

Kindergarten Handbook
Ronald Reagan Elementary



ROOM 3

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rrekindergarten.weebly.com

www.kidsa-z.com

Raz-kids teacher login: smacria

Student's Password: _____

www.starfall.com

RRE Kindergarten

Ms. Macri Room 3

Welcome to Kindergarten at RRE. My name is **Silvana Macri** and I am looking forward to a fun and productive year with your child. My partner teacher is **Mrs. Santelices**. (*PM teacher*) She will assist our class for an hour each day. Some questions you may have regarding the school day:

1. Morning Drop off

Campus opens at 7:45am. Please do not drop off your child any earlier because there will be no supervision. Children will enter campus **via the kindergarten playground gate** and come directly into the classroom. This week, you may accompany your child and help him/her with morning routines. Students should empty their backpack; place snack food and lunch in their cubby box; check the home lunch / school lunch pocket chart by the back door.

STUDENTS WHO ARRIVE AFTER 8:00am WILL BE MARKED 'TARDY'.

2. Pick up

Pick up will be at 11:40am from the side parking lot gate. Parents/guardians are not permitted on campus at this time. The gate will be locked at 11:45am. If you are late, you will need to collect your child from the office. Children will not be released to persons not on the emergency card. When it rains, students will be dismissed at the front gate.

EMERGENCY CARD: Please make sure to have any person's name on the emergency card that may possibly need to pick up your child; only people listed on the card may pickup your child. Please notify the teacher if someone other than yourself will be picking up your child.

3. Breakfast Program starts at 7:30am

Please make sure your child arrives early enough to collect breakfast and have time to eat it. NO BREAKFAST TRAYS will be allowed in the classroom!

4. Toys – All toys should be left at home, unless we have requested that something special be brought to school.

5. Classroom Schedule:

recess/snack: 9:40 – 10:00

lunch: 10:30 – 10:50

dismissal: 11:40

*Most children will want a snack at AM recess. **THE SCHOOL DOES NOT PROVIDE SNACKS FOR STUDENTS.**

**When the temperature soars over 95 degrees, students have recess and lunch recess indoors. Dismissal will be the same.

6. Lunch -

School lunches are \$2:50. Students may prepay with cash or check. You may also pay online at www.schoolpay.com. As well as lunch, students are encouraged to bring a healthy snack. Please note that gum, candy, and soda are not allowed at school.

7. Parent Volunteers – Our program depends heavily on the help of volunteers. If you think that you can help in the classroom, we would appreciate your help. If you are interested, please sign the **Parent Volunteer Sign-Up sheet**. A **T.B. test** is required before working inside the classroom. Forms are available in the office. All volunteers must sign in at the office and wear a badge. If you already have a volunteer badge, you will need to fill in a **renewal form**.
***If you are unable to help in the classroom, there may be jobs you can do at home for us.
8. Clothing - If your child brings a sweater or jacket to school, please make sure that his/her name is on it. Unclaimed items of clothing are sent to '*Lost and Found*'.
9. Monday Flag - First thing on Monday morning we have a school wide assembly. It usually lasts 15 minutes. Parents are encouraged to attend. Parents are also encouraged to join PTA. Membership is \$7.25. **PTA membership will give you free entry to all PTA sponsored events throughout the year** - mother/son, father/daughter, mother/daughter, and father/son nights.
10. Birthdays are recognized in class by singing to the child and presenting him/her with a birthday crown. If you wish to send cupcakes, please drop them off before school. Suggested food for birthdays: Mini muffins, mini cupcakes, cookies and juice. Or, instead of food you can send treat bags for each student.
Recent state laws require that all items served in the classroom be store bought, or be purchased from the cafeteria's approved list of snack items
11. Voluntary School Supplies (*See attached notice.*)
12. Box Tops. Please collect Box Tops. *Ask friends and family to help*. The money collected goes directly to the classroom. In the past, we have used the money to buy iPads for the students. Thank you.

CURRICULUM Notes

<http://www.corestandards.org/Math/Content/K/CC/>

Math

Number recognition & writing numbers to 20; Count to 100 by 10's and 1's; Count forward beginning from a given number within the known sequence (instead of having to begin at 1); problem solving; addition and subtraction to 10; Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Reading

Letter names & sounds

Our goal for your child is to have all letters and sounds mastered by November. The LEUSD expectation for kindergarten is for students to be reading at level four by the end of the year. See appendix for cards and hand signal instruction. [*Zoo Phonics program*]

- Highly recommended: **Leapfrog Letter Factory DVD** (under \$10)

Sight Words

Kindergarten students are expected to know **100 sight words** by the end of the year. These are words that you can't sound out, and high frequency words.

The goal is for your child to know them 'as quick as a snap'. [*See appendix for list of sight words.*]

Reading small books

- Remind your child to **point** to each word as s/he reads.
- During and after reading, check for **comprehension**. Talk about the story. You want to get the message that reading is comprehending the story.
I tell students, if you don't understand what you just read, what's going on in the story, DON'T turn the page. Go back and read it again.
Comprehension is an important reading strategy. When a child comes to a word she doesn't know, she can make a prediction by using the context of the story.

- When your child comes to a word he/she doesn't know...**WAIT**. ..Refer to handout - *"Parents are Teachers Too! Simple ways to make the most of Reading time with your child."* I ask students, *What do good readers do when they don't know a word?*
The goal is for your child to become an independent reader.
- Work on **fluency**. Read the same story a few times.
I tell students, Good reading sounds like talking. Don't stop at the spaces. Pause or stop when you see a period or a comma.
Reading fluently, and listening to the words coming out of your mouth (*ie. the story*), helps with comprehension and predicting words we don't know.
- **Highly recommended web sites:**
www.kidsa-z.com has a collection of leveled books from beginning readers to advanced.
www.starfall.com and www.morestarfall.com (We use this in class. Requires a small subscription fee to access it from home.)

Writing

- **Fine Motor Skills.** To build fine motor skills, essential for good penmanship, have your child do beading; cutting with scissors; playdoh; Lego; wind-up toys; hole-punching paper or picking up light objects using small tongs. (Just a few ideas). Please make sure your child is able to hold and use a pair of **scissors** correctly. Have him/her practice cutting on a straight line. *See appendix for Letter and Number Formation and Fine Motor Activities.*
- **Pencil Grip.** Please check your child's pencil grip. If your child is having difficulty, you may need to hold their hand as they write until they feel comfortable doing it on their own. Please make sure your child is able to write their name correctly.
- **Handwriting.** Students need to be able to write upper and lowercase letters correctly. Useful App: *Little Sky Writers*
When learning to form letters for the first time, start with the letters in their name, and those of family members. Start with large print and gradually decrease the size. Have your child write the letter on a small whiteboard, Magna Doodle, or sandbox. Make it with *Play-Doh*.
- **Writing.** Your child will be doing shared writing and journal writing this year. They will use phonetic spelling to write words they don't know how to spell. (*ie. sounding out*) They are not expected to spell all words correctly. However, we encourage them to learn to spell some high frequency words correctly through songs. Ref. www.heidisongs.com to purchase the CD, ***Sing & Spell, Vol. 1.***

Social Studies / Science

- Sharing and taking turns, getting along with others, following rules, holidays, historical people and events.
- Life cycles of some plants and animals, seasons, weather, and light.

August Homework

Practice writing first names. For now, capital letters is acceptable.

Letter Sounds & Sight Words. This is ongoing throughout the year. As soon as your child has mastered one list, please sign it and return it to school so I can test and give your child the next set of letters/words.

Suggested activities to help your child learn letters / words:

- Flash cards around the house
- Homemade games focusing on the letters/words s/he need to learn, like *Bingo* or *Memory*
- *KaBoom!* game with craft sticks (aka 'Fiddle Sticks'). This game can be used for learning letters, words, numbers, etc. [See appendix for Instructions.]

Numbers. Learn number recognition 0 – 5. Practice counting real objects to 5. Compare different groups and identify which group has more / less / equal.

Practice writing numbers 0 – 5. Once your child has mastered the above, do the same with numbers 6 – 10.

Make it meaningful. Relate numbers to real life. Eg. 5, is how old you are.

Monthly calendar. Choose three activities to do weekly. Turn in the calendar at the end of the month and make sure your child's name is on the calendar page. Please do not send child's work with the calendar.

Communication Folders

Communication folders will go home once a week. Please make sure you check inside and return the folder before Friday. *(You may want to check your child's backpack to make sure the folder was turned in on time.)*



Kindergarten Behavior Communication:

Dear Parents,

One of our goals is to provide an environment in which students can learn and develop into responsible citizens.

One way to communicate to you about your child's behavior at school on a daily basis is to hand out "tickets" at the end of the day. If your child brings home a "ticket", it means that he /she has been successful on staying on task all day.

Parent support in rewarding a child has proven to be more effective. It is a good idea to **negotiate** a reward system with him/her. The reward does not have to involve money. It could be staying up a bit later; extra time on the computer; invite a friend for a sleepover, etc.

Providing an incentive that your child will value will encourage him/her to try harder at school. You know your child best. But please remember some children cannot wait a long time before earning their reward.

Please make a big deal about 'tickets' earned. If you have any concerns or questions, please do not hesitate to contact me at school.

Looking forward to a great year of working together. Thank you for your support.



Fine Motor Activities

The following activities involve the use of the hands, which will promote fine motor skill development. The activities should be fun for your child rather than work. If your child is enjoying themselves, it will provide the motivation to progress. Feel free to change up the suggestions, to make the activities more interesting, or add things that your child particularly enjoys and is motivating.

- Building or copying designs with Legos, blocks or Tinker toys
- String small beads or lacing cards with string
- Use a spray bottle to paint or water plants
- Sorting small objects (beads or coins) into various jars / bottles
- Using tongs or tweezers to pick up small objects
- Mazes (encourage your child to stay in the lines), dot to dot and puzzles
- Hang socks on a clothesline with clothespins
- Twiddle your thumbs
- Glue art (pasting beans, corn, macaroni) on paper
- Cutting with scissors: paper, play doh, foam board, straws, fabric
- Finger paint or paint with a brush
- Snapping Marbles at a target with individual fingers
- Fastening pop beads
- Practice buttoning, zipping and lacing
- Rolling/ molding play doh into balls
- Tearing paper and crumpling into balls
- Using eye droppers to paint with colored water
- Paint with a Q-tip
- Turning over cards, checkers or buttons without bringing them to the edge of the table
- Making pictures using stickers
- Arts and craft activities, building simple models
- Sand writing: Place a layer of sand, flour, shaving cream, or corn meal in a baking pan and draw with their finger
- Pick up beans with a spoon from one container and transfer to another container
- Stretch rubber bands over nails in a board or over cars
- Build letters using dough, pipe cleaners, wikki stix
-

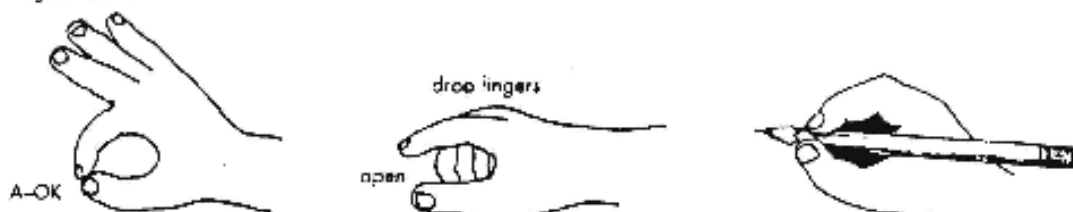
Hold the Pencil

You can put an end to awkward or even fisted pencil grips. Using these tips, your students will hold the pencil with the right combination of mobility and control. Children are "plastic"—they can be molded gently into good habits. These tips make it easy and fun for children to learn a correct pencil grip.

A-OK

Teach children how to hold the pencil correctly. This is the A-OK way to help children. The pencil is pinched between the thumb pad and the index finger pad. The pencil rests on the middle finger.

Right-handed:



1. Make the A-OK sign.

2. Drop the fingers.
Open the A-OK.

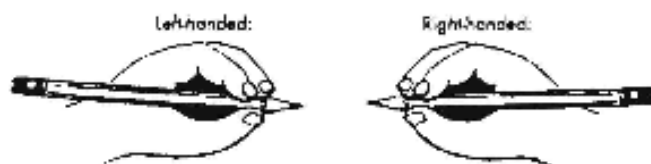
3. Pinch the pencil.

Left-handed:



Alternate grip

A good alternate grip is a pinch with the thumb and two fingers. The pencil rests on the ring finger.



Flip the pencil trick

Here is another method. It is a trick that someone showed me and I've found it so effective and so much fun I've been snaring it ever since. Children like to do it and it puts the pencil in the correct position. (Illustrated for right-handed students.)



Place pencil on table pointing away from you. Pinch pencil and pick it up. Pinch the pencil where you should hold it—on the point where the paint meets the wood.

Hold the eraser and twist it around.

Voilà!

Capitals, Lowercase Letters, and Numbers

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z


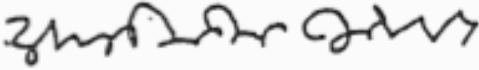
a b c d e f g h i

j k l m n o p q r

s t u v w x y z

1 2 3 4 5 6 7 8 9 10

Stages of Writing

| | | Stages | |
|-----|--|---|------------------|
| 1. |  (I like trees.) | Pictures | Precommunicative |
| 2. |  (I like trees.) | Approximation | |
| 3. | BndnVwo (I like trees.) | Random letter | |
| 4. | I to h (I like to color.) | Random and Initial | Semiphonetic |
| 5. | I h a p c. (I have a pretty cat.) | Initial consonants | |
| 6. | I p a e n m i f t y n t. (I play in my front yard.) | Initial and final Sounds | |
| 7. | I got a skat Bend fer Krismes. (I got a skateboard for Christmas.) | Vowel sounds appear | Phonetic |
| 8. | My favrit food is appls and makrone. (My favorite food is apples and macaroni.) | All syllables represented | |
| 9. | Wen I was on vaxashon it was fun to play weth Nicole. She is my baby sister. She is one year old. She is a verry nice sisten becs it chers you up weth a baby sister around. | Multiple related Sentences and many words with correct spelling | Transitional |
| 10. | Conventional Spelling | | |

Report Card Assessments

| Progress Report Oct 20, 2017 | Semester 1 Jan 19, 2018 | Semester 2 June 7, 2018 |
|--|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> Recognize all upper and lowercase letters and sounds Phonemic Awareness <ul style="list-style-type: none"> Identify the beginning sound in words | <p>Reading</p> <ul style="list-style-type: none"> Recognize all upper and lowercase letters and sounds Identify the beginning sound in words Opposites Identify how many syllables in words Blend group of sounds in words (CVC) Read 51 sight words Blend sounds to read words (CVC words) | <p>Reading</p> <ul style="list-style-type: none"> Segment the sounds in words (CVC) Generate a rhyme Read CVC words Read 105 sight words Reading Comprehension DRA reading level 4 |
| <p>Math</p> <ul style="list-style-type: none"> Recognize, write numbers 1-10 Count real objects to 10 Compare two sets that are equal, more & less (numbers to 10) Identify the four basic shapes – circle, triangle, rectangle, square | <p>Math</p> <ul style="list-style-type: none"> Recognize, write numbers 1-10 Count objects to 10 Compare two sets that are equal, more & less (numbers to 10) Identify the four basic shapes – circle, triangle, rectangle, square Compose/ Find missing addend to 5 Identify more or less using numerals to 10 | <p>Math</p> <ul style="list-style-type: none"> Recognize, write numbers 1-20 Count objects to 20 Solve story problems Addition Subtraction Identify 3D shapes – sphere, cone, cube, cylinder Compose/ Find missing addend to 10 Place Value: Use base 10 blocks to represent numbers 11-20 Identify more or less using numerals to 20 |
| <p>Writing</p> <ul style="list-style-type: none"> Copy letters correctly using a model | <p>Writing</p> <ul style="list-style-type: none"> Write letters correctly without a model | <p>Writing</p> <ul style="list-style-type: none"> Writing Prompt See page 20 'Writing Rubric' |

Semester 2 Progress Reports – Mar 30, 2018

At Risk: Sept 22 & Feb 23

Progress Report – All Letter Sounds

Semester 1 – 51 Sight Words

| <u>List 1</u> | <u>List 2</u> | <u>List 3</u> | <u>List 4</u> | <u>List 5</u> |
|---|---|--|--|---|
| I see a my like to is It in an | go at the and for we you said look are | she he no but up have on that his her | all if was as with be by come do this | from what when of they play here yes me off can |

Semester 2 – 105 Sight Words

| <u>List 6</u> | <u>List 7</u> | <u>List 8</u> | <u>List 9</u> | <u>List 10</u> |
|---|---|---|---|--|
| about been called could day did down each find first | get had has him how into long made make many | may more not now number oil one or other out | part people sit so some than their them then there | these words time would two write use your water way were which who will |



Fiddle Sticks

Fiddle Sticks can be used to work on a variety of skills such as:

- Sight Words
- Letters/Sounds
- Math Facts
- Categorization
- Parts of Speech
- State Capitals

To Make This Activity, You Will Need:

- Plastic cup
- Large craft sticks (about 40)
- Black and red Sharpie fine point permanent marker



To Assemble This Activity:

- With the red marker, color the tip of one craft stick red.
- With the black marker, write a word (or target skills) at the end of each craft stick

To Play This Game:

Place all sticks in the cup with words and red tip toward the bottom of the cup. Players take turns choosing a stick and reading the word. If the player reads the word correctly, he/she can keep the stick. If the word is read incorrectly, the stick must be placed back in the cup. Play continues until one player chooses the stick with the red tip. The player must then put all their sticks in the cup. Play then continues. The player at the end of a specified time limit (10 minutes) with the most sticks wins the game.

Play Dough Recipe

***If you would like to help, please make some Play Dough for the class. Thank You!**

Play Dough is a great tool for learning many things in kindergarten. The following recipe has been tried by yours truly, so you can reduce your anxiety. If I can do it, so can you.

| Materials | | | Equipment |
|---------------------|---------------------|-----------------|---|
| Small | Large | | |
| 2 cups | 3 cups | Flour | Large frying pan 2 large mixing bowls spatula large Ziploc bags or an airtight container |
| 1 cup | 1 ½ cup | Salt | |
| 2 tsp | 3 tsp | Cream of Tartar | |
| 2 cups | 3 cups | Water | |
| 3 Tblspn. | 4 Tblspn. | Cooking Oil | |
| To desired coloring | To desired coloring | Food coloring | |

Procedure

- Put all dry ingredients in a bowl and mix (flour, salt, and cream of tartar)
- In a separate bowl put all liquid ingredients and mix (water, cooking oil and food coloring)
- Mix all ingredients, dry and liquid, into the largest of the mixing bowls.
- With a large frying pan, on LOW heat, pour or put ingredients into the frying pan.
- Cook it like you're frying an omelet. When it starts to harden and become less sticky, transfer to a mixing bowl and knead until it is just like Play Dough (in fact it is Play Dough). You may need to add a little more (slight handfuls) flour to lessen the stickiness, so keep it handy.
- Put Play Dough in a Ziploc bag. Make sure you get most of the air out of the bag.
- That's it!

Parents are Teachers Too!

Simple Ways to make the most of Reading time with your child

How to read with a Beginning Reader.

- Have your child follow along with the text using his/her pointer finger.
- Echo read with your child. You read one sentence and your child echoes back the sentence. This helps build fluency and reading with expression.
- Talk about the text. Make comments and ask questions.
- Re-read the same books. This helps your child build fluency.
- Read to your child and listen to your child read.

What to do when your child gets stuck.

Wait! Be patient. Don't just tell your child a word he/she doesn't know. Here are some clues we use in the classroom. You can remind your child to:

- **Get your lips ready for the first sound.** Look at the first letter or chunk. Get that sound out of your mouth.
- **Look at the picture.** 'Can you see something that starts with that sound?'
- **Think about what would make sense** in the story.
- **Try Chunky Monkey** – Look for chunks or small words to help you figure out a new word.
- **Skip the word** and read on to the end of the sentence. **Go Back** and read the sentence again.

Questions you can ask.

Before reading:

What do you think the story will be about? Why?

What do you already know about this topic?

During reading:

What do you think will happen next?

What is the problem in the story?

How do you think the characters feel?

After reading:

What is this story mostly about?

What was your favorite part of the story? Why?

Is this story real or make believe? Could what happen in the story happen in real life?

The Zoo-phonics “Cast of Characters” and Associated Body Signals

Signal is a term used to explain the kinesthetic part of Zoo-phonics. As already stated, the Signals help to lock letter-shapes and sounds into memory. Each Signal, listed with the corresponding animal, is described below. The students should be encouraged to give the letter Sound while making the Signal. It is important to be consistent. The Signal should always be done in the same manner.

For each animal a name has been given. Example: allie alligator, bubba bear, catina cat, etc. The children delight in knowing the animal names. The names are a useful tool for reinforcing the picture-letter Sounds.

The following are the animals, their given names and a description of each Signal.



girl

a – alligator (allie alligator):

Extend arms forward, one over the other, to form an alligator’s mouth. Open and close your hands/arms and say the letter sound /a/. (Sustain sound.) When sound blending, this becomes a quick “clap.”



boy

b – bear (bubba bear):

Reach your dominant hand above your head to an imaginary honeycomb. Bring a fistful of honey to your mouth as a bear might do, but don’t touch your mouth, and say the letter sound /b/. You are not trying to make a “b” with your body.



girl

c – cat (catina cat):

Pretend you are a cat washing your face with your paw, and say the letter sound /c/.



girl

d – deer (deedee deer):

Use two fingers of each hand to form deer ears on your head and say the letter sound /d/.



girl

e – elephant (ellie elephant):

You have the option to do this two different ways. You and your class may choose one of them: 1) clasp your hands together in front of you, then swing your arms from side to side as if they were a trunk. 2) Take one arm and swing it to your mouth, as if ellie were feeding herself a peanut. Whichever one you choose, say the letter sound /e/. (Sustain sound.) Note: the second Signal leads into sound blending more easily. This is the Signal of choice for the authors, since our Zoo-phonics “kids” get into sound blending so early!



girl

f – fish (francy fish):

With your hands in front of your chest, place the palm of one hand on the back of the other hand to form a fish (make sure you have a thumb on each side), then wiggle your thumbs and say the letter sound /f/. (Sustain sound).



boy

g – gorilla (gordo gorilla):

Pretend you are peeling a banana, Gordo’s favorite food, saying the letter sound /g/.



girl

h – horse (honey horse):

Slap both sides of your thighs or hips, suggesting a horse galloping. At the same time, say the letter sound /h/.



boy

i – inchworm (inny inchworm):

Using your index finger, bend it up and down, and then move your hand forward suggesting the movement of an inchworm. While Signaling, say the letter sound /i/. (Sustain sound.)



boy

j – jellyfish (jerry jellyfish):

Move in a jelly-like fashion (shake like jelly), or move hands and arms up and down in front of you. Whichever you do, keep hands and arms in front and not to the sides. Say the letter sound /j/.



boy

k – kangaroo (kayo kangaroo):

Make two fists and pose as if boxing. Give a kick with one leg, while at the same time saying the letter sound /k/.



girl

l – lizard (lizzy lizard):

Place your hands under your chin with your elbows lifted up level with shoulders. Pretend you are catching a fly. Say the letter sound /l/. (Sustain sound). (Make sure the students keep their tongues in their mouths to keep a pure “l” sound.)



girl

m – mouse (missy mouse):

Place your hand close to your mouth and wiggle your fingers as if you are a mouse nibbling on a piece of cheese. While Signaling, say the letter sound /m/. (sustained sound).



boy

n—nightowl (nigel nightowl):

Using the thumb and four fingers of each hand, make round nightowl eyes and say the letter sound /n/. (Sustain sound.) Note: Make sure you always call Nigel a "nightowl." Keep practicing – it will become familiar.



girl

o—octopus (olive octopus):

Extend each arm outward at your sides, using a waving motion to suggest the tentacles of an octopus, and say the letter sound /o/. (Sustain sound.)



boy

p—penguin (peewee penguin):

Stiffen both arms at the sides of your body (hands up) and do a penguin walk, waddling from side to side. While Signaling, say the letter sound /p/. (Add no schwa sound.)



girl

q—quail (queeny quail):

Illustrate the topknot of the California quail by placing your bent index finger forward at the top of your forehead, while saying the letter sound /q/. (kw). Note: Make sure the hand is held on the front of the forehead, not on top of the head.



boy

r—rabbit (robby rabbit):

Curve both hands, raising them to your chest to represent rabbit paws. Give a hop, hop and say the letter sound /r/. (Be careful not to make an "er" or a "ruh" sound, placing a vowel before or after the "r." The secret is to keep your lips 95% closed as you give the sound. It is a tiny movement on the lips. Say "red," now get rid of "ed." Say "rabbit." Now get rid of the "abbit." That is the sound you want!)



boy

s—snake (sammy snake):

Move your hand forward in the serpentine manner of a snake, saying /s/. (Sustain sound.)



boy

t—tiger (timothy tiger):

Extend your arms in a slightly bent "t" shape to suggest a tiger showing his strong muscles (the song on our CD says, "shakes the bars of his cage..."). While Signaling, say the letter sound /t/.



boy

u—umbrella bird (umber umbrella bird):

Place your fist on top of your head to suggest holding an umbrella. Extend your other arm out to your side, and then flap that arm as if in flight, saying the letter sound /u/. (Sustain sound.) Note: This is the sound for the "schwa," regardless of which vowel says it!



boy

v—vampire bat (vincent vampire bat):

Bend and raise your elbows horizontally with your hands near your mouth. Form little fangs with your index fingers. Flap elbows up and down and say the letter sound /v/. (Sustain sound.)



boy

w—weasel (willie weasel):

Place your arms in front of your chest, elbows up, and hands clasped on top of one another. Move your arms in a wave-like motion. This suggests what willie weasel looks like when he is running. While Signaling, say the letter sound /w/.



boy

x—fox (xavier fox):

Crossing your index fingers, move them as if you were knitting. Say the letter sound /x/. ("ks"). Tell your students that the "x" in Xavier comes at the front of the name, but the "x" in "fox" comes at the end.



boy

y—yak (yancy yak):

Form a "y-shape" by extending your thumb and little finger. Place your thumb next to your ear and your little finger next to your mouth, as though you were holding a telephone and "yakking." While Signaling, say the letter sound /y/. Note: Make sure your children don't say "yak, yak, yak," instead of the sound.



boy

z—zebra (zeke zebra):

Place your hands together and lean them against your cheek to suggest Zeke catching a few "z's" (sleeping). While Signaling, say the letter sound /z/. (Sustain sound.)

Teaching the animal name is important. It helps the child to hear the letter sounds.

"Tell me and I forget. Teach me and I may remember. Involve me, and I learn!" - Benjamin Franklin