



JAZZLES PLANS

By Lesley Beth

Creatively Blending Phonics Knowledge with Phonemic Awareness
Using Jazzles Alphabet Clever Songs and Reproducible Activity Sheets

Fun Early Literacy

A Blueprint for Success!

120 Pages of Motivational Jazzles Plans including:

– Systemic Phonics Instruction –

– Develop Phonemic Awareness –

Engaging Resource-Supported Activities and Ideas

- Creative and Visual Arts –

Numerous Activities and Ideas for You to Customize:

■ Art ■ Craft ■ Singing ■ Music ■ Percussion

■ Movement ■ Actions ■ Dance ■ Drama

- Extension Ideas –

100's of Cross-Curriculum

Suggestions to Select and Develop

Perfect for Individual Teaching Styles, Trainee Teacher Programs, Substitute Teacher Briefing Notes, School to Home.

Phone orders or inquiries, call 1-540-786-0630

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Lesley Beth

Welcome to my Jazzles SuperPlans E-Book. Teaching Early Reading Creatively Using Jazzles CD Music and Resources!

Dear Teacher, Parent or Carer

I received an email just a few days after first offering this Jazzles Planning E-Book. It says everything that I want to say -- but says it better!

It is from another teacher and simply says:

“What a fantastic resource.

**I especially liked your format,
including preparation suggestions up front,
suggested actions to use with the lyrics,
the focus on literacy and drama and then
your extension ideas.**

It's like a blueprint for success!!!”

Lots of Benefits!

A: So simple to implement: All you need is my **Dual Disc Jazzles Alphabet Clever Songs Pack** (with its 30 songs and 5 E-Books) PLUS the **full 120 page version of this Jazzles SuperPlans E-Book** - with its template ‘formula’ of **creative ideas** for each alphabet letter. (See Page 4 for visual description.)

A: Ensures continuity: The template ‘formula’ is **not rigid**. It’s designed with ideas that allow teachers to creatively teach! It enables you to add your own input and experience while simplifying handovers due to illness and staff shortages.

A: Each template is complete: Just print off the pages for each letter and start from the top and go to the bottom! You can customize to your own needs, adding your own ideas as you go.

A: Blends conventional and creative: The concepts cover proven phonics based teaching techniques including lots of CREATIVE AND STIMULATING ideas to reinforce students understanding and willingness to familiarize a letter.

A blueprint for success? Here's Why

If you are using very prescribed lessons and materials, you will **really** enjoy adding the Jazzles Songs and these creative activities because they effectively and **enjoyably** blend **phonics knowledge** with **phonemic awareness**.

You will find children more focused, more interested, listening more carefully, better able to follow directions, better behaved and **more on task**.

All of which means, your children will "learn and reinforce" new information quicker, more easily and very enjoyably.

And not just 'reading'. It's exciting **themed literacy** and **cross-curriculum fun!** You will feel **more fulfilled** – and **more relaxed!**

A: Age and skill bending: You can easily adapt these templates from Pre-K to K-2. Just review the themes and adapt for the appropriate class and developmental ages.

A: Its universal – its CD music:

Music is the 'universal language'. All children love to sing, move and dance. Teaching, particularly at pre-school and kindergarten levels, should not be all heads down, crammed with reading and tests. As an experienced teacher, I know it is far more inspiring to help children learn through the fun that music creates than through rote.

Enjoy!



Lesley Beth

Jazzles Dual CD-CDROM Pack. Just Follow the Lesson Plans.



1. Put Gold Disc into CD Player to hear Phonics Enriched Songs Songs.



2. Take Gold Disc out of Player and put In PC.

3. Print its Lyrics and Coloring E-Books.

4. Put Blue Disc in PC. and print its 3 E-Books for Phonemic Awareness Extensions.



A - Z Lyrics

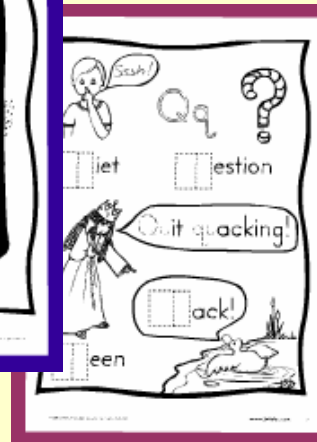


A - Z Coloring

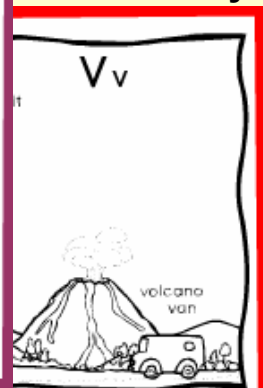
A - Z Collage



A - Z Activities



A - Z Dictionary



Index

<u>Letter</u>	<u>Song</u>	<u>CD Track</u>	<u>Plan Page</u>
A	Angry Alligator	3	6
B	Bus Blues	4	11
C	Clever Kid	5	16
D	Don't Dig Dog	6	21
E	Extraordinary Egg	7	25
F	Fat Fish	8	30
G	Gobbling Goat	9	35
H	Helping Hand	10	40
I	Interesting Insect	11	45
J	Jiggle	12	49
K	Kind Kid	13	53
L	Lots of Love	14	58
M	My Melon	15	61
N	No	16	66
O	Orange Octopus	17	71
P	Party	18	76
Q	Quack	19	81
R	Rowing	20	85
S	Sneaky Snake	21	90
T	Terrifying Tigers	22	95
U	Up Up	23	100
V	Volatile Volcanoes	24	105
W	Why	25	110
X	Exit Like Mr. Rex	26	125
Y	Yes, Yes, Yes	27	120
Z	Zooming Zebra	28	125

**New Resource Now Available: Lesley Beth's Marine Songs
'Swishy Friends' and 'Oceans of Wonder'**

Suitable for children from aged 4 to 11. Perfect for English Language Development as well as introducing ocean and marine life environment units. Comes with printable song lyrics and coloring pages E-Books.

For more information, go to www.jazzles.com/fish.html

The song "Swishy Friends" achieved Semi-Finalist status in the 2004 International Songwriting Competition, "Sea Otter Rap" achieved Honorable Mention in the Global Lyric Contest and "While Watching Whales" has received an Honorable Mention by American Song Writer Magazine.

Letter A

Angry Alligator



Track 3: Playing Time 1.56 minutes.

Set to Swing Rock Music, children absolutely love this amusing, fantasy song with its whoosh of rockets and swish of arrows where the tiny ant outwits the might and jaws of the alligator.

Order of Learning.

Learn 'Aa' with other **Group 1** letters:

Aa Mm Tt Ss

Suggested Words:- Use for Phonemic Awareness Instruction.

at as
mat
sat

Also:-

In addition to teaching sound letter/relationships for the Letter 'Aa', this song's lyrics are excellent for:

1. Talking about bullying as a social issue.
2. Dramatic action showing feelings.
3. Information reports about alligators and/or ants.

Preparation

1. Film footage or pictures of ants or alligators.
2. 3D model of an alligator or ant.
3. Any alligator or ant type toys.

Using Jazzles™ Resources.

Introducing the Song.

1. Can anyone tell me what a bully is?
2. What types of bullies are there?

- ▶ **Show the picture of the song. (Ideally enlarge)**
- 3. Who do you think the bully might be?
- 4. Who is being bullied?
- 5. How do you think the alligator is feeling in this picture?
- 6. How do you think the ant is feeling in this picture?
- 7. I wonder what happened to this bully? What do you think?
- 8. Would you like me to read the story?
- ▶ **Read the lyrics pointing to the words so children can see the words as you read along.**
- ▶ **Explain the lyrics and question children to ensure their comprehension of the song.**
- ▶ **Talk about the humor and the fantasy of the 'story' in the 'Aa' song.**
- 9. Can everyone show me an "astonished" face?
- 10. Can everyone show me the "happy" face of an "excited" ant?
- ▶ Look at a globe and locate America and Africa.
- ▶ Play track 3 on the **Jazzles CD**.
- ▶ Teach the children the **lyrics** by repeating the **words** line by line.
- ▶ Sing along to learn the **'Aa'** song.
- ▶ **Practice the song with actions.**

Lyrics

Suggested Actions.

On: 'eat'	Children 'snap shut' extended straight arms (imitate alligator jaws closing).
On: 'apple'	Make an apple shape with both thumbs and first fingers.
On: 'ants answered with his army'	Hands on hips and swing side to side.
On: 'armed with arrows'	Draw back on an imaginary bow – shoot when arrow sounds are heard.
On: 'astonished alligator was an astronaut'	Student joins straight arms above their head and leans over a little to become the astronaut (astonished faces), zooming up in to space.

11. Can you suggest any actions for this song?
- ▶ Have some children play percussion instruments to the beat of the song while other children sing. For example: shakers, triangle, tambourines, etc.
 - ▶ Get the class to clap the percussion players at the end of the 'performance'.

Introducing the letter/sound.

1. Did anyone hear any sound other than music in this song?
Example: arrows swishing through the air; astronaut zooming sound.
- ▶ Show the collage letter **'Aa'** from the Jazzles Alphabet Collage Book (Page 7)
- ▶ Use the collage letter to assist children in identifying the sound for letter **'Aa'**.

2. Can anyone write the letter on the chalk board or white board?
 - ▶ Teach the correct formation of the lower case letter 'a'.
 - ▶ Ask children to practice writing it in the air with their finger!
3. Does anyone's name start with the **letter 'A'** or can you think of a name that starts with **letter 'A'**? Write them down for all to see.
4. Do you know the sound '**Aa**' makes? We heard it in the song.
 - ▶ Say this sound a few times together.
 - ▶ Ask children to locate and highlight every '**Aa**' that starts a word in the lyrics while everyone watches. Say the '**Aa**' word as it is highlighted.
5. Can you tell me a word that you can identify in the song that has an '**Aa**' in it?
 - ▶ **Repeat the word out loud** – “Yes, 'ant' has an 'a' in it: (say sound)."
 - ▶ Children contribute. Write down the words as children call out an identified '**Aa**' sound word. (Phoneme Isolation).

Supporting Activities in Creative and Visual Arts and Literacy.

Note: Play Track 3 – and other Jazzles Tracks - during Creative Arts and Crafts Work.

- ▶ While singing the song, collage the Letter '**Aa**' page from Jazzles Alphabet Collage Book (Page 7) using strong glue and small aluminum foil squares inside the collage letter '**Aa**'.
- ▶ Give each student a copy of the coloring page for the letter '**Aa**' and ask him or her to identify anything beginning with the letter '**Aa**'.
- ▶ Color the page (you can play the Jazzles tracks as background music while they do this – they will love it and sing along to the tracks they know).
- ▶ Complete the activity sheet from the Jazzles Alphabet Activities Book (Page 5– with cut out pieces from Page 33 Printed Book - 32 E-Book.)
 - Color only the "apples " on page 33 (32 E-Book) that contain an '**Aa**' picture.
 - Cut out the apples with '**Aa**' pictures inside and paste them onto the apple tree on activity page 5.
 - Color or paint
 - Sing along while completing.
- ▶ Make a word-bank. Include words from the '**Aa**' song:
 - Ant.
 - Army.
 - Arrow
 - Alligator.
- ▶ Read the words on the word bank.
- ▶ Add other '**Aa**' words as children identify them.

Literacy.

- ▶ Find the letter 'a' and 'A' in the room or environment.
- ▶ Select magnetic letters 'a' and 'A' from a mixed group of magnetic letters.
- ▶ Find the letter 'a' and 'A' from magazines and newspapers to cut and paste onto board to make a 'word wall' or paste on the Letter '**A**' page of a student's collage book.

- ▶ After children have learnt the song follow by pointing to the words in the lyrics as they sing the song. Children will feel positive about their 'reading'. This will help student's one-to-one correspondence.
- ▶ Teach and practice 'writing' the letter in correct formational order.
- ▶ Use a paintbrush to paint the letter.
- ▶ Draw the letter in wet sand.
- ▶ Paint the letter in glue and then collage with glitter and sand.
- ▶ Write the letter on various mediums and use felt pens, pencils, crayons, paint, chalk or whiteboard pens.
- ▶ Find pictures of faces in magazines to represent 'angry' and 'astonished'. Paste on card and label them.
- ▶ Label parts of an ant on a picture of an 'ant'.

Creative and Visual Arts.

- ▶ Draw/collage/paint an alligator or ant.
- ▶ Make an alligator and ant mask.
- ▶ Illustrate the song lyrics. Create a 'BIG' book with children illustrating each line of the 'Bb' song lyrics.
- ▶ Make a 3D model of an ant or alligator using recycled materials.

Discussion.

- ▶ Discuss the characteristics of alligators and ants, especially the size difference. Discuss large/small.
- ▶ Discuss morning and afternoon.
- ▶ Discuss astronauts and what they do.
- ▶ Discuss archery.

Music.

- ▶ **Track 3 on Jazzles CD.**
- ▶ Listen to and identify any sounds in the song. For example: "arrows moving through the air", "alligator zooming into space like an astronaut".
- ▶ Listen to and identify any musical instruments in the song. For example: tambourine.
- ▶ Add percussion on the beat of the music. For example:
 - Clicks;
 - Claps;
 - Tap knees;
 - Use percussion instruments – tambourine, drum, guidos, shakers, etc.
 - Can anyone play the accordion?

Drama.

1. Dramatize the song (use masks).
2. Children can become 'ants' or 'alligators'.

3. Ask children to show a variety of facial expressions to represent 'angry', 'astonished', 'happy', 'excited', 'sad', 'frightened', 'surprised'.
4. Create a shadow puppet drama of the song.
5. Pretend to be an astronaut walking on the moon.

Other Extension Ideas.

- ▶ Look at the development of astronauts and space travel.
- ▶ Discuss how to resolve arguments.
- ▶ Find other countries and oceans that start with '**Aa**' on the globe or world map.
- ▶ Visit an airport.
- ▶ Study ants: via books, videos, ant farms or the Internet.
- ▶ Cook with apples.
- ▶ Study life cycles of alligators or ants.
- ▶ Visit zoo to see alligators.
- ▶ Read fact and fiction books about alligators and ants.
- ▶ Have an afternoon tea party.
- ▶ Look at information and films about airplanes.
- ▶ Find other creatures that start with the letter '**a**'.
- ▶ Mapping Africa; America; Asia, etc.
- ▶ Explain that sometimes '**Aa**', makes a different sound when it is with other letters. For example: 'airplane' or 'army'.

Letter B

Blue Bus Blues



Track 4: Playing Time 1.38 minutes.

This song is about leaving belongings on a bus and trying to get them back. The belongings include a brown (teddy) bear, a banana and a black bag. Set to rhythm and blues music, children have fun pretending to be surprised discovering they have left their belongings on a bus!

Order of Learning.

Learn 'Bb' with other Group 3 letters:

Oo Gg Ll Bb.

Suggested Words: Use for Phonemic Awareness Instruction.

bat	bog	bit	tab	fib	mob
bad	log	big	lab	rib	sob
		bill	dab		rob
					lob

Also: -

In addition to teaching sound/letter relationships for the Letter 'Bb', this song's lyrics are excellent for:

1. Teaching children to care for their belongings.
2. Discussing strategies with children about what to do if they lose their belongings.
3. Talking about transportation, school buses and bus safety.

Preparation

1. Film footage or pictures of buses and bears (teddy).
2. Toy bus.
3. Big banana or real banana(s).
4. Teddy bear.
5. Black bag.

Using Jazzles™ Resources.

Introducing the Song.

1. Has anyone left something behind or forgotten their belongings?
▶ **Listen to a few stories shared by children.**
2. How do you feel when this happens?
▶ **Show the picture of the song. (Ideally enlarge).**
▶ **Show film footage or pictures of a bus.**
3. Has anyone left something on a bus?
4. This 'Bb' song is a 'Blues' song.
▶ **Talk about "Blues" music usually being written about sad feelings and the expression: "feeling blue".**
5. What do you think is happening in this picture?
6. How do you think the children are feeling?
7. Can you guess what was left behind on the bus?
8. Does anyone have a brown bear at home?
9. Would you like to hear the story?
▶ **Read the lyrics pointing to the words so children can see the words as you read along.**
▶ **Explain the lyrics and question the children to ensure their comprehension of the song.**
10. Let's learn this 'Blues' song by repeating the words line by line.
▶ **Play track 4 on the Jazzles CD.**
11. Practice the song with actions.

Lyrics

Suggested Actions.

On Verse of song: "I've got the blue-bus, blue-bus, blue-bus, blue-bus blues"	Click fingers in time to the beat, bending knees at the same time OR click and swing to the rhythm of the music.
On: "So bring back, bring back, bring back the old blue bus."	Use a "calling back motion" with hand and arm three times.
On: "I left a big banana, in my old black bag,"	Use two hands to show large size banana.
On: "And my big brown bear's in the back of the bus."	Cuddle an imaginary bear with sad face!
On: "So bring back, bring back, bring back the old blue bus."	Use a "calling back motion" with hand and arm three times.

12. Can you suggest any actions for this song?
▶ Ask for volunteers to sing the echo parts of the song or choose an individual student to sing the end part of the song.
▶ Ask children if they like the song and want to hear it again?

- ▶ Ask children if they would like to play percussion instruments while singing the 'Bb' song.

Introducing the letter/sound.

1. Who travels to school on a bus? And what is the color of the bus?
Is blue a good color for a school bus?
 - ▶ Show the collage letter 'Bb' from the Jazzles Alphabet Collage Book. (Page 8.)
 - ▶ Use the collage letter to assist children in identifying the sound for letter 'Bb'.
2. Can anyone write the letter on the chalk board or white board?
 - ▶ Teach the correct formation of the lower case letter 'b'.
 - ▶ Ask children to practice writing it in the air with their finger!
3. Does anyone's name start with the **letter 'B'** or can you think of a name that starts with **letter 'B'**? Write them down for all to see.
4. Do you know the sound 'Bb' makes? We heard it in the song.
 - ▶ Say this sound a few times together.
 - ▶ Ask children to locate and highlight every 'Bb' that starts a word in the lyrics while everyone watches. Say the 'Bb' word as it is highlighted.
5. Can you tell me a word that you can identify in the song that begins with a 'Bb'?
 - ▶ Repeat the word out loud – "Yes, 'bus' starts with 'b'. (Say sound).
 - ▶ Children contribute. Write these words as children call out an identified 'Bb' sound word. (Phoneme Isolation.)

Supporting Activities in Creative and Visual Arts and Literacy.

Note: Play Track 4 – and other Jazzles Tracks - during Creative Arts and Crafts Work.

1. **While singing the song, collage the Letter 'Bb' page from Jazzles Alphabet Collage Book (Page 8) Paint the collage letter 'Bb' blue.**
2. **Then glue on big blue, black or brown buttons, OR:**
3. **Use crumpled blue, black or brown paper to make a pattern on the collage letter 'Bb', or:-**
4. **Use strong glue to stick on dried beans or bark.**
5. **Give each student a copy of the coloring page for the letter 'Bb' and ask him or her to identify anything beginning with the letter 'Bb'.**
6. **Color the page (you can play the Jazzles tracks as background music while they do this – they will love it and sing along to the tracks they know).**
7. **Complete the activity sheet from the Jazzles Alphabet Activities Book. (Page 6– with cut out pieces from Page 33 Printed Book - 32 E-Book.)**
 - **Color pictures from page 33 (32 E-Book). Color the bear (brown), the bag (black) and the bus (blue).**
 - **Cut out the pictures on page 33 (32 E-Book) and paste to match the 'Bb' words on the activity sheet.**
 - **Color in the rest of the picture.**
 - **Sing along while completing.**

8. Make a word-bank (see page 9). Include words from the 'Bb' song:

- **Bus.**
- **Bag.**
- **Bear.**
- **Banana.**

9. Read the words on the word bank.

Literacy.

- ▶ Find the letter '**b**' and '**B**' in the room or environment.
- ▶ Select magnetic letters '**b**' and '**B**' from a mixed group of magnetic letters.
- ▶ Find the letter '**b**' and '**B**' from magazines and newspapers to cut and paste onto board to make a 'word wall' or on the '**B**' page of a student's collage book.
- ▶ After children have learnt the song follow by pointing to the words in the lyrics as they sing the song. They will feel positive about their 'reading'. This will help student's one-to-one correspondence.
- ▶ Teach and practice 'writing' the letter in correct formational order.
 - Use a paintbrush to paint the letter.
 - Draw the letter in wet sand.
 - Paint the letter in glue and then collage with glitter and sand.
 - Write the letter on various mediums and use felt pens, pencils, crayons, paint, chalk or whiteboard pens.
- ▶ Make a 'flip-book'. For example: this is a bus, bear, etc.
- ▶ Find pictures of faces in magazines looking 'blue' (sad, forlorn or unhappy). Paste the pictures of faces on cards labeled "People feeling blue".
- ▶ Children write a story or description about their own 'bear'. (Illustrate it). Make a class book of all these stories for children to read.
- ▶ Ask them to write about a bus trip they have been on.
- ▶ Write and read a simple banana recipe. For example:
 - Banana sundae.
 - Banana milk shake.
 - Banana yogurt/custard/cake.
- ▶ Write '**Bb**' words on balloons. Hang balloons in the room.
- ▶ Write an invitation to a Teddy Bear Picnic.
- ▶ Design a bus ticket (to use for drama "On a Bus").
- ▶ Write an information report about how bananas are grown.
- ▶ Make a 'blue', 'black', or 'brown' book.

Creative and Visual Arts.

- ▶ Use large cardboard boxes to build a 3-dimensional bus. Paint and decorate the bus with paper plates for wheels, paper cups for lights, etc.
- ▶ Model a 'bear' out of play dough or clay.
- ▶ Make small buses from small cartons. Paint and decorate the buses.
- ▶ Paint a picture to illustrate the 'Blue Bus Blues' Song.
- ▶ Draw and collage a teddy bear picture.
- ▶ Design and make a teddy bear outfit.
- ▶ Paint or collage using blue, black and brown paper/materials.

Discussion.

- ▶ Discuss how children have felt when something they love has been left behind.
- ▶ Strategies to remember to take things with them.
- ▶ Strategies to retrieve lost possessions.

Music.

- ▶ **Track 4 Jazzles CD.**
- ▶ Listen to and identify any musical instruments in the song. For example: piano, bass guitar.
- ▶ Girls and boys have turns alternately performing the echo part of the song when singing.
- ▶ Listen to other 'Blues' music.
- ▶ Sway to the music.
- ▶ Can anyone play a **banjo**, **bagpipes** or **bongo** drums?
- ▶ Listen to a band.
- ▶ Add percussion instruments, shakers, triangles.

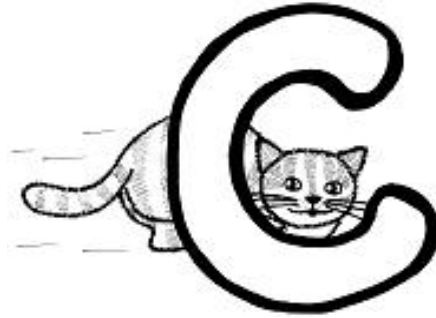
Drama.

- ▶ Create an imaginary bus (with or without chairs). Children pretend to board the bus and go on a bus trip (using 'best bus manners').
- ▶ Pretend to forget something on the bus. Dramatize what you do to get your belongings back.

Other Extension Ideas.

- ▶ Find out the history of 'teddy' bears.
- ▶ Research information about 'Blues' music.
- ▶ Research information about the history of 'buses'.
- ▶ Travel by bus to a picnic spot to have a 'Teddy Bear Picnic'.
- ▶ Use construction toys to build a bus.
- ▶ Have a teddy bear picnic and bring foods that start with "**b**". Play ball or balloon games.
- ▶ Visit a ballet performance.
- ▶ Cook with bananas.
- ▶ Organize for a bus driver to visit and talk to the children about bus safety and behavior.
- ▶ Discuss care and responsibility for personal belongings. Talk about how it would feel if you lost your favorite teddy or toy.
- ▶ Have a teddy bear competition. Children bring in a teddy bear. Categories for prizes: cutest, biggest, smallest, best dressed.
- ▶ Study the life cycle of a butterfly.
- ▶ Study different types of bears. For example: panda, grizzly, polar etc.
- ▶ Watch film footage or read stories about bears.
- ▶ Discussion about back/front.
- ▶ Play 'bingo' using '**Bb**' words.
- ▶ Watch/play a baseball game.

Letter C Clever Kid



Track 5: Playing Time 2.03 minutes.

Set to Rock Gospel music children love the rhythm and beat of this catchy song that encourages children to try and learn new things – that is very clever!

Order of Learning.

Learn 'Cc' with other **Group 4** letters-

Uu Cc hH Nn kk Vv

Suggested Words: Use for Phonemic Awareness Instruction.

cat	cot	cut
cad	cod	cuff
cab	cog	cud
cam	cob	cull
		cub

Also: -

In addition to teaching sound/letter relationships for the Letter 'Cc', this song's lyrics are excellent for:

1. Encouraging children to take risks with learning.
2. Discussing things we can and can't do when we are young.
3. Discussion about comforting others when they are upset.
4. Safety issues when cooking and when participating in difficult physical activities. For example: 'climbing'.

Preparation

1. Film footage or pictures of climbing, driving, cooking, crocodiles and cats.
2. Soft toy or 3D model of cat, crocodile and car.

Using Jazzles™ Resources.

Introducing the Song.

1. Can you tell me some of the things you can do now?
2. Can you tell me some of the things you can't do because you haven't learnt them yet?
3. Trying to learn new things is a clever thing to do. It's Ok to try and make mistakes on the first attempt.
 - ▶ **Show the picture of the song. (Ideally enlarge)**
4. Why are these children crying?
5. What can you do if someone is unhappy?
 - ▶ Cuddling to comfort someone is a kind thing to do.
6. I'm going to read this song about being a clever kid.
 - ▶ Read the **lyrics** pointing to the words so children can see the words as you read along.
7. Let's learn this song!
 - ▶ Teach children the **lyrics** to the 'Cc' song.
 - ▶ Play track **5** on the **Jazzles CD**.
 - ▶ Children can sing along.
8. **Practice the song with actions.**

Lyrics

Suggested Actions.

On "can't catch a crocodile"	Snap extended arms together on the word "Crocodile".
On "can't climb a cliff"	'Climbing' hand actions (mime climbing up a cliff).
On "can't cook a cake"	Mime "stirring a bowl with a spoon".
On "drive a car"	Turn an imaginary steering wheel.
On "can color in with crayons"	Mime "coloring in".
On "can catch a cat"	Mime "catching a cat".
On "can come and cuddle you"	Mime "hugging a friend" or actually hug a partner.
On "there are lots of things"	Outstretch arms, forward with palms up gesture
On "a clever kid like me can do"	Children point to themselves 'thumb back' using alternate hands moving in time to the beat of the song.

9. Can you suggest any more actions for the 'Cc' song?
 - ▶ Have some children play percussion instruments to the beat of the song while others sing. For example: tambourines, drums, triangles, etc.
 - ▶ Get the class to clap the percussion players at the end of the 'performance'.
 - ▶ Children can clap in time to the music during the non-singing parts of the song.

Introducing the letter/sound.

1. Who can tell me things you can do now that you could not do when you were younger?
 - ▶ Show the collage letter 'Cc' from the Jazzles Alphabet Collage Book (Page 9)
 - ▶ Use the collage letter to assist children in identifying the sound for letter 'Cc'.
2. Can anyone write the letter on the chalk board or white board?
 - ▶ Teach the correct formation of the lower case letter 'c'.
 - ▶ Ask children to practice writing it in the air with their finger!
3. Does anyone's name start with the **letter 'C'** or can you think of a name that starts with the **letter 'C'**? Write them down for all to see.
4. Do you know the sound 'Cc' makes? We heard it in the song.
 - ▶ Say this sound a few times together.
 - ▶ Ask some children to locate and highlight every 'Cc' that starts a word in lyrics while everyone watches. Say the 'Cc' word as it is highlighted.
5. Can you tell me a word that you can identify in the song that begins with a 'Cc'?
 - ▶ Repeat the word out loud – "Yes, 'color' starts with 'c': (say sound).
 - ▶ Children contribute. Write these words as they call out an identified 'Cc' sound word. (Phoneme Isolation.)

Supporting Activities in Creative and Visual arts and Literacy.

Note: Play Track 5 – and other Jazzles Tracks - during Creative Arts and Crafts Work.

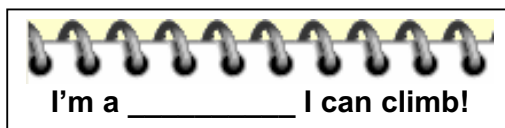
- ▶ **While singing the song, collage the Letter 'Cc' page from Jazzles Alphabet Collage Book (Page 9) using cut or crumpled small squares of crepe, or coffee beans or dried coffee to cover the letter 'Cc'.**
- ▶ **Give each student a copy of the coloring page for the letter 'Cc' and ask him or her to identify anything beginning with the letter 'Cc'.**
- ▶ **Color the page (you can play the Jazzles tracks as background music while they do this – they will love it and sing along to the tracks they know).**
- ▶ **Complete the activity sheet from the Jazzles Alphabet Activities Book (Page 7– with cut out pieces from Page 33 printed books - P32 E-Book.)**
 - **Trace the letters 'Cc' in words on page 33/32 E-Book and color the pictures.**
 - **Cut out the squares on page 33/32 E-Book and paste to finish the sentences on the activity page 7.**
 - **Children draw themselves as a "clever kid"**
 - **Color in the rest of the picture.**
 - **Sing along while completing.**
- ▶ **Make a word-bank. Include words from the 'Cc' song:**
 - **Cat.**
 - **Cook.**
 - **Climb.**

▪ **Cuddle.**

- ▶ **Read the words on the word bank.**

Literacy.

- ▶ Find the letter 'c' and 'C' in the room or environment.
- ▶ Select magnetic letters 'c' and 'C' from a mixed group of magnetic letters.
- ▶ Find the letter 'c' and 'C' from magazines and newspapers to cut and paste onto board to make a 'word wall' or on the 'C' page of a student's collage book.
- ▶ After children have learnt the song follow by pointing to the words in the lyrics as they sing the song. They will feel positive about their 'reading'. This will help student's one-to-one correspondence.
- ▶ Teach and practice 'writing' the letter in correct formational order.
- ▶ Use a paintbrush to paint the letter.
- ▶ Draw the letter in wet sand.
- ▶ Paint the letter in glue and then collage with glitter and sand.
- ▶ Write the letter on various mediums and use felt pens, pencils, crayons, paint, chalk or whiteboard pens.
- ▶ Make an "I Can" book.
- ▶ Write/read cat or crocodile stories.
- ▶ Make a flipbook of animals that can climb. For example:



- ▶ Write a simple recipe that children can cook.
- ▶ Write an information report on how to look after a cat.
- ▶ Read information books about cats or crocodiles.

Creative and Visual Arts.

- ▶ Using play-dough or clay, children make models of cats, crocodiles or cars.
- ▶ Build a car using recycled materials. For example: use a large box with straps to put over student's shoulders so they can "drive the car".
- ▶ Draw and collage a cat or crocodile.
- ▶ Design an interesting car with building toys.
- ▶ Draw a picture or create a design using crayons.

Discussion

- ▶ Discuss things children can learn when they are young.
- ▶ Suggest things to be learnt when they are older.
- ▶ Discuss the process of successfully learning new things!

Music.

▶ Track 5 Jazzles CD

- ▶ Children clap to the beat or double clap on the beat to the 'Cc' song.
- ▶ Use the tambourine or other percussion instruments with the 'Cc' song. For example: castanets or cymbals.
- ▶ Listen to other soul gospel music.
- ▶ Identify musical instruments in the 'Cc' song. For example: tambourine or organ.

Drama.

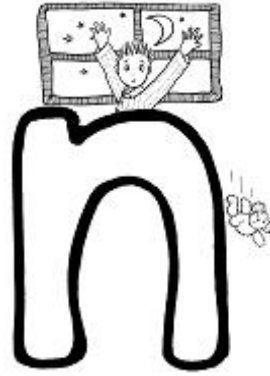
- ▶ Children can dramatize cooking and eating something. Others can guess what is 'being made'.
- ▶ Teacher can call out from the list below for them to mime:
 - "Climb a cliff";
 - "Cook a cake";
 - "Crocodile";
 - "Cat";
 - "Color"
 - "Cuddle" etc.
- ▶ Children act out a situation of comforting a friend, family member or pet who is sad or hurt.

Other Extension Ideas.

- ▶ Study the life cycles of crocodiles or cats using the Internet, videos, etc.
- ▶ Watch movies or video stories about cats, climbing, or crocodiles.
- ▶ Cooking or decorating small cakes.
- ▶ Do some climbing – use climbing equipment – or catching different items such as frisbees, beanbags, and balls.
- ▶ Look at climbing sports: mountain/rock/building climbing; abseiling.
- ▶ Read or create comic books with children.
- ▶ Cows/calves, camels, caterpillars, chimpanzees, chickens, crabs and cranes. Look at other 'Cc' creatures.
- ▶ Listen to a concert or go to a choir that has gospel rock/soul music and singing.
- ▶ Explain that 'Cc' sometimes makes a 'soft c' sound as in 'celery' and 'cicada' etc.

Letter N

No, No



Track 16: Playing Time 1.17 minutes.

Children love the spooky sound effects in this Rock'n'Roll night time song!

Order of Learning.

Learn 'Nn' with other **Group 4** letters.

Uu Cc hH Nn kk Vv

Suggested Words: Use for Phonemic Awareness Instruction.

nag	nit	not	nut
	nil	nod	rut
	Nib	non.	cut

(also)
knit
knock
(silent k)

Dan	tin	Don	sun
man	sin	Ron	fun
tan	fin	bon	run
fan	din	con	bun
ran	bin	ton	gun
ban			Nun
can			

Also: -

In addition to teaching sound/letter relationships for the Letter 'Nn', this song's lyrics are excellent for discussion on how to deal with:

- Nightmares and
- Being scared at night.

Preparation.

1. Film footage or pictures of children sleeping.
2. Sheets to make ghostly characters.

USING JAZZLES™ RESOURCES:

Introducing the Song.

▶ **Ask children the following questions to introduce the song:**

1. Who has had a bad dream at night?
2. What is the name for a bad dream?
3. How do you feel when you have a bad dream?
4. What do you do when you wake up from a bad dream? Let children share strategies.

▶ **Show picture for song (coloring page in Jazzles e-book for 'Nn').**

- ▶ Ask children questions about the picture.
- 5. What do you think happened to this boy?
- ▶ Children mime a “frightened” expression.
- ▶ Read the **lyrics** pointing to the words so they can see the words as you read along.
- ▶ Listen to this song and at the end tell me what ‘scary’ noises you heard.
- ▶ Play track **16** on the **Jazzles CD**.
- ▶ Ask for response from children about “scary” noises they might have heard during the song.
- ▶ Teach children the lyrics for the ‘**Nn**’ song by repeating the words line by line.
- ▶ Play track **16** on the **Jazzles CD** and sing along.
- ▶ **Practice the song with actions.**

Lyrics

Suggested Actions.

On: “No, no, no, no, It’s never, never nice”	Shake head from side to side and shake pointer finger as in a ‘ no ’motion
On: “to wake up with a fright”	Hands up above heads and surprised frightened expression on face.
On: “No, no, no-one....” to end	Shake head from side to side as in ‘ no ’ motion

6. Can you suggest any other actions or noises for the ‘**Nn**’ song?
 - ▶ **Have some children play percussion instruments to the beat of the song while others sing and do the actions to the song. For example: drums, bells, etc.**
 - ▶ **Pick one student to “howl” at the same time the wolf howls at the end of the song.**
 - ▶ **Get the class to clap the percussion players at the end of the ‘performance’.**

Introducing the letter/sound.

1. Did anyone hear any scary sounds in this song? When is the worst time to hear these sounds? (Night; alone; etc.)

- ▶ Show the collage letter 'Nn' from the Jazzles Alphabet Collage Book (Page 20)
- ▶ Use the collage letter to assist children identifying the sound for letter 'Nn'.
- 2. Can anyone write the letter on the chalk board or white board?
 - ▶ Teach the correct formation of the lower case letter 'n'.
 - ▶ Ask children to practice writing it in the air with their finger!
- 3. Does anyone's name start with the letter 'N'?
 - ▶ Write the name/s of fellow class mates for children to see.
- 4. Do you know the sound 'Nn' makes? We heard it in the song.
 - ▶ Say this sound a few times together.
 - ▶ Ask children to locate and highlight every 'Nn' that starts a word in the lyrics while everyone watches. Say the 'Nn' word as it is highlighted.
- 5. Can you tell me some words that you can identify in the song that begin with this sound?
 - Repeat word out loud – "Yes, 'never' starts with 'n'." (Say sound).
 - Children contribute. Write the words down as they call out an identified 'Nn' sound word. (Phoneme Isolation.)

Supporting Activities in Creative and Visual Arts and Literacy.

Note: Play Track 16 – and other Jazzles Tracks - during Creative Arts and Crafts Work.

- ▶ While singing the song, collage the Letter 'Nn' page from Jazzles Alphabet Collage Book (Page 20). Paint or color the letter 'n' in black or dark blue. Stick on small silver or gold (star-shaped) stickers.
- ▶ Give each student a copy of the coloring page for the letter 'Nn' and ask him or her to identify anything beginning with 'Nn'.
- ▶ When complete let them color the page (you can play the Jazzles tracks as background music while they do this – they will love it and sing along to the tracks they know).
- ▶ Complete the activity sheet from the Jazzles Alphabet Activities Book (Page 18 – with cut out pieces from Page 41 or Page 36 E-Book.)
 - Trace the letters 'Nn' on page 41 (or P36 for E-Book.)
 - Cut and paste the words from page 41 / 36 E-book into the correct spaces (page 18).
 - Color or paint the page.
 - Read the speech bubble.
 - Sing along while completing.
- ▶ Make a word-bank – create a letter 'Nn' or use a collage letter 'Nn' from the Jazzles Collage Book. Use the collage letter as the head of a word bank. Hang a streamer from the ceiling or wall and attach words starting with 'Nn' from the song or other words. Children contribute. Here are words from the 'Nn' song:
 - Night.
 - No.
 - Never.
 - Nice.
- Read the words on the word bank.

Discussion.

- ▶ Favorite toy in bed.
- ▶ Should we watch scary movies before going to bed?

Music.

- ▶ Listen to 'scary music' from movie soundtracks versus 'happy music'. Discuss how music can create a mood.

Literacy.

- ▶ Find the letter 'n' and 'N' in the room or environment.
- ▶ Select magnetic letters 'n' and 'N' from a mixed group of magnetic letters.
- ▶ Find the letter 'n' and 'N' in magazines or newspapers to cut and paste onto a large chart or on the back of student's individual **collage pages**.
- ▶ After children have learnt the song, follow by pointing to the words in the lyrics as they sing the song. Children will feel positive about their 'reading'. This will help student's one-to-one correspondence.
- ▶ Teach and practice 'writing' the letter in correct formational order.
 - Use a paintbrush to paint the letter.
 - Draw the letter in wet sand.
 - Paint the letter in glue and then collage with glitter and sand.
 - Write the letter on various mediums and use felt pens, pencils, crayons, paint, chalk or whiteboard pens.
- ▶ Compare 'dreams' to 'nightmares'.
- ▶ Discuss opposites in the context of 'night and day' and 'awake and asleep'.
- ▶ Write a 'scary' story.
- ▶ Read books that address childhood fears.
- ▶ Children write about a nice dream they had, and illustrate it.
- ▶ Cut out cardboard 'stars' and 'moons'.
- ▶ Children write 'Nn' words on the cut out stars and moons. Hang cut out stars and moons from the ceiling or make into a mobile.
- ▶ Write a procedure on: "**How to make a night sky mobile.**"

Creative and Visual Arts.

- ▶ Using white or yellow wax crayons, ask children to draw stars and moon as part of a night sky. Children then paint over with a dark blue wash to create the completed night sky.
- ▶ Discuss colors that children would use to illustrate a nightmare versus a happy dream. Ask children to paint/color a picture illustrating both kinds of dreams. Once both pictures are completed, ask children to show and explain to others.
- ▶ Alternatively ask children to write a sentence caption for each picture. For example: "This is a happy dream about....."
- ▶ Make a patchwork bedspread using squares or triangles of colored paper or fabric. Use to create a picture with a bed to photocopy and then children can draw themselves in it.

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- ▶ Make a moon and stars night mobile using a coat hanger, string and cardboard. Decorate with glitter.
- ▶ Paint or draw a picture created while listening to 'scary' or 'happy' music.

Drama

- ▶ Some children dramatize the story from the **'Nn'** song while others sing the song.
- ▶ For example: student wears a sheet like a 'ghost, while another student pretends to be asleep in bed -- only to wake up scared (with a fright) by the 'ghost' hovering around the bed.
- ▶ Children mime 'surprised', 'frightened', 'happy', 'scared' and 'excited' faces.
- ▶ Role-play having a bad dream and discuss what strategy they can use to relax and go back to sleep.

Other Extension Ideas.

1. Research stars, moon and the sun via books, videos, DVD's, the Internet or the Library.
2. Use a telescope to view the night sky or visit a museum or observatory to do the same.
3. Play a 'Question and Answer' guessing game. Ask questions that require them to give a "yes" or "no" answer only.
4. Discuss other things which children find 'scary' and strategies to handle these fears.