



## Chapter 12

# Zoo-phonics Preschool Lesson Plans



## Teacher Preparation

Welcome to *lizzy lizard's Wonderful World of Learning!* This week, we will explore many words and things that start with the /l/ sound or have the /l/ sound in them! In math, the magic number this week is the number 12.

The themes for this week are “lovable” and “laughter.”

This week's lessons provide many teaching ideas on all aspects of the preschool curriculum, all within the /l/ realm.

**Here's an idea!** Locate books that start with, or contain, the /l/ sound. Also, find science books on lizards and other /l/ critters. Try to find wordless /l/ books, as well. Build your classroom library. There's a wonderful book called, *How My Library Grew by Dinah*, by Martha Alexandra. It is a good way to introduce the concept of “library” to your students, if they haven't discovered it already. Take a trip to your local library and get a library card for each child. Take time to look at all the books. Invite parents and younger siblings to join you. Suggestions for literature are below and on page 129.



“Starring lizzy lizard!” Draw, or copy, a picture of our star, lizzy lizard. Place her on the celebration bulletin board. Collect /l/ words, names, labels, pictures, etc.

**Parental Support:** Give everyone his or her own copy of the “l” *Merged Animal Letter* and Signaling instructions. Children are to review lizzy lizard's Signal and Sound with their parents. Ask parents to help children locate items, pictures, labels and words that have the /l/ sound.

### Special Literature Selections

1. *The Real Mother Goose*, by Blanche Fisher Wright (Illustrator)
2. *Lizard's Song*, by George Shannon
3. *The Lion, Something BIG Has Been Here*, by Jack Prelutsky
4. *Zoo-Doings, Animal Poems*, by Jack Prelutsky
5. *How My Library Grew by Dinah*, by Martha Alexandra
6. *I Like Me*, by Nancy Cartson

### Specific Zoo-phonics

#### Materials Needed This Week:

- Activity Worksheets*
- Zeke and His Pals Reader Level A • Book 1*
- Zoo-phonics Music That Teaches CD*
- Animal Alphabet Puppets*
- Alphabet Grids*
- How to Draw Activity*
- Nature Wall Cards*
- Animal Letter Cards*
- Zoo-phonics Rubber Stamp Set*

## lizzy lizards's /l/ Lesson Plans, Day #1

### Literacy – Knowledge and Appreciation of Books

Today, read *Lizard's Song*. (This is rated a “can’t miss with preschoolers” by Kirkus.) Have a rubber or plush lizard to look at. Have your class all say, “leapin’ lizards!” First, look at the author’s and the two illustrators’ names. Look at the cover. Have everyone stand and imitate a lizard. What is he doing? He is singing with all his heart. Look at his arms. Everyone pretend to be a lizard.

Now open up the pages. See the musical notes? What does the title and the picture on the cover tell you about this book? (It is about a lizard that sings.) Tell your students, “You have been learning the musical notes, ‘do, re, mi, fa, so, la, ti, do!’” *This is a good opportunity to tie prior teaching into the “here and now.”* Now, read the story aloud without any “stops.” When you are finished, ask children what they think of the book. The words say that lizard is so happy living on his rock that he makes up songs. People create songs to show their happiness. Some songs are sad. We can express ourselves in music, art, dance, drama, and writing. Look at the inside, back cover. See the musical notes? This is the tune that lizard sings.



**Here’s an idea!** Write your own class song. Zoji, zoji zoji (create your own two syllable sound) \_\_\_\_\_ preschool is my home, \_\_\_\_\_ preschool is my home. (Add whatever your school is called.) Have children add their addresses, or favorite places, “the ocean is my home,” etc.

### Phonemic Awareness/Pre-Writing Experiences

Each one of the following activities should take from one minute to five minutes to do. Use some or all of the activities. Remember that you can modify these activities to suit the needs of your students. You can use these activities in whole group or small group settings.

#### Whole Group or Small Group Activities

Tell your children that they are all “lovable and laughing children,” and you can’t wait to share /l/ things with them this week! Discuss the words “lovable” and “laughing.” Have a few elephant jokes to share with students: “How do you know if an elephant has been in your refrigerator?” (You can see his footprints in the butter.) Hee, hee! There is nothing more musical than children’s laughter.

1. Signal/Sound the alphabet from “a – z” today, using the ALCs. Attach/match the *Black Letters*.
2. Sing “The Jump Rope Rap.” Concentrate on lizzy lizard’s rhyme.
3. Read lizzy lizard’s page from the *Zoo-phonics Reader Level • A Book 1*.
4. Tell your children that this week is lizzy lizard’s special /l/ week, and you are going to celebrate by discovering all the things that start with lizzy lizard’s sound.
  - Look at lizzy lizard’s ALC. Children will trace lizzy lizard’s shape with their fingers in the air. Say the name lizzy lizard several times. Exaggerate the /l/ sound. Turn the Card over to show lizzy lizard sitting on top of the letter.
  - Does anyone have a name that starts with lizzy lizard’s /l/ sound? Have these children stand up and Signal the /l/. Take their pictures and place them on lizzy lizard’s bulletin board, along with his or her name. Does anyone have “l’s” inside his or her name? Stand up. (Have “l” names prepared ahead of time.) Write all the “l” names on chart paper or the board ahead of time, and draw a leaf shape around all of them. They all can be lizzy lizard’s lovable and laughing kids this week!



**Large Animal  
Alphabet Cards**

a - z

- Ask your students to stand if they are “lads.” Ask the girls to stand if they are “lasses.” A “lad” is a young boy. A “lass” is a young girl. “Lads” means more than one boy. “Lasses” means more than one girl. Review all the gender words you have discussed in the past lessons: girl, gal, guy, male, female, lad, lassie, etc. Play a game with them. Quickly call out one of the words and have the appropriate children stand up. Quickly review the meanings before beginning. Who is Lassie? (A pretty collie dog who always saves the day!)



*For those who are ready for a challenge:* Signal/Sound the complete word, “l– a–d = lad,” g – a – l = gal,” “l – a – ss.” (Make two sammy snakes, but make only one /s/ sound.)

- Look at some words that start with the /l/ sound: lizzy lizard, lad, lag, lab, lap, led, let. Write these words on chart paper or the board ahead of time. Draw a leaf around the “l’s.” Signal and Sound as you pronounce them. Line up the ALCs, “a – l,” but *not* in order. Have a child choose the ALC that makes the /l/ sound in these words.



*For those who are ready for a challenge:* Use the large ALCs to build the words located above. Remember, it is not necessary that your students build these words independently. Children can be responsible for one letter to add to form the word. Ask, “Can someone find a letter that says, ‘l’?” “Can someone find a letter that says, ‘a’?” “Can someone find a letter that says, ‘p’?” (lap) Done! Now, sound blend it and “close” it. Together, Signal out the word as you pronounce each letter sound. If anyone can build a word (spell) on his or her own, allow it.

- For those who are developmentally ready for printing, hand out lizzy lizard’s handwriting practice worksheet (page 63, *Zoo-phonics Activity Worksheets*), or send it home for practice. Hand out the “Rainbow Writing” worksheet, (page 57, *Zoo-phonics Activity Worksheets*.) Give children at least 4 crayons each. Children are to go over each letter four times with different colored crayons.



Go to the “Rotating Groups” (page 128) and find other /l/ adventures in the *Adventuresome Kids Manual*.

## ***lizzy lizards’s /l/ Lesson Plans, Day #2***

### ***Literacy – Knowledge and Appreciation of Books***

You will read *Lizard’s Song* again today. First, ask children to tell you everything they can remember about the story that you read to them yesterday. Give them time to share. Ask students, “Who came along and wanted his song?” (The bear.) “What happened next?” (He landed in the pond and the ducks were scared. It scared the bear, and he forgot this song.) “What happened next?” He went back and had lizard teach it to him again.) “And, then what happened?” (Bear chased the rabbit and he forgot his song again.) “What happened next?” (Bear put lizard in a sack and brought him back to his home.) “What happened next?” (Lizard began to sing, and then realized that he sang about himself and his rock. That’s why he sang so well. Bear needs to sing about himself and his home. “What is the word for his home?” (A den. Everyone, Signal “den,” d – e – n.) As soon as bear sings about his own home, he remembers his song, and the two sing happily ever after.

Review any unfamiliar vocabulary. Look at all the /l/ sounds you can find in the text. (lizard, lived, liked, zoli, flat, living, almost, glad, until, learned, flew, twelfth, hole, along, crawled, all, smiled and listened). Many of the /l/ sounds are *inside* the words, so reeeeeeeeeally sustain the /l/ sounds. Have them Signal and Sound as they say the /l/ in the words.

## Phonemic Awareness/Pre-Writing Experiences

### Whole Group or Small Group Activities

1. Today, give one *ALC* to each child. Have the children quickly line up in a – b – c order. Today, time them. See how fast they can do this successfully! Next, have *teams* scurry to put the *ALCs* in a – b – c order. Time each team.



**IMPORTANT TEACHER INSTRUCTION:** Timing is supposed to be fun, not pressure.

Watch your children carefully. This age group, and certain personalities, do not like to rush or process quickly. Keep it light-hearted at all times. However, you *are* training them to process quickly, a little each day, as they become more automatic with the alphabet.

2. Analyze new /l/ words. Write them on chart paper, or the board ahead of time: leg, lid, lip, lit, log, lop and lot. Discuss the meanings of all unfamiliar words. Act out the words. Use pictures or translate, if needed. Have children come up, one at a time, and draw a leaf shape around each “l.” (It doesn’t matter what it looks like!) They will lead children in Signal and Sound!
3. Look at the calendar today. Review the days of the week. Review the months. *Not one day or month starts with “l” or has an “l” in it!* Which months have an /l/ in them? (April and July). Sustain those “l’s” as you pronounce them. What is Labor Day? It is a holiday giving people a day off from their “labors.” A well-deserved rest.
4. “lizzy lizard sitters.” Bring out the container full of lizzy lizard items. Create an /l/ booklet from lizzy lizard’s *Animal Alphabet Puppet* in which to collect /l/ words. Have students dictate a story about lizzy lizard, or they can “write” a book report about *Lizard’s Song*. Ask them to illustrate as well.



Go to the “Rotating Groups” and find other /l/ adventures in the *Adventuresome Kids Manual*.

## lizzy lizards’s /l/ Lesson Plans, Day #3

### Literacy – Knowledge and Appreciation of Books

There are some very funny poems to read today. From *Something BIG Happened Here*, read “I am Tired of Being Little.” Read it twice so children can hear the rhythm and get the message behind the words. Ask them if they have ever felt this way. I think that we, as adults, forget how it feels to be knee-high. Allow children to express their thoughts and feelings. Read, also, “The Lion,” from *Zoo Doings, Animal Poems*. What is a “lioness”? (a female lion). What is funny about this poem? Do your students know that this poem is absolutely true? The lioness does all the hunting and cares for the lion cubs and the lion does all the sleeping. Signal and Sound all those /l/ sounds.

## Phonemic Awareness/Pre-Writing Experiences

### Whole Group or Small Group Activities

1. Signal/Sound the alphabet from “a – z” today, using the *ALCs*. Attach/match the *Black Letters*.
2. Sing and Signal to a favorite song today.  
Do some segmenting and sound blending of words today. Try these: (l – e – d = led); (l – i – d = lid); (l – e – t = let); (l – i – p = lip).
4. Look at the calendar. Review the days of the weeks, and the months. Which months have the /l/ sound in them? (“April” and “July.”) Tell your students that every four years, an extra day is added to the shortest month of the year - February. Usually it has 28 days, but in Leap Year it has 29! Practice saying that challenging word, Fe- br – ua -ry. Speaking of February, that is when America celebrates two of its most important presidents’ birthdays: George Washington and Abraham Lincoln.



Match/attach the **Black Letters** to the **Large Animal Alphabet Cards**

**Assessment:** This is an excellent assessment of “ending sounds,” speed of processing, and sound/symbol awareness.

*For those who are ready for a challenge:* Play the “Make it Say...” Game with /l/ words: Using the small *Merged ALCs*, build these words: leg, lid, lip, lit, log, lop and lot. The medial and ending letters and sounds will change.

As you build and sound blend these words, you are showing your students how letters form meaningful words. Remember that students must hear the whole word as you sound blend it. Use the hand gesture to demonstrate “closure.” Have children use it also.

- Hand out five Stick Puppets. (Any five will do. Just make sure lizzy is one of them.) Children are to set them up in front of them, in no particular order. Have them listen to the following ending sounds. (Say them slowly, and sustain the /l/ sound.): tell, well, will, pull and sail. Students are to listen, analyze, and then hold up the appropriate puppet. If time allows, have them discern other ending sounds and choose the appropriate puppet.



Go to the “Rotating Groups” and find other /l/ adventures in the *Adventuresome Kids Manual*.

## *lizzy lizards’s /l/ Lesson Plans, Day #4*

### **Literacy – Knowledge and Appreciation of Books**

Today, allow children time to choose a book to share with a friend, or to “read” by him or herself.

### **Phonemic Awareness/Pre-Writing Experiences**

#### **Whole Group or Small Group Activities**

- On chart paper or the board, write all the letters, *out of order*. Call out the sounds, and have children underline the appropriate letter.
- Work on language skills today. State some sentences, one at a time, and have individuals repeat them after you. Start off with simple sentences. As they are successful, add a few more words. *Sentence suggestions:* “I sat in a tub.” “I sat in a tub of water.” “I sat in a tub of warm water.” “I sat in a tub of warm water with bubbles.” (Keep the sentences short, if necessary. However, don’t forget to challenge those who need the challenge.)
- Sing some Americana songs today. Try “Yankee Doodle” and “Pick a Bale of Cotton.” Hear those /l/ sounds? Signal/Sound the /l/ sounds and key words.
- Do some “auditory discrimination” today. Call out the following word sets, one at a time. Ask children to listen closely. Do the words start with the same sound? If yes, do a “thumbs up.” If no, “thumbs down.” fad – dot; pan – pin; sit – set; saw – pet; pot – pen; man – men; sad – lot; lag – leg; mad – dam; bat – fig; web – wed; yes – less; ham – vet; was – bet; and jet – bet. Ask children to tell you which words start with the /l/ sound (lag – leg).



Sing “Yankee Doodle” with your class today.



Go to the “Rotating Groups” and find other /l/ adventures in the *Adventuresome Kids Manual*.



## *lizzy lizards's /l/ Lesson Plans, Day #5*

### *Phonemic Awareness/Pre-Writing Experiences*

#### **Whole Group or Small Group Activities**

1. Play a game of “Follow the Leader” today. The only sounds that will be made are the sounds of the letters, so tell children to listen and watch carefully. Take a “walk around” (class, playground, etc.), and lead children in Signals and Sounds out of order. After you have completed the *whole* alphabet, allow children to be the leaders.
2. Read several /l/ nursery rhymes: “The Little Muffet.” Signal the /l/ sound in “little.” Read “Lock and Key.” There are many /l/ sounds. Signal them all! Then Signal all the consonants and short vowels in this rhyme. See if children can listen for a pattern: The rhyme says “lock, key, lock, key, lock, key” over and over at the end of each sentence. If you have a chance, write this rhyme on chart paper. Children will see the patterns. (Visual is often a stronger sense than auditory.)
3. Collect objects that start with /l/, and place them in a bag. Children are to take turns, first feeling them without peeking – trying to guess what it is – and then naming the object upon seeing it. At that point, the child needs to state for what the object is used. *Here are some suggestions:* leg (a doll leg), lace, lollipop, licorice, a lemon, a lime, a toy lizard, a small bottle of lotion, letters, a picture of a lightning bolt, lipstick, wax lips, a leaf, etc.
4. Play with the words “let” and “let’s.” Use them in sentences. Don’t worry about the contractions and don’t go into details, just play with the language.

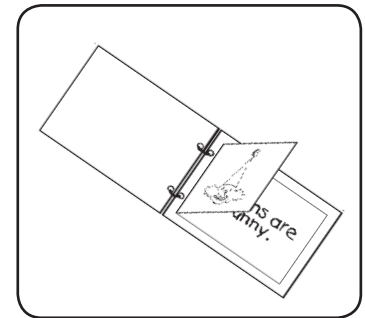


Go to the “Rotating Groups” and find other /l/ adventures in the *Adventuresome Kids Manual*.

### **Rotating Group Activities**

Divide into small rotating groups for these next activities. You will use these same activities all week long.

1. Group #1 will make a “lift the flap” book. (See illustration.) On 5” x 7” pieces of different colored construction paper, glue smaller folded pieces of construction paper right into the center. Your children can glue or draw anything they want on top of the flap of paper. Provide stickers of all kinds that they can “stick” on the pages around the flap. (Provide magazines, old greeting cards, etc., to cut and use.) Under the “flap,” you (teacher) will write a word or sentence relating to the child’s drawing. Give each child 5 pages, plus two for a cover, so they can make a book. Laminate (use clear or patterned shelving paper) two 5” x 7” pieces of tag board to make the cover. Stack, and two hole punch the paper, and tie with yarn. Use a permanent marker to write the “title” of the child’s book and his/her name. *Optional:* put the child’s picture on the inside cover, with a little information “about the author.”
2. Group #2 will complete lizzy lizard’s “dot-to-dot” (*Zoo-phonics Activity Worksheets*) with the large ALCs (and printing practice page), page 80.
3. Group #3 will make lizzy lizard’s alliteration page: “lizzy lizard laughs loudly as she lassos ladybugs.” (Blackline Master #446.) Signal and Sound the /l/ sounds. Children will illustrate.
4. Group #4 will make a lizzy lizard *Animal Alphabet Puppet* using the stick puppet pattern.
5. Group #5 will make “lift the lid” boxes. Collect all sizes of gift boxes and matching lids. On the table, have a stack of magazines, cut up words (language) scissors, glue sticks, stickers, etc. *Directions:* Children are to take one single picture or several small pictures, and glue them on the bottoms of the boxes. They will choose words to glue inside the lid. They can add stickers, feathers, spangles and small pieces of cloth to make their surprise box even prettier. Children will make these “surprises” for each other to enjoy. Each day, put out the boxes with the lids on them for children to discover. There will be new boxes each day.



Make class  
flip books.

## ***Suggested Literature:***

### Poetry/Rhymes

Discover all the /l/ nursery rhymes in *The Real Mother Goose*. We like this version because of the original pictures.

1. *The Real Mother Goose*, Illustrated by Blanche Fisher Wright, Scholastic, 1994
2. *Something BIG Has Been Here*, by Jack Prelutsky, William Morrow and Company, 1990

### Fiction

1. *Lizard's Song*, by George Shannon et al, Mulberry, 1992
2. *Latkes, Latkes Good to Eat: a Chanukah Story*, by Naomi Howland (Illustrator), Clarion, 1999

### Non-Fiction

1. *Amazing Lizards*, by DR. Richard D. Bartlett, Barons, 1997
2. *In the Lion's Den*, by Mitsuaki Iwago, Chronicle, 1996
3. *Children and Books*, by Zena Sutherland et al, Addison-Wesley, 1996
4. *Lizards (Perfect Pets)*, by Susan Schafer, Benchmark Books, 2000
5. *Check it Out: The Book about Libraries*, by Gail Gibbons, Harcourt, Brace, Jovanovich, 1985
6. *Look Up, Look Down*, by Tana Hoban, Greenwillow, 1992
7. *Beacons of Light: Lighthouses*, by Gail Gibbons, William Morrow & Co., 1990

### Teacher Resources

1. *Lizards, Frogs, and Polliwogs: Poems and Paintings*, by Douglas Florian, Harcourt, 2001

### Audio/Video/Music

1. *A Young Person's Guide to the Orchestra*, by Benjamin Britten.
2. *National Geographic Video*, "Volcanoes"
3. "Yankee Doodle" and "Pick a Bale of Cotton," *Wee Sing America*
4. "I Like Sunny Days," "Smile," "Lullaby," "Listen," *I Like Sunny Days*, Carla Piper, Soundpiper Music, [www.soundpiper.com](http://www.soundpiper.com)

# /l/ adventures



## Breakfast, Snack, Lunch, and Dessert Possibilities:

Make some soup this week. Show children what a ladle is and how to use it. Allow them to pour with ladles. Give them practice at the sensory table. One of the most fun things to do is to lick the spoon after making a tasty treat. We caution that licking anything with raw eggs may be hazardous. Review how to cook with herbs: dill, basil, cilantro and parsley.

### Menu Suggestions:

leeks, left-overs, lemons, lemonade, limes and limeade, Life Savers™, legumes (peas, lentils, beans, peanuts), lettuce, licorice, lima beans, London Broil

Search for the “l’s” inside of food words: kale, Kool-Aid™, corn kernels, Kellogg’s Corn Flakes™, salad, chicken or turkey legs, milk shakes, skim milk, whole grains, black beans, celery sticks, celery logs, omelets (meat, veggies, cheese), scrambled eggs, salsa, blueber-ries, blueberry pancakes, walnuts, apples, waffles, English muffins, granola, cereal (hot or cold), jams and jellies, “pigs in a blanket,” salami, meat loaf, bologna, egg or chicken salad sandwiches, grilled cheese sandwiches, meatball sandwich or sub, falafels, patty melts or tuna melts, noodles, fruit salad, pretzels, trail mix, black bean soup, split pea soup, chocolate, Pepperidge Farm Goldfish Crackers™, cannel-loni, jalapeño peppers, bell peppers (red, yellow, orange and green), grilled meats or fish, chili, Matzo ball soup, lamb, lemon poppy seed bread, lemon poppy seed cake (with a lemon sauce), loaves of bread (various kinds), moz-zarella, provolone, grilled onion or other veggies, sloppy joes, turkey or chicken scaloppini, fish filets, lasagna, tortellini, luncheon meats, tortillas\*, boullion\*, quesadilla\* (beans, chicken, pork, avocado, etc.)



Lemondrops are a great /l/ treat to share with your class

\*the two ll's make a /y/ sound.



**Here's an idea!** Bring in many different kinds of lettuces. Have children look and taste each kind. Which one do they like best? Learn the names (bib, romaine, iceberg, etc.)



**Here's another idea!** Have children look at, feel and taste bell peppers. They are so colorful. You can find bell peppers in red, orange, yellow and green. They each have a unique flavor. The colorful bells are sweeter than the under-ripe green bells.



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**Math:**

The math that is provided this week is sequential. Whereas many /l/ ideas are given from which to choose, please do the main activities from Lessons #1 to #3. Choose activities that fit children's academic needs. This is an opportunity to encourage those who need a challenge, and still help those who are developmentally young or struggling! Add other activities as time allows, or send a fun activity home. (Make sure it comes back so you can look at it.)

1. This week, your children will memorize lizy lizard's math rhyme. They will concentrate on the number 12!

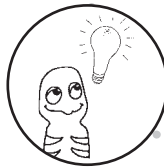
"lizy likes to dig and delve, eats some flies and counts to 12!"

(The word "delve" means to dig deep to solve problems or mysteries. Do your students hear and see the hidden "l's" in some of these words?)

Make sure children Signal 12 times as they say the rhyme. They will physically "feel" the 12! Send this rhyme home so parents can help their children memorize it.

*Here's a great literature book: Read aloud 12 Lizards Leaping, by Jan Romero Stevens. It can also be sung to the tune of "The Twelve Days of Christmas." You can slip in any holiday and enjoy it all year.*

2. Get the "feel" for the number "12" by counting and sorting with /l/ objects.



**Here's an Idea!** Replicate a bunch of lizy lizards from *the Animal Alphabet Grids, the Zoo-phonics Rubber Stamps, or the Zoo-phonics Computer Font* to use as counters.

3. On an 8 1/2" x 11" piece of paper, glue 12 small lizy lizard *Animal Picture Letters* under the rhyme. Write the number 12. Place it right next to kayo kangaroo's math page from last week. Invite children to look at them daily.
4. Have children use their fingers as they count to 12. Uh oh! They will need two toes also. Model for and with them.
5. Discuss time concepts: late, early and on time.
6. Have children practice writing their numbers in salt, flour, etc. For those who are ready, they can write equations in the salt, flour, etc.
7. Discuss these opposites. Act them out, demonstrate and have children demonstrate. (Translate, if necessary.) least – most; less – more; high – low.
8. Try some measuring this week. Ask, "What is the length of the \_\_\_\_\_?" Is it large or small? Long or short?



Have the children count on their fingers.

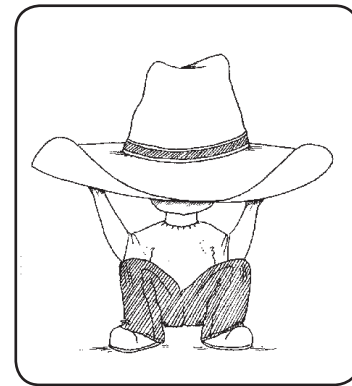
*For those ready for a challenge:*

1. Add and subtract with 12, using counters. Teacher can either call out the equations, or children can develop their own. Work on simple story problems as well. Have them *talk out* the equations. Work on math vocabulary daily.
2. Regroup with 12. Give children 12 counters each. Ask children to make groups of 1's, 2's, 3's, 4's, 5's, etc., up to 12's. Ask them each time, "How many groups are there? How many are left over?" *Have children verbalize their results.*
3. Find out what numbers make 12 ( $0 + 12$ ;  $1 + 11$ ;  $2 + 10$ ;  $3 + 9$ ;  $4 + 8$ ,  $5 + 7$ ;  $6 + 6$ ).

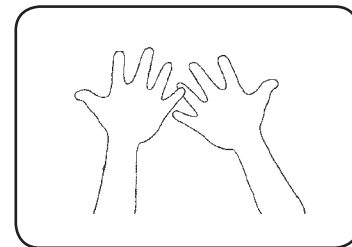


### **Psycho-Motor:**

1. Run laps. Determine the area, and have children line up. "On your marks, get set, go!" When you are all done, discuss "first" and "last."
2. Show children what a "lasso" and a "lariat" are. Discuss how cowboys and cowgirls (cow persons) use them to rope cattle. Hand a rope with a knotted loop to a child (one at a time). Give them 3 throws to lasso an object on your playground. (This activity is to be supervised.)
3. Play "Follow the Leader" with the Zoo-phonics Signals. Put on some great marching music (John Phillip Sousa) or Zoo-phonics music. Allow children turns to be the leader. You can play with any movement or pattern, as well.
4. Tell your children that they are all "lean, not mean, athletic machines" and take a moment to flex your muscles.
5. Provide many different kinds and sizes of locks and keys. This builds excellent fine motor control.
6. Play "Look Up, Look Down." Have students sit on the floor, or grass outside. Call out directions for children: "Look up." "Look down." "Look around." "Look at your neighbor." "Look at your shoe," and so on. Children are to sit very still and just use their eyes. (They may turn their necks slightly from right to left.)
7. Play a game of leapfrog. Remind children to be kind and gentle. This isn't a rough activity.
8. Lie down on your back (classroom or playground) and do leg lifts.
9. Learn to line up quietly. This will be an important Kindergarten skill that many of them will need soon. From this point on, have children line up to a whistle, a call or a bell. Have them be very quiet as they get into order. This is also an excellent way to teach a fire drill. Order and quiet is important, so they can hear instructions.
10. Work on "left hand, right hand," etc., as you do the Hokey Pokey. "You put your left hand in, you put your left hand out..."
11. Do the limbo! Put on some Latin music and try to bend and walk under the stick. "How low can you go?"



Teach your children about cowboys/girls.



The Hokey Pokey is a wonderful tool to teach children left from right.





### **Music and Rhythm (Feel and Hear the Beat!):**

1. Discover the music of Franz Liszt and/or Franz Lehar ("The Merry Widow II").
2. Discuss, and discover, *music as a language*. Music speaks to us as human beings. (Remember those words?) It plants feelings and pictures into our heads and hearts. It brings back memories stronger than any other sense.

*For those who are ready for "more":* Tell your students that musical terms and other musical information come from many different parts of the world, and from many time eras (some long ago). Just like the English language is made up of words from many different countries and times, so is music.

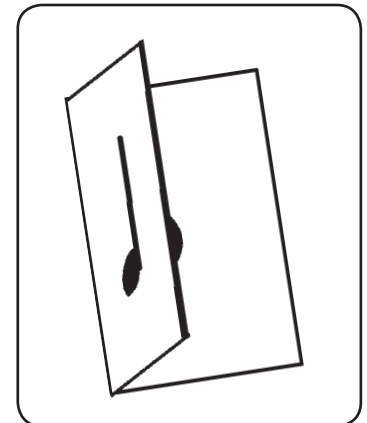
3. If possible, play (or have someone play it for you and tape record) the song in the back of the book, *Lizard's Song*. Learn to sing the song. Have children pretend they are lizard.
4. Listen to Latin music. (Musica!) It has such wonderful rhythm. Have children play the drums or other instruments as they listen. Dance! Hand out the scarves or streamers to wave as they move.

**Here's an idea!** During art centers time, have children make streamers in preparation for this moment. Take *inexpensive* plastic bracelets, and tie different colors of curling ribbon (keep lengths long) to them. Curl some of the ribbons, and leave some straight. (Have children help.) These will make wonderful streamers with which to dance!

### **Special Music Instruction:**

This week you will continue to practice:

- the musical scales or Sol-fa Syllables.
  - whole notes and a half notes.
  - a rest in between notes.
1. Sing the Sol-fa Syllables (musical scale). Hold each for a whole note (4 count), then a half note (a 2 count).
  2. Review what a "rest" is. Practice this by having children hold a note "laaaa," and Signal them (use the "rest" hand Signal) to "rest." They are to stop *immediately*. Now, resume. Do this several times. (This is a great way to get their attention in class too!)
  3. Practice drumming half notes. Play different kinds of music as children drum or move.
  4. Play the "Paper Note Game." This is a playful way of teaching and reinforcing "whole notes" and "half notes." *Directions:* Make one copy each of Blackline Master on page #293 - 295. *How to's:* After you make the copy of the whole note, go into the paper drawer of the copy machine, turn the paper over, and then copy the half note. *Here's how to play the game:* You (teacher) are going to hold up the **whole piece of paper** showing a whole note. You will then fold the paper **in half**, and show the half note. This is good, because it is on a half piece of paper! (which is copied on the other side!). This is such a good way of teaching whole and half, because it is so concrete and visible.



Play the paper note game.

- Sing, “laaaa” (sustain to a 4 count or whole note) or “laa” (sustain to a 2 count or half note). Children will decide whether it is a whole note or a half note, and will call out the answer. Try this several times so all children understand what you are seeking. Practice this several times this week.
- Practice your dance several times this week, also. *Practice makes perfect!*



### Social Studies/Social Communication:

- There is an expression that says, “Laughter is the best medicine.” Discuss this. How can laughter be medicine? Scientists who study people and sickness have known for a long time that *laughter keeps people healthy*. Laughter helps people heal faster. Relate this discussion to the words “joy” and “joyous.”
- How many languages do you have represented in your room? If you have other languages, have those children say “hello” in that language. Remember “jambo”? Say “jambo!” to each other. Talk about how amazing different languages are. If you can, show newspapers in Vietnamese, Japanese, Spanish, Chinese, East Indian, Arabic, Pakistani, Hebrew, etc. They look so different. Some read right to left, which is just the opposite of our books. Some read from bottom of the page to the top, also just the opposite of our books. Isn’t it exciting? Do your students know that languages have a lot of sounds in common? And they have sounds that are very different to hear and to say for those who don’t know that language. Do children know that languages are built by many words from other countries? Did your students know that every year new words are made up and must be added to the dictionary? Computer words are always being added.



**Here’s An Idea!** If you have children who speak a language other than English, have them teach their classmates special greetings, how to count from 1 – 10, good-byes, etc. What a wonderful daily exchange!

- Have your children draw, “write” or dictate letters to anyone they want this week. Hand them out or mail them. (Do put the real addresses on them, however, just for practice.)
- What makes a long-lasting friendship? Over the many weeks, you all have talked about various qualities that make a good friend. Take time this week to review and extend the concepts. Practice friendship all week. If, and when, little upsets erupt between classmates, it is a good time to gently remind students of *friendship and forgiveness*.
- I like me. I am lovable. These are two very powerful statements. Read *I Like Me*, by Nancy Carlson again. Write a class Big Book that includes one page about each child. Children can write about all the things they like best about themselves. Their classmates can add their compliments as well.
- Does your town or city have any famous or historical landmarks? Perhaps you could go and read what they say, or encourage parents to take their children. An historical landmark marks the



Today, create a big book with at least one page devoted to each child in your class.



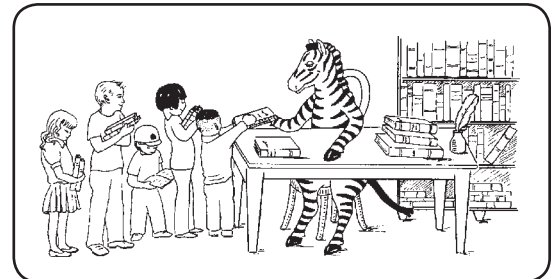


place of some important event that took place a long time ago. Important words are everywhere. It is just one more opportunity to discover environmental print.

7. Look at an atlas, map or globe to discover all the places that start with an /l/ sound, or have the /l/ in them. *Here are the states:* Louisiana, California, Colorado, Alaska, Oklahoma, Alabama, Florida, North and South Carolina, Delaware, Illinois, District of Columbia (D. C.). *Here are some countries:* Lebanon, Libya, Latin America, Columbia, Venezuela, Mali, Senegal, Algeria, Ireland, England, Scotland, Italy, Australia, Mongolia, New Zealand, Greenland, Finland, etc. Just say these names so children can hear them. Signal the /l/ sounds as you say them. *You are their tuning ears!*
8. What is liberty? It means the same thing as freedom. It is such an important concept. Last week you talked about the life work of Martin Luther King. He fought (peacefully) for freedom. Review his words, "...free at last, free at last." This is liberty. What is the Statue of Liberty? It is a very large statue of a woman holding a book and a lamp. She stands in the opening of the harbor in New York as a symbol of liberty for all those who come to America. (See photograph.)
9. Say the words "law, lawyers, legal, and legislature." They are adult words having to do with the rules that protect people. They may have heard their parents using some of these words. Now they know what they mean! Lawyers are people who help people in court when there is a problem. Legislature is the laws our state and federal government write and enforce to protect us.
10. Discuss "lies, fibs, white lies, and little lies." Is lying okay? Are little lies okay? Relate "fib" to "lies." Discuss what happens when we "fib" or tell lies. We have to remember the lies that we tell so we don't get caught. It is much easier to tell the truth. Allow children to really explore this topic thoroughly. Review this concept all week. Ask your children if they remember what the word "integrity" means? The truth! Honesty.
11. Ask children if they have ever heard the word, "lighthouse" before. Listen to this word's two parts - "light" and "house." Let children come up with guesses about what a lighthouse might do, and then fill in the details. Show pictures of lighthouses.
12. Discuss the words "library" and "librarians." Ask students to raise their hands if they have been in a library before. If possible, take a field trip to the library, or ask the local librarian if s/he could visit your center or school and tell all about this magic place. Encourage parents to take their children to the library often. *It's free!*
13. Here's another word that can mean a lot of different things, "license." A license gives permission to do something. You can get a driver's license, a special license to drive a big bus, to do hair and nails in a beauty salon, to build a house, to put in the plumbing, the roof, the electricity, etc. Usually, you have to take a test to get a license. And, before you take the test, you have to *study!*



Familiarize your students with the Statue of Liberty.



If possible, take your children on a field trip to the local library



14. Talk about lessons. Every day at school, children learn lessons. This book is called a lesson plan book. We learn lessons at home as well. Sometimes when we make a mistake, we promise to never do it again, because “we’ve learned our lesson.” Discuss. Ask children if they have ever learned a lesson. Give them time to reflect, analyze and share.
15. Here is an interesting word study. The same word can mean different things: Take the word “leave”: It can be a plant; it can mean to go away; leave behind; to give permission. Look at the word, “left”: it can mean left behind, or your left hand, leg, or side; What about the word, “lap”? Animals “lap” up water. It means to run around a track, and you can sit in someone’s lap. Aren’t words wonderful? Relate this to the “language” study in #2 above.

*For those who are ready for “more,”* teach latitude and longitude as you look on a map. These lines help seamen and pilots navigate. The lines divide the earth into sections so islands and land can be more easily found. The lines for latitude run east and west on a map or globe. The lines of longitude run north and south. Show this.



### Science:

1. Look closely at lizzy lizard’s *Nature Wall Card*. Look at her body and habitat carefully.
2. lizzy is a carnivore. She is carnivorous. Say these words and clap out the syllables. Remind your students that these words mean “meat eater.” Lizzy loves to eat bugs. Review what an herbivore, a carnivore and an omnivore are. If time allows, have children put the Zoo-animals in their proper categories, using the Venn Diagram.
3. Categorize the animals by their habitats. Do they live on land, water or air? Learn about leopards, ladybugs, lightning bugs, loons and lambs. Sing “Mary Had a Little Lamb.”
4. Learn about lagoons, lakes, and interesting land formations (the Grand Canyon, mountain ranges, etc.)
5. Study about lava and volcanoes. Show a *National Geographic Video* on volcanoes.
6. Learn about these beautiful flowers: laurel, lilacs, lavender, etc.
7. Talk about the seasons. When do leaves fall? What are tree limbs? Where are the limbs on our bodies?
8. Talk about thunder and lightning. Play Beethoven’s “The Storm” (Symphony #6 in F, Pastorale) again. It sounds just like a storm.



**Nature Wall Cards**  
lizzy



### Arts and Crafts:

1. Do lizzy lizard’s “How to Draw” worksheet. Once lizzy is either “put together” or drawn, have children draw her sitting on a rock with plants or cactus in the foreground and background.



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- Your children *must* learn about Leonardo di Vinci. He not only was an amazing artist, but he was a scientist, and an inventor. He painted the Mona Lisa. Kings and queens wanted him to paint their pictures, but he would not. He lived in the late 1400's. If time allows, do a "directed draw" on the Mona Lisa. It will be wonderful to see children draw a face. Frame all their efforts and place them in the "art gallery."
- Make lavender sachets with lace. You can do this without sewing. Purchase lavender, thin lace, and many colors of curling ribbon. Cut the leg of an old pair of panty hose into 4" pieces. Put 2 tablespoons of lavender (and dried rose petals) in the center of the piece. Now, tie both ends with pretty curling ribbon, and curl them. Tie the ends with some lace as well. It makes a nice present for someone special.
- Make jewelry this week. On the table, set everything children need to make either bracelets or necklaces. Use beads, string, colored yarn, colored jute, colored macaroni (all kinds and shapes), etc.



Leonardo di Vinci's  
"Mona Lisa"



### **Health and Grooming – Learning to Take Good Care of Yourself:**

- Show children labels on food packaging, cleaning products and clothes. Tell children that labels have very important information that we need to read. Food labels not only tell us what ingredients are in the food, but also tell us how much sugar, fiber, vitamins, etc., it contains. Labels on cleaning products help us use them carefully so we are not injured. Labels on clothing tell us what size the item is and how to care for it. Labels are there for our protection and instruction.
- Show children what a life preserver is. Tell students that they should never swim alone, and never swim in a "no swimming" area. (Learn to read those signs. If in doubt, Signal!) Talk about lifeguards. Perhaps someday they can train to become a lifeguard.
- Teach children how to keep their limbs (arms and legs) safe. Never stick their arms or legs out the car window, etc. It sounds silly, but children have been injured this way.
- Show children how to get the soap all lathered up when washing hands.



### **Sensory/Drama Experience:**

- Have your children learn a few simple jokes. They can take turns being a stand-up comedian. Make sure the audience laughs! Discuss jokes and laughter. Tell your students that joking about other people is impolite. We never joke or tease about what people wear, the color of their skin, or what they believe. We never make a joke at someone else's expense.
- Pretend you are walking a dog on a leash.
- Smell lavender. Ooh la la!
- Have children learn to pour with ladles. Bring in many sizes and shapes of ladles. Let them ladle water into bowls. They can then ladle real food when they become experts.
- Add leather, linen and lace to your fabric bins. Look at lace carefully. See the different patterns? Use a magnifying glass to see the small stitching (or crocheting).
- Have children do some laundry. Make those baby doll clothes sparkling clean. Provide tubs of warm sudsy water and rinse water. Hang the clothes outside on a clothesline to dry. (Opening and closing clothes pins are great fine motor experiences.)



Let your children try  
their hands at using  
a ladle.

7. Lick a lollipop!
8. What is a looking glass? A mirror! “Mirror, mirror on the wall, who is the fairest of them all? Ms. (Mrs., Mr.) \_\_\_\_\_’s students!” Provide large and small mirrors so children can watch themselves talk, eat, dance, dress-up, etc.
9. Bring in lotion in different pump bottles. Allow children to rub lotion on their hands and arms. (Get parents permission first.) We suggest you use Baby Lotion. The pump is a wonderful fine muscle movement activity.

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## Safari Learning

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## Safari news

NEW EDITION

Week of November 28-December 2, 2011

**Celebrating lizzy\_lizard's /l/ week!**

**News Flash: Christmas** is coming soon! We will be closed Friday, December 3 and Monday, December 26. **PLEASE TELL KATIE IF YOUR CHILD WILL NOT ATTEND BEFORE AND/OR AFTER CHRISTMAS SO WE CAN PLAN STAFFING!**

Our Christmas Program will be held on Tuesday, December 20. We always have a packed house so we are trying to move it to a church. We will let you know. However, PUT US ON THE CALENDAR!

**HOMELESS SURVIVAL PACKAGES** We need your help. Please purchase supplies at the Dollar Store (list in near the computer and on the bin in the lobby). **DEADLINE:** December 20!

**NEXT WEEK is missy mouse's /m/ week.** Please look around the house and find objects and words that have the /m/ sound and letter in it. Find foods or goods in the grocery store (kale, Kleenex, etc.). Look for words that have an /m/ sound in them. Children can bring an /m/ item for sharing.

**Thank you to Graham and his mom (Aimee) and dad (Erik) for bringing in lollipops for /l/ week! What a great idea!**

**Toddler News!** (Teachers Sylvia, Brittany, Susan) This week we celebrated lizzy lizard's sound and shape. We started our week of with going through lizzy's bag of "l" things. In science we learned about lizards, lambs, and lions. We discussed where they live, what they eat, and their size. In math we worked on knowing the opposites of long/short and large/small, and lacing. We also made lavender paint. For are we painted with lavender, made a "l" picture poster, made Christmas lights for our room, colored lizzy lizard, glued on some lace and leaves on to a picture, and made ladybugs. We reviewed our Zoo-phonics everyday a-z but really focused on the "l" sound. Our Spanish word this week was leche meaning milk. We got to eat some delicious leaf cookies one afternoon, thank you Teacher Sue. We enjoyed listening to the stories I love You All Day long, and LLama LLama Red Pajama. We did a lot of singing and dancing this week as well. We are working very hard on learning our Christmas songs. Next week is missy mouse week (/m/ sound). Please help children to find items that start with /m/ in the house. Signal!

**Preschool News!**

**Language Arts (Teacher Stephanie)** This week, children were lizzy lizard's lovable and laughing kids! We discovered many words beginning with and containing the letter /l/; children drew a leaf shape around all the lizzy lizard letters they could find. We practiced lowercase "a - z" signals and sounds by playing all kinds of fun games: we played the "Swatter Game" (children use fun bug instruments to "swat" the alphabet card that is sounded and signaled), and alphabet versions of "Red Light, Green Light," "Follow the Leader," and "Zoophonia Says" (played like Simon Says). We also played other favorites including: Zoo-Bingo and Gordo's Banana Party. Children also played an auditory discrimination game where had to listen and identify with either a "thumbs up" or "thumbs down" if various words sets have the same initial letter sound. Children continued to discuss the difference between letters and words. Children used this concept to play the "Make It Say..." game with the following words: leg, lid, lip, lit, log, lop, and lot. Children explored aspects of a calendar; identifying the days of the week, date, month, year, and season. We continued to practice our Spanish words, focusing on simple greetings and kind words, calendar words, colors, food items, and clothing items. This week's literature selections included: *Lizard's Song*, *Don't Laugh Joe*, *Is Your Mama a Llama*, *My Lucky Day*, *Leo the Late Bloomer*, and *I Like Me*.

**Math** This week, children memorized lizzy lizard's math rhyme: "lizzy likes to dig and delve, eats some flies and counts to 12!" Children practiced counting to lizzy lizard's magic number 12 in English and Spanish. We reviewed that having a dozen of something is to have the amount of 12. Children explored the concept of "long-longer-longest" by measuring the lengths of an assortment of items; they matched the correct length licorice rope to each item they measured. As children measured, they discovered that 12 inches are equal to 1 foot. Children reviewed aspects of the clock and practiced telling time with the storybook: *The Grouchy Ladybug*. Children counted ladybug spots and matched to the ladybug with the corresponding number to create pairs. Children made patterns using colorful link connectors. Children did all kinds of math with colorful lima bean counters: counting, sorting, patterns, and simple addition equations. Children also made yummy lemon poppy seed loaf bread.

## News archives

Past Editions

**Events & updates**

Daily happenings including...

- schedule changes (holidays & weather)
- notices
- reminders
- upcoming events

**Zoo-training**

Learn the basics of *Zoo-phonics* and help support your Safari Learner at home.

## Contribute Here!

**Your contribution will help Zoo-phonics to "Teach the World to Read"**

In memory of our beloved authors

Georgene "Gigi" Bradshaw and Irene Clark.

**Safari Tutoring Center**

**Good self-esteem begins with successful learning!**



Our tutoring can improve your child's confidence in language arts,

**Art (Teacher Marie)** The children drew jizzy lizard through the "how to draw" process; they drew and placed shapes together step-by-step and the final image resembled jizzy lizard. The children made lion masks; they sponge painted paper plates with orange paint, and glued strips of orange and yellow construction paper on the rim for the lion's mane. The children worked on making a Christmas gift for someone special in their family. The children painted leaf prints; they set a leaf down on a piece of paper and brushed a paint brush with paint around the edge. The children did this with different kinds of leaves and made fun patterns.

**Music and Movement (Teacher Marie)** This week we had a lot of fun dancing with jizzy lizard. The children reviewed the So[-fa syllables "do, re, mi, fa, so, la, ti, do" and "rest." I sang the note "la" and the children tried to guess whether it was a whole note, half note, or quarter note. The children did gymnastics: forward tumbling flip, hopped from one hula hoop to the next with both feet together, jumped over colored cubes (hurdles), balanced their bodies while walking on a jump rope, and slithered like jizzy lizard. We practiced singing "Silent Night" and "Rudolf The Red-Nosed Reindeer" for our holiday program. The children listened to "The Merry Widow II" by composer Franz Liszt and moved their bodies to the way the music made them feel. The children strengthened their large motor skills through an obstacle course in the racquetball court: skipped, hopped on one foot, threw and caught a bean bag with a partner, and crawled backwards.

**Science (Teacher Beth)** Leaping lizards, it is jizzy lizard week! We learned about lizards, leaves, lightning and lava. We visited our bearded dragon and studied about habitat and diets of lizards and why they are classified as reptiles. We collected leaves and learned about how they make food for the plant. Some stay green all year and some change color in the Fall. We compared sizes and shapes of leaves and matched them up. Lightning is electric. We also talked about safety, as it is best to stay indoors during lightning storms. We learned that lava is melted rock and it flows like liquid until it cools and hardens.

**Fine Motor/Handwriting Preparation (Teacher Beth)** We laced /l/s and we did leaf rubbings, and cut out zig-zag lightning bolts.

**Kindergarten and First Grade News!** Welcome back from Thanksgiving vacation! This week we went where no K-1 class has before as we studied aerodynamics! The children got a crash course in how aerodynamics work, and witnessed the difference between how aerodynamics work on cars and airplanes. To demonstrate this, we went to the racquetball court and each child did a timed run from one side of the court to the other. Following this, each child did the same run but holding up a flat object to decrease the aerodynamics of their bodies. This hands-on assignment showed them that the way things are shaped really does affect an objects ability to travel through the air. In math we carried over some of our science activities by using stopwatches, and discussing the weight of airplanes and cars. We also, did our daily addition, subtraction and counting. The class's ability to count to 100 has improved so much. Each day we count to 100 by 1s, 2s, 5s, 10s and odd numbers. For our art time this week we took some time to decorate the school Christmas tree and also had a great time stringing popcorn for the tree! The popcorn stringing went extremely well, and I was surprised by the precision and skill that the children were able to use during this activity. In language arts we focused on the /pr/ blend where the children made a great word list of words containing /pr/. The Kindergarten spelling list contained /th/ words such as *this, thing, thin, path, bath, math and thick*. I am so proud of them, as their scores continue to remain high and their handwriting is improving so much. During our reading time, the excitement and feeling of success is heavy in the room. Everyone is improving in this area and most of them can't wait to start another book! Our first graders helped us take notes in our science and math lessons and were able to crunch the numbers to tell the difference in our speed test. During their math time, they began working with story problems. While story problems are not their favorite thing to do right now, they are doing well and getting the hang of it. In language arts, they worked with words such as *blade, date, skate, bake, make and cake*. Their dictionary skills are improving, and it seems that every task that they do is becoming more and more natural to them. This week also marked the beginning of their rough drafts for the stories that they are writing. We talked about the writing process and the stories are off to a great start! Please look at our outdoor bulletin board. Check out the math, spelling tests and handwriting. **OUR K/1ST KIDS ARE AMAZING!**

Char & the Safari Staff

Char, Katie & the Safari Staff

english, math, science and exam prep including SAT and CA exit exams! Ages kindergarten - high school welcome!

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