

Advanced Song-Powered ELA

MULTISENSORY 'Fat Fish'

High Engagement, Mixed Ability Class Lesson Plans and Strategies by Lesley Beth

'Fat Fish' - Group 2 (i, f, d, r)

These prolifically alliterative lyrics activate:

- 68 Words in connected text
- 43 different
- 17 starting with fantastic f
- 27 sight words (8 above primer)

The Story Line!

Children identify with the family fun portrayed in this JazzleOke 1, as two kids and a friend head down to the beach with their father for some fishing.

Set to **Cha-Cha** music, children have fun pretending to reel in fish, as they sing this catchy tune. It all ends with a fantastic family fish feast, while fighting off flies searching for fast food!

Strategies Making the Jazzles Difference

- With song story lines like this that emotionally engage, Jazzles has been specifically created as a balanced hard/ soft skills interdisciplinary/ cross-curricular program, that overcomes fragmentation and isolated skill instruction.
- It has been wholly developed for teaching in today's classrooms with their challenges of mix of abilities, larger classes and range of student needs.
- A fully integrated combination of resources and pedagogy, Jazzles is designed to significantly boost engagement in mixed ability classes, and promote internalization of 21st Century literacy skills in a highly relevant curriculum that includes a balance of cognitive and non-cognitive skill development.



Jazzles Meets All Three Core Principles of the Universal Design for Learning and Differentiated Learning

Personal Classroom Experiences

What kid doesn't love the idea of a picnic at the beach with family and friends?

Children will share endlessly about fishing, picnics or beach experiences, but the fight is to participate in the dramatic miming performance of this song. BUT, don't fight, because everyone gets a part!

Some children sit in a line and create 'waves'. 2 'seagulls' fly across the 'stage', followed by Dad, Tazz, Jezz and Bozz who catch fish, then sit around an imaginary fire. 5 'flies' fly around them until they're chased off and the feast is resumed with smiles.

It's great for showing changing expressions - like 'excited', 'happy', 'annoyed', 'relieved' and 'frightened!'

Pedagogy Note

Developing the Non-Cognitive (Soft) Skills to Achieve Successful Futures

Research demonstrates that children are at risk in environments that do not cultivate both cognitive and **noncognitive** abilities. Noncognitive or 'soft-skills' include motivation, perseverance and self-restraint. Children who fall behind are unlikely to catch-up and lose confidence.

Community leaders have higher levels of these 'soft' skills combined with higher order thinking skills, because these skills determine how we think and do things to achieve optimal outcomes.

Fortunately these 'soft skills' can be learned, and while the main objective of Jazzles is developing Early Literacy Skills, its **Lesson Plans place great importance on building these noncognitive skills:**

- **self-esteem** • **creativity** • **innovation**
- **motivation** • **persistence** • **performance** • **sharing**
- **communication** • **cooperation.**

World-renowned expert in this area, Professor James Heckman says these skills may be the most important for individuals and society.

Although socio-economics/ home environment is the most important influence, the Jazzles Pedagogy is full of themed activities that build literacy, while facilitating the developmental opportunities of sharing, taking turns, caring for others, etc.

- Collaboration in Performing Arts (Drama, Karaoke, Music, JazzleOke Friday)
- Individually completing tasks (Interactive Games, Activity pages, Craft, etc.)
- Pair/ group discussion for creative writing
- Working as teams (Jazzles Interactive Language Games like **Flap** and **Matching**)



Playing in Teams - Jazzles Interactive Flap

Email Message

Subject: End of 2011 Year

My kids have wonderful memories of Jazzles. **You are able to see how the children have changed from being shy and unsure to confident "big" kids.**

Thanks again for making this a successful year.

(Class achieved 2 years outcomes in one)

Master of Arts Thesis - Discussion Points Impact of (Jazzles) Educational Songs on Beginning Kindergarten Reading Levels.

There were many benefits to this study.

- The students enjoyed the Jazzles songs and would sing them - even when the music was not playing.
- They would come in each morning and ask to listen to the songs.
- **Parents commented about how their children were singing these songs at home.**
- One parent, in particular, stated that her child would run off the bus on Mondays to tell her what song they had learned that day.
- **The Music teacher also commented about how the students were more attentive in class** and would listen for the repetition and rhymes in songs that she taught.
- **The researcher also reported that the skills carried over into mathematics.** The students were able to recognize patterns more easily and could also create patterns with ease..
- **The behavior of the students also changed during the study.** The researcher used songs to maintain classroom management. The students would line up at the door when a certain song was sung. They would get ready for calendar time when a different song was sung. They would clean up their work area when another song was sung. This made the use of songs as an ongoing process in the classroom.

Using JazzleOke 1

Developing Oral Language, Comprehension and Communication

Children can identify with the family fun experienced in this 'Fat Fish' JazzleOke 1. The kids and a friend head down to the beach with their father for some fishing, and finish with a fantastic feast of four, fat fish and lots of flies!

Set to 'Cha-Cha' music, children love to mime this song. They love pretending to reel in fish and eating fresh, barbequed fish. But its hard to show expressions of annoyance at the flies searching for fast food, when they're having so much fun!

Use Jazzles Search Bar

- Types of fishing: recreational, professional, trawlers, bow fishing, spear fishing, etc.
- Wild fish, farm fish, freshwater fish
- Fascinating facts about flies!

Introduction and Focus Question

- Who has been fishing?
- Where did you go to fish? (river/ lake/ beach)
- This song is about going fishing.
- Watch and see who goes and where they go?

Comprehension and Visual Literacy

- Who went?
- Where did they go? How do you know?
- How many fish did they catch?
- How many flies were there?
- How did they get rid of the flies?
- Do you think they had fun? Why?
- What is *fast food*? What is your favorite *fast food*?
- Watch JazzleOke 1 again and sing along.

Inferential Questions

- Why do you think they didn't catch more than 4 fish?
- How did they feel when the flies came?
- What would they need to do before they went home?
- Why do we sometimes have a 'feast'?
- Why do we sometimes have 'fast food'?

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.** Family and friends.

- **Science:**

- ~ **Life Science.** Fish, flies.

- **Social and Personal Skills.** Fire safety.



Using Audio Song Track and JazzleOke 1

Performing Arts Supporting Literacy Development!

Fun with the beat!

- Add percussion instruments and swing along to this **Cha-Cha music!** **Maracas** are a great addition to this song. (You may have noticed these at the beginning of this JazzleOke 1)
- Other options include guiro, castanet and shakers.

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: we went fishing	Pretend to hold a fishing rod over shoulder and fling it forward on the word fishing.
On: and our father	Pretend to reel in a fish.
On: four fat fish	Hold up 4 fingers.
On: fried them on a fire in a frying pan	Pretend to hold a frying pan over a fire.
On: have a fantastic feast	Arms out and palms up, move arms outward in opposite directions.
On: five fast flies	Show five fingers.
On: flew all around our fish	Wiggle five fingers over your head.
On: flew off in a frenzy	With the same hand as above as above do a throw away action

Drama to Develop Expressive/ Narrative Skills

- The concept of this song could be the basis for a mini play to video!
- The cast includes a father, his two children and one of their friends. Oh! And five, fast flies! First practice expressions!
- For the family: excited, annoyed, relived and happy.
For the flies: hungry, happy, frightened.
- Everyone arrives at the beach with their fishing lines and begin to fish. Before long, each person has caught a beautiful, fat fish! Excitedly they prepare a fire so they can cook the fish in a frying pan. When the five flies interrupt their feast, dad frightens them off so they can finish their fantastic fish feast!

Fun with Actions and Dance!

- Add **actions** as you sing!
- Dance to some different Latin music.
- Put on a performance! Create a little dance routine to go with this song's **Backing Track**.

Music and Vocabulary Extensions

- You might like to listen to other *Latin* music.
- Listen to other *Cha-Cha* music.
- Can anybody play the **flute**?
- Listen to '**flute**' music.



Multisensory Handwriting Using Audio Backing Track

Multiple formation/motor memory strategies for letter 'f'

Fun 'Air Writing' Practice

- Demonstrate how to write this letter using the correct formational order.
- Students stand, and with large arm movements, model the letter formation by 'writing' it in the air.
- Before repeating the formation, children take one step to the right (for writing and reading directionality).
- Write the lowercase letter while singing along to this rhythmic chant as the **Jazzles Backing Track** plays.
- Begin the 'chant' after the musical introduction and continue to repeat the 'singing chant' as the letter is 'air-written'.

CHANT: " A little backwards curve, and then straight down – lastly cross from left to right!" Repeat.

Before repeating, take one step to the right

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

Developing Small Motor Skills and Practicing the Letter

- Demonstrate this letter formation by modeling the letter inside the letter outline featured on the **Jazzles Craft Page**. (Ideal for an electronic whiteboard.)
- Children can then practice writing it many times with lots of colored pencils or crayons (Rainbow Writing).
- Paint **fantasic 'f'** with a **feather**.
- Write letter f on a variety of colored papers using various interesting crayons or pens.
- Use a big, wet paintbrush and paint f/F shapes on a wall, pavement or fence.
- You might like to try pavement chalks!
- Model the letter using Play dough or other modeling materials. Make **four, fat fish** to go with the modeled letter f.

Uppercase F

- At the start of '**Fat Fish**' **JazzleOke 1**, watch as **Bizz** and **Buzz** create the uppercase F.
- Write the uppercase F in the air and on an electronic whiteboard, demonstrating the correct formational order.
- Can you make the letter F with your body?
- Do you know any names or places starting with the letter F?
~ Write these.
- Think of alliterative adjectives to describe the person. E.g. '**Funny, fantastic friendly Freddie.**'



Colorful practice! 'Rainbow Writing' using Jazzles Craft Page. Source: Activity Sheets Menu Button

Using Jazzles Mutisensory Craft Pages!

Stimulating Sensory Systems to Develop Phonemic Awareness and Phonics Skills!

Work individually or in pairs to collage a letter:

*Adds taste/ smell

- feathers
- frilly lace, fluffy or fabulous fabric (cut in squares)
- fringed paper
- small, fern pieces (from the garden)
- frangipani/ freesia petals

Extend Vocabulary by Creating Alliterative Descriptions:

- fantastic, fine, frilly, fabulous, fresh, flat, floating
- "That's a **fantastic, fresh 'f'!**"

Add an alliterative, sensory dimension by burning fragrant oil or adding a few drops onto the finished 'letter'

- frangipani/ freesia

Use the tactile craft letter cards:

- To make an **alphabet book**
- As an **initial sound prompt** to decode words
- As a **header** for a word wall/bank/list
- To facilitate **'hands on' spelling** like 'fat'

Manipulate tactile letters to practice **Phonemic Awareness Skills** of 'blending' and 'segmenting'!

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.



'f' is fine, fern leaves, 'a' is aluminum foil squares, 't' is thyme leaves.

Multiple Multisensory Resources for Vocabulary Development

'Fat Fish' lyrics activate a vocabulary of 68 words in connected text, 43 different - including 17 starting with the fantastic f.

Start by playing **JazzleOke 1** and students sing-along to the 'Matching Captions', to provide context for the alliterative and sight word lists below. With a color pen, children highlight/ circle every word on the **Jazzles Lyrics Bold Page** starting with f/F.

Alliterative Word List

- fish
- fishing
- friend
- father
- four
- five
- fish
- fried
- fire
- frying
- fast
- fantastic
- feast
- flew
- frenzy
- frightened
- finished



27 Sight Words

*8 above Primer Level

- in
- a
- to
- so
- on
- all
- for
- and
- our
- have
- father
- look/ing
- we
- went
- with
- four
- fat
- fish
- fire
- *five
- *fast
- *off
- *them
- *some
- *then
- *when
- *around

Reinforce with Jazzles Interactive Games

Extend phonemic awareness, listening, spelling and vocabulary skills by playing **Matching, Flap, Listening and Sweeper**.

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.

Print a **Jazzles Dictionary Page** for each child to record learned words alphabetically. Start with the familiarized words from this song's lyrics.



Collate activity pages into personal binders for student reference and teacher assessment.

Resources Continued...

JazzleBook 2 for Learning Vocabulary Visually and Aurally



- Place your mouse cursor on individual sight words to highlight, hear, see and repeat them.
- Use the **speaker icon** to hear in context.


JazzleOke 3 for Learning Language through Karaoke Performance!

We went fishing with a friend and our father and we caught four fat fish.
We fried them on a fire in a frying pan to have a fantastic feast.
Then five fast flies flew all around our fish looking for some fine fast food.
They flew off in a frenzy when our father frightened them.
So we finished our fantastic fish feast.
We finished our fantastic feast!

- Use this music backed resource to help students achieve perfect recall of the lyrics using multiple modalities to practice the embedded words.
- Pause the screen any time to highlight and explore words.


Jazzles Lyrics Page

Fat Fish



We went fishing with a friend and our father.
And we caught four fat fish.
We fried them on a fire in a frying pan to have a fantastic feast.

Then five, fast flies flew all around our fish, looking for some fine fast food.
They flew off in a frenzy when our father frightened them.
So we finished our fantastic fish feast. We finished our fantastic feast!



- Highlight **sight words** featured in the lyrics.
- Or focus on nouns, verbs, adjectives or contractions, etc. (see below)
- Use the Lyrics Page for CLOZE activities.

Grammatical Information - for Explicit Teaching

Nouns/plurals: fish, friend, father, fire, pan, feast, flies, food, frenzy

Pronouns: them, we, they, some, our

Adjectives: four, five, fat, frying, fantastic, fine, fast, fish (feast)

Verbs: went, fishing, caught, fried, looking, flew, frightened, have, finished

Prepositions: on, in, a, with, all, around, off

Conjunctions: then, when, and, for, so

Opposites (Antonyms): off/on

Synonyms: four/for, flew/ flu, so/ sew

Root words/Affixes:

look, finish, frighten (s, ed, ing)

fry, fish, (es, ed, ing), fly (es, ing)

Identify new meanings

- fish (a sea creature, or the action of 'fishing')
- feast (a special meal, or the action of 'feasting')
- flies (insects, or the action of 'flying')
- fly (an insect, or the action of 'flying')
- fire (flames, or 'to sack' someone)

Multisensory Phonemic Awareness Activities Using JazzleOke 1, 2, 3

Lesley's Tips

Before teaching phonemic awareness skills, I like to stimulate students' linguistic pathways using JazzleOke 1.

Why?

If children know a word, they are more likely to be successful in a phonological awareness exercise than using an unfamiliar word. So, wherever possible, the following activities use words from Jazzles 'Fat Fish' lyrics.

The activities¹ are oral. Model and pace them to the readiness of your students.

Use letter-sounds from

Group 1 (**a, m, t, s**)

and now the /f/ phoneme from

Group 2 (**i, f, d, r**) – along with words from Jazzles 'Fat Fish' Song for these exercises.

Note: / f / phoneme represented by 'ff' in 'off'.

4. Phoneme Blending

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

f/ i/ t/ = fit

f/ a/ t/ = fat

f/ i/ s/ t/ = fist

m/ i/ s/ t/ = mist

f/ i/ m/ = fim

f/ a/ m/ = fam

s/ i/ f/ t/ = sift

Curriculum Areas

- **Language Arts:**

- ~ **Reading:**

Phonemic awareness, vocabulary, phonics.

- ~ **Oral Language:**

Listening and speaking. (Phonemic awareness activities)

1. Phoneme Isolation

'What is the first sound in.?'

fish, five, four

friend, father, fire

food, fat, frying,

feast, fine, fast

frightened, flew, frenzy

finished, fantastic, fishing

Playing **Jazzles Listening** and 'I Spy' assists learning this skill!

2. Phoneme Identity

'What sound do you hear in all these words?'

feast, fast, fat

fit, fat, sit

if, off, tiff (/f/phoneme)

3. Phoneme Categorization

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

fat, sat, fine

fish, five, went

mat, four, fit



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

5. Phoneme Segmentation

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

if = **i/ f** (2)

off = **o/ f** (2)

fat = **f/ a/ t** (3)

fit = **f/ i/ t**

fam = **f/ a/ m**,

fim = **f/ i/ m**

fits = **f/ i/ t/ s** (4)

fist = **f/ i/ s/ t**

sift = **s/ i/ f/ t**

Learning this skill will assist in spelling words.



6. Phoneme Addition

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

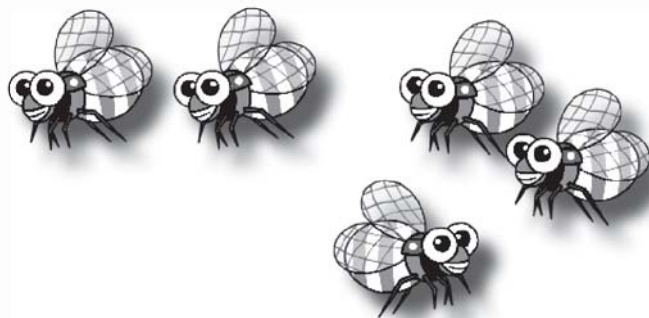
/f/ + at = fat

/f/ + it = fit

/f/ + am = fam

/f/ + im = fim

/s/ + fit = fits



7. Phoneme Deletion

Recognize the word created when a phoneme is deleted.

fit - /f/ = it

fat - /f/ = at

fits - /s/ = fit

8. Phoneme Substitution

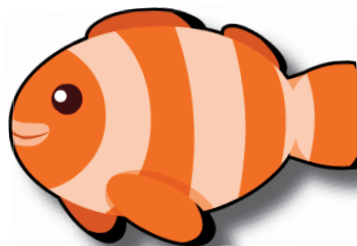
Substitute a phoneme for another.

/f/ for /m/ in **mat** = fat

/f/ for /m/ in **mit** = fit

/f/ for /s/ in **sit** = fit

/f/ for /m/ in **mist** = fist



Using Jazzles Storyboard and JazzleOke 1 for Creative Writing!

Apart from writing ideas generated from personal life experiences and news events, use 'Fat Fish' JazzleOke 1 as the inspiration for imaginative and creative writing ideas.

Emergent writing will begin with drawing and writing attempts that children explain, but the **Jazzles 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 introduction, watch JazzleOke 1.

Inspire Creative Thinking with Discussion

- Who and what is in the Storyboard frame?
- What is happening?
- Where are they? (On a beach? River bank?)
- Is there anything different in this picture to the scene in the JazzleOke 1?
- What do you think Tazz and Jezz are saying to their father?
- What sounds did you hear? Crackling fire? Surf? Waves or running water? Seagulls?
- How is this all going to finish?

Brainstorm words to use - including 'feeling' words like: **hungry, excited, annoyed, scared.** Etc .

Children compose their ideas. Once agreed upon, dictated sentence/s are modeled using a sentence/s with capitals and punctuation where appropriate.

When children have developed the skills, they can write, illustrate, then read their own story.

Children can access their collaboratively generated **Word Bank** or **Jazzles Dictionary Page** for words.

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: Activity Pages

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 'F Book' using repetitive sentence structure and **targeting focus sight words**.

- This is a fly.
- This is a fish.
- This is my friend.
- This is my father. Etc.

Or,

- We went looking for fish.(feathers, flies, friends etc.)

Make a 'My Opposites Book'

- I'm above the water.
- I'm below the water.
- Suggestions: over/under, in/out, fast/slow, long/short, happy/sad, empty/full, thick/thin, big/small, back/front.

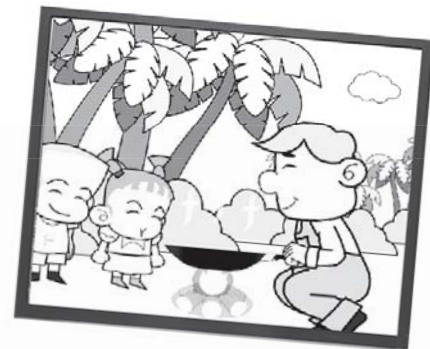
Other Genres

'**Fat Fish**' **JazzleOke 1** facilitates a natural segway for discussion and research about **fish, fishing, fast food, fire safety** and **flies!** A mini unit about any of these subjects could include research on **life cycles** using the library and the internet, and conclude with a labeled illustration of a **fish** or **fly** and/or an information report.

Children can also write about a favorite **fish recipe** or write in their own 'fantastic' journals.

An excursion to an **aquarium**, river or any water park can be the stimulation for activating new vocabulary for a collaborative 'Recount'.

Use the **Jazzles Storyboard Blank Page** for children to illustrate and write their own imaginative story about **camping on the beach, fishing with their father/ family**. This can become an evaluation Sample Page of their ability in Writing, Spelling and Visual Art.



Using JazzleOke 2 & 3

Building Reading Fluency

JazzleOke combines visual, auditory and kinesthetic learning to enhance 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 JazzleOke 1 'Matching Captions' complete with backing music. This develops beginning reading skills of vocabulary, concepts about print and fluency.

Developing Noncognitive Skills and Talents

Inspired performances could include costumes and masks (**flies, seagulls**) and dramatized with props sound effects and lighting.

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:**

JazzleOke, 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.

JAZZLEOKE FRIDAY

Group Performance Ideas!

This song could easily be presented as a Mini Musical!

Jezz and Tazz could sing and act as the scene is performed.

Props could include: a beach scene with palm trees, a camp fire, fishing lines, 4 plastic/ model fish and a frying pan. (The fish could be attached to the lines so each person can pretend to pull in a fish.)

Actors would include: Jezz, Tazz, their father, a friend and 5 children in 'fly' costumes.

Jezz and Tazz sing as they take part in the 'play'.

This should be funny, especially when the flies are frightened away by their father!



Above: JazzleOke 2. Below: JazzleOke 3.

We went fishing with a friend and our father
and we caught four fat fish.
We fried them on a fire in a frying pan
to have a fantastic feast.
Then five fast flies flew all around our fish
looking for some fine fast food.
They flew off in a frenzy
when our father frightened them.
So we finished our fantastic fish feast.
We finished our fantastic feast!

Multiple Ways to Develop Fluency Using Jazzles Lyrics, Literature and Drama!

JazzleOke 1



- Engaging children **once or twice a day** with 'Fat Fish' JazzleOke 1 and its 'Matching Captions' develops all the necessary fluency skills listed right.
- It gives children all the confidence to transition from reading the 'Matching Captions' featured, to reading texts left-to-right in JazzleBooks 1 and 2 like in digital or printed books.

JazzleBook 1



This interactive e-book game consolidates comprehension of vocabulary by matching words and phrases to meaning.

- Using drag and drop, children substitute pictures for words or words for pictures, and then hear phrases modeled with expression.
- Encourage children to repeat the modeled language aloud.

Reading fluency requires a number of skills accomplished efficiently, automatically and interactively with each other. These include:

• Rapid word retrieval	• Comprehension
• Phonemic awareness	• Automatic decoding
• Sight word fluency	• Concepts about Print
• Predictive skills.	• Cognitive processing

Research identifies repeated reading as the key strategy for improving students' fluency skills.

Uniquely with Jazzles, practice is not an adjunct to instruction! Highly engaging, practice is **literally interwoven into the Jazzles resources you use every day, providing:**

- Multiple means of acquiring knowledge
- Multiple means of expression
- Most important of all, multiple means of achieving EXCEPTIONAL levels of intellectual and emotional engagement to motivate learning

Purposeful Group Reading Activities

Using your leveled readers, the library or the Jazzles Search Bar, source fiction and informational books linking the song themes of:

- **beach fishing** • **family outings** • **fires**
- **pesky insects** • **fish** • **friends/ friendship**

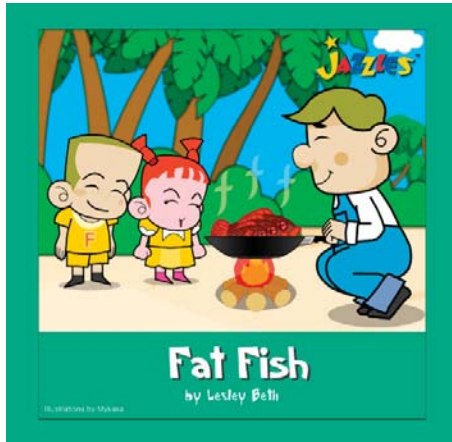
Book Suggestions:

• 'One Fish, Two Fish, Red Fish, Blue Fish' by Dr. Seuss

• Pearl Barley and Charlie Parsly' by Aaron Blabey

- Students:**
- Recognize the features of fiction, poetry and drama.
 - Identify Author/ Illustrator (and their roles).
 - Describe the relationships between the illustrations and story.
 - Identify characters, setting and major events in the story. Retell the story, including key details.
 - Answer basic comprehension questions and question to clarify.
 - Listen to and discuss unknown words.
 - Compare /contrast experiences of characters in familiar stories.
 - Participate in read-aloud experiences involving rhythm, rhyme, alliteration and repeating line or phrase to develop fluency.
 - Identify Concepts about Print.

JazzleBook 2



Develop fluency with anxiety free, coral reading practice. **JazzleBook 2** is a transformation of familiar images and text into an electronic 'BIG BOOK', with fluent modeled reading that demonstrates phrasing, accent, the use of punctuation for expression.

- Individually, **JazzleBook 2** prompts children to 'listen again' to individual words or pages, and then practice reading at their own pace.
- ESL students can pause on words to practice pronunciation, intonation and accent.
- Encourage children to read along – aloud!

Jazzles Lyrics Page



- Children point to the familiarized words on the **Jazzles Lyrics Page** as they sing to the **Jazzles Audio Backing track**.
- They read the printed text 'left-to-right' and 'return sweep' - matching oral words to the corresponding printed word (one to one correspondence).
- When children read this page smoothly with expression (without singing), they are demonstrating fluency.

KEY JAZZLES STRATEGY

Using Drama to Motivate Learning in Every Aspect of Literacy

'Fat Fish' Dramatic Performance for Inferential Learning Extensions:

Children work in small groups to produce a dramatic performance showing the sequence of fish caught at sea to becoming our dinner.

Develops:

- Creative/ inferential thinking out loud (oral language)
- Research and sequencing skills
- Listening (for cues and evaluation/ review)
- Meaningful communication, articulation, and expression
- Writing Skills
- Fluency

PLUS

- Self confidence • Self concept • Empathy
- Helping behavior • Cooperation
- Self discovery (new talents)

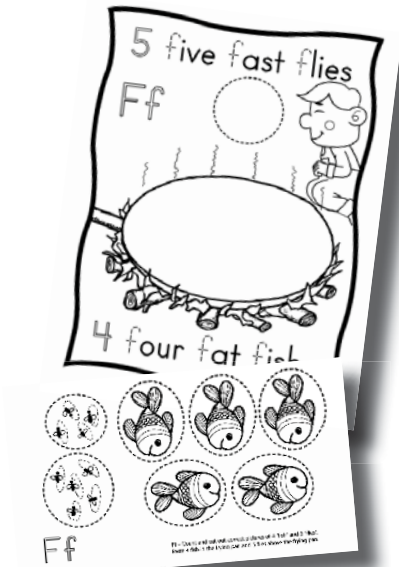


Familiar Concept Activities for:

• Consolidating Literacy Skills • Informal Evaluation Samples

Students with higher levels of belief in their abilities to succeed generally do! So, for informal assessment in mixed ability classes, it makes developmental sense to use familiar concepts to reinforce academic self confidence rather than unfamiliar ones that can create anxiety.

1. Jazzles Activity Page



Students identify focus letter images, read, trace, write, draw, color, cut and paste to demonstrate :

- Comprehension
- Letter/sound correspondence
- Sight word /sentence reading
- Handwriting skills
- Small Motor skills
- Math - number (4&5)

2. Jazzles 'Read and Color' Page



Students identify focus letter images, then read and color to demonstrate:

- Initial sound fluency
- Left to Right tracking
- One to One Correspondence
- Fluency

3. Jazzles Lyrics Page



Students can identify a teaching focus (highlight in a color), and then read to demonstrate:

- Nouns/ verbs/ contractions/ sight words etc.
- One to One Correspondence
- Left to Right tracking and Return Sweep
- Expression and Fluency

4. Jazzles Storyboard Page



Students write their own story, and then read it to demonstrate:

- Creative thinking/ writing
- Grammar/ punctuation
- Spelling skills
- Fluency
- Handwriting skills.

MATH IDEAS!

Integrating Fantastic 'f' and the 'Fat Fish' Theme

Math Vocabulary

- numbers 4, 5, 14, 15,
- front/back
- full/empty
- fractions
- front/back
- flat
- fahrenheit
- feet
- foot
- formula
- frequency



Number, Measurement and Space

The following activities can be demonstrated using items and foods familiarized in 'Fat Fish' JazzeOke 1, including **fish**, **toy flies** and **toy fish** as well as **flowers**, **forks** or **feathers**.

Counting and Money

- Buy and count some **flowers/ fish**.
- Talk about the cost.

Whole Number

- **Concepts of 4 and 5** (4 fat fish and 5 fast flies as in the 'Fat Fish' Song)

Addition

- Count 4 **toy fish**.
- Add 1 more.
- Count how many altogether.
- 'So 4 fish plus 1 fish makes 5 fish.'

Subtraction

Count 4 toy fish.

- Take 1 fish away.
- 'How many are left?'

Division

- Count 10/ 8 toy fish on the table.
- Divide those 10/ 8 fish into 2 equal groups.
- 'How many in each group?' (5/ 4).



Use pause function, to explain the meaning of fahrenheit

Multiplication

- Make two equal groups of **toy fish** on a table (2 groups of 4 fish)
- How many fish are there altogether?' (8)

Position

- **front** and back
- '**around**' as in 'five fast flies flew all **around** our fish' in 'Fat Fish' JazzeOke 1

Measurement

- Demonstrate and discuss **full** and empty.



Use pause function to explain the meaning of 'five' and 'around'.

Use Jazzles Search Bar to:

- **Motivate • Ignite Curiosity**
- **Inspire Creative Thinking**
- **Extend Vocabulary**

Curiosity and creativity are essential for children in this rapid, knowledge rich world.

A key strategy is just to use simple 'interrogatives' like these:

- Who? • What? • Where? • When? • Why? • How?
- Examples include: 'What is that?'; 'What does this do?'; 'How does it work?'; 'Why do that?'
- (Source : Oberst 2002)

Explore and Discuss

- **Open fire safety, fire drills** and evacuation procedures
- **Responsible fishing:** Releasing baby fish. Never taking more fish than you need, and cleaning up old fishing lines from shorelines with sensible disposal.
- How much **fast food** or **fresh food** should we have in our diet?

Some Cooking?

- Cook a whole fish and eat it. You may like to go to the **Fish Market** or **Fresh Fish Counter** to select one.
- Make a **fresh, fruit salad** together.

Mime and Drama to Develop Narrative Skills

- Pretend to be **fish** swimming around in the sea.
- Pretend to be **flies** flying around **food**.
- Role-play catching and releasing a baby fish.

Reading and Writing

- Make a **Flip Book** about things starting with the letter **f**. Eg. **fairy, fox, feet, finger, face, football, flag, fossil**
- A book called '**My Family**'
 - This is my father.
 - This is my brother. (etc.)
 - Last page: I have a fantastic family!

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:** Oceans of the world.

- **Technology:**

Using the computer to research information.

Science:

- ~ **Life Science:**

Plants and animals.

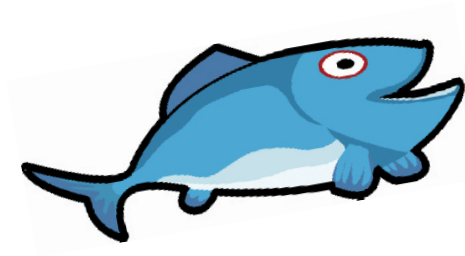
~ **Earth/Space Science:** Marine conservation.

- **Math:**

(Various concepts)



- **A Funny Book!**
 - Monkeys are funny.
 - Clowns are funny.
 - Jokes are funny.
 - JazzleOke 1 cartoons are funny. (etc.)
- A **'What can fly?' book.**
 - A bat can fly.
 - A helicopter can fly.
 - A butterfly can fly. (etc.).



More Ideas!

- Organize someone to tell **funny, fabulous** or **far-fetched, fish** stories.
- Watch interesting movies or videos about the sea, **fish** or **fishing**.
- Visit an aquarium.
- Research **flies** and their life cycle.
- Go **fishing** with your **family** and **friends**.
- Play a **magnetic fishing game**.
- Eat **fish** and **fries** (or **chips!**).
- Eat **fairy/candy floss**- if you're **fortunate!**
- Research the **fishing industry**.
- **Living Creatures:** frog, fox
- **Countries:** Fiji, Finland, France.

