

It's Good by Jeff Johnson

Program Overview | Curriculum Supplement

GOAL: The “It’s Good” program is designed to expose children to the wonderful world of rhyming words and creating songs through poetry, singing, listening, moving, creating and laughing.

To meet our goal children will be exposed to . . .

Primary Focus:

1. Rhyming and non-rhyming poems and words.
2. The dictionary, rhyming dictionary, and a thesaurus and how to use these books in creative writing.
3. Poem construction, tune making and word rhyming.
4. Original songs and books.
5. The use of a journal and how to use it to catalogue ideas and thoughts.
6. Creative writing using created characters and true stories.
7. The term “slang” and what it means.

Secondary Focus:

1. Vocal warm-ups that aid in proper singing.
2. Internet resources that help with creative writing.
3. Making healthy eating choices.
4. Valuing our natural resources through recycling.

It's Good - Supplemental Products

- Book mark (Free)
- Curriculum Supplement and online resources (Free)
- It's Good CD (\$10.00)
- Rita Ate It Book (\$9.95)
- Color Songwriting Cards (\$4.95)
- Mini BB Fuzz (\$5.95)
- It's Good on iTunes (\$0.99 per song or \$9.99 per album)



Other BB Fuzz Products

- BB Fuzz Music School - Beginning Rhythm Guitar 1,2,3,4 (\$9.95 each)
- BB Fuzz Guitar Picks (3 for \$2.95)
- BB Fuzz Songs on iTunes (\$0.99 per song or \$9.99 per album)

Post Program Questions & Activities:

1. What is a rhyming word?
2. List some rhyming words and some non-rhyming words.
3. Do all poems rhyme? Explain.
4. What is a dictionary, rhyming dictionary, thesaurus, and a journal?
5. How can the dictionary, rhyming dictionary, thesaurus, and a journal help you create a poem, story or song?
6. If you created a character what would you name it?
7. What true story could you write or sing about?
8. What are some slang words that you hear at school? What word(s) could you substitute for these slang words? (Example stoked = excited)
9. What are some other resources that might help you with creating a poem?

Topics for Extended Lessons

1. Discuss poetry and include some well-known poets (Shakespeare, Silverstein, etc.).
2. Study the Clerihew (a formula for creating a short poem or verse) and create one.
3. Create a short story that rhymes.
4. Create a poem that does not rhyme.
5. Create your own character to write about and your new character's theme song.
6. Discuss synonyms and antonyms and find some examples in the thesaurus.
7. Create a song about a true story.
8. Create a journal from sheets of recycled paper and make your first entry.
9. Rewrite a poem or short story using words from a thesaurus.

Supported Research

Rhyming is a key component on the "Phonological Awareness Continuum"

Phonological Awareness: Instructional and Assessment Guidelines

By: David J. Chard and Shirley V. Dickson (1999) | <http://www.idonline.org/article/6254>

(Excerpts)

Becoming phonologically aware prepares children for later reading instruction, including instruction in phonics, word analysis, and spelling (Adams, Foorman, Lundberg, & Beeler, 1998; Chard, Simmons, & Kameenui, 1998)

The most common barrier to learning early word reading skills is the inability to process language phonologically (Liberman, Shankweiler, & Liberman, 1989)

Internet Resources (Links @ bbfuzz.com)

Online Rhyming Dictionary | Poetry 4 Kids | www.poetry4kids.com

Great poetry website for kids and adults includes lesson plans | www.gigglepoetry.com

Online Thesaurus | www.thesaurus.com

Online Dictionary | www.dictionary.com

The “It’s Good” program supports the following Georgia Performance Standards (GPS) & Georgia’s Pre-K Program Content Standards Correlations (Bright from the Start):

PreK (GA Content Standards)

Language & Literacy

LD1 | Listening for the purpose of comprehension

Creative

CD1 | Develop artistic expression

Social & Emotional

SE2 | Develop Curiosity (new experiences)

K- 5 (GPS)

Fine Arts (Music) Standard(s):

Kindergarten - Fifth

M(K-5)GM.7 | Singing, alone and with others, a varied repertoire of music

English Language Arts & Reading Standard(s):

Kindergarten

ELAKR2 | The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.

First

ELA1R2 | The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.

Second

ELA2R4 | The student uses a variety of strategies to gain meaning from grade-level text. The student

- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings

Third

ELA3C1 | The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

k. Uses the dictionary and thesaurus to support word choices.

ELA3LSV1 | The student uses oral and visual strategies to communicate. The student

d. Listens to and views a variety of media to acquire information.

Fourth

ELA4LSV2 | The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

ELA4W3 | The student uses research and technology to support writing. The student

c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).

Fifth

ELA5W3 | The student uses research and technology to support writing. The student

c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.