

# Octo-Vowels

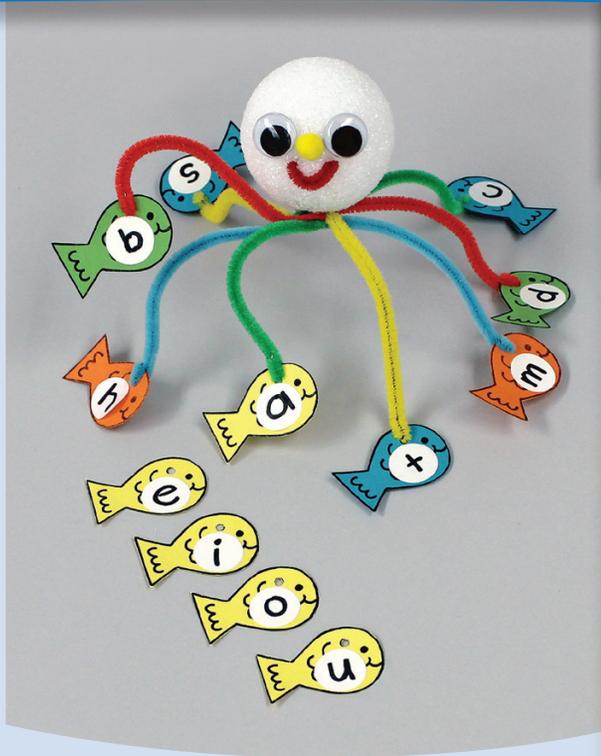
## MATERIALS

**FOR STUDENT:** (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Balls, 2 1/2" diameter
- Two 18mm diameter wiggle eyes
- Cardstock paper fish, twenty total - five of each color: Yellow, orange, blue and green (See "FOR TEACHER" below)
- Chenille stems, one of each color: Yellow, orange, blue and green; and one 2" length red
- Pom pom, 1/4" diameter, yellow or color choice
- Circle sticker labels, 3/4" diameter, twenty (one per fish)
- Washable black fine tip marker
- Scissors
- Glue stick
- Paper plate
- Small plastic cup (to hold parts)
- Small zip-sealed bag (to later hold parts)

## FOR TEACHER:

- FloraCraft® Design It:® Wire Cutter
- Colored cardstock: Yellow, orange, blue and green (Determine the number of sheets of each color needed based on the pattern having 23 fish per sheet and the number of students)
- Ruler
- Scissors
- Glue gun (for teacher only)
- Photocopier



## LANGUAGE ARTS

GRADE LEVEL

KINDERGARTEN – FIRST

## COMPLETION TIME

- 45 minutes



## OBJECTIVES

Students learn:

- Which letters are vowels and which are consonants
- The way vowels and consonants are combined
- How words rhyme
- To listen and follow step-by-step instructions

## STANDARDS

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking: Print many upper and lowercase letters
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing:
  - ▶ Write a letter or letters for most consonant and vowel sounds (phonemes).
  - ▶ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## LESSON INTRODUCTION

- Discuss how the students have been combining letters to make words and sounding them out.
- Explain that they will each get to make their own octopus that holds lettered fish so that they can make words, but that you'll all work together on it as a class. Also, explain that you'll be discussing the difference between vowels and consonants and then practice making and reading words.

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! The intent is for the yellow vowel fish to stand out and be used as the basis for making different words by using the same vowel but different consonants. The students can build words on the legs of the octopus. Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help the students. It is also recommended that you make one project first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare.*

**[1]** Use a glue gun to glue two wiggle eyes onto a ball for each student.

**[2]** Photocopy the pattern sheet onto colored cardstock, planning on five of each color for each student. Use the paper cutter to cut apart the fish for students to be able to cut out. Use a 1/8" diameter paper punch to cut a hole where indicated on each fish.

**[3]** Use the wire cutters to cut the chenille stems in half, so that each student gets a total

of eight 6" lengths (two of each color except red). Cut the red chenille stems into 2" lengths, one per student.

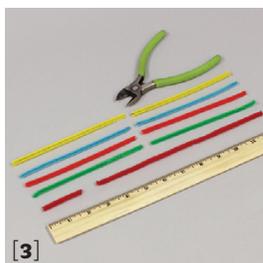
**[4]** Cut the circle sticker backing paper into sections of twenty circles, one section per student. For each student, set on paper plate: Five of each color fish, scissors, black marker, glue stick, circle stickers section and cup with eight chenille stems, 1" red stem, pom and ball with eyes glued onto it.



[1]



[2]



[3]



[4]



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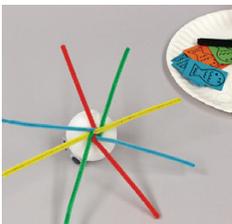
# INSTRUCTIONS

**[1]** For the octopus legs, demonstrate and have the students grasp all chenille stems at once from their cup, so that bottoms are aligned. Then have them tightly twist the bottom for about 1 1/2". Caution them to do it carefully so that the wire ends don't poke them. Check each of them to be sure that they are secure before proceeding.



**[2]** Demonstrate and have students work with a partner to make the hole for the legs as follows: Have the helper-student hold the foam ball upside down on the table, so that they can see the eyes to be sure they're getting the hole in the bottom. Have the other student use the bottom of the marker to press it into the ball, just a little way at first - then press harder to make the hole about 1 1/2" deep. Have the same student remove the marker, return it to the plate, and insert the twisted end of the stems, into the hole. If necessary, twist in the same direction as the stems to get it all the way in. Have students switch jobs for the helper-students to make theirs.

Then show the students how to fan out the legs, with the same colors being opposite of (across from) each other.



**[3]** Have students find all of their yellow fish and two of each of the other colors, setting the remaining fish out of the way. Ask them to cut out those selected fish on the outside of the line, so that the outlines show. Then have the students use the marker to write their name on the back of one fish.

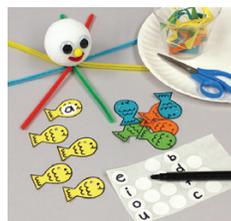
For the nose, demonstrate and have the students wipe the pom

against the glue stick to catch a lump of glue and press the pom onto the face, close to eyes. For the mouth, show them how to bend the red chenille stem into a smile and fold it back, 1/4" on each end, to insert the ends into the foam below the nose.



**[4]** On five circle stickers, have the students write the vowels: a, e, i, o, and u. Then remove the stickers from the backing paper and affix to each of the YELLOW fish.

Explain that the fish they set aside will all be consonants that you will give them, later. For now, they can use various colors of fish for just four consonants: b, d, t, and c. Have them write and attach them to their fish.



**[5]** Demonstrate and have the students bend 1/4" up on the ends of their chenille stem legs. Then ask them to pick one vowel fish and place it onto one leg, pinching the chenille stem end to hold. Now they should choose one consonant fish to put on each side of the vowel fish, that will spell a word they recognize. Longer words can be spelled by using additional legs.

Later, when time, have them cut out the remaining fish and give them the other consonants you want them to have for those fish

Give students zip-sealed bags to hold their octopus and fish.



## MODIFICATIONS

### To simplify project:

- Pre-make holes in the foam balls for the insertion of the legs.
- Cut the fish into squares so that the students don't have to cut them out.

### To expand project:

- Have the students work together to create longer words with two sets of vowels and consonants. (Reminder to have the students initial the backs of their fish, for later sorting.)
- Create a giant octopus for display, using a larger foam ball, larger wiggle eyes and one full size chenille stem per leg (or twist together chenille stems for longer legs).

### For multiple ages:

- Younger and older students can work side-by-side, with the older students working on more complex words using more yellow fish for extra vowels.
- Encourage older students to come up with ways they can use the octopus for other lesson in Language Arts or Math.

## ADDITIONAL IDEAS

- Hang the creatures around the room and offer challenges to see who can come up with the most unusual words or longest words (using multiple creatures).
- Create math games with the octopus and numbered (instead of lettered) fish.
- Have the students collect the names of other creatures who live with the octopus in the sea and add key words to the backs of the fish.
- Make a hand drawn sea life mural and attach the creatures to it. Then ask the students to write a story about an undersea adventure.



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## TIPS

- FYI: For those who are eager to teach the students that the plural of octopus is octopi, please check out Merriam-Webster.com for the explanation as to why it is now octopuses.
- You might want to put on a pair of gardening or cloth-type gloves to check the student's twisted stem ends, so that you can twist them tighter, faster.
- If the legs come out of the foam ball, remove the twisted unit, re-twist and use the glue gun when you re-insert.
- Have extras of each of the various materials.
- If greater durability is desired, laminate the sheets of fish before cutting them apart.

## REFERENCES

*The Bug In The Jug Wants A Hug* by Brian P. Cleary  
*You Can Do It!: Short Vowel Storybooks* by Suzanne I. Barchers  
*The Mystery Vowels* by Keisha Harris  
*The Nice Mice In The Rice: A Long Vowel Sounds Book* by Brian P. Cleary

# PATTERN

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