

Zoo-phonics Preschool Lesson Plans

/m/

Teacher Preparation

Welcome to missy mouse's *Wonderful World of Learning*! This week, we will explore words and things that have the /m/ sound in them! In Math, the magic number this week is 13!

This week's special theme is "mercy."

Give children a medal at the end of the week. They are now halfway through the alphabet!

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



Here's an idea! Locate books that start with, contain, or end with the /m/ sound. Make sure these books are readily available. Provide magazines such as *Zoo Books*, *Ranger Rick*, *National Geographic*, and other age-appropriate magazines. Try to find wordless /m/ books, also. Suggestions for literature are below and on page 136 and 137.

"Starring missy mouse:" Draw or copy a picture of our star, missy mouse. Place her on the celebration bulletin board. Collect /m/ words, names, items, labels, etc.

Parental Support: Give everyone his or her own copy of the "m" *Merged Animal Letter* and Signaling instructions. Children are to review missy mouse's Signal and Sound with their parents. Ask parents to help children locate items and words that have the /m/ sound.

Special Literature Selections

1. *The Real Mother Goose*, by Blanche Fisher Wright (Illustrator)
2. *The Tale of Johnny Town-Mouse*, by Beatrix Potter (The original and Authorized Edition)
3. *Monkey See, Monkey Do*, by Dana Regan (Illustrator)
4. "The Moon," *A Child's Garden of Verses*, by Robert Louis Stevenson
5. "The House Mouse," *Zoo-doings*, by Jack Prelutsky
6. *The M & M's Brand Counting*, by Barbra Barbieri McGrath
7. "Mold, Mold," *Something BIG Has Been Here*, by Jack Prelutsky

Specific Zoo-phonics

Materials Needed This Week:

Activity Worksheets

Zeke and His Pals Reader Level A • Book 1

How to Draw Activity

Zoo-phonics Music That Teaches CD

Animal Alphabet Puppets

Alphabet Grids

Zoo-phonics Rubber Stamp Sets

Zoo-Fonts

Nature Wall Cards

missy mouse's /m/ Lesson Plans, Day #1

Literacy – Knowledge and Appreciation of Books

Today, read *The Tale of Johnny Town-Mouse*. This old classic is based on the story of the town mouse and the city mouse from Aesop's Fables. Take four days to read this story, so children can talk about it and enjoy it. Tell your children that you are going to read a story about a town-mouse named Johnny, and a country mouse named Willie Timmy. (Signal all those /m/ sounds as you pronounce them.)

Start to read the story. How does Willie Timmy get into the hamper in the first place? (The gardener set the hamper of fresh vegetables down, and Willie Timmy crawled in to eat some peas. He fell asleep.) The text says that Willie Timmy got into the hamper by mistake. What does the word “mistake” mean? (Give children time to answer this.) Was he doing the right thing by crawling into the hamper and eating the gardener's vegetables? (No. Sometimes we get into trouble by making a wrong choice.) Let's see where his mistake gets Willie Timmy.

Read the story up until the part where Willie Timmy hears all those scary sounds. Ask students to list all the scary things that poor Willie Timmy hears. Do your students like the story Sol-far? Recall a few /m/ words – Signal and Sound.

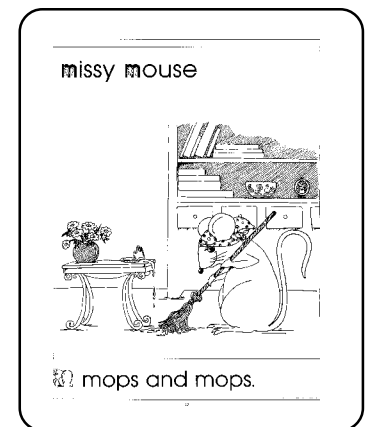
Phonemic Awareness/Pre-Writing Experiences

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 all are magnificent, amazing and mature children, and you can't wait to share /m/ things with them this week! (Explain/translate “magnificent, amazing and mature.”)

1. Signal/Sound the alphabet from “a – z” today, using the ALCs. Attach/match the *Black Letters*.
2. Greet everyone today with a cheery, “Good morning.” Have them m greet each other.
3. Sing “The Jump Rope Rap.” Concentrate on missy mouse's rhyme.
4. Read missy mouse's page from the *Zoo-phonics Reader Level A • Book 1*.
5. Tell your children that this week is missy mouse's special week, and you are going to celebrate by discovering all the things that start with missy mouse's /m/ sound.
 - Look at missy mouse's ALC. Children will trace missy mouse's shape with their finger in the air. Say the name missy mouse several times. Exaggerate the /m/ sound. Turn the Card over to show missy mouse sitting on top of the letter.
 - Have students who have “m's” in their names stand up. (Prepare this list ahead of time.) Write their names on chart paper or the board, and draw marshmallows around all the “m's.” Take a picture of each child whose name starts with an “m,” and place it on missy mouse's bulletin board, along with his or her name. They can be missy mouse's extra special, magnificent, amazing and mature children this week!
 - Look at words that start with /m/: mouse, me, map, man, Monday, month, monkeys, mercy, and most. Draw a marshmallow shape around all the “m's.” Discuss each word. Act out how examples and pictures. (Translate if necessary.) Signal/Sound. Line up the ALCs, “a – m,” but *not* in order. Have a child choose the ALC that makes the /m/ sound in these words.
 - Hand out missy mouse's handwriting practice worksheet (page 63, *Zoo-phonics Activity Worksheets*), or send it home for practice. Children can practice writing “m's” in mud (really chocolate pudding.)



**Zeke and His Pals Reader
Level A • Book 1
missy's page**

Talk about the mail, the post office, stamps and mail carriers. Find some time this week to have children dictate letters to you, and then mail them. If possible, visit the post office closest to you, or invite a mail carrier to visit your class.

☞ Go to the “Rotating Groups” (page 136) and find other /m/ adventures in the *Adventuresome Kids Manual*.

missy mouse’s /m/ Lesson Plans, Day #2

Literacy – Knowledge and Appreciation of Books

You will read *The Tale of Johnny Town-Mouse* again today. First, ask children if they can remember what was read to them yesterday. Give them time to share.

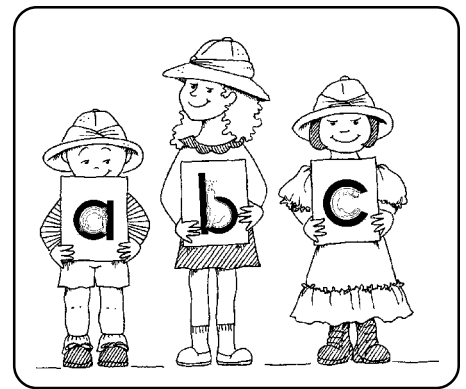
Continue reading. Ask the children, “What do you think is going to happen next?” Willie Timmy accidentally drops in for dinner at the city mice’s home. How did it happen, and how did the other mice react to Willie Timmy, who isn’t as fancy as they are? (He was running from the cat. He landed on the table of the mice’s dinner party. They allow him to join them, but wonder about his tail.) The book says that they were too well bred to criticize him. Discuss this. Can children tell some of the differences between how Johnny Town-Mouse and Willie Timmy were raised? What happens next in the story? (Johnny is very nice and shows him a comfortable bed to sleep in.) Where did Willie Timmy want to be? (In his “peaceful nest in the sunny bank.”) Johnny asks him about his home. What does Johnny think about it? (He thinks it sounds dull.) Discuss the word “dull.” Have children give a description of Willie Timmy’s home. (It is quiet, the birds sing and the lambs bleat.) Give them time to ask and answer questions, and reflect. Recall a few /m/ words, and Signal and Sound.

Phonemic Awareness/Pre-Writing Experiences

Whole Group or Small Group Activities

Greet everyone today with a cheery, “Good morning.” Have them greet each other.

- Hand one *ALC* to each child. Call out the *sounds* of the alphabet, out of order. Each child will stand as s/he hears the sound his/her *ALC* makes.
- Sing “Come Meet Us at the Zoo.” Signal the /m/ sounds in the words, as well as the animal letters.
- Say, “If you are magnificent, amazing and mature children, move up closer to the teacher.” (Everybody moves closer!) Now shout out, “I like being me!” Now, ask children to sit down. Have all those who have the /m/ sound in their name stand up and Signal and Sound this / mmmmmm/ letter sound.
- Read some of the /m/ nursery rhymes from The Real Mother Goose: “March Winds and April Showers,” “Mary, Mary Quite Contrary,” “A Week of Birthdays” (“Monday’s child is full of grace...”), “The Little Mouse,” “The Winds,” etc.
- Analyze new /m/ words. Write these on chart paper or the board (low, so children can reach them): marshmallow, measure, mask, mush, mustard, muffins and move. Explain/translate any unfamiliar words. Have children use each word in a sentence. Have children come up, one at a time, and draw a marshmallow around each “m.” This child can then turn and lead the class in Signal/Sound!
- “missy mouse sitters.” Bring out the container full of missy mouse items. Create an /m/ booklet from missy mouse’s *Animal Alphabet Puppets* in which to collect /m/ words. Write a story about missy mouse.



Have the children stand with the appropriate **ALC** as you call out the letter *Sound*

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

missy mouse's /m/ Lesson Plans, Day #3

Literacy – Knowledge and Appreciation of Books

You will read *The Tale of Johnny Town-Mouse* again today. First, ask children if they can remember what was read to them yesterday. Resume reading. What does Johnny say to Willie Timmy? Can you tell how he feels? (Johnny is upset because he can tell that Willie Timmy isn't happy. Johnny feels he has tried hard to entertain Willie Timmy. He suggests that Willie Timmy return home.) Ask children if they can guess how the book is going to end. (Finish the book tomorrow.) Recall a few /m/ words, and Signal and Sound.

Phonemic Awareness/Pre-Writing Experiences

Whole Group or Small Group Activities

1. Greet everyone again today with a cheery, "Good morning!" Have them greet each other.
2. Flash the ALCs, "a – z," and have children respond with "one Sound and one Signal." ("a, b, c, d," etc., rather than, "aaa, bbb, ccc, ddd.") *Do this from now on!*
3. Sing "Come Meet Us at the Zoo." Signal all the "m's," as well as the animal letters.
4. Review: Ask your students, "What is a "human being?" Have everyone whisper to her or his neighbor, "I like being me!"
5. Look at calendar words. What months start with /m/? March and May! What months have the /m/ sound in them? September, November and December. Pronounce any medial sounds carefully, so they can hear them. Sustain the /m/ sound! "Septemmmmmmmber!" Find the date of Memorial Day. It is in May! Tell students that Memorial Day is a day when we recognize all the men and women who gave their lives for freedom in past wars.
6. Show missy mouse's ALC. Listen for the /m/ sound in the following words: mad, man, map, mat, ham, jam, men, hem, him, mop, mud, hum and gum. Build some of these words with the ALCs. Remember that building words gives students an understanding of how letters make words. In time, your children will be ready to segment and build words independently.



**Large Animal
Alphabet Cards**
a-z

For those who are ready for a challenge: Today, play the "Make It Say..." Game with the /m/ words listed in #6. Set the letter possibilities on chart paper or the board so children can easily locate them. (a, d, e, g, h, i, j, m, n, o, u). Pronounce each word carefully, and ask three children to choose one letter each that builds that word. You could treat this as Group #6.

👉 Go to the "Rotating Groups" and find other /m/ adventures in the *Adventuresome Kids Manual*.

missy mouse's /m/ Lesson Plans, Day #4

Literacy – Knowledge and Appreciation of Books

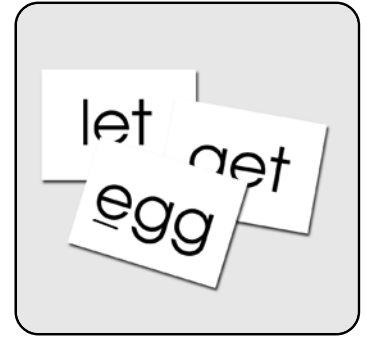
You will finish *The Tale of Johnny Town-Mouse* today. First, ask children if they can remember what was read to them yesterday. What happens next in the story? (Willie climbs into the hamper and is taken home.) How does Willie Timmy feel? (Happy to be home.) Ask your students if they remember the discussion on "learning lessons" from last week? Willie Timmy has learned not to climb in a basket again. What happens next? (Johnny comes for a visit.) Is Johnny comfortable in Willie Timmy's home? (No, he doesn't like the mud and dampness, and he is frightened over the mooring of the cow and the sound of the lawn mower.) Does Johnny Town-Mouse stay in the quiet countryside or does he go back to the city? (He goes back to the city, saying the country is too quiet.)

What is the moral to the story? (Some people like the noise and the bustle of the city, some like the quiet of the country. It is okay to choose.) Your children can act this story out, taking turns being the country mouse, the city mouse, the owners of the fancy house, the servants, the barking dogs, the chasing cat, etc.

Phonemic Awareness/Pre-Writing Experiences

Whole Group or Small Group Activities

1. Have students greet each other with a happy, “Good morning!”
2. Hand out the children’s painter’s caps today. (Each child should have his/her own cap.) Randomly hand out the (Velcro®) *Merged Animal Letters*, and have the children attach them to their caps. Now, call out letter sounds, one at a time. When they hear their letter’s sound pronounced, they have to stand and Signal and Sound their letter.
3. Do “Zoo-robics” today. Move those muscles.
4. Today, find out which letters your students can write. Give everyone a piece of unlined paper and a pencil or crayon. Call out a letter sound and have them write the letter. Quickly check their work after each letter. Do this in small groups. *Annotate your observations and keep your children’s work in a file. Compare this with their writing in a couple of months. Allow children to compare their own work as well.*
5. Review the letters from “a – m.” Line up the ALCs on the chalkboard, in order. Write the following words on index cards. bat, egg, got, let, add, met cap, hen, fad, jet, dot, it and kid. Read the words aloud, accentuating the target initial sounds. Ask the students to use each word in a sentence. Children will take turns placing the word cards by the appropriate ALC.



Accentuate the initial sounds of the words on the index cards.

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

missy mouse’s /m/ Lesson Plans, Day #5

Phonemic Awareness/Pre-Writing Experiences

Whole Group or Small Group Activities

1. Hand out a basket full of plastic eggs today. In each egg, you will place 8 *Merged Animal Letters* and 8 matching *Lowercase Letters*. Children can work in pairs to help each other make matches. Signal/Sound. (Each pair will need 3 to 4 eggs for a complete alphabet.)
2. Sing a favorite song today! Signal and Sound the first letters in the key words as you sing.
3. Read “The Moon,” from *A Child’s Garden of Verses*. Ask your students to tell you what kind of a mood does this put them in? (It is a quiet, sleepy poem.) Do you hear any short /m/ sounds in the text? Discuss the vocabulary, and then Signal and Sound the key initial sounds.
4. Segment some /m/ words, and have the children put them back together again. For example, pronounce the sounds in the word, “mmmmm - aaaaa - t.” (Always stretch out the medial vowel sound, as well as sustain the /m/ sound.) Children are to listen, and then call out “mat!” Try these words: mad, man, map, mat, ham, jam, men, hem, him, mop, mud, hum and gum.
5. Get out the Animal Cracker boxes and have your children put their letters on the “habitats.” (*Lowercase Letters* on *Merged Animal Letters*). Can anyone remember what a habitat is? When your students have completed this, call out the words, one at a time. Ask children to hold up the letter that makes that first sound. *List: bat, egg, got, let, add, met cap, hen, fad, jet, dot, it and kid.*

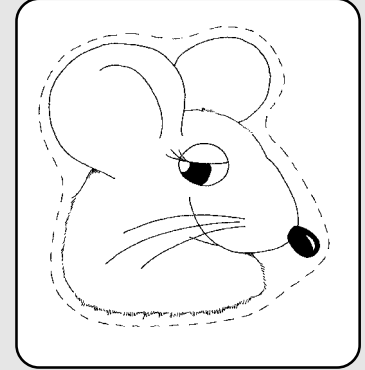
For those students who are ready for a challenge: Ask students to put together all the letters (using the Grids) that they hear in the word. For example, what letter sounds do they hear in the word “cap”? See how many letters they put together. Maybe at first they hear, ‘cp.’ That’s the beginning of spelling!

👉 Go to the “Rotating Groups” and find other /m/ 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 play with their “a – l” Stick *Animal Alphabet Puppets*. Have them m put the puppets in order, and then Signal and Sound. Check their “order,” and watch their Signals and Sounds. *This is a good time to assess and annotate observations.*
2. Group #2 will complete missy mouse’s “dot-to-dot” (and printing practice page), page 8 in the *Zoo-phonics Activity Worksheets*.
3. Group #3 will make missy mouse’s alliteration page: “missy mouse meets many magnificent, amazing and mature children.” (page 447.) Signal and Sound the /m/ sounds. Children illustrate.
4. Group #4 will make a missy mouse *Animal Alphabet Puppet* using the stick puppet pattern.
5. Group #5 will paint a “magic page” today. (*Directions:* With white crayon on white construction paper, write the lowercase letters from “a – m” all over the paper, and write the sentence, “I like being me.” Give one to each child. Provide watercolors, water, and a paintbrush for each child. Your children are to paint all over the paper with beautiful colors. The letters will appear like magic. Tell children that they have to Signal and Sound all their “surprises.” (You need one per child, so ask parents for help!)



Animal Alphabet Puppets
missy mouse

Suggested Literature:

Poetry/Rhymes

Discover all the /m/ 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. *A Light In the Attic*, by Shel Silverstein, Harper/Collins, 1981
3. *Something BIG Has Been Here*, by Jack Prelutsky, William Morrow and Company, 1990
4. “The Moon,” *A Child’s Garden of Verses*, by Robert Louis Stevenson, Illustrated by Tasha Tudor, Simon & Schuster, 1999
5. “The House Mouse,” *Zoo-doings: Animal Poems*, by Jack Prelutsky, William Morrow & Company, 1983
6. *I Like Being Me: Poems For Children, About Feeling Special, Appreciating Others and Getting Along* by Judy Lalli et al, Freespirit, 1997

Fiction

1. *ABC, I Like Me!*, by Nancy L. Carlson, Puffin, 1999
2. *The Tale of Johnny Town-Mouse*, by Beatrix Potter, Viking, 1987
3. *Monkey See, Monkey Do*, by Dana Regan (Illustrator), Platt & Munk, 2000
4. *Moo, Baa, LA, LA, LA*, by Sandra Boynton, Little Simon, 1982
5. *If You Take a Mouse to School*, by Laura Joffe Numeroff, illustrated by Felicia Bond, Harper/Festival, 2000
6. *If You Give a Mouse a Cookie*, by Laura Joffe Numeroff, illustrated by Felicia Bond, Harper/Festival, 2000
7. *Goodnight Moon*, by Margaret Wise Brown, Harper/Festival, 1999

Non-Fiction

1. *The M & M’s Brand Counting Book*, by Barbara Barbieri McGrath, Charlesbridge, 1994
2. *Colors Come from God Just Like Me*, by Carolyn A. Forche, et al, Abingdon, 1996
3. *Bright Eyes, Brown Skin (A Feeling Good Book)*, by Cheryl Willis Hudson, et al, Just Us, 1990
4. *Children Just Like Me*, by Susan Elizabeth Copley, et al, DK, 1995

5. *I'm Like You, You're Like Me: A Child's Book About Understanding and Celebrating Each Other*, by Cindy Gainer (Illustrator), Free Spirit, 1998
6. *Monarch Magic! Butterfly Activities & Nature Discoveries*, (Williamson Kids Good Times!), by Lynn Rosenblatt (photographer), Williamson, 1998
7. *From Caterpillar to Butterfly* (Let's-Read-and-Find-Out Science), by Deborah Heiligman, et al, Harper Trophy, 1996
8. *More Mudpies to Magnets: Science for Young Children*, by Elizabeth A. Sherwood, et al, Gryphon, 1991
9. *Mouse (See How They Grow)*, by Barrie Watts, Lodestar Books, 1992
10. *Manners*, by Alike, Mulberry Books, 1997
11. *Lights! Action! Camera! How a Movie is Made*, by Gail Gibbons
12. *A Day with a Mail Carrier (Hard Work)*, by Jan Kotte, Children's Press, 2000
13. *Here Comes Mr. Eventoff with the Mail (Our Neighborhood)*, by Alice K. Flanagan, Children's Press, 1999
14. *The Coin Counting Book*, by Rozanne Lanczak Williams, Charlesbridge Publishing, 2001

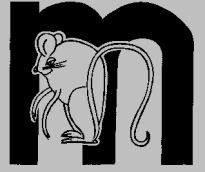
Teacher Resources

1. *Mud Matters Stories from a Mud Lover*, by Jennifer Owlings Dewey, Marshall Cavendish Corp., 1998

Audio/Video/Music

1. *Free to Be You and Me*, Marlo Thomas (A timeless classic. Original Cast Recording, 1972)
2. "Animal Parade," "Rhythm Everywhere," Exercise Time," "Music Land March" "Animal Farm Song," *Animal Parade*, Carla Piper, Soundpiper Music.
3. "We're the Same Inside," "Mommy," *I Like Sunny Days*, Carla Piper, Soundpiper Music.
4. "America," "America, America," "America the Beautiful," "There are Many Flags," *Wee Sing America*
5. *Music Blocks by Mozart Set*, by Neurosmith (musical toy)
6. "Old Man Emu," *Wiggly Safari*, by The Wiggles
7. *The Little Mermaid*, VHS, Disney

/m/ adventures



a
d
v
e
n
t
u
r
e
s



Breakfast, Snack, Lunch, and Dessert Possibilities:

This week, practice “minding your manners.” Teach children to say, “May I please have some more?” and “No, thank you.” Children will work on chewing with their mouths closed, using their utensils properly, and having polite conversations.

Here are condiments, herbs, and flavorings to use in cooking: mustard, mayonnaise, margarine, cinnamon, jam, sesame seeds, honey mustard, mint, rosemary, mint and maple flavoring

What recipes can you make in the microwave? Let children “mince” vegetables with a plastic knife or a food chopper. Discuss the difference between “cut,” “slice,” and “mince.” Make sure they clean up their messes!

Menu Suggestions. Write these on chart paper or a menu board:

trail mix, macaroons, menudo, M & M's, marble cake, macadamia nuts, mud pie, melted cheese sandwiches, Mexican food, Milky Way candy, mineral water with fruit juice, Minute Maid™ orange juice, muffins (all kinds), English muffins, macaroni and cheese, mandarin oranges, malted milk balls, mangos, maple syrup, minestrone soup, marmalade, marshmallows, mashed potatoes, minestrone soup, meat loaf, mushrooms, almonds, mung bean sprouts, s'mores, coconut milk, matzo ball soup, moo goo gai pan, pie ala mode, mackerel, Mountain Dew™, minute rice, mustard greens, mussels, mahi mahi, mint-chocolate chip ice cream, mints, maize (corn)



Muffins are a tasty /m/ treat to share!

Here are food words where the /m/ is inside or at the end of the word: cheeses (Monterey Jack, American, Mozzarella, Muenster, Camembert, Parmesan), hamburger, cinnamon toast, shrimp, ice cream or chicken drumsticks, omelets, hummus, salami, tomatoes, Grammi Bears™, pumpernickel bread, cream (ice, cheese, sour, whipped), consommé soup, lamb, lemons, lemonade, cucumbers, salmon, shrimp or vegetable tempura, smoothies, guacamole, scrambled eggs, tamales, ham

Try this fun treat: Make Mud Pie Pudding Pots - Spoon chocolate pudding into a clear plastic cup. Crush up an Oreo™, and sprinkle it on top of the pudding. Stick in a Gummi Worm™ so that it hangs half way out of the cup. Eat and enjoy! You can make a family serving by putting the mixture into a large terra cotta pot. Plug the holes on the bottom with aluminum foil. Fill and hang many Gummi Worms out of the edge of the pot. Make sure all your students rub their tummies and say, “mmmmmmmmmmm, good!”



Math:

Since missy mouse's /m/ begins the word “math,” the secret password for the week will be “mighty math kids!”



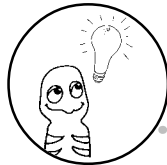
Each week, the Zoo-rhymes lead children to a higher number. For most of your children, the mathematical focus will be between numbers 1 – 10. However, your students can still learn to count to 26 with our animal alphabet buddies. Use activities 1 through 4 this week. Add the others as time allows.

1. This week, your children will memorize missy mouse's math rhyme. They will learn to count to 13!

“missy mouse is seldom seen, nibble some cheese and say, ‘13!’”

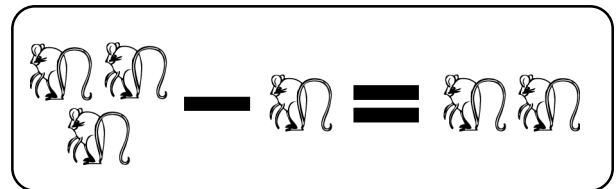
Make sure children Signal 13 times. Count loudly as you Signal. They will physically “feel” the 13! Send this rhyme home so parents can help their children memorize it.

2. Get the “feel” for the number “13” by counting and sorting with /m/ objects. M & M's are PERFECT for this! Locate the book, M & M's Brand Counting. You can do counting, sorting, story problems, number equations, graphing, etc.



Here's an idea! Replicate a bunch of mice from the Animal Alphabet Grids, Rubber Stamps or Zoo-phonics Computer Font to use as counters. You can also use little plastic mice, M & M's candies, colorful mosaic tiles, etc.

3. On an 8 1/2" x 11" piece of paper, glue 13 small missy mouse Animal Picture Letters under the rhyme. Write the number 13. Place it right next to lizzy lizard's math page from last week. Invite children to look at them daily.
4. Have children use their fingers as they count to 10. Borrow his or her neighbor's fingers, and count to 13. Model with/for them.
5. Tell children that when they “take away” or “subtract,” it means “minus.” Example: 3 mice minus 1 mouse is 2 mice. Show your children the equation on chart paper or the board. Use manipulatives (counters) to make it concrete and clear. Continue to use math vocabulary with your students daily.

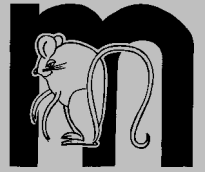


Show the children the above equation.

- Review “o’clock.” Have children verbalize, “1 o’clock,” “2 o’clock,” and so on, until 12:00. Show students how the clock goes around two times - once in the morning while most of us are awake, and once while most of us are asleep. Discuss a. m. and p. m. Tell students about the word “midnight.” Lunch is at noon or 12:00; midnight is at 12:00 late at night when we are sleeping and is actually morning. Now, show children the minute hand. Count each minute. Show children there are 60 minutes in each hour. Point out all the minute “dots” on the clock. There are 60 of them. Show how the minute hand goes around the whole clock and touches each one of those dots. Each time the minute hand goes around the clock, one hour has passed. Watch the real clock. Review this daily.
- Practice measuring again this week. It is good reinforcement. Remind your students that the words “measure,” “measuring” and “measurement” all start with the /m/ sound! Signal!

For those who are ready and able for a challenge: Encourage students to work with the number 13.

- Find out what number combinations make 13 (0 + 13; 1 + 12; 2 + 11; 3 + 10; 4 + 9; 5 + 8; 6 + 7).
- Regroup with 13 counters. Call out numbers to “group.” Ask how many counters are left over? (Example: Say, “Put your counters in groups of 2’s. Now, count how many groups there are. Now, count how many counters are left over.” Do this with groups of “3’s,” “4’s,” and so on.)
- Write the word “mile” on the chalkboard. Tell students that a mile is 5,280 feet. Show them this huge number.
- How much is a million? A lot! Write this number on the chalkboard 1,000,000. It is too much for even adults to comprehend! Play “Who wants to be a millionaire?” with simple questions. Hand out pretend money.
- Try “mental math.” Using low numbers, ask, “If you have 1 apple and your mom gives you 2 more apples, how many apples do you have all together?” Allow them to use fingers or counters only as a last resort. They have to use their “mighty” brains!



a
d
v
e
n
t
u
r
e
s



Psycho-Motor:

- Jump and scamper like missy mouse! Pretend you are monkeys! Fly like beautiful Monarch butterflies.
- Imitate teacher’s movements. Let children take turns being the leader.
- Play marbles for good hand-eye practice, and for good thumb exercise.

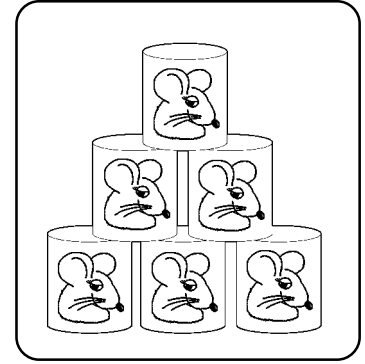


Here’s an idea! There is a cute book called, *Monkey See, Monkey Do*, by Dana Regan. It is perfect for leading children into movement. As you read, have them respond physically. Remind children that monkeys are so smart, they can imitate people and other animals. Remember *Caps For Sale*? They did what the cap seller did.



a
d
v
e
n
t
u
r
e
s

4. Play musical chairs with missy mouse. Run off as many “missy mouses” (mice) as there are children, *less one*, and make a large circle of them. Play music. Everyone Signals and Sounds the /m/ as they walk around the pictures. When the music stops, everyone must jump onto a missy mouse picture. Anyone left out sits down (give a reward to help avoid any tears). Keep going until only one child is left in the game. *Everyone* gets a few M & M treats.
5. Pretend you are all on merry-go-rounds. Move up and down, up and down.
6. Play the “Hit or Miss” Game. Glue missy mouse *Animal Alphabet Puppets* to the front of several empy soup cans. The child will throw a bean or rice bag trying to hit missy mouse and knock her can over. Give everyone three chances. This game can be available all week.
7. Exercise your muscles. First, do “Zoo-robics.” That will warm children up. Now, lift small juice cans up and down, and up and down. Now, flex those muscles. They are so buffed!
8. Pick teams and name them after the major leagues. Try some gentle competition.



Have your children try to knock over missy’s cans.

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

Tell students that “music” and “rhythm” have the /m/ sound and letter in them!



1. Play the music of Wolfgang Amadeus Mozart. Remind your students that Mozart began to play the harpsichord at age 3, and began to compose and give public concerts at age 5. Encourage children to use their imaginations when listening. Listen to Felix Mendelssohn’s “A Midsummer Night’s Dream: Overture.”
2. Locate beautiful mandolin music. Tell students a mandolin is a string instrument, somewhat like a guitar, but has a different sound and more mellow tones. Locate a picture.
3. Put on music as children draw, string beads, play games, write, read or nap.
4. If possible, purchase a Music Maker. You slip the music sheet under the wires, and the children know exactly what note to play. There are all kinds of songs for children’s enjoyment.
5. Try to locate a karaoke machine. Have children speak or sing into a microphone.
6. Review:
 - the word “melody.”
 - “harmony” – what does the word “harmony” mean in music? In color? In people? (Simply, it means “working well together.”)
7. *Wee Sing America* has some great American songs: “America, America;” “America the Beautiful,” (“...amber waves of grain, and purple mountains majesty...”); the quote from Martin Luther King; “Marine’s Hymn;” “Blow the Man Down.”
8. You must put on some marching music some time this week. Play John Phillip Sousa’s marches. He is famous for his marching music! March around, and add arm move-ments. Lift your knees. Do the Zoo-phonics Signals as you march.



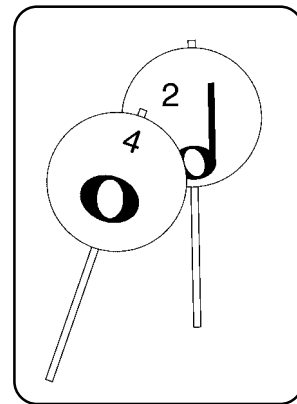
Wolfgang Amadeus Mozart

Special Music Instruction:

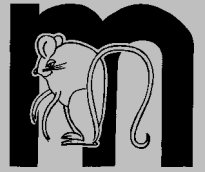
This week you will continue to practice:

- the musical scale or Sol-fa Syllables
- playing the “piano keys”
- 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), and then a half note (a 2 count). Point to the chart as you sing. Signal the “do, re, mi...”
2. Hand out the paper keyboards (toy pianos, xylophones, or electric keyboards – even better!) Have children touch each key with their index fingers as they sing, “do, re, mi...”
3. Review what a “rest” is. Have children sing and hold the note until you show them the “rest” gesture. They are to stop *immediately*. Now, resume. Do this several times.
4. Play the “Paper Note Game” again this week, just as a review. 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. Open it for the whole note, fold it for the half note. Children are to call out the appropriate note. Cut an apple in half, just to reinforce the concept.
5. Play the Lollipop Game again. 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 hold up the appropriate Lollipop.
6. Practice your dance several times this week, also. *If you want, add a few more steps. Ask children what they would like to add.*



Play the Lollipop Game again this week.

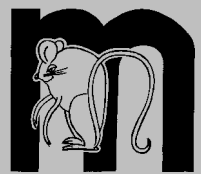


a
d
v
e
n
t
u
r
e
s



Social Studies/Social Communication:

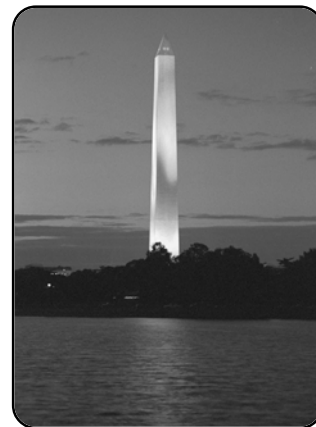
1. Me, Myself and I. Allow children to talk about themselves. Have children tell what it means to “be me.” Have children create a “Me Box.” It is a shoe box filled with treasures that tell about that particular child, including some pictures, special toys, favorite colors, foods, books, etc. Have children dictate some special things that each child can do, and what they think and feel. Send this home at the end of the week with a reminder to parents to keep and treasure this “Me Box.” Open it again when the child is 12, and then 16. In the literature selections, there are some great “me” books to share.
2. What happens if you make a mistake? Forgive yourself and others, and move on. Discuss this all week. This is how we can show mercy to others, knowing that we, also, make mistakes.
3. Talk about mothers and grandmothers. Discuss all that they do. Discuss “men” and “males.” Discuss “women” and “females.”
4. Is there a museum (history, science or art) that you can visit?
5. What is mercy? Mercy is kindness or forgiveness that is not earned - it is just given. Work on showing “mercy” to others all week.
6. Does your town or city have a mayor? Write or call her/him on the phone, inviting the mayor for a visit.
7. Do your students know how to make an emergency 911 call? Discuss and practice.
8. What does it mean to be mature? Discuss this. Every year, your children will grow more mature.



a
d
v
e
n
t
u
r
e
s



9. Discuss misunderstanding and mischief. Sometimes one leads to another.
10. Locate these states and countries on the atlas, map, or globe: Michigan, Mexico, New Mexico, Minnesota, Maine, Massachusetts, Mississippi, Missouri, Mongolia, Monte Carlo, Montana, and Morocco.
11. Who are the Mayan people? They were located in South and Central Mexico and had a very advanced civilization about a thousand years ago.
12. Discuss famous American National Monuments/Memorials: The Lincoln, Washington, Jefferson, F. D. Roosevelt, Vietnam, Korean, and the Holocaust memorials, etc., are all in Washington, D. C. Do you have any famous memorials in your town, city or state? Tell the children.
13. Study the Mohawk of New York. They are a part of the Iroquois tribes.
14. What is a "menorah"? It is a candlestick that holds 7 to 9 candles. It is part of the Jewish religious ceremony during Hanukkah in December. (This is also spelled Chanukah)
15. Talk about the California Missions. There are 21, established by Father Junipero Sera. Locate a picture of at least one of them. Tell children that a mission was the church, the home of the priests, the burial ground, a place where they made things, etc.
16. Learn the titles of people: Mr., Mrs., Ms. and Miss. Have students practice using them with real names.
17. Look at mountains on a map. What are some of the names of mountain ranges? (Rockies, etc.) Find the Matterhorn (Switzerland). Simply, and briefly, discuss how mountains are formed.
18. Turn the classroom into a theatre and watch "Little Mermaid." Serve popcorn with melted mozzarella cheese on it. Use this as an "end of the week" treat.



Teach the class about the Washington Monument

Science:

1. Look closely at missy mouse's *Nature Wall Card*. missy mouse is a herbivore. Can your students remember what an herbivore is? It is a "plant eater." Learn other mouse facts.
2. What sound do cats make? ("meow.")
3. Learn about these wonderful animals: mouse, muskrat, impala, meadowlark, monkey, mockingbird, mussel, moose, mongoose, mountain lion, mosquito, macaw, magpie, etc.
4. When a worm (larva) forms a pupa (or cocoon), it then changes into a moth or butterfly. It is called "metamorphosis." That is a huuuuuuuuge word that simply means "change." Have children clap out the syllables in "met – a – mor – pho – sis." Get a rhythm going as you clap and pronounce it. *Interesting note:* the word "larva" comes



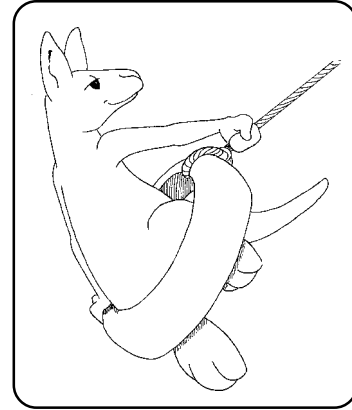
Here's An Idea! You can purchase larvae and pupas that will turn into moths and butterflies. Let children see this metamorphosis first hand!

from a Latin word that means "mask." The "ancients" believed that this larval "mask" hid the way the worm or insect would finally look. And it does!

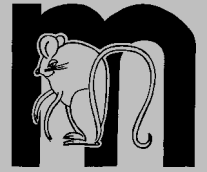
5. Learn how thousands of Monarch butterflies migrate to the Monterey, California coastline (Pacific Grove) every year. These fragile black and orange butterflies fly thousands of miles to land in this area. People from thousands of miles around visit

Pacific Grove just to see this phenomenon. Discuss the word “mmigrate.” What other animals mmigrate? (Whales, sharks, dolphins, etc., many kinds of birds, etc.)

6. Learn the characteristics and attributes of mmammals (warm-blooded, have a backbone, bears live young and has glands that produce mmilk). Learn the differences between mmammals, reptiles, amphibians, insects, birds, etc.
7. Learn what a marsupial is. It is an animal who carries and cares for the baby in a pouch after giving birth. Remember that kangaroos are marsupials, and also wombats, bondi coots and opossums.
8. Use a magnifying glass to see small details. Look at bugs, rocks, the details in leaves, etc. Purchase real magnifying glasses for serious scientific exploration. Make copies and laminate the pretend magnifying glasses for imagination. (See Blackline Master on page 387.)
9. Study marine animals. What is a marina?
10. Play with magnets. Give children many different kinds of objects so they can see what magnets will grip. Drag them through the dirt. Wowee! Magic! You can do even more magic tricks with a mmagnet. Put something metal – iron or steel – on top of the table, and then move the mmagnet under the table. It will move the metal object around on the table!
11. Study the planets Mars and Mercury. Learn interesting facts about both.
12. Ask your students if they can remember what the word “hemisphere” means. How many hemispheres is the earth divided into? (2 - Northern and Southern). Remind students that “hemi” means half.



Be sure to tell your class that kayo is a marsupial.



a

d

v

e

n

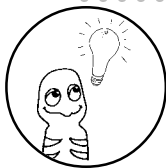
t

u

r

e

s



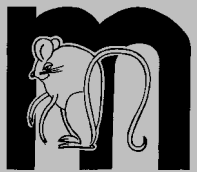
Here’s an idea! Read the poem, “Mold, Mold,” by Jack Prelutsky (Something BIG Has Happened Here)

13. Grow mold. It is easy. Put bread and fruit into the refrigerator, and leave it for several weeks. Check its progress *daily*. Look at it carefully for color and how it has spread. What is mildew? Too much moisture and dampness cause both mold and mildew.
14. Learn all about marigolds, magnolias, morning glories, moss, etc.
15. Look at pictures, and find out facts about the moon. This is a good time to read the poem “The Moon,” by Robert Louis Stevenson. Ask parents if they could take their child out to see the moon sometime this week. If possible, check it at night to see its position in the sky, and if its size changes.
16. How do motors and machinery work? Give a simple explanation, and provide books and videos on this subject. Perhaps one of your parents is a mechanic. Invite him or her into the classroom to speak.



Arts and Crafts:

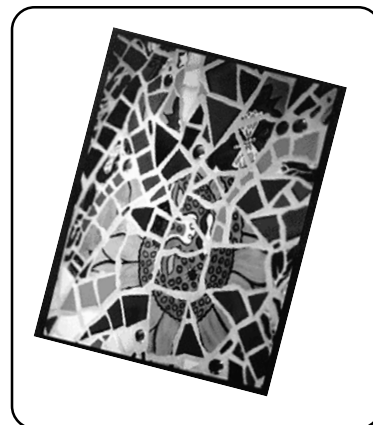
1. Do missy mouse’s *How to Draw* worksheet. Follow the directions! Give children a piece of gray or brown yarn to attach for the tail.
2. Discover Matisse, Manet and Monet. Tell students that they are French Impressionists. This means that when they painted, they painted the “impression” of what they saw, but they didn’t paint the exact picture, like a photograph. Find out more information about them in art books. Find prints of their works. Do a “directed draw” on one or



a
d
v
e
n
t
u
r
e
s



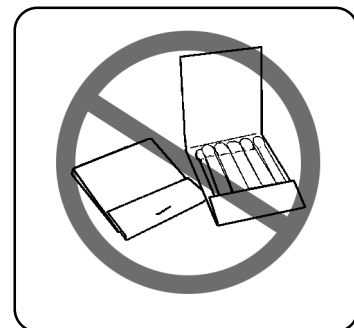
- more of their pieces. Frame children's masterpieces.
3. Make place mats for mealtime. Children can decorate them any way they want.
 4. Put on make up. Become clowns or animals, etc. (Get permission from parents first.)
 5. Try Marble Art. Place a piece of white construction paper in a shoebox lid or on a small cookie sheet. Have a pie pan with several different "blobs" of paint in them. Now, roll several marbles around to collect the color. Now, place the marbles in the lid or cookie sheet and roll them around. The marbles will track the colors onto the paper. The child is in charge of the design as s/he moves the marbles.
 6. Try the Magic Page. Draw with a white crayon. Paint over it with water colors.
 7. Make a mosaic, either individually or collectively. There are many mediums in which to work: colorful mosaic tiles, macaroni, beans, colorful pictures from magazines, etc. Draw the design or picture, decide on what colors go where, and then start gluing.
 8. Draw a mural. This is definitely a class project. Decide on your design, picture and colors, and allow children to work on it daily. Perhaps it could hang in the local library or a homeless shelter when completed. Put as many /m/ things in it as possible.
 9. Show children how to "mend" something. Give them a small cloth with a hole, a needle (a plastic darning needle is safe and works well) and thread. Show them how to stitch the hole shut. Show them "missy mouse mends a mitt" again from the *Zoo-phonics Reader A • Book 1*.
 10. Make a mobile. Children can draw or collect /m/ pictures and items to hang.



Show the children examples of Mosaics.

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

1. You must eat your protein, nuts, seeds, grains, dairy products, fruits and veggies, but you can also take a multi-vitamin to make sure you are getting everything you need.
2. Teach children that an M.D. is a medical doctor. The initials, M. D., follows the doctor's name.
3. Has anyone had mumps or the measles? What did it feel like? Allow children to talk.
4. Hand out little mirrors and have children look at, and count, their teeth. Each tooth will fall out some day to be replaced by permanent teeth. Tell children, "Don't open anything with your teeth. You will need them for the rest of your life!" Look at your molars. They won't lose them for a while.
5. Don't eat moldy food. If you see it on bread or fruit, throw it away. Mold can be green or white. If it is on cheese, you can cut it out and still eat the cheese. Grow mold just to show children what it looks like. (See Science section.)
6. Tell children to never play with matches! For what are matches used? Who should use them? Adults!
7. You can rinse your mouth with mouthwash that contains fluoride to keep your teeth strong, as well as your breath fresh. Don't forget to floss to protect against gum disease.
8. Show children how to protect their mouths (lips) when they are in the sun. It is as important as sunscreen for the face and body. Use at least 15 SPF or higher.
9. Do manicures in the classroom. (Ask permission first.)



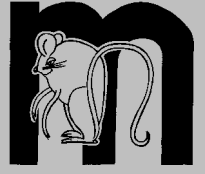
Remind children to never play with matches.



10. Wear mittens to keep your hands warm. What little animals lost their mittens? (The 5 little kittens.) Invite children to retell this story. Have everyone pretend to put on mittens. Now have students count their fingers.

Sensory Experience/Drama:

1. Have children look in the wall mirrors as they dance, talk, eat, speak, dress up, play and groom.
2. Play with marionettes. Children can manipulate the strings and make up their own plot and dialog.
3. Provide small mops so children can take turns mopping the tile floor.
4. Draw or attach silly mustaches for the children to wear.
5. Invite an amateur magician to do a magic show for your children. Children can learn simple magic tricks.
6. Make mud pies. Have a mud facial. Let it dry, wash the mud off with warm water, and then see how soft their faces are. Put a moisturizer on afterwards. Mmmmmmmmmmm. (Always ask permission first.)
7. Feel different kinds of “motion.” Swing high and low, and turn circles. Close your eyes and move.
8. What about emotion? What do different colors, sights, smelles, and music do to moods?



a

d

v

e

n

t

u

r

e

s