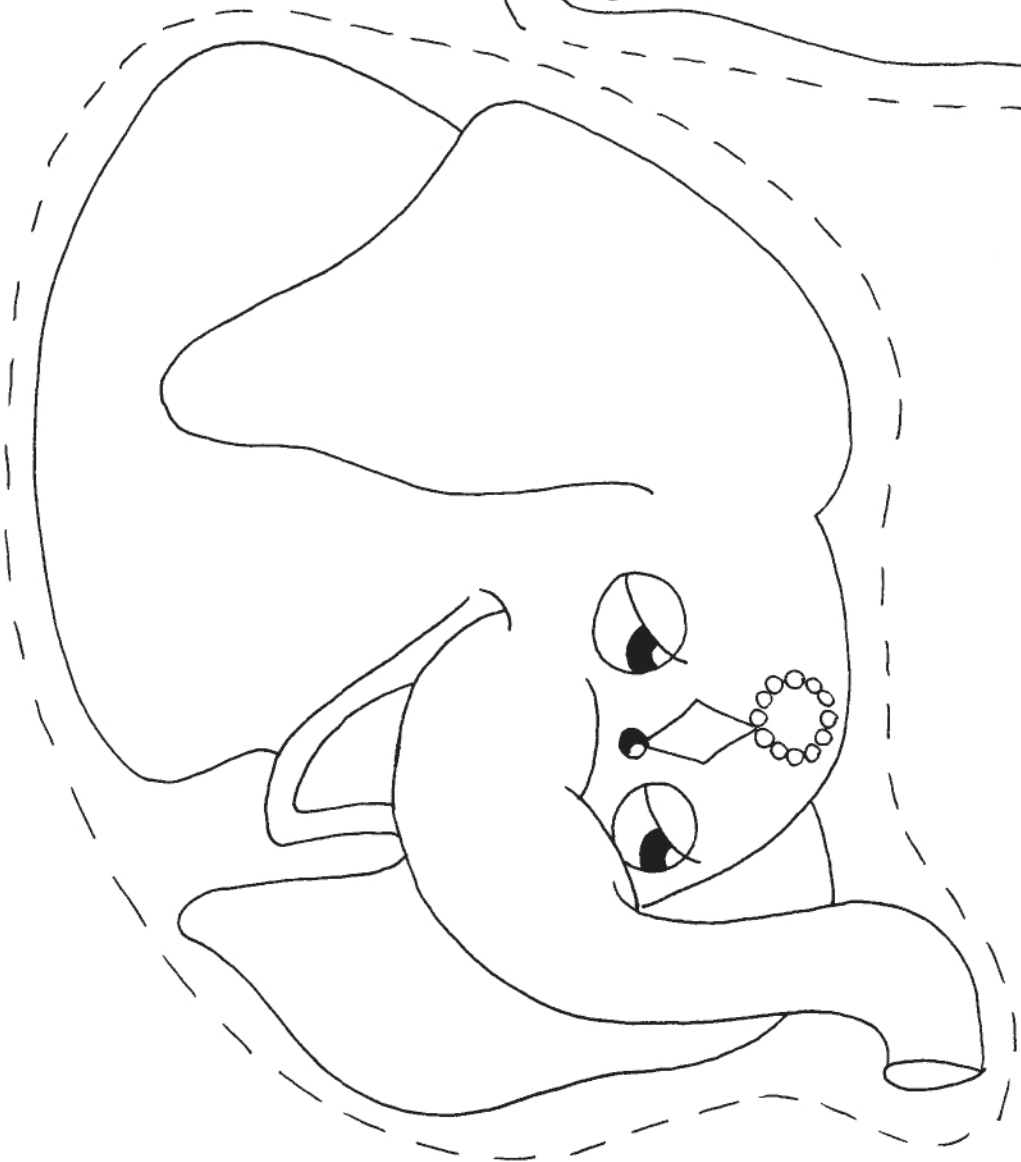
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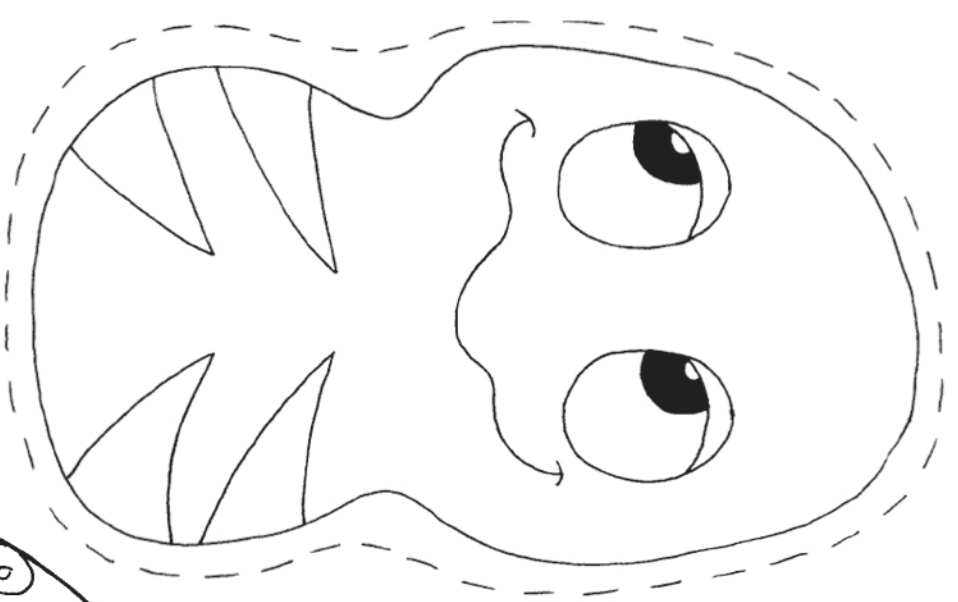
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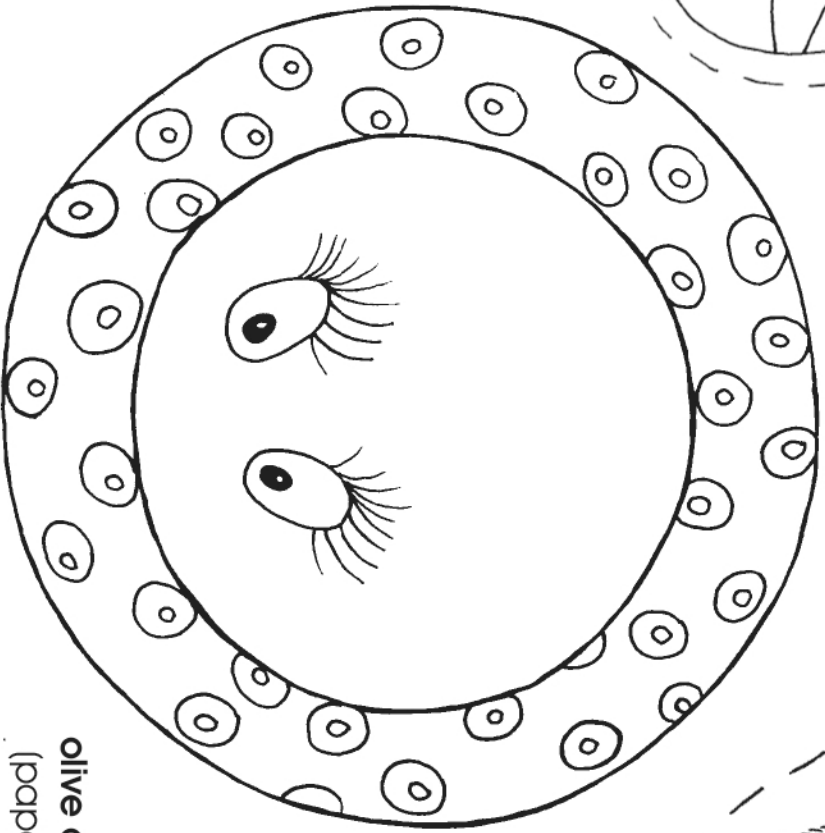
allie alligator
(paper bag)



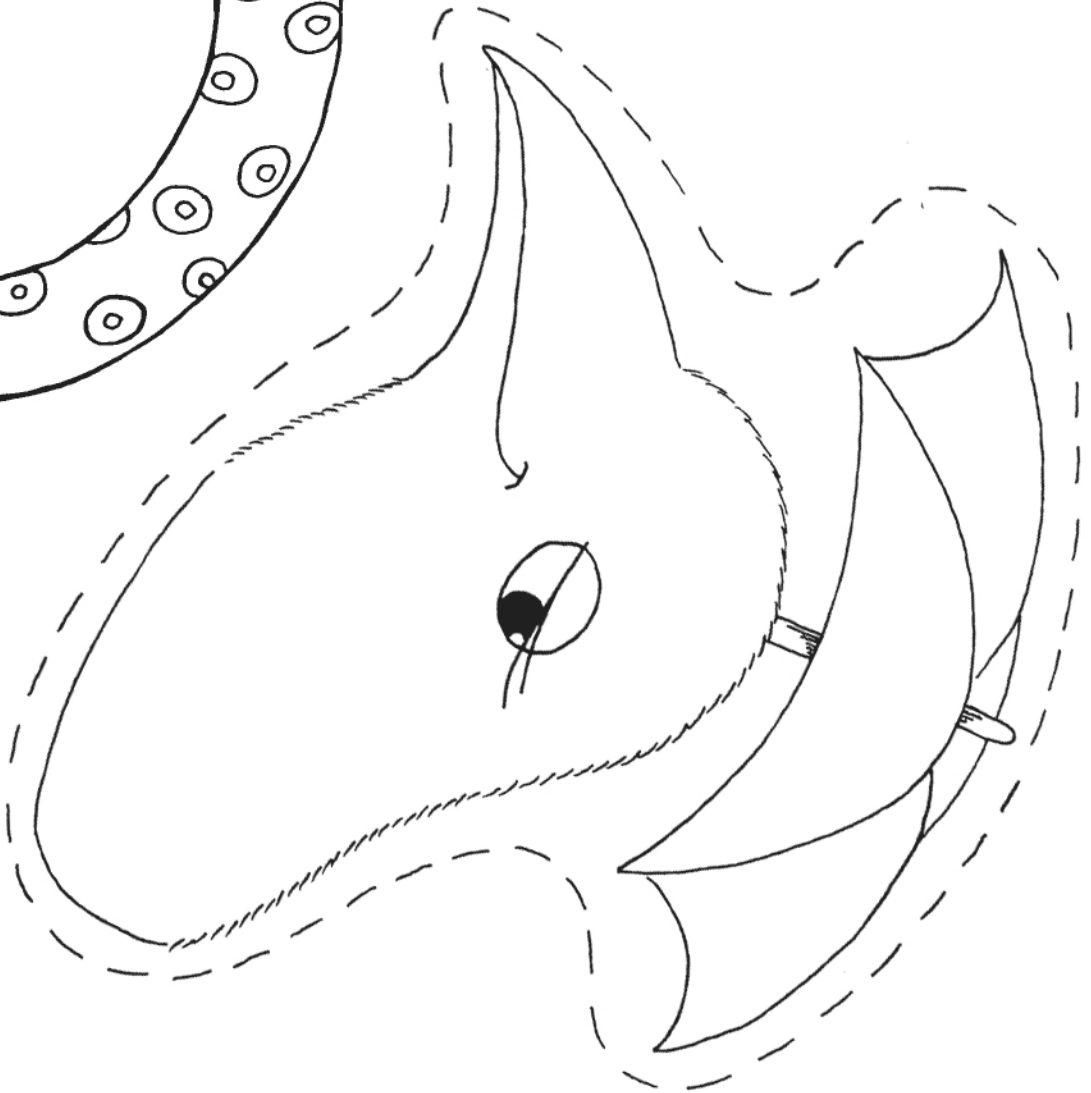
ellie elephant
(paper bag)



inny inchworm
(paper bag)



olive octopus
(paper bag)



umber umbrella bird
(paper bag)