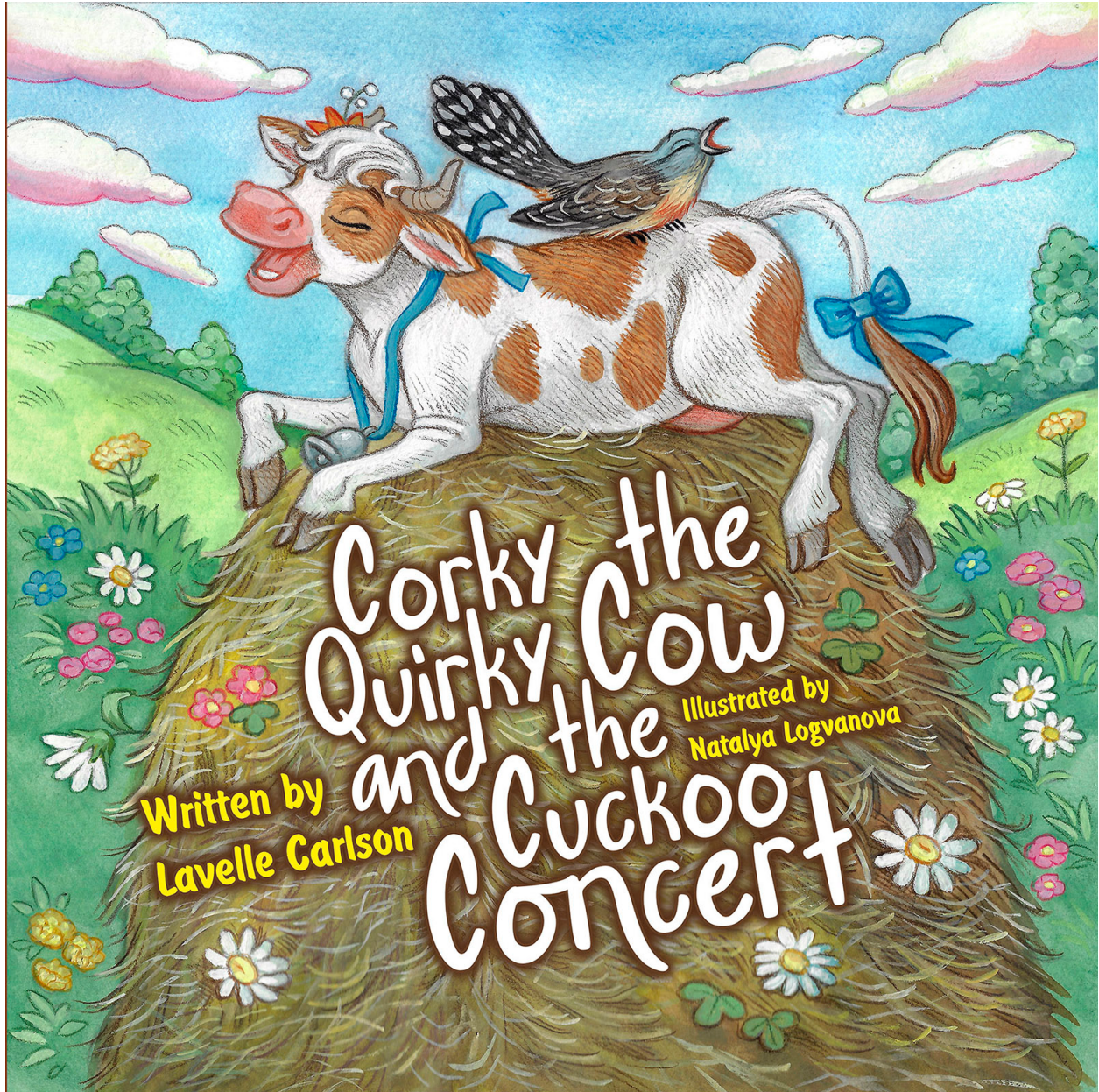


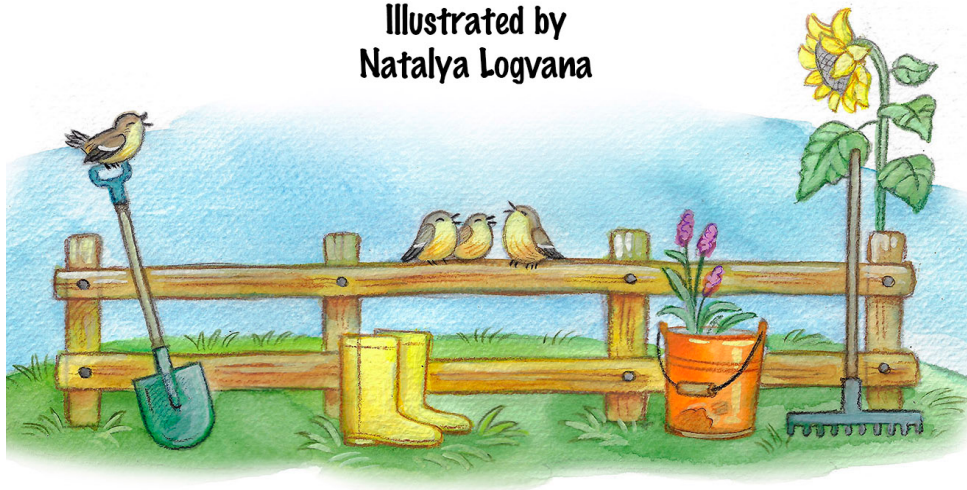
***Corky the Quirky Cow  
And the Cuckoo Concert  
Activity/Workbook***



**CORKY THE QUIRKY COW**  
**AND THE CUCKOO CONCERT**

by  
**Lavelle Carlson**

Illustrated by  
**Natalya Logvana**



# ***Corky the Quirky Cow And the Cuckoo Concert***

## **Activity Book**

By Lavelle Carlson

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Hundreds of stories and activities can be downloaded at <https://www.slpstorytellers.com/register-2/> or by following the QR code.



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- C. Vocabulary List**
- D. Suggested Activities – Activities to be determined by age and level**
- E. Materials**

## **A. INTRODUCTION**

**In 1994 the International Dyslexia Association adopted the definition of dyslexia that is also used by the National Institute of Child and Health and Human Development (NICHD).**

- Specific learning disability that is neurological in origin**
- Characterized by difficulties with word recognition, poor spelling and poor**

**decoding abilities that often are the result of a deficit in phonological processing**

- May also include problems in reading comprehension**
- Lack of reading experience can inhibit growth of vocabulary and background knowledge**

**Adopted by the IDA Board of Directors, Nov. 12, 2002. This definition is also used by the National Institute of Child Health and Human Development (NICHD).**

**Approximately 20% (the prevalence varies slightly depending on the source) of the population has dyslexia. In those populations that have less language experiences as a young child the prevalence of reading disabilities may be higher. Research shows that phonological awareness training in the early years will decrease the reading disabilities (NICHD). This notebook addresses the problem in the preschool ages through early elementary.**

**Many of the reading disabilities can be ameliorated with early intervention. Many educational groups have developed guidelines to address this issue. The Texas guidelines for the pre-kindergarten curriculum in the areas of language and early literacy encompass listening comprehension, speech production and speech discrimination, verbal expression, phonological awareness, print and book awareness, letter knowledge and early word recognition, motivation to read, developing knowledge of literary forms, and written expression (Texas Education Association). For the specific levels refer to the TEA web site: <http://www.tea.state.tx.us/curriculum/early/prekguide.html>**

**The skills for successful reading originate early in life when the child begins to hear and process language and sounds. The precursors to the higher reading skills of phonics, vocabulary and comprehension are phonological and phonemic awareness, oral language, and print awareness (NICHD). Although at a higher reading level all the skills work in tandem to produce good readers, phonological awareness is now considered to be the supporting base for early reading (Torgerson et al, 1997). The levels that will be taught after phonological awareness are: phonics (letter to sound correspondence), writing, and spelling (NICHD).**

**Phonological awareness is the ability to perceive discrete parts of words and manipulate the parts to create new words and increase vocabulary. For our very young children an introduction to Phonological awareness prior to sound, syllable, and word likenesses and differences, it is good to introduce the likenesses and differences between animals' sounds. So, then, we can think of phonological awareness as four levels; animal sound likenesses and differences, word likenesses and differences, syllable likenesses and differences, and speech sound likenesses and differences.**

**(1): Animal/environmental sound level examples:**

- **A cow says “moo” but a pig says “oink”.**

**(2) Word level examples:**

- **There are 6 words in the sentence, “Quack, quack, I need a snack.” Now help me count the 6 words (by clapping or objects like blocks, etc.)**
- **I say, “My name is Sue.” Now you help me finish the sentence, “My name is \_\_\_\_\_ (Sue).”**
- **Finish this sentence. A horse is big but a bird is \_\_\_\_\_ (little).**

**(3) Syllable level examples:**

- **Segment syllables. Break the word chicken and you have two meaningful units; “chi” and “cken”.**
- **Blend separate syllables to say the word; i.e., “chi” (pause) “cken” = chicken.**

- At a higher reading level the ability to manipulate syllables greatly increases one's vocabulary: apart, delete a = part; part add y = party.
- In the onset to rhyme level the initial consonant is changed to be followed by the same vowel sound and any other accompanying sounds. /b/+ag=bag, /r/+ag=rag.

**(4) Speech sound examples is the ability to perceive and manipulate individual speech sounds; i.e. add, delete, shift, substitute, blend, and segment. This highest level of phonological awareness can be distinguished from phonics.**

- Mat delete /m/ = at.
- Mat add /s/ (sound) = mats.
- Mats with the /t/ and /s/ (sounds) shifted = mast.
- Mat with /k/ (sound, letter "c" substituted for /m/ (sound) = cat.
- Blending the separate sounds in a word to say the word; i.e., /c/, /a/, /t/ = cat.
- *Segmenting a word into its separate parts; i.e., me = /m/, /e/.*

**Although phonological awareness is considered to be the supporting base for reading, teaching the language skills and language concepts that are important to comprehension can facilitate it. Some of the language concepts and terms that will be used later for teaching; i.e., beginning, middle, end, can be taught using environmental and animal sounds initially, then progressing to the letters and letter sounds and sound/symbol correspondence.**

**And, of course, all teaching is facilitated by hands-on activities and interactive activities including the use of blocks, squares, hop scotch squares and more.**

## **B. Introduction to Corky the Quirky Cow**

***Corky the Quirky Cow and the Cuckoo Concert* is an excellent book for teaching the full spectrum of phonological/phonemic awareness instruction as it begins at the animal sounds and then has many rhyming words at the higher level of speech sound awareness and (onset-rhyme (rhyming words)).**

**Corky the Quirky Cow Manual is intended for Head Start, pre-kindergarten, kindergarten, and early elementary grades, depending on the child's skill level. The humor in the story will delight the listeners and keep them glued to the activities. The repetition and predictability in the story can also facilitate speech and language in children diagnosed with autism and developmental apraxia of speech. The story can also be used for generalization of articulation skills. And, last but not least, this story allows for many phonological activities beginning at the animal sound level through the speech sound level, syllable level, and word level. It is hoped that this workbook and the book, *Corky the Quirky Cow and the Cuckoo Concert* (available on Amazon and [www.https://www.slpstorytellers.com](https://www.slpstorytellers.com)), provides speech/language pathologists, teachers, and parents with additional useful activities to add to their repertoire of knowledge and materials.**

**It is always suggested that the reader give a brief synopsis of the story prior to reading. If at all possible, come up with a question that the children should be listening for in the story.**

**Corky the Quirky Cow and the Cuckoo Concert synopsis:**

**There once was a most unusual cow. This Corky the Quirky Cow was not your usual cow who could just moo. No, she had a very special talent. Corky can mimic any other farm animal. She had another special skill. She was able to teach the other animals to mimic other in a nice and fun way. It was so much fun that Farmer Ken started having animal concerts for his friends until they became bored. What was Corky to do? Do you think she can learn to mimic something else that will have people clapping and cheering her on? What do you think she will do?**

### **C. Word Lists:**

**Vocabulary by Sound - Words included in story:**

**Initial /c/: Corky, Ken, quirky, concert, cuckoo, cow, cock-a-doodle-doo, quack, cluck**

**Final and medial /c/: Corky, quirky, cuckoo, duck, quack, snack, back, bark, chicken, cluck, oink**

**Rhyming: cuckoo, moo, too, Sue, do, who (as in “Who says moo?”); tree, see**

**Vocabulary list from book: Corky, Ken, Sue, Quirky, concert, do, too, cuckoo, cow, moo, rooster, cock-a-doodle-doo, duck, quack, snack, back, neigh, say, sheep, baaa, dog, bark, chicken, cluck, pig, oink, bird,**

**Vocabulary List (Related to farm)**

**Barn, hay, farmer, tractor, trailer, mower, cow, horse, sheep, dog, pig, chicken, rooster, eggs, duck, goat, rodeo, bull**

**D. Suggested Activities to be determined by age and level. Add activities as needed to teach skills necessary for your children.**

**Activity 1. Learn the animal names: Hang a picture of the farm on the wall. Cut out the farm pictures and tack them in the farm picture.**

**Activity 2. Hearing – Play farm animal sounds from the internet sounds that can be downloaded from the internet or sound apps or teacher can make the sounds.**

**Activity 3. Put on a Corky the Quirky concert. Give each child a colored mask (included) to cut out. Put the animal name under each. Next, tell the children you will hold up a mask/picture and those children who have that same picture will say the animal sound. Have all the cows make the moo. Then, have those with the pig say oink, etc. Then, once all animal sounds have been said, have a complete farm concert by having all the children make the sounds at the same time.**

**Activity 4. Music is important for learning language. Sing Old McDonald Had a Farm. Hold up a picture of the next animal to say a sound. “And on his farm he had a horse. E I E I O. With a neigh neigh here and a neigh neigh there. Etc.**

**Activity 5. Read the book on several occasions. Tell the children they will help you put on a play. The children can make finger puppets with the small pictures (included) by cutting them out: rooster, pig, duck, horse, sheep, dog, chicken, cuckoo bird. Tape them to their finger. As you read the story the children will fill in the repetitive dialogue (with your help) and pretend their character is saying the dialogue while holding up their animal picture. Book page 7 will be good for this activity.**

**Activity 6. Using the masks, SLP or teacher holds up a mask and says a sound (can be sound of the animal mask or any other farm animal). The children say if the teacher is saying the correct animal sound.**

**Activity 7:**

**Materials: Where is the animal? Use the reproducible pictures of farm animals Instructions: Have one student take an animal/person picture from the box. Tell the other students to close their eyes while the student with the**

**picture hides and then makes the sound of the animal represented by the picture. The other students can open their eyes and then tell where the animal/person is located.**

#### **Activity 8 – What do you hear?**

**Materials: Pictures of animals and sometimes a blank card**

- **Instructions: Have three students stand in front of class. Standing children take a picture card but do not show it to seated children. Tell the children when you tap them (always in a left-to-right progression from the seated children’s perspective), they then make their noise. Question to ask: What sound did you hear at the beginning, in the middle, at the end?**
- **Instructions: Have two children come to the front. Give each a picture, sometimes the same pictures and sometimes different pictures. Have each student say the animal sound. Ask the seated students if the sound is same or different.**
- **Instructions: Tell the children they are to count the sounds. Have four students come to the front in a line. Give each one a paper with an animal picture or a blank card. Tap the students’ shoulders left-to-right again. The students say his/her animal sound but the student(s) with blank card(s) says nothing. There may be times when one student is not tapped and, therefore, does not make a sound. At that point explain that only two sounds were heard but three animals were seen.**

#### **Activity 9: Teacher: How many sounds did you hear?**

**Instructions: Divide the class in half. One half is given one picture from one stack. Have group 1 stand on one side of the room. Group 2 is given one picture from the other stack. Group 2 stands on the opposite side of the room. Group 2 listens while the group 1 makes the sounds of their animal/person. (It is best to allow one student at a time to make a sound. However, when the students are familiar with the game, you can then increase the level of difficulty by allowing two or three students to make their sound at the same time.) Then, alternate the groups so all students have an opportunity to make the sounds and also have the opportunity to listen for the sounds.**

**Activity 10: Identify the sounds and their position left to right. Using pictures of animals have three students stand side by side while others will observe and respond. The three students will say their sound from left to right. Ask the**

observers who said the first sound, who the second, and who said the last.  
**Materials: Pictures of animals/persons (included in manual)**

**Activity 11: Identify the letter sounds – moving up to a higher cognitive level from animal sounds to letter-to-speech sounds. Identify the sounds and their position left to right. Using pictures of letters have three students stand side by side while others will observe and respond. The three students will say their sound from left to right. Ask the observers who said the first sound, who the second, and who said the last.**

**Activity 12: Same/different sounds: Give two sounds. Are the sounds same or different. These animal sounds at a low level or speech sounds at a higher level.**

**Activity 13: Count the animal/person/speech sounds. Say sounds. Ask the students to listen and count the sounds you say.**

**Activity 14: Listening for words – How many words do you hear? Cow says moo. (2) I hear you. (3) A cuckoo bird says “cuckoo.” (5)**

**Activity 15: Listen for words - Tell the children you will say a silly sentence and they are to correct you. (1) A cow says oink. Response: moo. (2) A cuckoo bird says cuckoo. Response: moo.**

**Activity 16: Word awareness activity: Tell the children you will say a sentence and they are to tell you how many words are in the sentence. Initially, it is good to use manipulatives, i.e., blocks, felt squares, etc., and/or physical movements; i.e., clapping, hopping, stepping on squares, etc. If necessary, pause between the words until the students understand the concept. This activity can be done easily during the reading of the story once the children are familiar with the dialogue.**

**Activity 17: Word awareness - Tell the children that Simon will say something silly. They are to clap when Simon says the sentence silly (incorrectly). The children should then tell Simon what he should say.**

**Activity 18: Word awareness - Tell the children that you will say some words. When they hear the name of an animal, make the sound of that animal. Chair. Response: none. Cow. Response: moo. House. Response: none.**

**Activity 19: Word awareness - Listen for same or different words. Use pictures, if necessary but no materials are required. Ask the children if these words are the same or different? Cow, cow. Response: same. Duck, horse. Response: different.**

**Activity 20: Word awareness - Listen for missing words in a sequence of words. A \_\_\_\_\_ says oink. Answer, pig.**

**Activity 21: Instructions: Tell the children you will say some words like “cow, horse, pig”. Then you will say them again “cow, \_\_\_\_\_, pig” and they should say “horse”. In the beginning it is best to use pictures. Put the pictures on a felt board. Remove the pictures as you say the words. Then put up the pictures in the same order but with one missing. The students should tell you the missing picture. When the children are familiar with the activity, eliminate the use of the pictures and use felt squares or only say the words depending on how successful you feel the children will be.**

**Activity 22: Word awareness – Do same as in 21 but use a sentence instead of a list of words. Listen for missing words in a sentence – no materials needed. Tell the children you will say a sentence two times and they are to help you by telling you what word you left out the second time. This can also be done during the reading of the repetitive passages. Occasionally, pause and let the children finish the sentence. (1) A pig can oink. A pig can \_\_\_\_\_. (2) “Hello, my name is Sue.” “Hello, my name is \_\_\_\_\_.”**

**Activity 23: Tell the children you will try to trick them by talking like a robot. Say three syllables of a word in a robotic voice, “chi ---- cken. They are to tell you the word “chicken”. Or, have the children use counters to count the syllables.**

**Activity 24: Delete a syllable**

**Materials: Pictures – optional Vocabulary list**

**Say “farmer”. Response: “farmer”. Now say it without “er”. Response: farm-.**

**Activity: Count the syllables. Tell the children you will say a word and they are to tell you how many syllables (how many times their chin moves) are in the word.**

**Activity 25 – Sound awareness: Using the vocabulary list or words relevant to any book have the children count the sounds. It is good to use manipulatives like squares, etc. (1) M – oo. 2 squares of different colors, (2) D – o – ve, 3 squares of different colors ,(4) B – a – b – y. 4 squares, square 1 and 3 will be the same color representing /b/ sound.**

**Activity 26 - Listen for same or different initial sounds: moo, too (different), moo, moo (same). This activity has important teaching words that children need to know – same/different.**

**Activity 27 – Counting sounds: Tell the children you will say some speech sounds and they are to tell you how many you said. Use manipulatives and physical movements; i.e. clapping. If necessary, drop tokens in a box and count them after the response. If you use felt squares, place a square for each**

**Listen for initial sounds /k/, /g/, /t/, /d/**

**\*Activity 28 – Discriminating initial sounds and learning initial vs middle and final teaching vocabulary: Materials: Letter cards can be used to introduce the young children to the letters (If children are very young in Pre-K, they will not be ready for the letters, only the listening. Targeted sound is /k/.**

**Cow. Response: clap. Tree. Response: none. Coo. Response: clap.**

**Other stimulus words:**

**Initial /k/ sound: coo, horse, can, cow, caterpillar**

**Initial /g/ sound: Grampy, goo-goo, ghost, dove**

**Initial /t/ sound: shoe, toot, toucan, tree, baby (Randomly insert words that do not begin with targeted sound.)**

**Activity 29 - Instructions: Explain to the children that you want them to leave out the first sound in some words. Use only words containing 2 or three sounds. Place the same number of squares on the board as sounds represented. Remove the first colored square as the children say the last sounds(s).**

**Say moo. Response: moo.**

**Now say moo without the /m/. Response: /oo/.**

**Say dove. Response: dove.**

**Teacher: Now say dove without /d/. Response: /ove/.**

**Activity 30 - Onset rhyme Tell the children to tell you if two words rhyme.**

**Horse – horn, no. Hoot – hoop, yes. Bat – bad, yes. Bat – back, yes. Bat – bag, yes. Bat – bam, no.**

## **E. Materials**

- A. Reproducible animal masks – included**
- B. Small reproducible pictures of animals – included**
- C. Farm scene reproducible – included for children to put animals on**
- D. Farm spinner game (see instructions and reproducible pictures)**
- E. Farm animal bingo cards**
- F. Flash cards (animals) (make from AI bingo download but 6/page)**
- G. Flash cards (animals' sounds) Create cards with neigh, moo, oink, quack, neigh, baaa, bark, cluck, cuckoo**
- H. Flash cards (alphabet) – matching and reading letters and the sound**
- I. Farm maze**

It is best to print this spinner on heavy paper. For this farmyard spinner you can purchase metal or plastic spinners at an office supply store or at Wal-Mart. Or, you can simply cut out the arrow on heavy paper, punch a hole in the middle and fasten it with a paper brad.



Place next 4 farmyard pieces together and laminate. Put Velcro on front of pictures in various places. Put Velcro on back of small animals. Children can then decorate the farmyard with animals while identifying them or saying their sounds.

Left upper quadrant





Right upper quadrant





Left bottom quadrant





Right bottom quadrant





**Pictures for farm activities: These large animal pictures can be cut out, glued to popsicle sticks, and used as masks for guessing animal activities.**

















































































Cut out and laminate the cards for matching animals to sounds. Suggested game is “Go Fish”.  
“Do you have a picture of an animal that says “ \_\_\_ ”?”















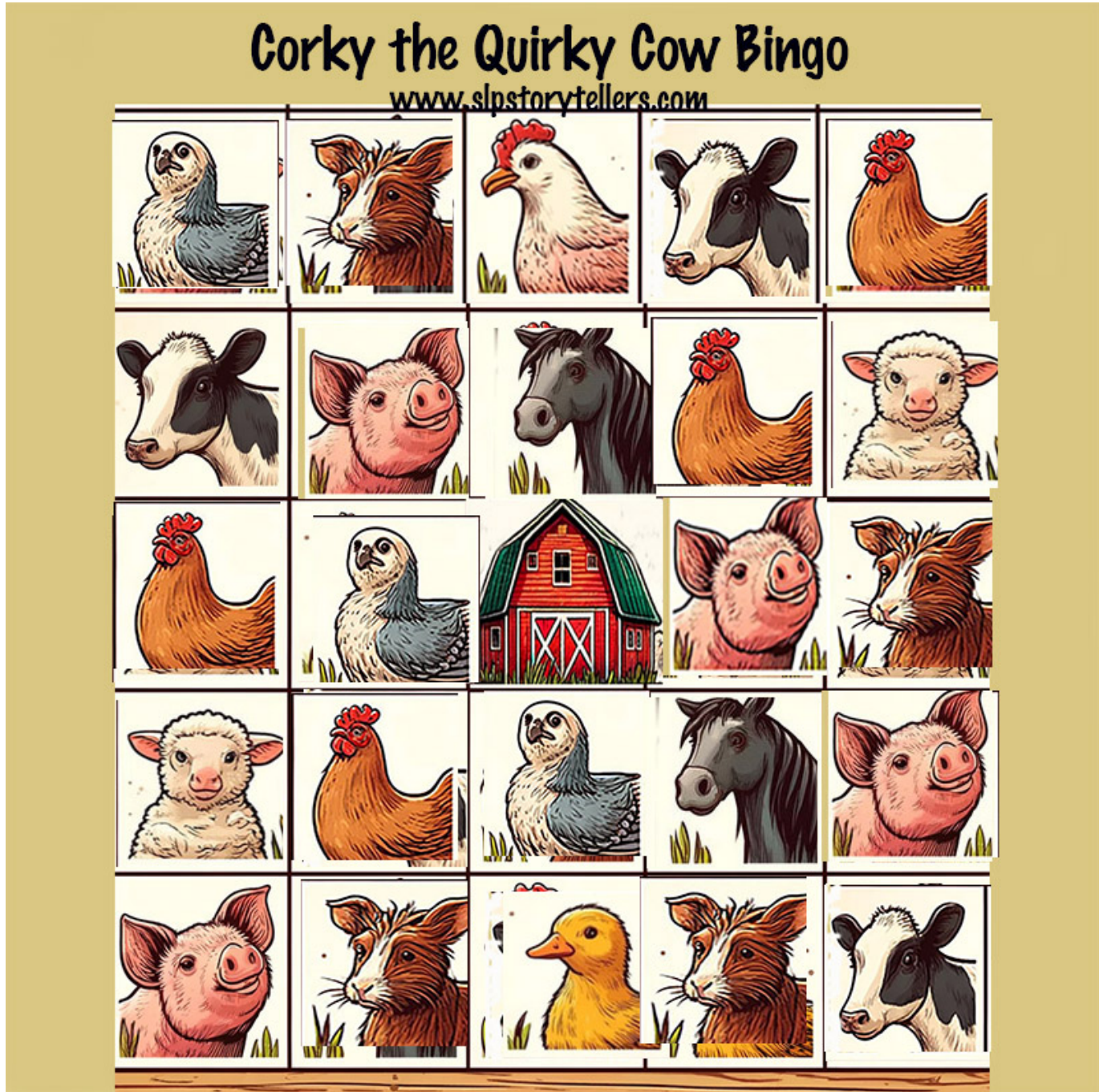


Help each chicken in the maze (3) find the way to Corky in the middle with a pencil.





Farm Animals: Print enough cards as needed. There are 4 different cards. Cut out the small animals on the next page. Have the Bingo caller draw one image at a time and call it. Have the children put markers on each one they have. Once they have a row of markers, they call out "Bingo". Barn is a free spot.





# Corky the Quirky Cow Bingo

[www.slpstorytellers.com](http://www.slpstorytellers.com)





# Corky the Quirky Cow Bingo

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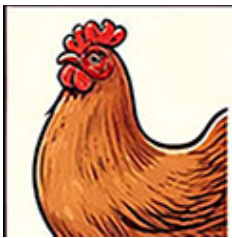


# Corky the Quirky Cow Bingo

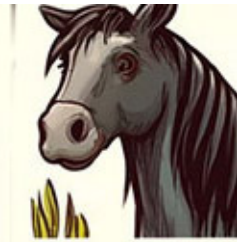
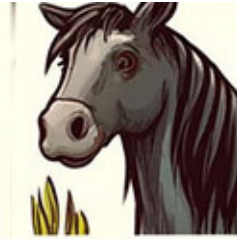
[www.slpstorytellers.com](http://www.slpstorytellers.com)





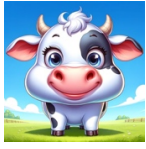








Draw a line from the animal to the sound it makes while saying, "I see a \_\_\_\_ . I hear \_\_\_\_ .



----- \_Moo



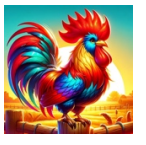
----- \_Oink



----- \_Bark bark



----- \_Cluck cluck



----- Cock-a-doodle-doo



----- \_Baaa



----- \_Neigh



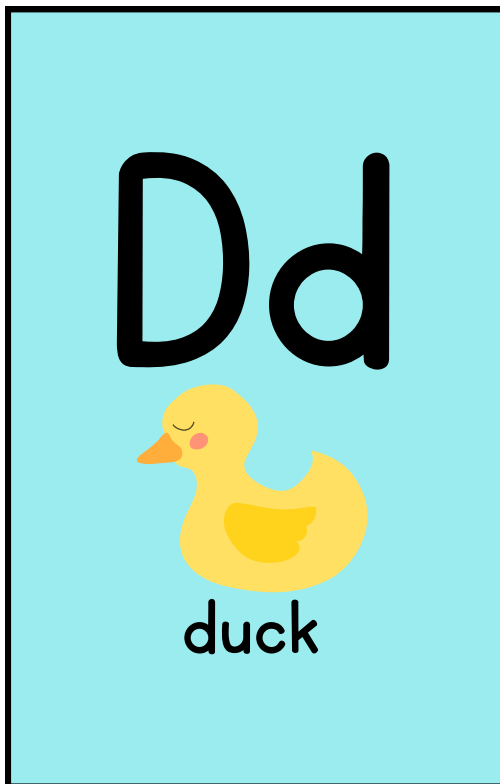
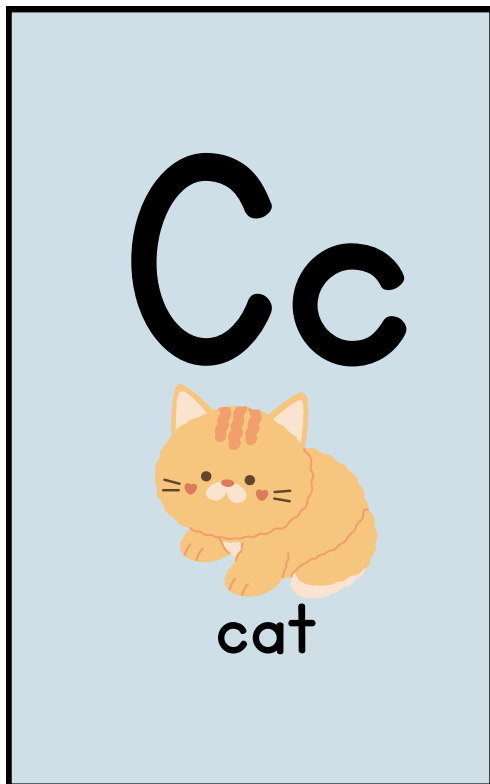
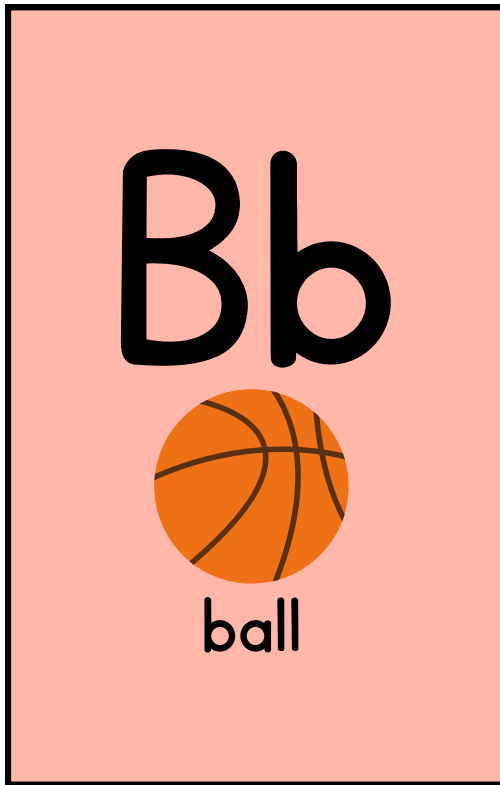
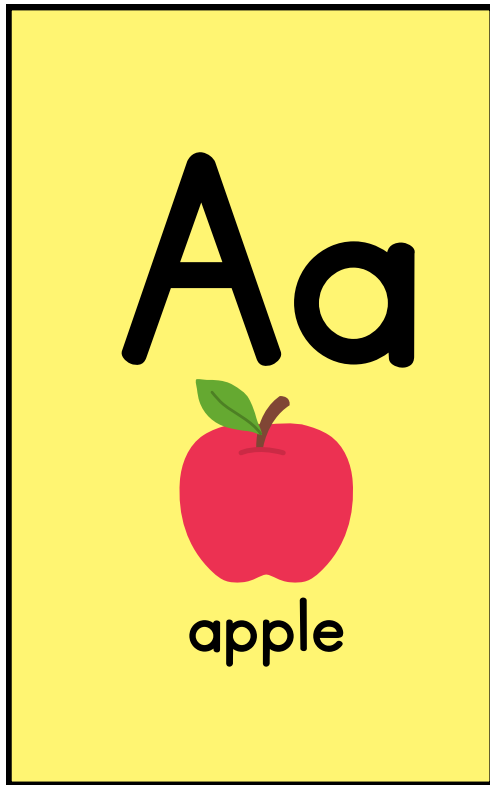
----- \_Quack quack



----- \_Cuckoo cuckoo

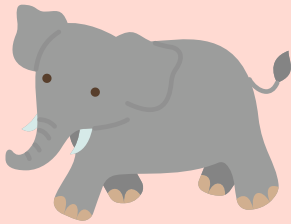


Letter flash cards – cut out for various activities – matching (need 2 of each), Go Fish, Draw letters and line up according to alphabet, and more



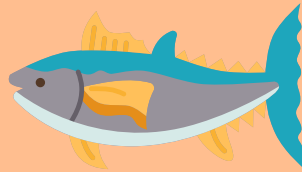


Ee



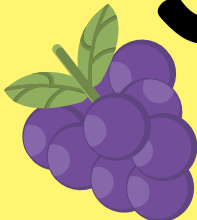
elephant

Ff



fish

Gg



grapes

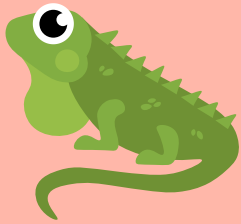
Hh



hat



Ii



iguana

Jj



jelly

Kk



key

Ll



lion

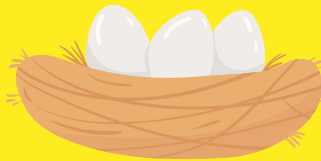


Mm



moon

Nn



nest

Oo



orange

Pp



pig



Qq



quail

Rr



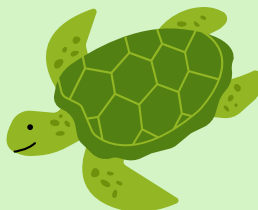
rocket

Ss



snake

Tt



turtle



Uu



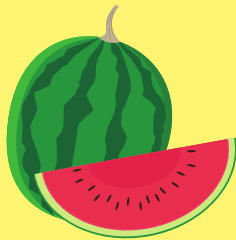
umbrella

Vv



volcano

Ww



watermelon

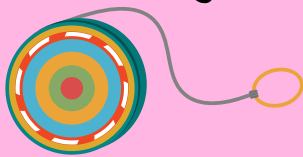
Xx



xylophone



Yy



yo-yo

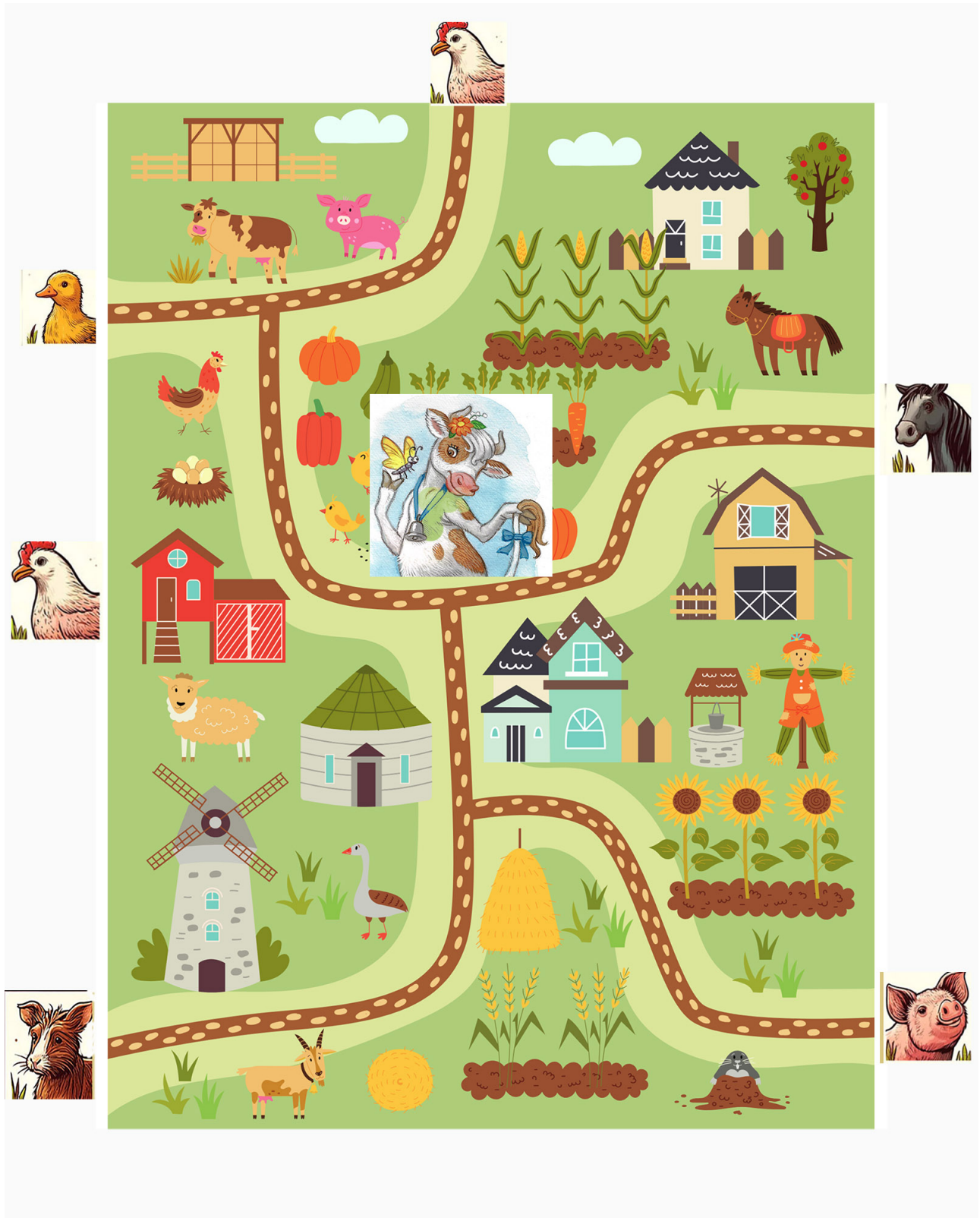
Zz



zebra



Have children draw a line from each animal to Corky. Have them name the animal they see and say the sound the animal makes.





Corky's Guessing Game – Print. Cut out and clip as a book, self-explanatory.



## GAME MECHANICS

1. Read the clues carefully.
2. Guess the Farm Animal.
3. Try your best and win a star!









Its baby is called a "chick"

It has feathers.

It makes the sound "CLUCK CLUCK"

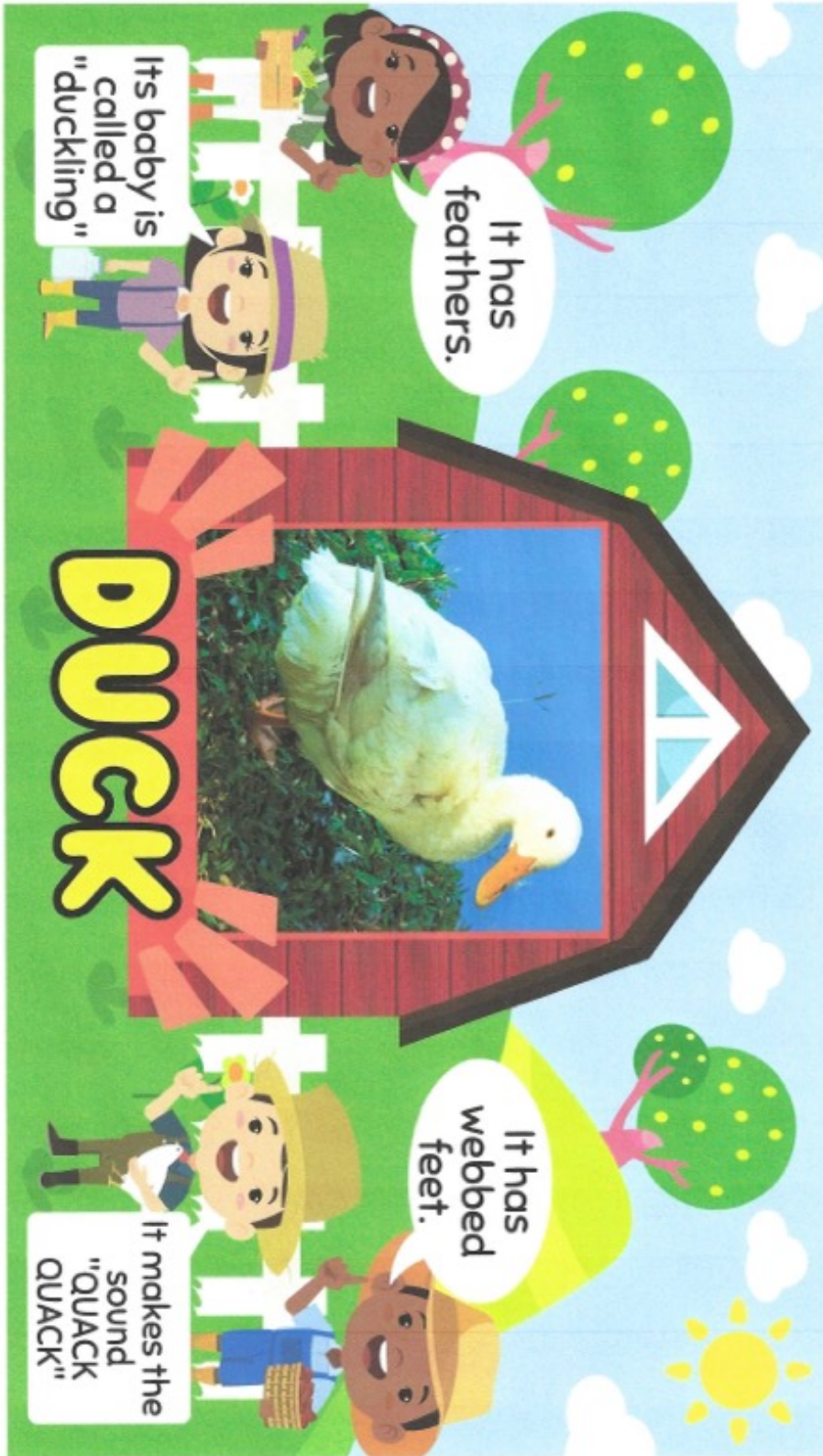
It can lay eggs.









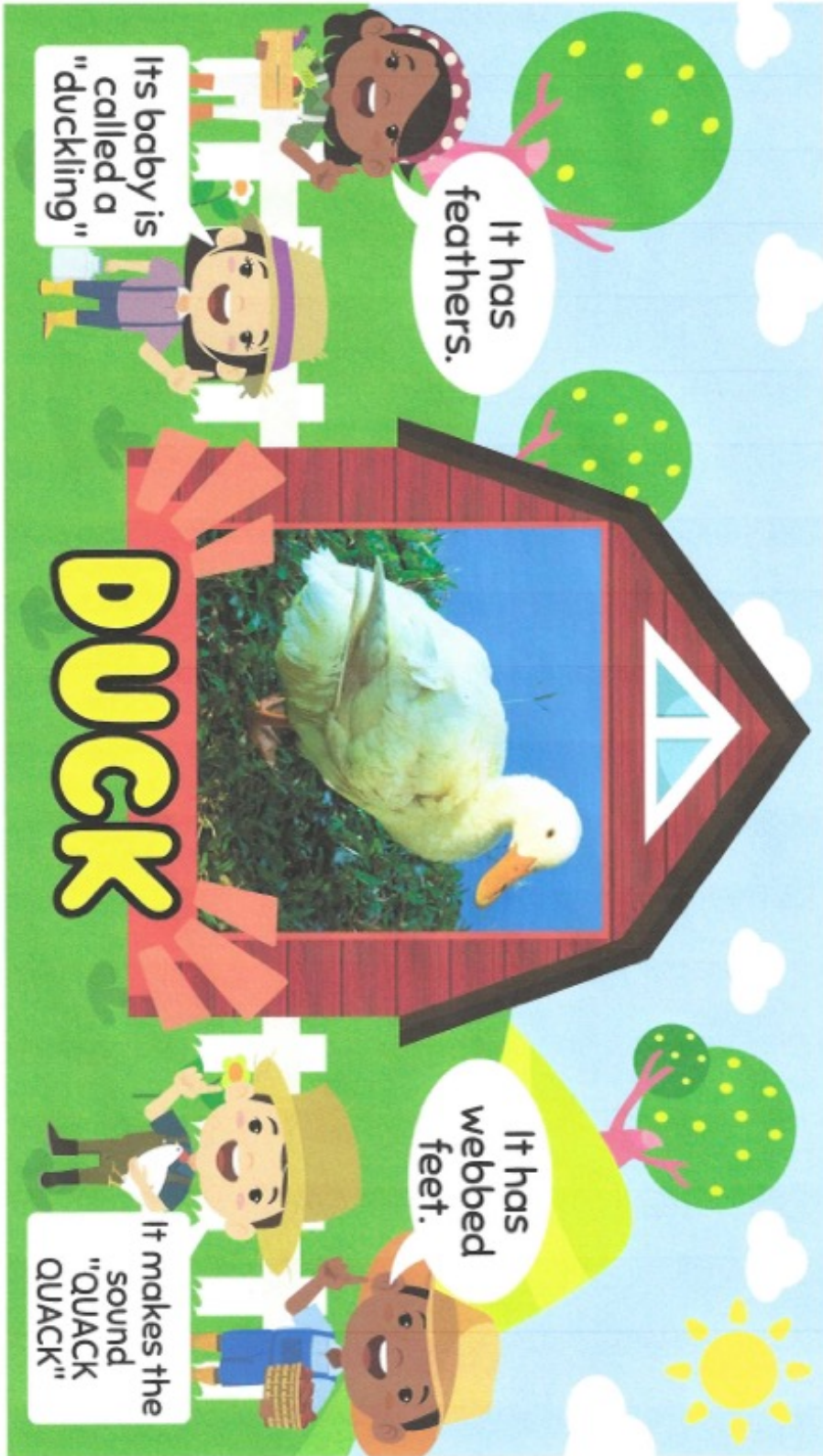


It has feathers.

Its baby is called a "duckling"

It has webbed feet.

It makes the sound "QUACK QUACK"



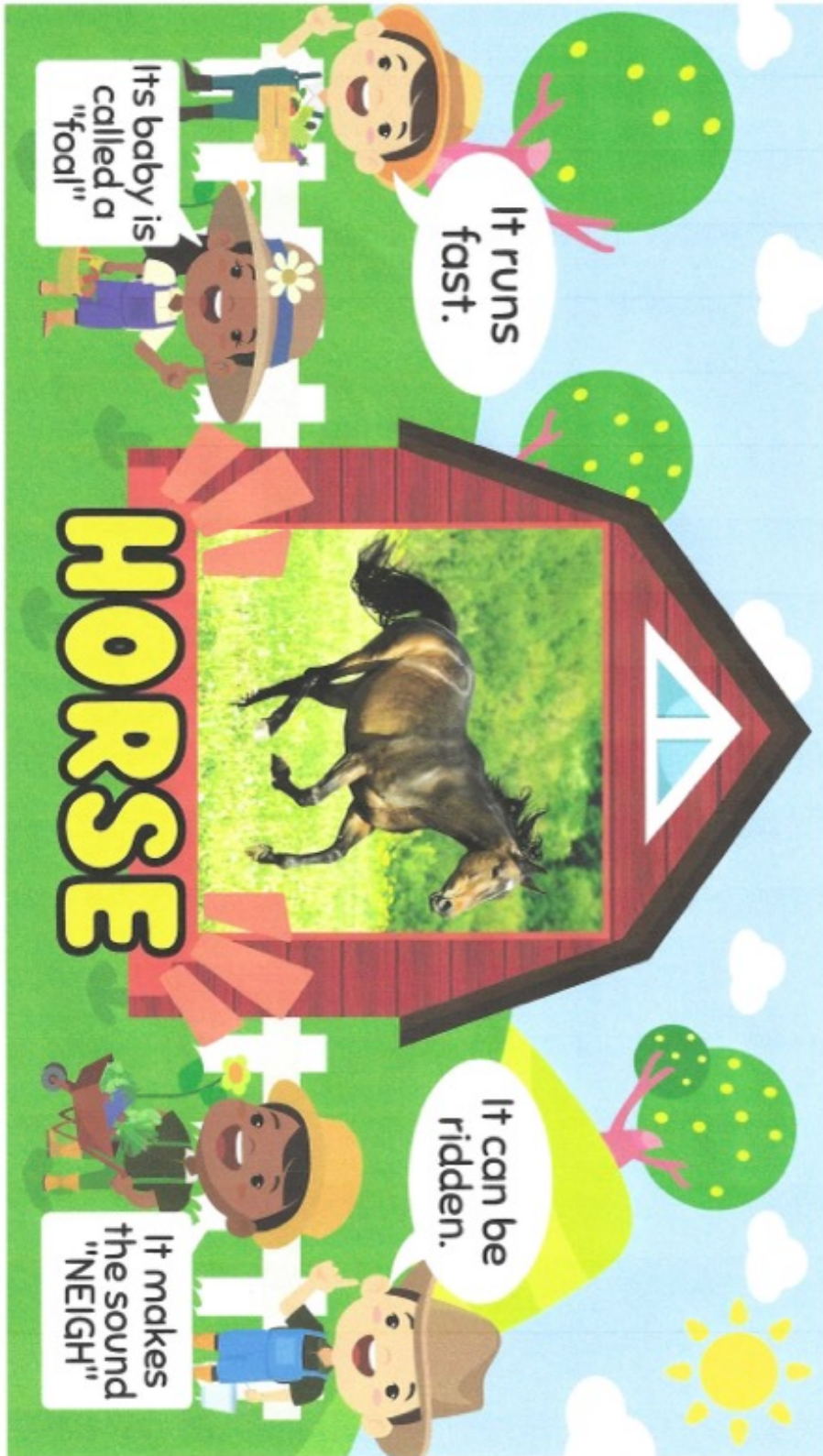


It runs fast.

Its baby is called a "foal"

It can be ridden.

It makes the sound "NEIGH"





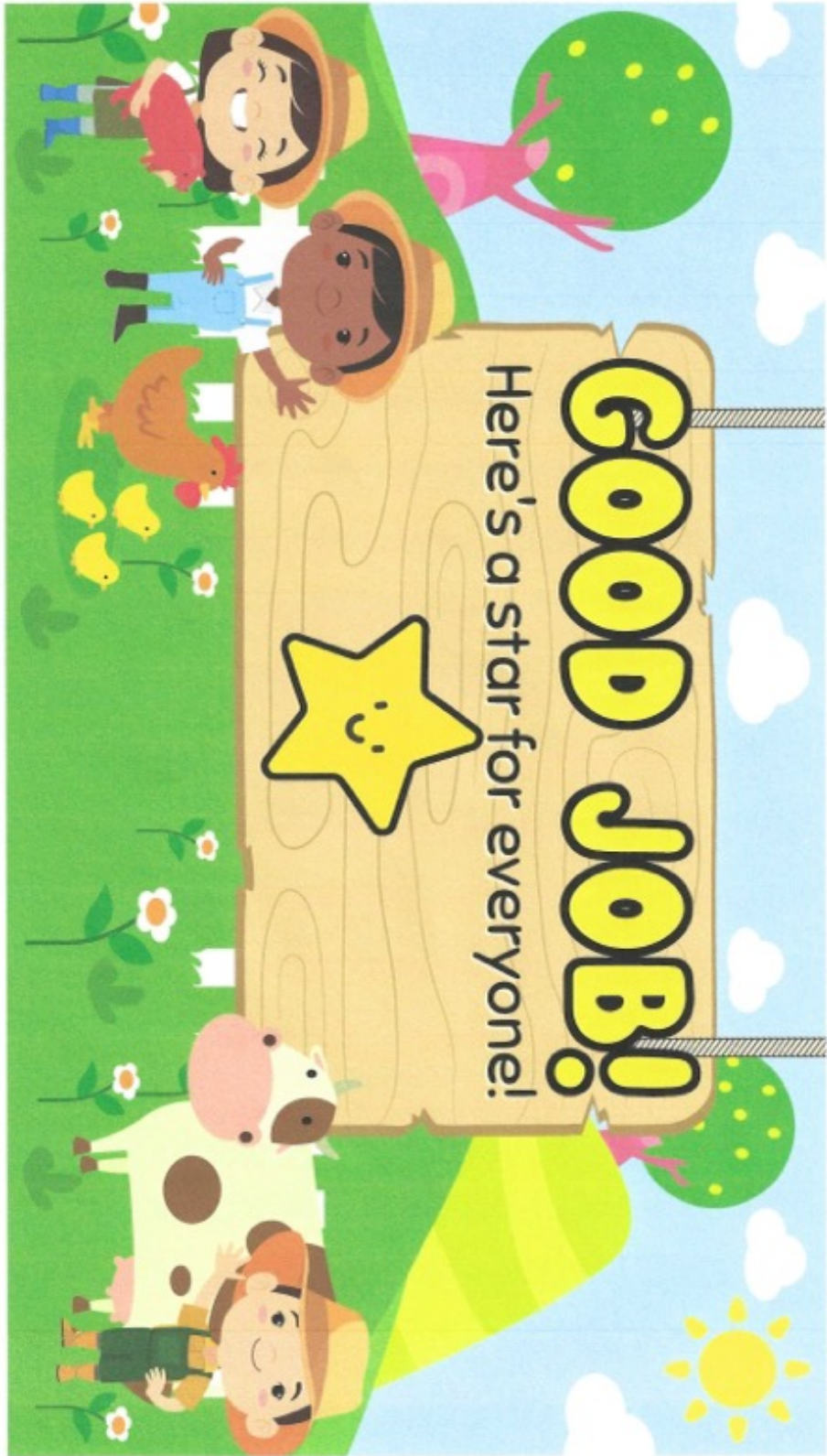
Its baby is called a "poult"

It's bigger than a chicken!

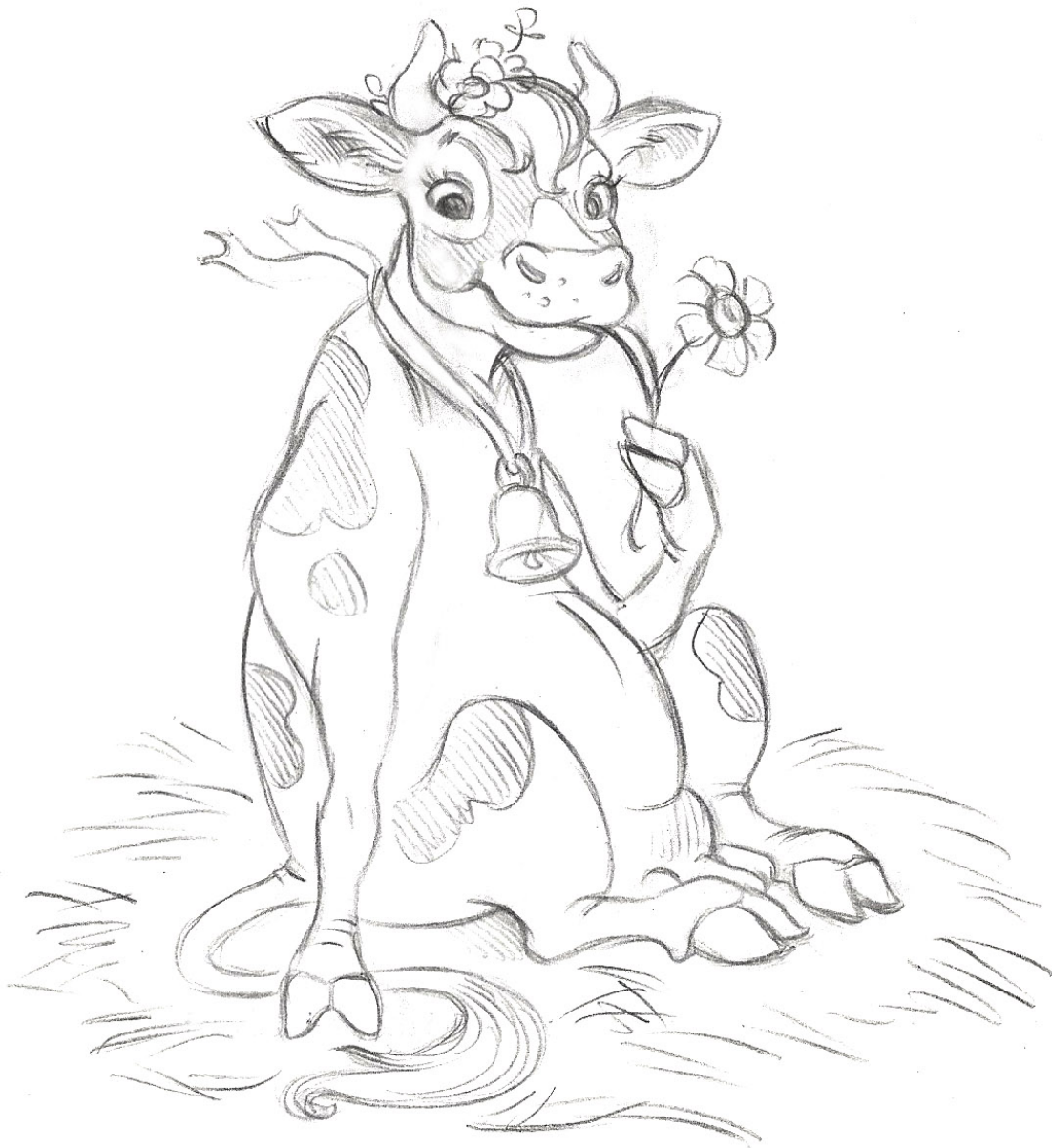
It has huge feathers!

It makes the sound "GOBBLE GOBBLE"





**Corky coloring page – Full coloring book is available as part of the subscription**  
<https://www.slpstorytellers.com/register-2/>

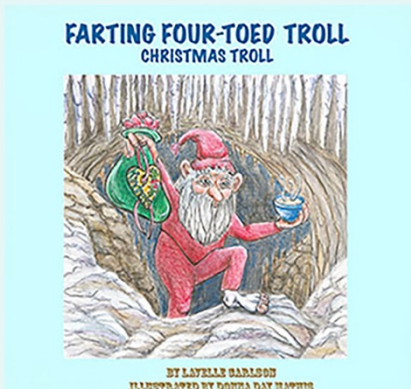
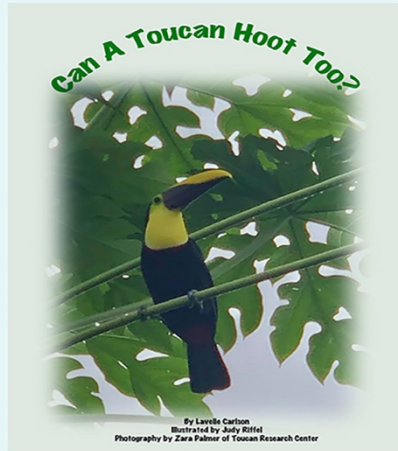
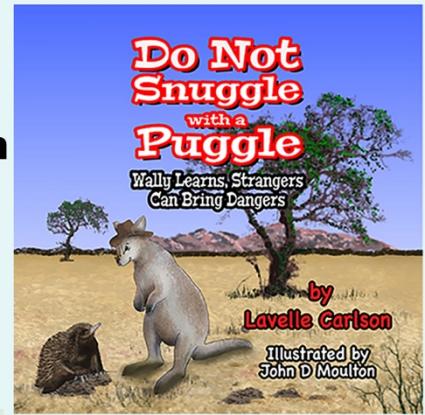


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