

• Song-themed • Play-Based • Multimedia • Multisensory

Jazzles Voconics Lesson Plans

by Lesley Beth

‘Why? Why? Why?’

Lyrics activating a vocabulary of 55 Words in Connected Text,
32 different, including 17 starting with the Wonderful Letter W!

Group 5 Letters (k, v, e, **w**, j)

It’s wild!

Beginning with the emotionally engaging ‘**Why? Why? Why?**’ **Animation**, these innovative Plans provide the scaffolding to deliver intuitive learning for confidently ‘OutSmarting’ Reading.

Supporting individual intelligences and all three learning styles (Visual, Aural and Kinesthetic), these creative Lesson Plans ensure every child – irrespective of developmental age, school readiness and language skills - has multiple ways to playfully develop Early Learning skills.

Multiple Means of Engagement.

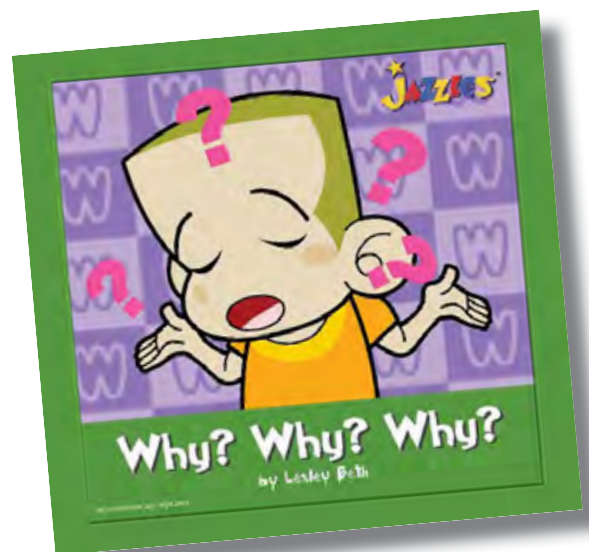
Jazzy music, collective singing, colorful animations and interactive multimedia, create the happy, laughter filled environment essential for developmental learning. Now, just by following these creative Lesson Plans, you’ll experience true ‘whole class learning’ as more children than ever before become intellectually, emotionally and communicatively engaged - expressing their thoughts and feelings while developing the essential skills of Speaking and Listening, Reading and Writing, needed for success.

Cross-Curricular Themes.

Topics and inquiry prompted by this Animation include: **‘questioning’ and the use of a ‘question mark’, types of questions (why? what? when? where?), the seasons of the year, animals of the polar regions, types of flight, animal/insect camouflage, birds, rain cycles, water conservation and how to find out information.**

Supplemental Checklist

- Film footage or pictures of wolves, wombats, weasels and worms.
- Film footage of wild weather and winter.
- Toys, puppets or models of wolves, wombats, weasels and worms.
- Stickers of any of the animals listed above.



See, Hear, Move, Sing and Remember Everything!

'Why? Why? Why?' Animation¹

Why use Cool Swing Music for his children's song about wondering why and asking questions?
Composer's choice - that's why!

While animating some wonderful, living creatures, this song includes some of the endless 'why' questions that children ask - providing the opportunities to explore concepts of 'weather' and 'camouflage'.

Start with Some Questions and Discussion.

- Show film footage or pictures of wolves, wombats, weasels and worms to introduce the Animation.
- Share knowledge about these creatures with each other.
- All these creatures start with the same letter-sound. Why can I say that?
- In this Animation that features lots of words starting with **W**, there are lots of questions. These questions all start with the word 'Why'.
- Let's watch it together.

Comprehension and Visual Literacy.

- What did you notice most about this Animation? (It's all about questions.)
- Why do you ask questions? (To get answers.)
- Why does a weasel turn white in winter? (For protection - it's camouflage in the snow.)
- What do we call *water falling from the sky*? (Rain)
- Why do you think *wild wolves wait, watch and wander*?
- Let's sing this song that asks a lot of 'why' questions again.

¹ This animated song visually explains the lyrics including facial expressions and body language. The alliterative, 'Matching Captions' highlight the initial letter 'w' where ever it occurs so reinforcing its sound-letter relationship.

Curriculum Areas

- **Language Arts:**

- ~ Reading:

Print Awareness, Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension, Literature (main points, sequence, cause and effects in relationship)

- ~ Oral Language:

Listening and Speaking (Listen with interest, singing, sharing ideas in sentences), Group Interaction (Show respect for others in verbal communication)

- ~ Visual Literacy.

Interpret and evaluate images in cartoons.

- **Social Studies:**

- ~ Civics: Listen to and respect each other.

- **Science:**

- ~ Life Science: Wolf, worm, weasel, wombat, flying creatures.

- ~ Earth/Space Science: Winter, rain, snow.



Performance with Purpose!

Fun with the Beat!

- Add **percussion instruments** and play along to the beat - tambourine, shakers, maracas, triangle etc.

Fun with Actions!

- Using the Guide below, learn some actions.

Fun with Dance!

- Using song or backing track 'Why? Why? Why?', make up a dance routine to this **Cool, Swing Jazz music**. Or, make some simple swinging moves!

Curriculum Areas

• Language Arts:

~ Reading:

Phonemic Awareness, Vocabulary, Fluency, Comprehension

~ Oral Language:

Listening and Speaking (singing, sharing ideas), Group Interaction (Show respect and consideration for others in communication)

• Performing Arts:

Music, Percussion, Drama, Actions, Dance and performance appreciation.



Lyrics

Suggested Actions

On: wombats wobble	Wobble your body.
On: Why does water fall from the sky?	Start with hands up high over head. Wiggle fingers as you lower hands as if imitating 'rain falling down'.
On: Why, why, why, I wonder why?	Raise shoulders and put hands out - palms up in a questioning manner.
On: worms like to wiggle.	Wiggle 1st finger like a 'wriggling worm'.
On: wings to fly.	Raise arms up and down in a 'flapping' motion.
On: Why, why, why, I wonder why?	Raise shoulders and put hands out, palms up in a questioning manner.

Fun with Mime and Drama!

Children form a circle with everyone facing inwards so they can observe their friends while they are miming!

Then mime:-

- Being a **wombat** wobbling on his four legs.
- Pretending to have **wings** and you can fly (use arms as flapping wings).
- Being a wild, **wolf** waiting and watching (use two fingers on each hand to make two 'wolf's ears' then turn head, looking from left to right).
- Being a wiggly **worm** (wriggle on the floor).
- Pretending to be rain falling (start with two hands up in the air, slowly coming down with wiggling fingers (**w**ater falling from the sky).
- Being a **weasel** who looks surprised when he looks down at his coat and realizes that he's turned white!
- **Walk** like a **wobbly wombat**, a **wild wolf** and a **wandering weasel**.

- **Wiggle** like a **worm**.

- **Or** dramatize each part of the song as it is sung.

Listening to music!

- Listen to other **Swing Music**.
- Can anybody **whistle**?
- Let's try **whistling** to the music of this song.



Visuals, Vocals and Vocabulary!

Using the illustrated LYRICS BOLD Page

With a color pen, children highlight or circle every word in the lyrics starting with the letter **w/W**. This helps children learn sound-letter relationships and new words in meaningful connected text. As they correctly identify a word, praise them and say the word for them to repeat.

There are some unfamiliar¹ words in this song highlighted in **bold italic**. Explain each one to ensure that children understand their meaning. Other words to explain are 'don't' and 'turn'.

Word List:

- why
- we
- **wombat**
- **wobble**
- wings
- **wild**
- **wolves**
- **weasels**
- wait
- watch
- **wander**
- worms
- white
- **wiggle**
- water
- winter
- wonder

Reinforce with Interactive Games:

Extend Phonemic Awareness, Listening, Spelling and Vocabulary Skills by playing these Games: Jazzles Matching, Jazzles Flap, Jazzles Listening and the self-competitive Jazzles Sweeper.

¹ 'Unfamiliar words' are words not usually found on lists of common words for 4th graders and below - but children find them more interesting and memorable than simple words.

Curriculum Areas

- **Language Arts:**

- ~ Reading:

Print Awareness, Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension

- ~ Oral Language:

Listening, Speaking, Group Interaction.

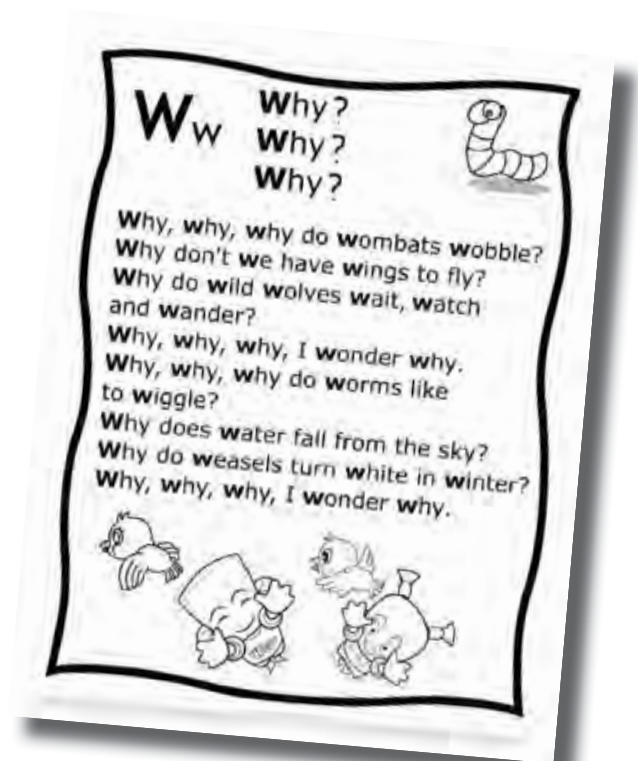
- ~ Visual Literacy.

- **Social and Personal Skills:**

Working independently, choosing interactive game, staying on task.

- **Technology:**

Mouse Control; One Click Play and Start; One Click (left); Drag and Drop; Click for Sound.



Source: Jazzles Blackline Masters

Lexical

- Words in Connected Text - 55
- Different Words - 32

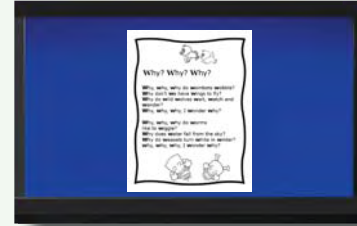
Visuals, Vocals and Vocabulary

LEARNING SIGHT WORDS IS A SONG!

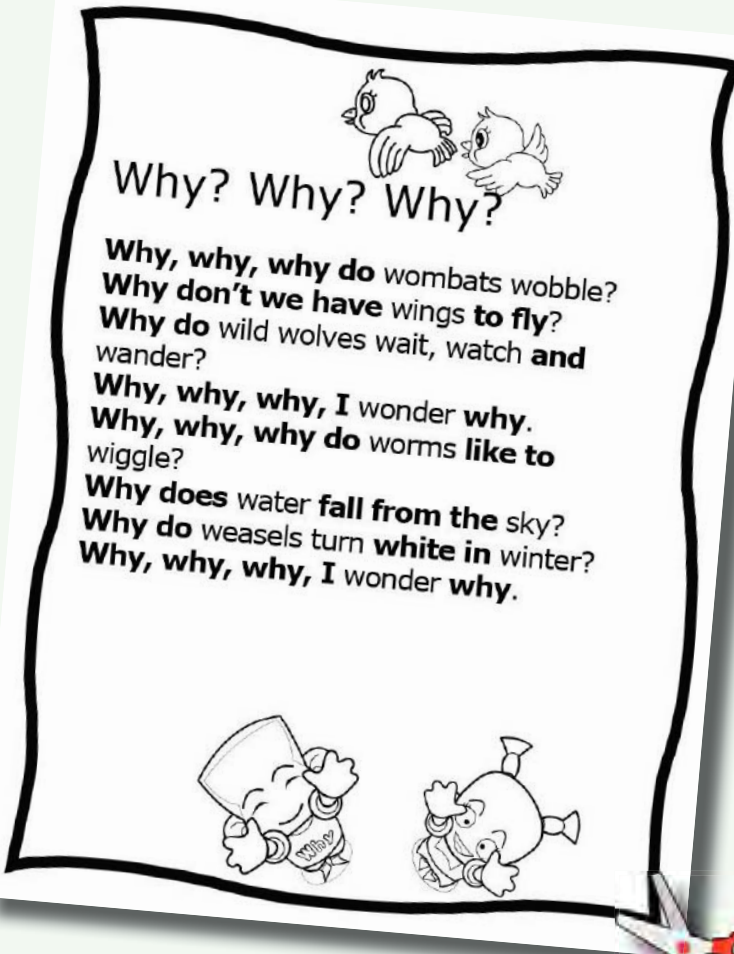
38 Sight Words are practiced every time the 'Why? Why? Why?' lyrics are seen and sung.

17 different - 5 above Primer Level.

Sight Words in 'Why? Why? Why?' lyrics featured in **bold**.



Project printable Jazzles LYRICS Pages on to your interactive whiteboard for CLOZE activities.



Cloze Activities

Use the viewable and printable Jazzles LYRICS Page to create Cloze activities.

- Target Sight Words featured in the Jazzles LYRICS Page for 'Why? Why? Why?'.
- Or focus on nouns, verbs, adjectives or contractions in the LYRICS.
- For ways of using Sight Words to create individual or collaborative class books, refer to the section 'Inspiring Early Writing Skills' of this Lesson Plan. (See: 'Create a Simple Book').

Using the Talking e-Book for Sight Word Learning :

- Place your mouse cursor on individual sight words to highlight and learn them by hearing, seeing and repeating them.
- Children can also use touchscreens to locate and hear sight words.



Alliterative Art and Creative Craft!

Now for fun activities to learn the shape and sounds of the letter **W**.

- Along with the craft glue and a choice of 'alliterative' materials recommended below, start to collage your **wild, wonderful W**.
- Use lots of alliterative, descriptive language to reinforce this sound-letter relationship.

Ideas for Collage.

- **Wiggly wool** for **winter** would make a **warm W!**
"What a **wonderful, warm, wiggly, wooly, W!**"
- Collage in **cotton wool**.
- To use the Sense of Smell as a mnemonic for letter-sound recall, add perfume, fragrant oils, or herbs to the finished 'collaged' Letter!
 - What about Wisteria, or Wattle?
- Decorate and color the images around the collaged letter **W**.
- Talk about the images, especially the ones that begin with **W**.

More Creative Activities.

- Design and create an imaginary **3-D flying** creature or object.
- Make a '**flying**' mobile.
- Design and make a wonderful pair of **wings** to wear and then pretend to fly.
- Make some **warm, winter** clothes to dress a doll or Teddy bear.
- Research how to make your own worm farm.



Curriculum Areas

- **Language Arts:**

- ~ **Reading:**

Phonics, Phonemic Awareness (Initial sound Fluency, Alliteration), Vocabulary (extending), Fluency, Comprehension, Print Awareness.

- ~ **Oral Language:**

Listening and Speaking (alliterative descriptions, singing), Grammar usage: (nouns, adjectives)

- **Small Motor Skill Development:**

Coloring, cutting, pasting.

- **Visual Art/Creative Skills:**

Collage, coloring, painting, selecting materials.

- **Social and Personal Skills:**

Working independently, choosing materials, staying on task for approximately 15-20 minutes.

- **Technology:**

Paint tools, paint bucket, print and trash functions.



Use your wintery Jazzles CRAFT Page for the letter 'w' as a Header for your Word Bank. Attach a streamer from the center, and staple word cards to it. Then hang from the ceiling. This example has been completed using warming wool pieces. The blank version is sourced from Jazzles Blackline Masters.

More Creative Literacy

- This 'READ and COLOR' Page uses images familiarized from the Animation to prompt recall of some key words from the song. Have the children read the text aloud when they finish coloring.
- Use this activity to help children understand the initial sound and word meanings through picture association.
- Always play the Jazzles songs (audio) in the background and allow the children to sing along quietly. It ignites happy, spontaneous oral language practice!

Play the Interactive Coloring Game!

Developing digital skills becomes a creative experience, as children use their computer skills to access the Jazzles paint program.

There are three 'coloring' images for each letter. For the letter 'w', you can color 'woodpecker', 'watch' and 'whale'. This is coloring with purpose!

These Jazzles coloring activities in combination with the palette options, extend children's imagination and creativity, as well as developing their confidence for decision-making on color combinations!

More Fun with the Letter.

- Play I Spy with the letter 'w'.
- From a variety of lowercase Magnetic Letters, (including several **w's**), identify and group all the **w's**.
- Play Jazzles Flap Interactive Memory Game for the letter 'w'.

Multisensory Letter Cards

Spell, Read and Write Word Fun!

Collage a Multisensory Letter to create a set of tactile alphabet letter cards that contain multisensory letter-sound clues of seeing, touching, sometimes smelling and sometimes even tasting.

Having practiced their oral skills of 'blending' and 'segmenting' (see 'Phonemic Awareness Activities' in the following section), children can have fun developing their Reading, Spelling and Writing Skills by manipulating these tactile cards for decoding, spelling words, then writing words.



Source: Jazzles Blackline Masters



Apart from lots of fun, the Jazzles Interactive Coloring Game helps develop fine motor skills through the accuracy of the mouse control needed to 'fill' some of the finer spaces.



Tactile Words to Read and Spell

Collage the smaller Jazzles Multisensory Letter card 'w' found in the Blackline Masters and begin making sets of tactile alphabet cards for children to manipulate to create words and practice their decoding and spelling skills. In the example above, letter 'w' is walnuts, 'i' is 3-D insect stickers and letter 'n' is 3-D night star stickers.

For more ideas, see previous page - Alliterative Collage.

Phonemic Awareness Activities

Children are more confident developing reading skills using familiar words. So some of the following activities are based on the words used in the Jazzles lyrics.

The activities¹ are oral. Model and pace them to the readiness of your class. Only extend the learning when children are confident to do so! Make it just a few minutes at a time! Short, snappy and fun!

Use letter-sounds from Group 1 (**a, m, t, s**), Group 2 (**i, f, d, r**), Group 3 (**o, g, l, h**), Group 4 (**u, c, b, n**), and now the **/w/** phoneme from Group 5 (**k, v, e, w, j**) – along with words from Jazzles ‘Why? Why? Why?’ Song.

Note: **/w/** phoneme represented as in ‘wombat’, ‘wild’, ‘white’ and ‘why’ in this song.

Words used can be ‘make believe’ words - it’s learning the skill that’s important!

1. Phoneme Isolation:

‘What is the first sound in?’

**why, wombats, wobble
water, weasels, white
winter, wonder, worms,
wiggle, wings, wild
wolves, wait, wander
watch, we, was**

Playing ‘I Spy’ assists this skill!

2. Phoneme Identity:

‘What sound do you hear in all these words?’

**warm, wet, wash
wait, wet, wait
worm, worm, worm**

Curriculum Areas

- **Language Arts:**

- ~ **Reading:**

Phonemic Awareness, Vocabulary, Phonics.

- ~ **Oral Language:**

Listening and Speaking. (Phonemic Awareness Activities)



¹ Based on a recommended structure from the National Institute For Literacy.

3. Phoneme Categorization:

'Which word doesn't start with the same sound as the others?

wonder, fall, wings

from, we, wild,

winter, watch, sky

4. Phoneme Blending:

Listen to a sequence of separately spoken phonemes.
Blend them to make a word.

w/ e/ t = wet

w/ i/ t = wit

w/ e/ n/ t = went

w/ e/ n/ d = wend

w/ i/ sh = wish

w/ i/ g = wig

w/ a/ g = wag

w/ i/ l = will

w/ i/ n = win

w/ i/ ck = wick

s/ w/ i/ m = swim

s/ w/ a/ m = swam

s/ w/ i/ f/ t = swift

s/ w/ i/ g = swig

w/ i/ n/ k = wink

w/ i/ l/ t = wilt

w/ e n = when

5. Phoneme Segmentation:

Say a word for children to sound out (and clap or tap) each phoneme.

win = **w/ i/ n** (3)

will = **w/ i/ l** (3)

went = **w/ e/ n/ t** (4) etc

Use words from **Section 4**.

This skill will assist in spelling words.

6. Phoneme Addition:

Add a phoneme to the beginning or end of a word.

/w/ + in = win

/w/ + it = wit

wig + /s/ = wigs

/w/ + ill = will

/w/ + end = wend

/w/ = ink = wink

/w/ for /f/ in fill = will

/w/ for /s/ in sink = wink

/w/ for /s/ in silt = wilt

7. Phoneme Deletion:

Recognize the word created when a phoneme is deleted.

wit - /w/ = it

win - /w/ = in

wigs - /s/ = wig

8. Phoneme Substitution:

Substitute a phoneme for another.

/a/ for /i/ in wig = wag

/w/ for /s/ in sit = wit

/w/ for /t/ in tin = win



Writing Rhythm!

Are you ready to practice writing the letter w?

Fun 'Air Writing' Practice¹

Demonstrate how to write this letter using the correct formational order. Have children stand, and with large arm movements², model the letter formation by 'writing' it in the air. Before repeating the formation, have children take one step to the right³.

Use one or more of the following:

- Demonstrate this letter formation by modeling the letter inside the letter outline featured on the Jazzles CRAFT Page. (Ideal for an electronic white-board.)
- Write the lowercase letter while singing along to this rhythmic chant as the Jazzles **backing music** plays. Begin the 'chant' after the musical introduction and continue to repeat the 'singing chant' as the letter is 'air-written'.

CHANT: "Forward down and forward up, forward down and forward up!" Repeat.

Before repeating, take one step to the right.

- Sing the Jazzles song, and while holding a silk ribbon, model the letter in the air to the rhythm of the music.

- 1 Access the appropriate Handwriting Style or use the Jazzles guides above.
- 2 Explicit teaching and correct formational practice helps prevent awkward handwriting habits.
- 3 Kinesthetic reinforcement of 'Left to Right directionality' of English Writing.

Curriculum Areas

- **Language Arts:**

- ~ Reading:

Print Awareness, Phonics, Phonemic Awareness.

- ~ **Oral Language:**

Listening and Speaking, Group Interaction.

- ~ **Writing:**

Usage and Mechanics (Handwriting - upper and lower case letters, recording words, writing name)

- **Small Motor Skill Development:**

Modeling, writing, coloring.

- **Visual Art:**

Painting, modeling, drawing.

- **Social and Personal Skills:**

Working independently/cooperatively, staying on task.

- **Social Studies:**

- ~ Civics: Work, play cooperatively, show respect for others.



Capital Letter 'W'

- At the start of the 'Why? Why? Why?' Animation, watch the Blue Band Animation as Bizz, Buzz and Bozz create the uppercase letter **W**.
- Write the uppercase letter **W** (large) in the air and on an electronic whiteboard, demonstrating the correct formational order.
- Children follow as you demonstrate, using their 'pointing finger' to write **W**.
- Do you know any names starting with the letter **W**?
 - ~ Write these names.
- Think of alliterative adjectives to describe the person -e.g. 'Wonderful, wild William.'

Lots of Playful Practice.

- As well as learning how to write the letter shape, the following activities also develop Fine Motor Skills necessary for Handwriting.
- Paint the letter **w** with a paintbrush and 'warm' color paints (red, orange, yellow).
- Write the letter in warm, **wet** sand?
- Write the letters **w/W** on **black** or **dark colored paper** using a **white** or yellow crayon.
- Use a big, wet paintbrush and paint **w/W** shapes on a wall, pavement or fence. Outside, of course!
- Model the letter **w/W** shapes using **white** play dough or other modeling materials.



A powerful Mnemonic enabling children to learn Capital Letter shapes with ease. Ask for volunteers to form the shape on the floor. Great fun for everyone and Kinesthetic learners in particular.

'JAZZLEOKE'

Building Reading Confidence

Jazzles Karaoke combines all three learning styles - visual, auditory and kinesthetic learning. This benefits attention span, comprehension, anticipation of text and memory. Research also shows that musical and phonemic processing interact.

Performances with Purpose.

Becoming a 'JazzleOke' star is a major motivation. Microphone in hand, students take turns singing-along to the Jazzles Karaoke 'Matching Captions' complete with Backing Music. This develops skills of Vocabulary, Concepts About Print and Fluency.

Developing Non-Cognitive Skills and Talents.

Inspired performances include backing singers, costumes and dressing-up, dramatized with props, lighting and masks. This gives many opportunities for children to find their strengths and develop skills such as filming, directing, script writing, sound engineering, creating backdrops, lighting and editing.



JAZZLEOKE FRIDAY

Group Performance Ideas!

Why not provide the opportunity for several children to perform while this song is sung as a solo or group?

Actors: a wobbly **wombat**, a **bird** (to 'fly' on, "Why don't we have wings to fly?"), a wild **wolf**, a wiggly **worm**, a **child with an umbrella** (feels the rain and puts up an umbrella), a (white) **weasel** and a **child dressed in winter clothes** (who observes the weasel).

Props: Home made or packaged Super Snow for a wintry scene. (Research 'Make Your Own Snow' on the Internet.)

Action: At the appropriate time when the lyrics are sung, each child performs.

Curriculum Areas



- **Language Arts:**

- ~ **Reading:**

Print Awareness, Phonics Phonemic Awareness, Vocabulary, Fluency, Comprehension

- ~ **Oral Language:**

Listening and Speaking (Singing), Group Interaction (respectful communication)

- **Visual Art/Creative Skills**

Making masks, props, costumes, select materials, express thoughts.

- **Performing Arts:**

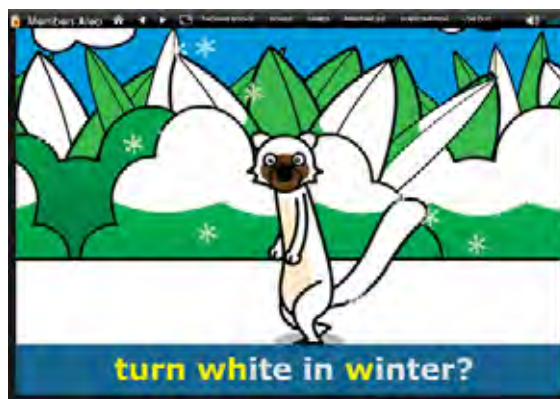
Karaoke, dance, drama, percussion and appreciating performances.

- **Social and Personal Skills:**

Work independently or cooperatively in a group to solve problems and complete a task.

- **Social Studies:**

- ~ **Civics:** Work/play cooperatively; show respect and listen to others.



Jazzles Karaoke uses Backing Music with progressively colored 'Matching Captions'.

Inspiring Early Writing Skills

Using Jazzles STORYBOARD Page and Animation for Creative Writing

Apart from writing ideas generated from personal life experiences and news events, Jazzles 'Why? Why? Why?' Animation can be the inspiration for imaginative and exciting writing ideas.

Emergent Writing will begin with drawing and writing attempts that children explain, but the Jazzles illustrated STORYBOARD Page with its colorful image can be an engaging tool for modeling writing with its writing conventions. Projected on an electronic whiteboard, it is the blank canvas for many scenarios. For an engaging introduction, watch the Animation.

Prompt by Generating Discussion:

- What's happening in the STORYBOARD frame?
- What season of the year is it?
- Who is there?
- What are each of them feeling?
- Why?
- How is this all going to end?

Children compose their ideas. Once agreed upon, dictated sentence/s (Matching Captions) are modeled using a sentence/s with capitals and punctuation where appropriate. When children have developed the skills, they can copy and illustrate, then read their story.

Inspired by this image from the Jazzles Animation, an imaginative but totally different story idea could be invented. But for those children needing 'safe' scaffolding to engage them in the writing process, the familiar story provides an active vocabulary base.

Print copies of Jazzles STORYBOARD Blank Pages for writing, illustration and assessment samples. Children can access words from their collaboratively generated Word Bank, Word Wall or Jazzles DICTIONARY pages.

Curriculum Areas

- **Language Arts:**

- ~ **Writing Process:**

Create, dictate and write for a purpose. (Modeled Writing, shared writing, journal writing). Read completed writing to others.

- ~ **Grammar Usage and Mechanics:**

Generate temporary spelling. Trace, copy words. Print name.

- ~ **Reading:**

Phonics, Phonemic Awareness, Vocabulary (including focus sight words), Comprehension and Fluency.

- ~ **Oral Language:**

Listening and Speaking (Sing, share ideas and read to a friend or adult)

Group Interaction: Show respect for others in verbal communication.

- ~ **Visual Literacy:**

Interpret and evaluate images.

- **Small Motor Skill Development:**

Hold and use pencils/ crayons.

- **Social and Personal Skills:**

Work independently or cooperatively in pairs or a group. Stay on task to complete.

- **Visual Art/Creative Skills:**

Create illustrations for Creative Writing.



Source: Jazzles Printable. Also in Grayscale.



Create a Simple Book.

Individual or collaborative books can be illustrated with drawings, cut out images or computer generated images. The books can include illustrated and titled front cover (with Author/Illustrator) and back cover to reinforce conventions of books. These can be shared and read to others.

Create a simple '**White** Book' using repetitive sentence structure and targeting focus Sight Words. Pages could be:

- We like white snow.
- We like white ice cream.
- We like white cars.
- We like white weasels.
- We like white polar bears.

OR

- We do like worms. (Whales, woodpeckers, etc.).

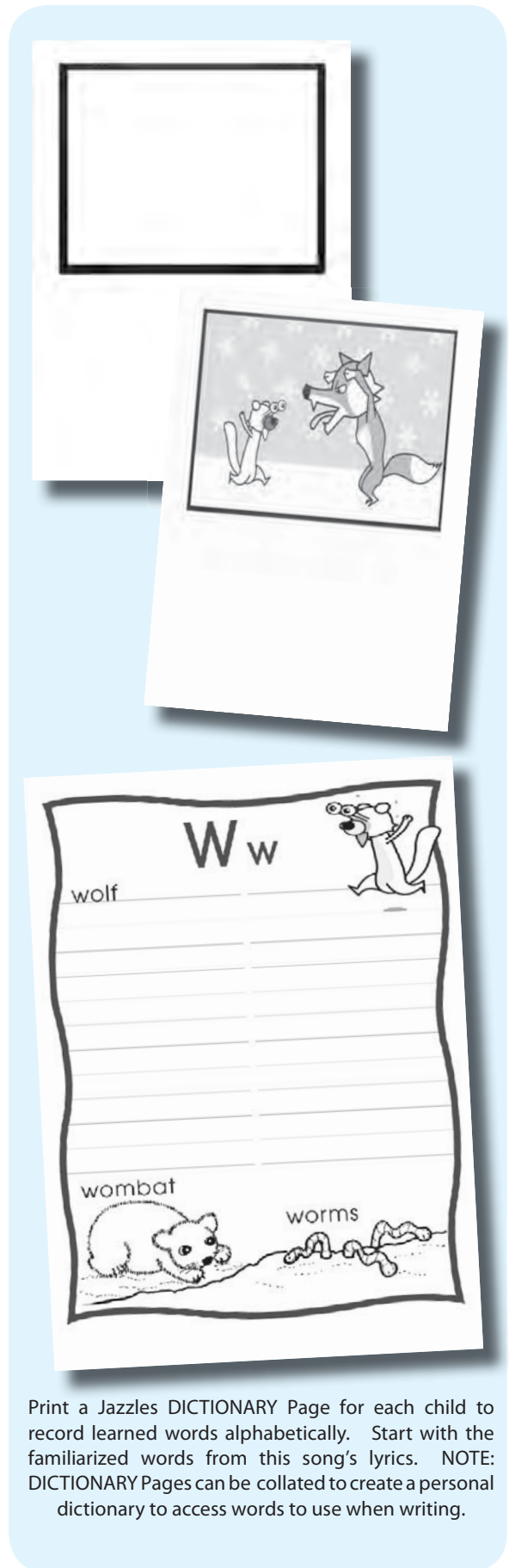
Other Genres.

The 'Why? Why? Why?' Animation facilitates a natural segway for discussion and research into animals that live in cold climates, worms, wombats or snow.

A mini unit about any of these subjects could include research using the library and the internet, and conclude with a labeled illustration and an information report.

A video about a wolf or an excursion to the zoo can be the stimulation for activating new vocabulary for a collaborative 'Recount'.

Note: The blank STORYBOARD Page can be used for an assessment sample of a child's imaginative writing, handwriting and visual arts abilities.



Print a Jazzles DICTIONARY Page for each child to record learned words alphabetically. Start with the familiarized words from this song's lyrics. NOTE: DICTIONARY Pages can be collated to create a personal dictionary to access words to use when writing.

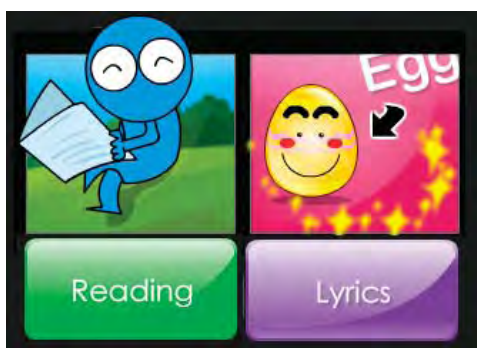
Activating Early Reading Skills

Using Jazzles Lyrics

Watching the 'Why? Why? Why?' Animation once or twice a day, practicing and visually experiencing the lyrics often in the 'Matching Captions' and interactive Jazzles games, gives children the confidence to attempt the transition to 'reading' this well internalized vocabulary in its printed or interactive version.

Developing Early Reading Skills:

- The LYRICS Page can be used as a teaching tool to demonstrate Concepts About Print, Fluency and the use of punctuation for expression. Children point to familiarized words on the Jazzles LYRICS Page as they sing. For this activity, children sing along without any audio backing, so they can find their own pace to accurately match oral words to the corresponding printed word (One to One Correspondence) and practice directionality (Left-to-Right Tracking and Return Sweep).
- Jazzles interactive **Talking Books** provide children with modeled reading of the familiar text (the learned lyrics). While inspiring individual, fun reading practice, intuitive connections are being continually made as children learn at their own individual pace.



MENU ICONS: Talking Books - 'Reading' and 'Lyrics' Options'

- Jazzles **Reading** prompts children to 'listen again' to individual words or pages. The modeled reading demonstrates the transformation of sung lyrics into oral text. Encourage children to read along – aloud! This is ideal for ELL children struggling with their pronunciation and intonation.

Curriculum Areas

• Language Arts:

~ Reading:

Print Awareness, Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension.

~ Oral Language:

Listening and Speaking (Talking Books, follow directions), Group Interaction: (Show respect and consideration in communication)

~ Visual Literacy:

Interpret visual images that represent meaning.

• Small Motor Skill Development:

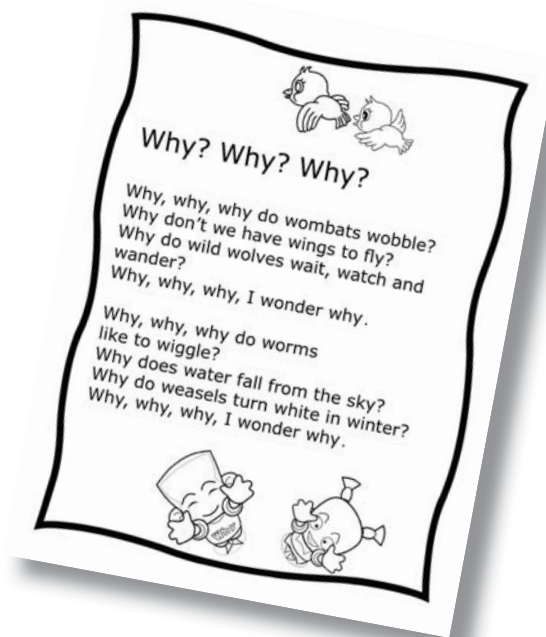
Tracing, cutting, pasting, coloring.

• Visual Art: Painting, Coloring.

• Social and Personal Skills:

Working independently to complete a task.

• Technology: Mouse Control; Left Click, Drag and Drop, Click for Speech.



Source: Jazzles Blackline Masters. Use this version of the Lyrics Page with no bold lettering to create CLOZE Passages.

Interactive Book for Reading:

Use this new BIG BOOK option (illustrated top right) for children to hear modeled reading that demonstrates:

- Left to Right Tracking and Return Sweep of the Page.
- One-to-One Correspondence.
- Phrasing and Expression.
- Use of Punctuation.

Interactive Lyrics Game:

This game consolidates 'Comprehension of Vocabulary' as children enjoy matching words and phrases to meaning - then hear them as modeled reading. (Fluency)

- Using drag and drop, children substitute pictures for words as well as words for pictures.
- This develops skills at word-picture associations and so increases children's Sight and Oral Vocabulary.
- Most other 'word-picture' resources concentrate on nouns (for example 'apple'). But using the 'drag and drop' function in this carefully designed Interactive 'Lyrics Game', children develop understanding of the verbs and adjectives based on associations between images and familiarized text. (For example in this game 'wiggle' and 'wild'.)

Jazzles ACTIVITY Page:

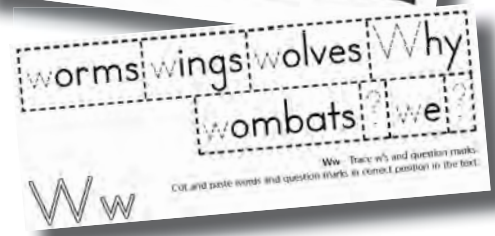
(Source: Jazzles Blackline Masters)

- Children read, identify, write, draw, color, cut and paste to demonstrate their knowledge and comprehension.
- Children read out the completed worksheet.

Note: Print Awareness

Concepts About Print that children need to know:

- Where to begin reading.
- Left to Right Tracking and Return Sweep.
- The difference between a picture and print. (Print carries a message)
- The concepts of a letter, word and sentence.
- One to One Correspondence.
- The order of letters in words is important.
- The concept of first and last part of a word, sentence or story.
- First and last letter of a word.
- Upper and Lower case letters have a purpose.
- Different punctuation marks have meaning.



Extending the Fun!

ENGAGING MULTISENSORY ACTIVITIES

Choose some of these delightful, playful activities to extend the learning or send home for family support.

More Things to Discuss:

- Talk about winter sports, clothes, food and warming for houses.
- Windmills, or other types of equipment that use wind or water for energy.

More Drama!

- Pretend to be an object or creature that can fly.
- Others guess what it is.

More Reading and Writing!

- Make a book of **white** animals and objects.
- Brainstorm a list of objects or creatures with **wings**, and then make a chart or book called 'I Can Fly.'
- Make a book called, 'My Wild Animal Book'.
 - Find or draw illustrations for each **Page**.
 - Suggested text:
 - A lion is a wild animal.
 - Gorillas are wild animals. (etc.)
- **Using speech bubbles and question marks**, draw a picture with two people speaking to each other.
 - Draw speech bubbles for each person.
 - In one speech bubble, write a question. (Don't forget the question mark!)
 - In the other speech bubble write an answer.

IMPORTANT: In some words beginning with **w**, the **w** is silent. For example, **wren**, **whole**, **who**, **write**, **wrong** etc.



Curriculum Areas

- **Language Arts:**

- ~ **Reading:**

Print Awareness, Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension, Literature (fact/fiction), Research and Information (Select and access sources for information)

- ~ **Oral Language:**

Listening and Speaking, Group Interaction

- ~ **Visual Literacy.**

Interpret and evaluate images.

- **Visual Art/Creative Skills:**

Cooking, craft, painting, drawing, making masks, props, costumes, puppets, sculpture, diorama, mapping.

- **Small Motor Skill Development:**

Craft, modeling, cutting etc.

- **Performing Arts:**

Sing, dance, drama, mime, actions, puppet shows, percussion, performances and appreciating performances.

- **Social and Personal Skills:**

Excursions, sport, games, cooking, working/playing independently or cooperatively in group.

- **Social Studies:**

~ **Civics:** Work/play cooperatively; respect and listen to others.

~ **Geography:** Countries in the world.

- **Technology:**

Using the computer to research information.

- **Science:**

~ **Life Science:**

Plants and animals, life cycles.

~ **Earth/Space Science**

Earth, weather, seasons, conservation.

- **Math:**

(Various concepts)



More Ideas!

- Go **whale watching** or watch whale film footage.
- Watch other living creatures.
- Set up a **worm farm**.
- Research the Internet for your favorite **W animal** and different types of 'winged' flying machines.

- **Living Creatures:** Walrus, wallaby, wren, wart hog, wasp, whale, woodpecker, wolverine, water buffalo, walking stick, water buck, water boatman, waxwing, weevil and wood ibis.

- **Math Vocabulary:** Week, whole, weight, width.

- **Food:** Walnut, watercress, watermelon.

- **Countries:** Western Samoa, Western Sahara, Wallis and Futuna (French colony in islands in the southwestern Pacific Ocean).

