NELSON COUNTY SCHOOLS
EXPECT THE BEST

Decision Paper

To: Nelson County Board of Education

From: Cheryl Pile, Director of Special Education

cc: Dr. Anthony Orr, Superintendent

Date: January 7, 2016

Re: WHAS

RECOMMENDATION: Approve request for WHAS Grant 2015-2016. Grant in the amount of $36,171.00 to purchase Zoo Phonics and Leader in Me for the Early Learning Center.

RECOMMENDED MOTION: I move that the Nelson County Board of Education __accept____ as presented.

PART ONE

Summary Sheet Form

A. ORGANIZATION EIN/FEDERAL ID NUMBER: 61-6001240

B. LEGAL NAME OF ORGANIZATION

Nelson County Schools

DBA (if applicable):

C. ADDRESS: 288 Wildcat Lane

CITY: Bardstown **STATE:** Kentucky

COUNTY: Nelson **ZIP:** 40004

D. PHONE: (502) 349-7000 **FAX:**

ORGANIZATION WEBSITE: www.nelson.kyschools.us

E. TAX EXEMPTION STATUS

☐ 501(c)(3)
☑ Other than 501(c)(3). Please specify:

F. CONTACT INFORMATION:

Name of Superintendent/Principal: Anthony Orr

Phone: (502) 349-7000 **Email:** Anthony.Orr@nelson.kyschools.us

Application Contact & Title (if not the Superintendent or Principal):

Name: Cheryl Pile **Title:** Director of Special Education

Phone: (502) 349-7000 **Email:** Cheryl.pile@nelson.kyschools.us

G. THIS APPLICATION IS FOR A GRANT OF $ 36,171.00

H. HOW MANY CHILDREN WITH SPECIAL NEEDS WILL <u>THIS GRANT</u> SERVE IN THIS GRANT YEAR , IF AWARDED?

KENTUCKY: 240 **INDIANA:** 0

Grant Request Information

I. WHAT PROCESS DOES YOUR AGENCY USE IN DECIDING WHAT TO REQUEST? (i.e., peer or supervisory review, priority by classroom or department, etc.)

Director of Special Education along with Director of Elementary and Secondary schools working together on the district improvement plan - State requirement of novice reduction and the need to look at more intensive early intervention practices.

J. PURPOSE: Summarize in 100 words or less *the purpose* for which this money is requested. (Additional detail should be attached to page 9 of application.)

In an effort to improve kindergarten readiness, increase academic and character building skills, we want to integrate leadership skills and academics together to bring out the full potential of our students. The Leader in Me process will help us develop students who are ready to succeed in the 21st century and create a strong partnership with families. With the addition of Zoo-phonics we will provide students that are at risk a program that is concrete, uses pictorial mnemonics, is kinesthetic and multi-modal.

K. BUDGET:

TOTAL AMOUNT REQUESTED: $ 36,171.00

ITEMIZE REQUEST LIST AND COST IN AGENCY PRIORITY:

1.	Zoo-Phonics (Preschool and Spanish Kits)	**$**	4,289.00
2.	Leader In Me	**$**	31,882.00
3.		**$**	
4.		**$**	
5.		**$**	
6.		**$**	
7.		**$**	
8.		**$**	

(Attach a detailed list with page 9 if requesting multiple items)

Organization Information

L. LIST THE KEY SERVICES YOUR AGENCY PROVIDES FOR CHILDREN AND AGES OF YOUR PRIMARY CLIENTS.

1.	Preschool Education Services	Ages	3-5
2.	Educational Services	Ages	5-21
3.	Speech, Occupational & Physical Therapy, Orientation	Ages	5-21
4.	Transitional Services	Ages	14-21

M. LIST THE HOME COUNTIES OF CHILDREN YOU SERVE (If more than 10 counties, include in expanded detail section)

1.	Nelson	6.	
2.	Hardin	7.	
3.	Bullitt	8.	
4.		9.	
5.		10.	

N. SOURCES OF INCOME: Complete the table below for the agency as a whole, based on most recently completed fiscal year.

Percentage		Funding Source
0.06	%	**WHAS Crusade for Children**
99.94	%	Government grants (federal, state, local)
0	%	Foundations
0	%	Business
0	%	Events (include event sponsorships)
0	%	Individual contributions
0	%	Fees/earned income/tuition
0	%	Workplace giving campaigns
0	%	Other (Please specify:)
100	%	TOTAL (must equal 100%)

Complete all sections

Total special education budget:	$ 926,963.00
Percentage of special education budget requested from the WHAS Crusade for Children:	.06 %
Total number of special education staff: (all positions)	95
Number of schools?	11
Percentage of special education budget derived from grants:	.06 %
If the Crusade does not fully fund this project, will you proceed with the project? ☑ Yes ☐ No	If yes, explain: The District/School will pick up the remaining cost.
What are your fundraising plans for the Crusade in your community? ***Please explain selection:*** Each school that receives support at any time from the Crusade is required to do a fund raiser to give back to the crusade. Raffle, Soda Top Collection, Bingo, Concession Sales	☐ Payroll deduction ☑ Special events ☐ Corporate solicitation ☐ Other
If you receive a Crusade grant, how do you plan to make your community aware of this and its impact on your agency?	Explain: We will continue to publish articles in the local paper and on the district website. We will host leadership day events where the public will be invited to attend.

1. Adding ***Zoo-Phonics*** at our at-risk preschool center will meet the Crusade's mission to help children overcome physical, mental, emotional and medical challenges by additional opportunities and strategies for them to become better readers through their eyes, mouth, ears and body. As students become successful their confidence and self- image grows, this in turn provides students with opportunities to be successfully mainstreamed with the same age peers.

   Adding ***Leader in Me*** at our at-risk preschool center will meet the Crusade's mission to help children overcome physical, mental, emotional and medical challenges by teaching students The 7 habits which will help develop critical skills and characteristics such as: Trust and trustworthiness, effective interpersonal skills, strong work ethic, sense of teamwork, motivation and initiative, valuing diversity, problem solving skills and goal setting. This program will help to change what students see, hear, and feel every day, through leadership opportunities. Students will learn how to become an active community member through service learning activities. This is a 3 year implementation process that the school and the district is committed to implementing. It will establish a positive learning climate for preschoolers and families.

2. ***Zoo-phonics*** is concrete, uses pictorial mnemonics, is kinesthetic and multi modal and will help children learn to read through their eyes, ears, mouth and body. Using this program in a preschool setting will provide our students a better opportunity to enter kindergarten with the essential pre-reading, spelling and writing skills they need to be successful. Kindergarten teachers will then continue readying students for the academics needed to begin the first grade.

   Leader in Me is a program that will not only benefit the students but will also help to improve the learning environment, relationships between school and home, and positively impact school staff. School staff will first master these leadership skills and then share these habits with students and parents. By learning and mastering the seven habits of Leader in Me, students will be better prepared for rigorous academic expectations. The long term goal is to produce morally responsible citizens by creating an environment where everyone is valued and respected.

3. Zoo-phonics – Preschool and Spanish kits
   Leader in Me Program – Year 1 core, teaching materials, staff training and culture and team training.

4. We will measure the success of Zoo-Phonics by student gains in letter recognition and reading ability along with their kindergarten readiness scores. With the Leader in me program the preschool will be evaluated yearly by parents, students, staff and the Covey Foundation. The school will have a personalized coach that will be closely monitoring the progress and the school will have to provide an evidence binder that will contain documents about our lighthouse team, school environment, curriculum and instruction, staff collaboration, student leadership, parent involvement, leadership events, goal tracking and measurable results. We hope to be a lighthouse school within three years.

5. Nelson County School did receive a grant last year. Our tables have not arrived in our district at this time but as soon as they do I would be happy to provide the Crusade Advisory Panel data to support the outcomes for children.

The Leader in Me | INVESTMENT SUMMARY

Nelson County Early Learning Center (Grade PK)
Date of Investment Summary: 1-5-16

Number of Students	240
Number of Students w Act Guides (1-5)	0
Number of Students w Act Guides (6-8)	0
Number of Classrooms (K-5)	12
Number of Classrooms (6-8)	0
Number of Staff	25
Number of Lighthouse Team Members	6
Coaching System Level	1
Setting The Vision Day (Y/N)	No
7 Habits Certification	Regional Certification

Investment Summary

IMPLEMENTATION	Per Student	Total Investment
Year 1	$150.21	$36,050.94
Year 2	$100.89	$24,214.60
Year 3	$75.17	$18,040.03
Average/Total Investment	**$108.76**	**$78,305.57**

TLIM SUSTAINMENT CORE + Teaching Materials	Per Student	Total Investment
Year 4 and beyond	$27.35	$6,565.00

Year 1

TLIM Sustainment Core

Item	Amount	Quantity	Total
TLIM Online and IP License	$1,500.00	1	$1,500.00
The Leader in Me Coaching System ™	$4,950.00	1	$4,950.00
Additional Onsite Coaching Days	$2,700.00	2	$5,400.00
Travel (Estimate) - Actual travel will be invoiced	$500.00	3	$1,500.00
Subtotal			**$13,350.00**

Teaching Materials

Item	Amount	Quantity	Total
75630 - Happy Kids Books	$11.50	7	$80.50
75661 - Happy Kids Poster Set	$24.95	7	$174.65
75691 - 7 Habits Tree Poster	$11.00	12	$132.00
Activity Guides (1-5) (75954/6/8/60/62/76110)	$5.50	0	$0.00
Activity Guides (6-8)	$8.00	0	$0.00
Teacher Editions (K-5) (75964/5/7/9/61/63/76111)	$30.00	25	$750.00
Teacher Editions (6-8)	$34.95	0	$0.00
Shipping			$65.03
Subtotal			**$1,202.18**

7 Habits Signature 4.0 + Launching Leadership (3 Days All Staff)

Item	Amount	Quantity	Total
Consultant	$2,700.00	3	$8,100.00
76875 - 7H 4.0 Participant Kit	$115.00	25	$2,875.00
77060 - Launching Leadership Field Guide	$45.00	25	$1,125.00
Travel (Estimate) - Actual travel will be invoiced	$400.00	3	$1,200.00
Shipping			$114.17
Subtotal			**$13,414.17**

Creating Culture (1 Day All Staff)

Item	Amount	Quantity	Total
Consultant	$2,700.00	1	$2,700.00
77061 - Creating Culture Field Guide	$45.00	25	$1,125.00
Travel (Estimate) - Actual travel will be invoiced	$800.00	1	$800.00
Shipping			$65.03
Subtotal			**$4,690.03**

Lighthouse Team Training 1 (1 Day Lighthouse Team)

Item	Amount	Quantity	Total
Consultant	$2,700.00	1	$2,700.00
77062 - Lighthouse Team 1 Guide	$45.00	6	$270.00
Travel (Estimate - If LTT1 follows Creating Culture)	$400.00	1	$400.00
Shipping			$24.57
Subtotal			**$3,394.57**

YEAR 1 TOTALS

Total with Travel and Shipping	$36,050.94
Travel Year 1	$3,900.00
Shipping Year 1	$268.79

YEAR 2

TLIM Sustainment Core

Item	Amount	Quantity	Total
LIMWEB12 - TLIM Online and IP License	$1,500.00	1	$1,500.00
The Leader in Me Coaching System ™	$4,950.00	1	$4,950.00
Additional Onsite Coaching Days	$2,700.00	2	$5,400.00
76875 - 7H 4.0 Materials (New Staff)	$115.00	0	$0.00
Travel (Estimate) - Actual travel will be invoiced	$500.00	3	$1,500.00
Shipping			$0.00
Subtotal			**$13,350.00**

Teaching Materials

Item	Amount	Quantity	Total
76996 - The Leader in Me Books (2nd edition)	$10.00	0	$0.00
75630 - Happy Kids Books	$11.50	0	$0.00
76783 - 7 Habits of Highly Effective People Book	$12.00	0	$0.00
75661 - Happy Kids Poster Set	$24.95	0	$0.00
75691 - 7 Habits Tree Poster	$11.00	0	$0.00
Activity Guides (K-5)	$5.50	0	$0.00
Activity Guides (6-8)	$8.00	0	$0.00
Teacher Editions (1-5)	$30.00	0	$0.00
Teacher Editions (6-8)	$34.95	0	$0.00
Shipping			$0.00
Subtotal			**$0.00**

Aligning Academics (1 Day All Staff)

Item	Amount	Quantity	Total
Consultant	$2,700.00	1	$2,700.00
Aligning Academics Field Guide	$45.00	25	$1,125.00
Travel (Estimate) - Actual travel will be invoiced	$800.00	1	$800.00
Shipping			$65.03
Subtotal			**$4,690.03**

Lighthouse Team Training 2 (1 Day Lighthouse Team)

Item	Amount	Quantity	Total
Consultant	$2,700.00	1	$2,700.00
Lighthouse Team Training 2 Guide	$45.00	6	$270.00
Travel (Estimate - If LTT2 follows Aligning Academics)	$400.00	1	$400.00
Shipping			$24.57
Subtotal			**$3,394.57**

7 Habits Certification

Item	Amount	Quantity	Total
OPTION 1 - Regional Live Training			
Certification Tuition for 7 Habits 4.0 for Educators	$925.00	2	$1,850.00
76909 - Facilitator Kits bundled with 76875-7H 4.0 Materials	$315.00	2	$630.00
76852 - Program DVD	$300.00	1	$300.00
Subtotal			**$2,780.00**

YEAR 2 TOTALS

Total with Travel and Shipping	$24,214.60
Travel Year 2	$2,700.00
Shipping Year 2	$89.60

YEAR 3

TLIM Sustainment Core

Item	Amount	Quantity	Total
LIMWEB12 - TLIM Online and IP License	$1,500.00	1	$1,500.00
The Leader in Me Coaching System ™	$4,950.00	1	$4,950.00
Additional Onsite Coaching Days	$2,700.00	2	$5,400.00
76875 - 7H 4.0 Materials (New Staff)	$115.00	0	$0.00
Travel (Estimate) - Actual travel will be invoiced	$500.00	3	$1,500.00
Shipping			$0.00
Subtotal			**$13,350.00**

Teaching Materials

Item	Amount	Quantity	Total
76996 - The Leader in Me Books (2nd edition)	$10.00	0	$0.00
75630 - Happy Kids Books	$11.50	0	$0.00
76783 - 7 Habits of Highly Effective People Book	$12.00	0	$0.00
75661 - Happy Kids Poster Set	$24.95	0	$0.00
75691 - 7 Habits Tree Poster	$11.00	0	$0.00
Activity Guides (K-5)	$5.50	0	$0.00
Activity Guides (6-8)	$8.00	0	$0.00
Teacher Editions (1-5)	$30.00	0	$0.00
Teacher Editions (6-8)	$34.95	0	$0.00
Shipping			$0.00
Subtotal			**$0.00**

Empowering Instruction (1 Day All Staff)

Item	Amount	Quantity	Total
Consultant	$2,700.00	1	$2,700.00
Empowering Instruction Field Guide	$45.00	25	$1,125.00
Travel (Estimate) - Actual travel will be invoiced	$800.00	1	$800.00
Shipping			$65.03
Subtotal			**$4,690.03**

YEAR 3 TOTALS

Total with Travel and Shipping	$18,040.03
Travel Year 3	$2,300.00
Shipping Year 3	$65.03

***Investment summary guaranteed for the next 30 days**

Will Your School or Child Be the Next *Leader in Me* Success Story?

Drawing from the best practices and thought leadership of successful educators around the world, FranklinCovey's *Leader in Me* process will help schools develop students who are ready to succeed in the 21st century, with critical skills and characteristics such as:

- Trust and trustworthiness
- Effective interpersonal skills
- Strong work ethic
- Sense of teamwork
- Motivation and initiative
- Valuing diversity in a global market
- Problem-solving skills
- Goal setting

What's more, schools will enjoy a culture in which discipline referrals decrease, test scores improve, and engaged staff members contribute the highest and best of their talents and efforts.

Help put the schools in your community on the path to greatness.

For more information about how investing in *The Leader in Me* can help put the schools in your community on the path to greatness, please contact FranklinCovey's Education Practice by calling 1-800-272-6839 or by email at Educate@FranklinCovey.com. Or visit www.TheLeaderInMe.org. You can also visit www.franklincovey.com/education.

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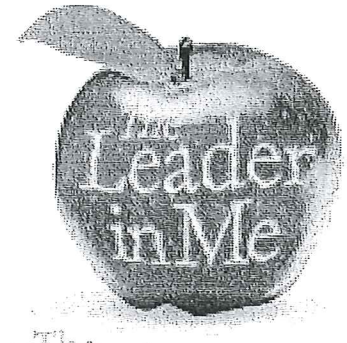

The Leader in Me®

great happens here

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The Leader In Me Book Study
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Made in U.S.A.

FranklinCovey | EDUCATION

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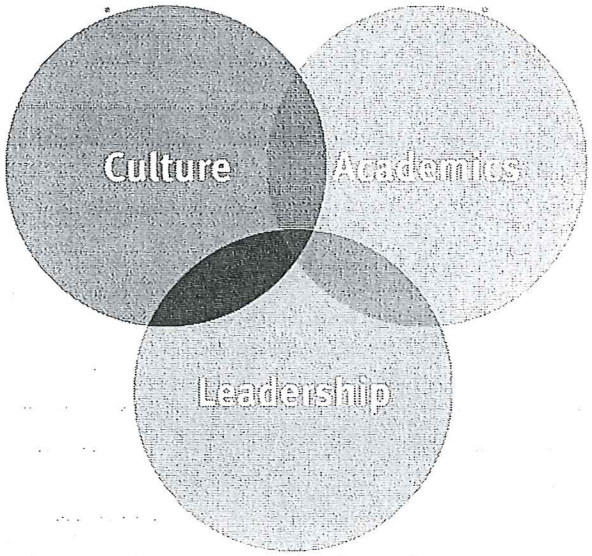
The Evolution of *The Leader in Me*® Process

In the past 15, years *The Leader in Me* has expanded to over 2000 schools around the world. During this time, we have gained valuable feedback and insights from educators regarding which paradigms and practices are the most transformational to schools. Thus, *The Leader in Me* model has been refined to reflect the very best thinking and most successful implementation ideas across the interrelated areas of leadership, culture, and academics.

Creating an environment where every student feels appreciated and valued for his or her worth and potential is the foundation for a successful school culture. What students see, hear, and feel every day, the leadership responsibilities they are offered, and the community-building events they participate in create school culture.

Aligning the academic program of a school to the paradigm that every child is a leader can truly be transformational. Schools encourage student self-directed learning, align and track school and classroom goals, and use instructional methods that inspire students to engage in higher-order thinking.



If the goal is to prepare students to succeed in the 21st century, then teaching leadership skills becomes as important as teaching core academics. In fact, they can be integrated together to unleash the full potential of students. School staff first master these leadership skills and then share these lessons ubiquitously with students and parents.

The Leader in Me Process Overview

The newest version of *The Leader in Me* (*TLIM*) process—known as *TLIM 3.0*—is designed to more consistently deliver school transformation. The chart below highlights key enhancements to *TLIM 3.0*.

TLIM 3.0	TRAINING SUMMARY
Introducing The Leader in Me (case-specific)	• For schools that choose to engage in a momentum-building strategy planning session prior to attending the formal process.
7 Habits 4.0 and *Launching Leadership*	• The *7 Habits* experience has been updated with amazing new materials, award-winning videos, tools, and resources such as the new *7 Habits* app to support daily growth. • The *7 Habits* work session is two days, with additional modules to enable staff to self-conduct *7 Habits* training throughout the school year. • *Launching Leadership* begins at the conclusion of the two-day *7 Habits* training and is a new work session that enables staff to apply and teach the habits within their school.
Creating Culture	• *Creating Culture* goes deeper into the three most important things for a school to do to establish a culture of leadership: developing an inspiring environment, establishing shared leadership, and piloting Leadership Events.
Lighthouse Team Work Session 1: Building the Plan	• *Building The Plan* helps the Lighthouse Team identify their purpose, team structure, and strategy for the year. The team develops an implementation timeline and strategy focused on teaching the *7 Habits*, keeping staff engaged in the leadership model, and creating a high-impact leadership environment.
Aligning Academics	• *Aligning Academics* provides much greater opportunity to use the goal-setting process to drive both self-directed learning at the student level and greater goal clarity and accountability at the staff level.
Lighthouse Team Work Session 2: Sustaining The Plan	• The second Lighthouse Team training, *Sustaining The Path*, begins with an assessment of the school's current growth within the leadership model and refinement of the implementation plan. The focus is goal setting and tracking, and how desired measurable results are obtained.
Empowering Instruction	• This new, third-year work session, *Empowering Instruction*, helps schools refine their instructional practices to better engage students' higher order thinking and collaboration skills in the classroom.
7 Habits Training for New Staff	• *7 Habits* Certification is case-specific, as there are several options to get new staff trained in the *7 Habits* year after year, including regional trainings.
The Leader in Me Coaching System™	• *The Leader in Me* Coaching System™ combines summative, live, and virtual coaching to accelerate the learning cycle for schools and ensure application of key tools, concepts, and practices in the classroom.

FranklinCovey | EDUCATION

The Leader in Me

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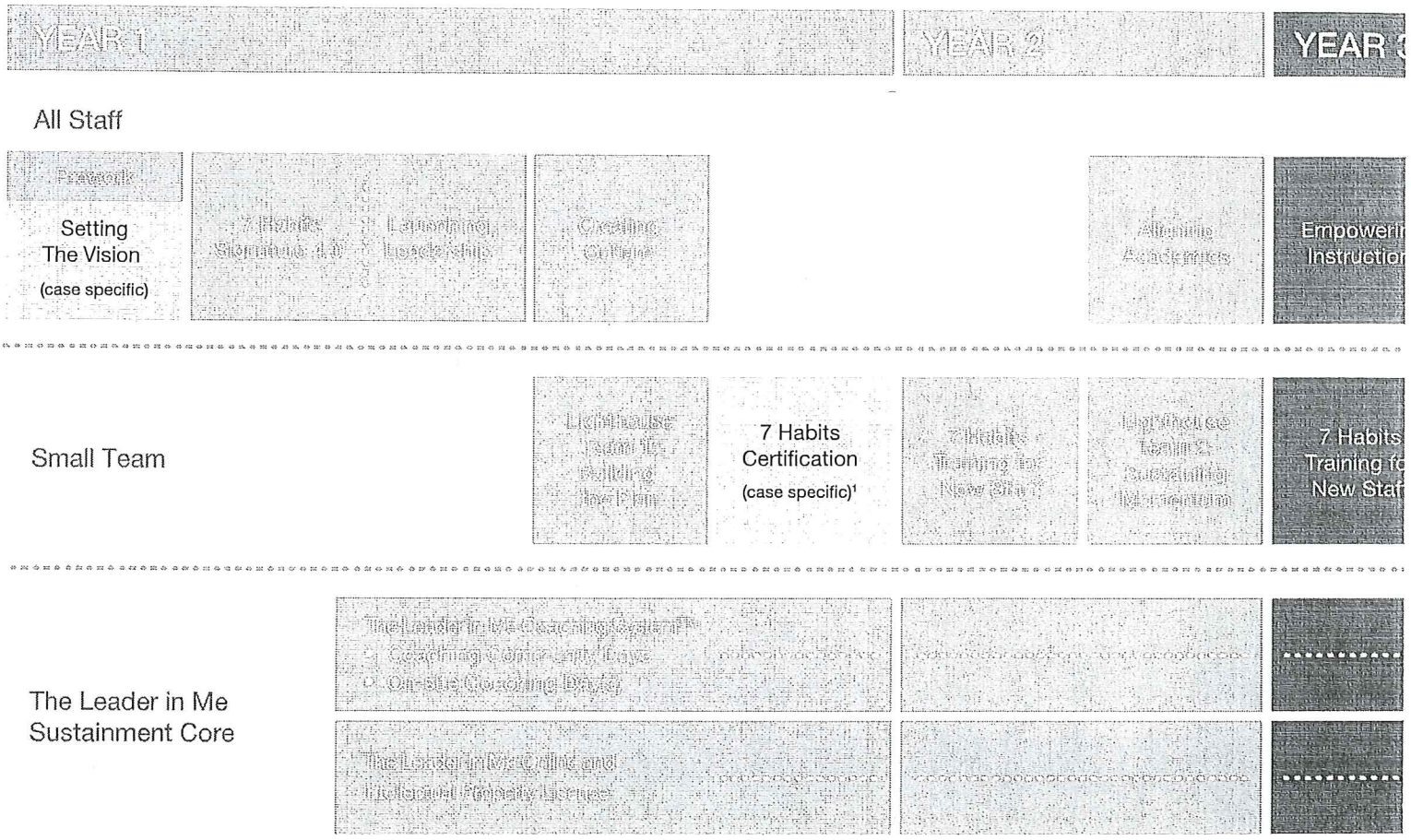
Version 1.0.0

The Leader in Me | Implementation Process



Supporting Events & Certifications

- [1]**7 Habits Certification:** Regional, district, virtual or on-site 2 day event
- [2]**7 Habits Training for New Staff:** Regional 2-3 day program for new staff
- **The Leader in Me Principal's Academy:** Regional 2 day event
- **7 Habits Families Certification:** Regional 1 day event
- **The Leader in Me Symposium:** Annual Series

Teaching Materials

- **Student Activity Guides & Teacher's Editions**
- **Books:** The Leader in Me, 7 Habits, 7 Habits of Happy Kids
- **Posters:** 7 Habits Tree, Happy Kids Poster Set
- **Additional Classroom Materials:** Available Online
- **Staff Orientation Kits:** For New Staff Members

The Leader in Me | Framework

SEE
Core Paradigms

Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Par of Ec
NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS
Leadership is for the few	**Everyone can be a leader**	A few people are gifted.	**Everyone has genius.**	To improve schools the system needs to change.	**All change starts with me.**	Educators control and direct student learning.	**Educators empower students to lead their own learning.**	Help students achieve academically.

DO
Highly Effective Practices

Teach Leadership Principles

Professional Learning
- Ongoing Staff Learning
- New Staff Learning
- Principal Learning and Modeling

Student Learning
- Direct Lessons
- Integrated Approaches
- Modeling

Family Learning
- Family Communication
- 7 Habits Training for Families
- Student Teaching at Home

Create a Leadership Culture

Leadership Environment
- Physical Environment (See)
- Common Language (Hear)
- Emotional Environment (Feel)

Shared Leadership
- Student Leadership Roles
- Student Input Systems
- Active Lighthouse Teams

Leadership Events
- Schoolwide Events
- Classroom Events
- Family & Community Events

Align Academic

Student-Led Academic
- Individual Goals
- Leadership Notebooks
- Student-Led Conference

Aligning School Goals
- Setting School and Cla
- Opening Data Inspecti
- Team Collaboration Acc
- Student

Empowering Instructio
- Teacher Planning and
- Collaborative Professi
- Student-Led Learning

GET
Measurable Results

Leadership	Culture	Academi

© Frar

Zoo-phonics, Inc.

995 Morning Star Dr, Suite B
Sonora, CA 95370

Phone # 209.536.4926
Fax # 209.288.2430

Quote

Date	Quote #
12/28/2015	568

Name / Address
Nelson County BOE Cheryl Pile 288 Wildcat Lane Bardstown, KY 40004
502.349.7000
cheryl.pile@nelson.kyschools.us

Ship To
Nelson County BOE Cheryl Pile 288 Wildcat Lane Bardstown, KY 40004

Item	Description	Qty	Cost	Quote Total
ZOP4221	Zoo-per - Preschool Level	6	599.95	3,599.70
EKT4210	Spanish Kit	1	299.95	299.95
	Sub Total			3,899.65
Shipping	Shipping and handling		10.00%	389.97

Quote Total $4,289.62

E-mail	tia@zoo-phonics.com

Zoo-phonics®

Teaches Kids to Read, Spell and Write

reading is fun!

Zoo-phonics® and children with special needs

Zoo-phonics® works exceptionally well with special needs students.

Besides learning disabilities, ADD/ADHD and dyslexia, children who, having been diagnosed with autism (including Asperger's Syndrome), apraxia, cerebral palsy, Down Syndrome, etc., have quickly learned the alphabet, and have been able to learn to read, spell and write through the Zoo-phonics® methodology. Children (and their parents) quickly see their own progress, and self-image and confidence grows. Children have been successfully mainstreamed or included because of the efficiency of this program.

Zoo-phonics® works exceptionally well with students with learning disabilities because it is concrete, uses pictorial mnemonics, is kinesthetic and multi-modal.

With Zoo-phonics®, children learn to read and spell through their eyes, mouth, ears and body. **If one perceptual channel is weak, there are three other channels to take over and support the weak one.** For example, if a child has an auditory deficit, his/her eyes, mouth and body will take over and help him or her to access, understand, memorize, use and transfer the new information. Children learn though Zoo-phonics® when no other program works.

The colorful Animal Letters and Body Movements (Signals) engage the child and hold his or her attention. Because the curriculum is so playful, children not only want to learn, their behavior improves because the children are on task and happy while learning through Zoo-phonics®. Instead of telling children to "sit down and be quiet" **we encourage them to wiggle their hands and body and make sounds (letter sounds)!**

FREE! Zoo-phonics® Fidelity Paper Maximize learning!

Zoo-phonics® reaches ALL students!

"THANK YOU! I teach preschoolers who are deaf and hard of hearing in an auditory-oral school at Vanderbilt University. I have been using your curriculum for the past five years and consistently teach 3,4 and 5 year-olds who are profoundly deaf, often times with little to no language, the ENTIRE alphabet including sound-symbol. Watching my student's eyes light up during Zoo-phonics® everyday is heart warming. I hope that other auditory-oral deaf schools and special education preschool teachers discover the same gem that I did 5 years ago."

— Katie Kiske, Teacher of the Deaf, Vanderbilt University, Nashville, TN

Zoo-phonics® was born in a self-contained special education class!

"We love Zoo-phonics®!!!!! In a little over a week, our boy, a 32-month-old with Down syndrome, learned all the signs and can now make almost all of the corresponding sounds. His speech therapist is elated and so are we! She says he is doing more and better work during speech therapy. He loves playing Zoo-phonics® and often initiates the play himself. The other day he started doing signals and sounds all by himself with no prompting or cards, so in a sense he is doing his own therapy. Thank you so much for this wonderful product! I believe it has changed our son's life."

— Sean King, Parent, Seattle, WA

Another amazing success story!

"Hello to all at Zoo-phonics®! I want to write and thank you for a wonderful product. Our son Hunter (pictured) has many disabilities that make learning very difficult. He has been diagnosed with cerebral palsy, as well as Fetal Alcohol Syndrome, and a rare eye disorder. He was getting along socially, and is such a happy boy, but when it came to learning, he did not know the difference between letters and numbers...He could not retain anything he learned. We spent many months in different types of therapy, but nothing worked. He just could not remember the alphabet, or the letter sounds. I searched the web, read all sorts of books, and tried everything to help Hunter learn...Nothing stuck. His teacher mentioned that she was trying a new program called Zoo-phonics®...Hunter was excited about the animals, but I thought to myself, "yea whatever, just another thing..." Yes it was another thing, and it has been the BEST thing in Hunter's life. He is learning the alphabet...He knows the sounds, and HE REMEMBERS!!! There are not enough words to describe our joy. There is hope...Hunter picked up on Zoo-phonics® so fast, and continues to make daily progress. His teacher says he will be able to read!!! This is just amazing... We are a family of readers, and I could not imagine my son not knowing the joy of reading on his own, learning about far away places. Zoo-phonics® has made this possible. I can never thank you all enough. Hunter has learned the entire alphabet, and is now able to associate the Zoo-phonics® animals with everything he sees during the day. He told us a few days ago about the letters in our license plate, and what their sounds were!! Wow...Have I said enough? By the way, your products are all wonderful. After Hunter's success, I wanted some things at home, to help retain his skills...We are having fun with everything. The Zoo-phonics® Fonts are really neat, because we can make coloring and fun activity pages. The stories (Zeke and His Pals) are a bedtime favorite. In closing, I will say thank you again, you created a great product, and you have forever changed our little boy's life, and given him a chance to go anywhere he chooses in life guided by 26 wonderful animal friends!!"

— Helen Shupe, Parent, Wyoming, MI

Zoo-phonics® reading is fun!

Teaches Kids to Read, Spell and Write

Zoo-phonics® and ELL children

Give your English Language Learners fun, playful, effective instruction...

Zoo-phonics® supports ELL's (English Language Learners) by providing instruction and interaction while learning English. It's visual, auditory, aural and kinesthetic approach supports the ELL's need to use their eyes, ears, mouths, and bodies to learn how to speak, read, spell, and write. Zoo-phonics® provides explicit instruction in the structure of English, while still teaching in a creative and kinesthetic way.

ELL's need a safe environment where learning how to speak, read, and write will be positively received and reinforced. Zoo-phonics® provides a fun, playful environment allowing ELL's to take risks as they engage in conversation in English.

Zoo-phonics® has been compared to the Total Physical Response methodology because of the concrete Animal Letters and Body Movements. ELL's actively participate in their learning with their whole bodies.

FREE! Zoo-phonics® Fidelity Paper Maximize learning!

At risk ELL children will learn to read with Zoo-phonics®!

"Our migrant children's centers are open for low income families with ELL children from at-risk groups. If these ELL children are going to be successful, they must learn to read. The key to reading is the sounds and shapes of the letters and Zoo-phonics® is an amazing key to successful reading. Most of our children learned the sounds of the English alphabet in one week! Zoo-phonics® is a very powerful ELL program!"

— Barry Marks, Coordinator, Pajara Valley USD, Buena Vista Children's Centers, Watsonville, CA

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Creating Brain-Efficient Curriculum

An analysis of the changes necessary to create a methodology and curriculum that enhances student achievement in reading and spelling

By Charlene A. Wrighton, Co-Author/Developer, Zoo-phonics® (1995)

Zoo-phonics® is based on Creating Brain-Efficient Curriculum...

The Hottest Educational Issue Of the Past 10 years Has NOT Been Whole Language vs. Phonics
It runs much deeper than that, primarily because whole language and phonics can be taught concurrently, if allowed. What, then, is the disparity that has widened the chasm within the educational system? In order to fully understand, we must analyze the issues carefully.

It began with this premise: children have a language base, thus reading should be predicated on a child's natural language usage. Therefore, reading books that do not sound like the natural language of a child should be avoided. (Good-bye basals, hello literature.) As children are involved in print rich literature, they will automatically pick up the phonemic patterns of speech, so phonemic awareness does not need to be taught directly. (Good-bye phonics, hello sight vocabulary.) In connection with this, if children are listening to print rich literature and are writing authentic student text, children will naturally pick up the spelling patterns in the written word. (Good-bye spelling, hello high frequency words.)

The only thing that was forgotten in this whole decade of "natural education" was the child's brain and how it processes information. It does not like random information and stores it poorly.

The educational field allows more pendulum swings than any other profession. Perhaps it is our constant search for new ideas that leads us to drop one teaching method or program to follow another. With the whole language movement, we have virtually thrown the baby out with the bath water, rather than artfully combining all the wonderful aspects of whole language and phonemic awareness. (It really wasn't "whole" without phonics.) You don't have to negate a child's language base and self discovery because you highlight and teach a certain phoneme in your lesson plans.

It is easy to see that the whole language movement has had a positive impact on several areas in curriculum development: it forced us to become more imaginative as teachers, to integrate the curriculum and to provide children with authentic reading and writing opportunities, rather than "busy" work. It also helped us move away from inane little stories and, instead, brought wonderful books, rich with vocabulary and artwork into the children's experiences.

It is upon this positive literature-based foundation that we must build excellent curriculum and teaching strategies. Our job, then, is to

1) Be trained to integrate the concepts of whole language and direct phonetic instruction so children have the advantage of both schools of thought.

2) Be aware of how children learn most efficiently, and implement effective teaching in the classroom.

3) Masterfully teach to reach young minds so that they fully understand all concepts taught without neglecting one skill for another.

Jeanne Chall (1992/1993) said it so well: "Both the direct instruction and whole language models are concerned with enhancing student achievement in reading. Both are equally concerned that the students develop a love of reading. Both want children to read good literature as well as expository texts. Both combine reading and writing. Both want all students to achieve their potential, and both want to reduce the number of students who fail. Whole language proponents tend to view learning to read as a natural process, developing in ways similar to language. Therefore, like language, most whole language proponents say it is not necessary to teach reading directly. Direct instruction models, on the other hand, view reading as needing to be taught, and taught systematically. Indeed, an often used rationale for the need to teach reading is that all people on earth speak a language while, according to UNESCO, nearly a billion are illiterate, mainly because they do not attend schools where reading is taught and learned.

This Is Where We Need To Start
1) We must take back our profession. We are educational experts and know (or should know) how children learn best. If something does not feel right, we must be strong enough in our convictions and training to speak up. Never again should teachers see themselves as only facilitators or implementers!

Research (Chall, 1967) shows us again and again that the teacher is a major variable in how well a child learns to read and spell. We must fully research the premises behind each educational philosophy, and cognitively assess the long term effects it will have on students' academic progress.

2) Our schools must adopt methods and strategies that handily teach children how to read and spell through a curriculum that presents the richness of literature, creative and informative writing, critical thinking and phonetic analysis at the same time. There must be harmony and continuity of thought in order for changes to be implemented at all levels of the school system.

3) We must teach teachers to become reading and spelling experts. College requirements must be restructured, adding many specific classes in these areas. They need to learn how to teach children phonetic skills to decode and encode text with books that are readable, in addition to exposing them to the joy and enrichment of fine literature. Teachers must learn the various sounds of every phoneme in the English language in order to teach it, as well as how to tie it into the reading and writing curriculum.

a) Teachers must understand the nature of language acquisition. Children are in a language acquisition mode both before and after birth, and language development is crucial to their reading and writing success. Speaking to them, asking and answering questions and reading to them is essential to their future literacy. So important are hearing and perception in this endeavor that if language is delayed, so is literacy.

Guessing what the words are and struggling to find meaning within context is not an efficient way to read. Give them the phonetic code to the language. The sounds that they have heard from birth can be decoded and later, written down.

b) Teachers must be taught how to reach EVERY child in the classroom, not allowing any child to slip through the cracks. All teachers must have the tools, materials, strategies and training similar to special education training. We no longer have the option of homogeneous classrooms. Our classrooms are cultural, social, economic and academic melting-pots, especially with more and more full-inclusion taking place. Our teachers must be highly skilled in pacing the academic work load, creating lesson plans that reach 100% of the children, regardless of language or ability.

c) Teachers need to fully understand how a child's brain functions. From birth to around seven or eight years of age, a child must approach text using right hemisphere strategies. Research (Flehmig & Stern, 1986) found that, "The principal components of the potentials, while analyzed in relation to a number of independent variables, revealed significant associations between reading proficiency and right hemispheric activity at early ages, to shift to significant associations between reading proficiency and left hemispheric activity at later ages." (p. 355) Based on this research we must reach young learners through methods that easily teach the concepts needed for literacy. Traditional approaches passed down from generation to generation have often put up educational road blocks, unwittingly, for the child, because of t heir abstract nature.

Since the alphabet is made up of symbols, which are abstract and left-brained, how do we reconcile this with four, five and six year olds whose brains are not yet ready for assimilating this type of information? To make matters worse, we expect a kindergarten child to not only know the letter names (a), but we expect them to recognize them by sight, know the sounds they make (a), and know their upper and lower case counterparts, (A, a). This is just too much information for most five year old children to handle.

4) We must commit to the education of pre-school children. (Anderson, Hiebert, Scott, and Wilkinson, 1985) Continuity is needed with feeder pre-schools, Head Start and K-3 grades throughout the school district. We can do this by encouraging feeder pre-schools and Head Start Programs to tie into the local school curriculum and to participate in staff and curriculum development. In the long run, there would be fewer children in special education and Chapter One programs and other federal and state funded categorical programs.

5) We must help parents to learn how to work appropriately (playfully and non-stressfully) with their children, readying them for the language arts process. If pre-school children enter kindergarten with essential pre-reading, spelling and writing skills, the kindergarten teacher could then continue readying them for the academics needed as well as to prepare them for first grade.

Some Problems with the Traditional Approach

1) Too much information is given: When we say to the child, "This is a capital "A," this is the lower case "a," the letter name is "a" and the usual sound it makes is "a," the child, becomes confused and does not fully understand, because the information holds little, if any, meaning. Now multiply these tasks by the 26 letters of the alphabet and the child becomes overwhelmed.

2) Not enough information is given: When we fragment the alphabet, children do not see the alphabet as a whole entity. Unless they see the complete alphabetic picture, they will not understand its purpose. If they do not understand, they cannot utilize the information in reading or writing.

3) Children are expected to learn from abstractions: We give children abstract symbols which they should understand and relate to a specific sound. Additional obstacles are found with similar letter shapes: show a child a "b" and a "d." Can you imagine visually distinguishing this at five years old? Try these: "p" and "q." Or, try to distinguish auditorily the difference between the sounds of "e" and "i"?

Some Solutions to the Problems

Commit to a curriculum that provides strategies that present the alphabet and the formation of words with a brain-efficient, right hemispheric method.

1) Teach, first, the sounds and shapes of the entire alphabet in the daily presentation, postponing letter names and capital letters. Traditionally the alphabet is presented by showing a letter a week to kindergartners, it being divided into 26 weeks. When the alphabet is fragmented in this way, the brain cannot perceive a whole picture. What, then, happens to the child who is out with the chicken pox for two weeks (two letters unlearned), or a cold or the flu? How is his/her understanding of the alphabet affected?

According to many researchers (Adams, 1990), "knowing the letter names is the best predictor of beginning reading achievement." I would like to propose, again, in the interest of brain-efficient teaching, that we treat the letter names as secondary in importance to learning the sounds of the letters. Since we do not read with them, letter names provide no real purpose for the early reader. Therefore, it should follow that the sounds need to be taught first.

Example: A child raises a hand to ask the teacher how to spell the word cat. The teacher responds, verbally, with the letter names: "c-a-t." The "c" in the verbal spelling does not sound like the hard sound of "c" in this word. The "a" in the spelling does not sound like the "a" in the word cat, and the "t" doesn't sound exactly like the pronounced "t." Rather than hit the bull's eye, we have just created an educational roadblock. We have just missed a great educational moment. The above quote would better be read, "knowing the sounds of the letters is the best predictor of beginning reading achievement."

2) Teach lowercase letters first. We have been taught, societally, that teaching the uppercase letters first to the child is proper. We have justified it by saying it is easier for a child to form an uppercase letter than it is to form a lowercase letter. This is just not so. Some capital letters (E for instance), take more strokes than its lowercase counterpart. Each time a young writer has to pick up a pencil to locate another point on the letter for formation, the child loses his or her place. There are more pencil pick-ups with uppercase letters than lowercase letters. The reasons for teaching lowercase letters first are these:

a) Books are mainly written with lowercase letters. When Mom is reading The Napping House, by Don and Audrey Woods, with her child snuggled in her lap, the letters are in lowercase form. If the child has been taught his capital letters first, the child is denied the opportunity of participating in the text. If the child, though, that has been taught the sounds and shapes of the lowercase letters, then the child can recognize the letters while mom and dad are reading. The opportunity to participate gives him/her the confidence to explore text in other areas.

b) First and second grade teachers have to spend much of their time breaking the children's habit of writing with capital letters. Teach them correctly the first time around!

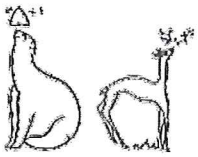
c) Each time a young writer has to pick up the pencil to locate another point on the letter for formation, the child loses his or her place. There are more pencil-pickups with uppercase letters than lowercase letters.

d) Teaching both lowercase and uppercase (two totally different forms multiplied by 26) is overwhelming to the child. It is desired that a child not only exit kindergarten with a full understanding of the sounds and shapes of the alphabet, but have capital letter and letter name mastery as well. Our premise is, "Build the essential foundation of sound/shape first, then add the ancillary concepts, such as capital letters and letter names."

The following paragraph will help explain how to teach the sounds and the shapes of the letters for alphabet mastery:

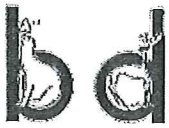
3) Because there is nothing inherent in the visual symbol that suggests its name or sound, one must develop that "something" that causes the child to make the letter/sound connections. (Ehri, Deffner, & Wilce, 1984) If a teacher uses pictures that relate to the sounds of the letters and uses the child's modalities to learn and remember the sounds, these techniques will provide a safety net for memory and retrieval. Without these connections there will be no understanding. Without understanding, there is no retention, usage or transference. Here is an example of right hemispheric, brain-efficient sequential teaching using pictorial mnemonics:

a)



— Bradshaw, Clark, & Wrighton (1985)

b)



— Bradshaw, Clark, & Wrighton (1985)

c)

These examples represent the transition from picture (a mnemonic), to picture-letter (still maintaining its mnemonic, concrete quality), transitioning to the abstract letter, which, in good time, is our end result. To re-state,

a) this presentation of the alphabet begins with a right hemispheric presentation through the picture

b) keeps its right hemisphere presentation as it makes its transition to the abstract, (as you can see by the picture placed on top of the letter),

c) then fully and successfully moves to a left hemispheric task, which is the letter.

Which is easier to remember for a five year old?

This?

Or this?

Bradshaw, Clark, & Wrighton (1985)

The visual impact of the bear, which easily demonstrates the "buh" sound, cements the sound to the letter. Presenting letters in their abstract forms to young children delays memory, understanding and usage. Presenting the alphabet in a brain-efficient manner produces utilization because there is understanding.

"Many other studies confirm that paired-associate learning in children is much improved when learners create or are provided with concrete, meaningful, interactive and imaginable connectives that link the stimulus and response terms in memory." (Ehri, Deffner, Wilce, 1984, p. 881) But, this is not all. The following paragraph will demonstrate the most important component to memory success.

4) Attach a motor movement, (also a mnemonic, right brain stimulus), which is directly related to the picture/letter, establishing the sounds to the letters. The brain uses

this device to cement the information into memory, then uses the same device to retrieve the information from the brain when needed for reading and spelling activities.

Let's go back to the bear: A child looks at the picture of the bear and associatively "sees" the shape, which is in the shape of the letter, (unbeknownst to the child as yet). The child is then taught a body gesture by having him use his hand to reach into the air like the bear "paw" reaching for honey from the hive and bringing it to the mouth. Specifically: the child reaches up with his hand, pulls the hand down to this mouth as if eating honey, and says "buh". At this point all modalities (eyes, ears, mouth and limb) have been involved in the beginning reading and spelling process.

It's commonly believed that when you hear something, you retain 10% of the information. If you see it, hear it and say it, you retain 40%. But, if you hear, see, say and DO it, (participate with the information), you retain 70-100% of the information. Teachers need to use a multi-modal approach to teach the reading and writing process, capitalizing on the childrens' natural tendency to wiggle. By using pictures in place of abstract symbols, the brain is better able to retain the information within the memory bank. A body signal done simultaneously with the visual aid stimulates the muscles, nervous system and both hemispheres of the brain. The body movement becomes internal and automatic, cueing the brain to utilize the information recorded visually, auditorily and kinesthetically.

In a short time, after all the body gestures (signals to the brain) and sounds have been mastered, the teacher presents the picture of an animal placed on top of a letter. The child now accepts the idea that the animal is in the shape of a letter, and that every time that child sees that animal/letter, s/he makes the "buh" sound. It will not be long before the child is seeing just the letter in text, and will be able to make the sound as s/he does the body movement or signal.

Learning the initial alphabet sounds in this fashion will take a matter of days or a few weeks as opposed to 26 weeks.
Taught in its totality with every presentation, the child will become aware of the makeup of words. They will notice the letters in various textual forms (books, cereal boxes, road signs, headlines, etc.).

Research supports this methodology: "Rohwer (1966) investigated various kinds of associative mnemonics in young children and found that the best connective for remembering words were meaningful "actor-action-object" relationships." (Ehri, Deffner, & Wilce, 1984, p. 881) Further research (Fleming & Stern, 1986) supports, "The tactile-receptive systems of the hands provide for another access to the hemispheres ... The consistent results of the various investigations may warrant recommendation that the right hemisphere ... should be directly stimulated in order to improve (student's) accuracy and efficiency in reading and spelling" (p. 358).

5) Teach spelling as a vital part of the school curriculum. Because spelling/writing are a watermark of success (read a job application from an average high school graduate), writing and spelling are the factors that separate the person from higher education or the profession of choice. A person may have all the talent, intelligence and/or creativity in the world, but without mastery of written language, this person is not able to accomplish his/her goals.

a) Spelling can no longer be treated as an incidental activity. Many teachers in California expressed that they don't teach spelling. Often word lists (if given at all) are sent home for study.

b) Spelling must be taught as a vital, consistent and integrated part of the reading curriculum. It should be supported by the literature used in the daily presentation. This gives a child a reason for studying spelling.

c) Word families, rather than high frequency words, should be taught to first and second graders. Think about a first grade child trying to spell words such as, "of," "said," "there," "was," "because," etc., in one week's spelling lesson. Teaching random information (abstract and left-brained) makes it difficult for students to assimilate this type of information for future use. Many can memorize a list for the spelling test on Friday, but on Monday, there is little transference when writing in journals. There is no meaning nor connection. Research (May 1990) states that children are pattern seekers and pattern makers. After the child has mastered the alphabet and can identify the sounds in text, the next logical step is to combine the letters (still in the picture/letter form for right hemispheric strategies) to form words. If the children see the pattern (remember, it will be introduced with the pictures and placed into memory with a body signal), memory will take place more easily.

It is crucial that children understand the purpose behind the phonemic analysis being presented. The teacher must tie the "a-z's" into all text (tying initial, medial, and ending sounds into literature, other textual experiences and classroom environment); and when broadening reading and writing skills, the teacher should tie the phonemes into the literature and other text.

6) Give children books that they can read. First and second graders must have reading books that they can read independently. Ask any first grade teacher and s/he will tell you that their emerging readers are not able to learn how to read from literature books. The text is too difficult and unpredictable. These students need readers so that they can experience successful independent reading. It is necessary for students to be taught decoding so that they are able to sound out unfamiliar words that may already be in their oral vocabulary.

7) Reading and spelling errors must no longer go uncorrected. Teachers should allow room for young writers to write without fear of making mistakes. Inventive spelling was encouraged for this very reason and the results have been positive in that students are writing more freely. But many interpreted it to mean that spelling need not be corrected or taught. But if spelling is taught, high frequency words have often been used as spelling lists. The brain does not easily store such random information. The same philosophy reigned in reading. It has been believed that children's reading should not be interrupted by the teacher to correct mistakes. If the child continues to repeat the same mistake, it becomes a problem. We must remember how the child's brain stores information. Mistakes left uncorrected are remembered.

Everything we do in teaching the child, from pre-school through third grade, has to be taught with efficiency. What is it costing the child and teacher in time? In frustration? In success? In failure? If I teach a lesson that is abstract and unobtainable to the brain for understanding retention, mastery and transference, then I have just wasted everybody's time, especially the child's.

Every child must become a reader and having been in the classroom for the past twenty-five years as a teacher has given me the confidence to state that teaching children how to read and write is within our grasp.

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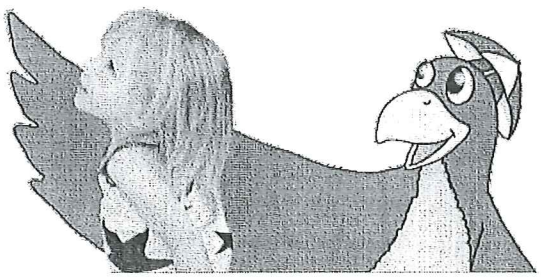
Zoo-phonics® Teaches Kids to Read, Spell and Write — reading is fun!

Zoo-phonics® will close your classroom's gender gap



Research finds that boys are slipping behind girls on almost all academic milestones. The latest NAEP writing assessments (2007) show boys scoring an average 20 points lower than girls. For those in low economic areas or who are special education students, the chasm is even larger.

The results reveal how crucial the early years of school are in laying the foundation to reduce this discrepancy.

According to Michael Gurlan's research...

- Boys' brains are "wired" in such a way that language is a more difficult skill for them to acquire and use effectively in learning than it is for girls.
- Early-childhood language activities must be paired with movement and or the use of manipulatives.
- Boys are more dependent on pictures, diagrams and graphs.
- Girls write, read, and speak more words than males.
- The teacher must engage boys by appealing to their "competitive energy" through physical movement and manipulation of physical objects, and games.
- **This is exactly what Zoo-phonics® does best.** It uses pictorial mnemonics (animal letters), body movements (signal) and teaches through physical games and activities. It makes an abstract skill (language) **concrete and playful.** No longer are boys left behind in early education language arts lessons!

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Zoo-phonics® works WONDERS!

"One of my student's, Anna, is 6 years old and has Down Syndrome. She has been in my classroom since March 2011. Anna had absolutely no letter or sound recognition at all. On day one I introduced the alphabet with the Zoo-phonics® method. Some of the kids really went to town on it while others seemed to not be paying attention or giving it any effort. (Anna being in the latter part of the group) Well, on the 7th day of school Anna came up to me at my desk and opened her arms and started doing the motion for Allie Alligator and said /a, a, a/ with a big smile on her face. I said, "What does Bubba Bear say?" and she proceeded to do the motion with a /b, b, b/. I was flabbergasted! We continued on through the entire alphabet and that little hotdog knew 14 of the 26 letter sounds after only 6 days of school and Zoo-phonics®! I had tears in my eyes!!!! "

— Melissa Sochacki, Teacher, Bay City, MI

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Zoo-phonics®

Teaches Kids to Read, Spell and Write

reading is fun!

Zoo-phonics® WILL REACH every child!

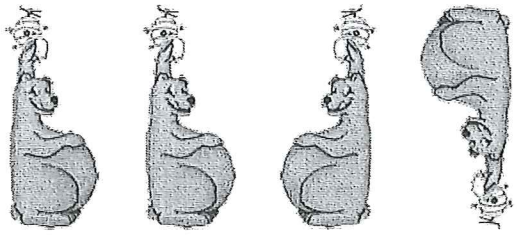
The problem with the alphabet and learning how to read and spell is that it is too abstract. So we made it concrete!

Zoo-phonics® will reach every child including...

- **Toddlers**
- **Head Start**
- **Preschool**
- **Kindergarten**
- **First Grade**
- **English Language Learners**
- **Special Education (all grades)**

Toddlers and preschoolers are so ready for learning but parents often wait for the school to begin the literacy process and miss years of precious time. Researchers tell parents, **"Teach your children; their brains are ready!"** However, you cannot teach young children through abstract methods and materials – they do not understand abstractions. Make it concrete with Zoo-phonics® and there is no limit to what they can learn. **Their neurons are making pathways like freeways!**

Our Animal Letters are delightful and memorable. Here's why: A bear is a bear, is a bear, no matter how you turn him!



Can you say this about a "b"?

b d p q

Our society is capital letter and letter name entrenched. The problem is that **we use capital letters only 5% of the time** and then only for specific reasons (in a name, to begin a sentence, etc.). The same goes for letter names. We never say "double u" (w), or "ache" (h), "el" (l), "em" (m), etc., when reading. Traditionally, capital letters and letter names are always taught first. This is incidental (important, but incidental) information, not immediately needed for beginning the reading, spelling and writing process. Let's hit the bull's eye with relevant instruction, and we will maximize children's learning.

The Zoo-phonics® Program fully **involves the child's eyes, ears, mouth and body** as they learn phonemic awareness, the alphabet, and how to decode (read) and encode (spell/write).

Zoo-phonics® is so playful. Watch baby animals as they play. They are in constant motion as they wrestle, jump, roll, snarl, yip and growl. This is important preparation for adulthood. The same goes for children. They're in constant motion, and they love to make noise. So let's use what is natural for them and channel it for learning! If they are moving, they are not only having fun but they are processing information through this important movement and sound production!

Zoo-phonics® has a **strong parent component** because we know that helping parents to help their children is crucial. Parents bond with their children as they "play" Zoo-phonics®. No longer is there a power-struggle with homework! Says Program Specialist, Sally Mathers, Great Falls, Montana, "Parents are no longer threatened when asked to help their children with homework."

Teachers love Zoo-phonics® because students learn quickly, without stress, and retain what they learn. Zoo-phonics® brings fun and excitement into the classroom, thus motivating students.

Zoo-phonics® fosters success by helping children feel good about their reading, spelling and writing ability. **No child slips between the cracks!** School is a good place to be where successful learning takes place.

FREE! Zoo-phonics® Fidelity Paper Maximize learning!

Head Start teachers love the results of Zoo-phonics® too!

"I teach a Head Start class that includes three and four-year-old children. I was initially concerned about presenting the entire Zoo-phonics® alphabet to the children at one setting. But the first time I presented the alphabet they wanted to do it again! They loved it! They learned the sounds and movements after just one week. Every day they would come in and ask to do Zoo-phonics®. They were proud that they had learned it! Within a week I noticed that the children were relating the sounds and movements to letters and words around the room and in books. I would pick up a book and a child would say, "'Home' is a word like Honey Horse." They just started to become aware of the letters and sounds. Within six-weeks the children could combine the sounds of letters to start to form words like c-a-t. They also began to notice if a word ended in "Sammy Snake." The best part was the feedback I got from the parents when the children went on to kindergarten this last fall. The children from my class were very well prepared and had great advantage because of Zoo-phonics®!"

— Janet O'Connor, Head Start Teacher, Grapeview, WA

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Zoo-phonics®
Teaches Kids to Read, Spell and Write
reading is fun!

The ESSENCES of Zoo-phonics®

1) The Animal Alphabet helps children remember the shapes and sounds of the letters.

Letters are symbols and are very abstract for young children. The more abstract learning is, the less the students understand and remember. Zoo-phonics® uses Animals in the shapes of lowercase letters before teaching the actual letters. Sequentially, the child learns first the Animal Shapes, then the Merged Animal Letters and finally, when developmentally ready, the letters themselves.

2) Letter sounds are taught before letter names.

We do not read with letter names, we read with sounds. These sounds are the same sounds that children have heard from birth. According to research, neurons are assigned to sounds that babies hear repeatedly. Later these same neurons will be responsible for making the connections to reading and spelling. Reading and spelling, then, should be taught through the same auditory system (language) that children have known from birth.

Learning the sounds of the alphabet is essential for beginning readers. Zoo-phonics® teaches the sounds of the letters through the animal names ("a" as in alligator, etc.). Research shows us that, letter names initially provide no link to the letter sounds. Expecting children to learn the letter names at the same time as letter sounds may only be confusing because children hear two distinctly different sounds. (Try this: Say the letter name. Now say the letter sound. If you repeat this with each letter of the alphabet, you will hear the difference between the letter names and the letter sounds.

3) Lowercase letters are taught before capital letters.

Did you know:
a) That it is easier for a young child to form a lowercase letter than a capital letter? (Capitals require more strokes, pencil lifts and diagonal lines.)
b) That reading materials are written 95% of the time in lowercase letters?
c) That it is easier for a child to read sentences written in lowercase letters than capital letters because capital letters are all the same size?
d) That often first and second grade teachers have to work with students all year to break the habit of inappropriately using capital letters? Let's teach them correctly the first time around!

4) The Body Movement for each Animal Letter helps "cement" the phonemic information into memory.

Research states that when the body moves, the brain remembers. The Zoo-phonics® Body Signals allow children to put their natural "wiggles" to good use and act as a cue for memory. We know statistically that anytime we physically perform, memory is enhanced.

5) The alphabet is taught sequentially, and as a whole entity, "a - z." The alphabet is not fragmented.

The alphabet is one unit with 26 parts which are all necessary for reading and spelling mastery. Why take 26 weeks to teach something that can be taught in a few weeks? Emergent learners can use the whole alphabet immediately because the Zoo-phonics® Animals and Signals make it so concrete and playful.

6) Short vowels are taught before long vowels.

It is much easier for a child to remember the sounds of a word with two and three letters, than to memorize the configuration of larger words. Most long vowels are found in larger words because they require other vowels to create the long sound.

When children are ready for more advanced concepts, long vowels, diphthongs, silent letters, and soft sounds are taught with the Animal/Letters through Signals, stories, music and skits.

7) Phonemic patterns (at, bat, fat, sat, etc.) are taught first rather than random word lists (of, it, then, was, etc.).

Children are "naturals" at locating patterns. Patterns help them make sense of their world. You wouldn't teach the times tables by mixing up the multiplication factors. Why, then, do we teach reading and spelling so randomly? Zoo-phonics® teaches children, through repetitive patterns, to make them aware of the patterns in speech and text.

8) The Zoo-phonics® curriculum is fully integrated with other subjects.

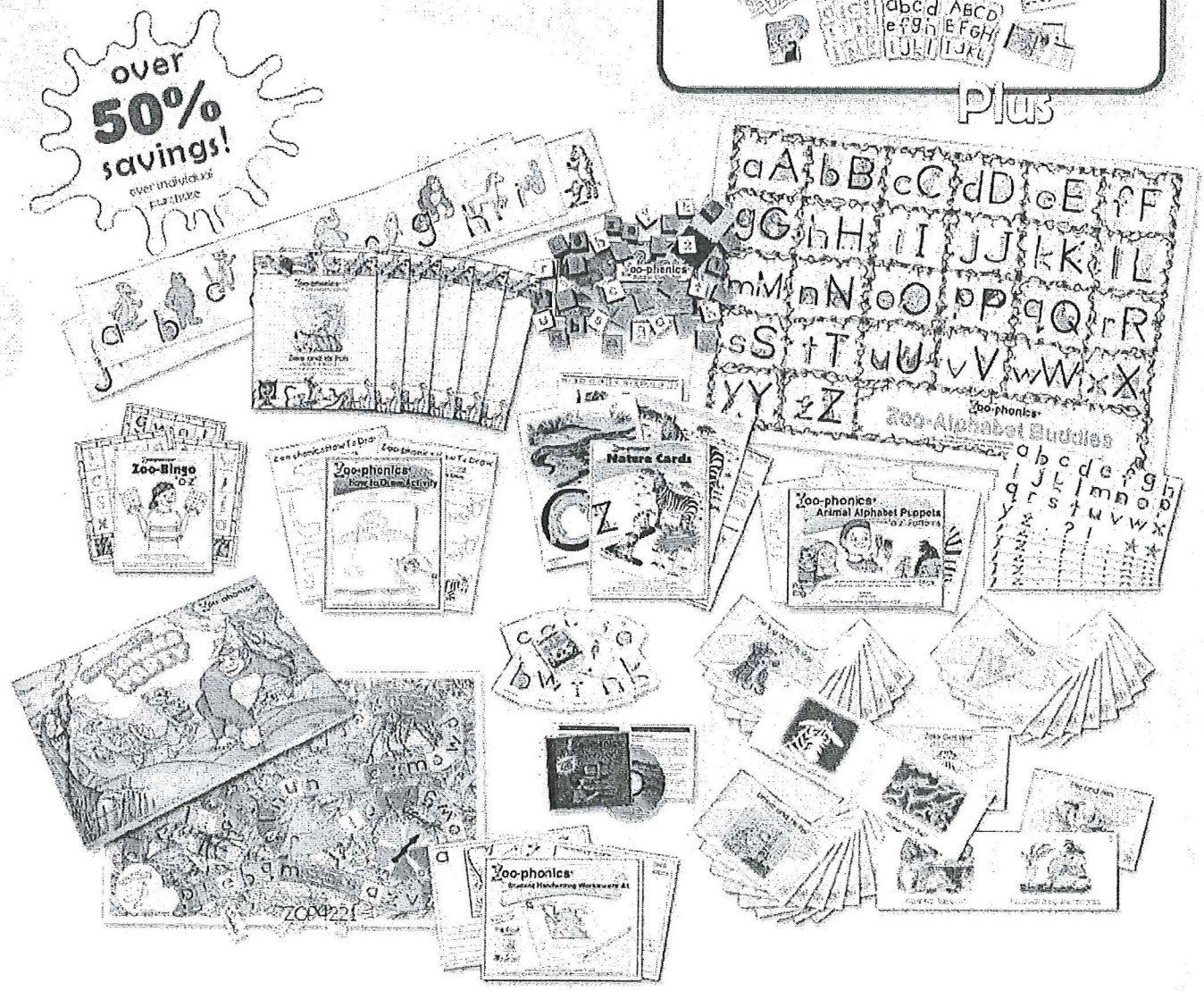
The Preschool Zoo-per Package

The *Preschool Zoo-per Package* is designed to offer the most **comprehensive and affordable method** for implementing Zoo-phonics. In addition to the *Preschool Kit*, the *Preschool Zoo-per Package* has controlled vocabulary readers, "a - z" reinforcement games, science, art, computer fonts, clip art and puppets.

- **The Preschool Kit PLUS:**
- Reader Level A • Book 1 (6 copies)
- Zoo-Bingo
- 3 in 1 Game
- Gordo Gorilla's Banana Party Game
- Zoo Fonts and Clip Art
- Magnets (6 sets)
- Rubber Stamp Set
- Nature Cards
- Colored Mini-Books set of one of each title (29 Mini-Books)
- Animal Alphabet Puppets*
- How to Draw Activity*
- Student Handwriting Worksheets*
- Zoo-Alphabet Buddies Poster
- Zoo-Animals Wall Border

Order Number ZOP4221 Price $599.95

*These materials are reproducible.



The Spanish Kit

Our *Spanish Kit* is the perfect sister program to the English Kit. It affords the same proven methodology you need to teach the alphabet, phonemic awareness, rhyming, sound blending (synthesis and analysis), reading, spelling and writing. Clear instruction is provided in the teacher's instruction manual. *Zoo-phonics en español* prepares the foundation for oral language, reading, spelling and writing in Spanish for toddlers and emergent learners. The Body Movements, or Signals, are performed in the same area and in a similar way as English. Both programs share 10 animals, Signals and sounds, so the transition to English will be easy! Zoo-phonics pre-teaches all vocabulary and concepts so children have a full understanding of concepts. **Can be used to teach Spanish to non-Spanish speakers.**

- Bilingual Instruction Manual
- Set of 29 Large Picture Cards with Merged Animal/Letters on reverse side and set of 29 matching Letters
- Merged Capital Letter Cards
- Nivel Primario Sound Flash Cards
- Nivel de Comienzo Sound Flash Cards
- Spanish Music CD, "Somos Los Ninos" and Booklet of Lyrics
- Alphabet Grid Set (8.5" x 14"): Animal, Merged, Lowercase Letter, Merged Capital and Capital Letter (with instructions)
- Spanish Reader Level A•1
- Spanish Reader Level A•2
- Spanish Reader Level A•1-2 Teacher Guide
- Spanish Animal Alphabet Puppets*
- Spanish Merged Animal/Letter Patterns*
- Spanish How To Draw Activity*
- Student Handwriting Worksheets Level A•1 (Corresponds to Reader A•1)
- Student Handwriting Worksheets Level A•2 (Corresponds to Reader A•2)
- Spanish Signal Practice Video on CD-ROM MP1 Format
- Zoo Fonts in English and Spanish with Zoo-Clip Art

Order Number EKT4210 Price $299.95

*These materials are reproducible.

Bilingual Friendly!
The authors of Zoo-phonics believe that ELL children need to first learn the core curriculum in their own language. This may not always be possible. If children must be fully immersed in English, Zoo-phonics becomes an "equalizer," helping them to jump up with other students in the classroom.

EKT4210