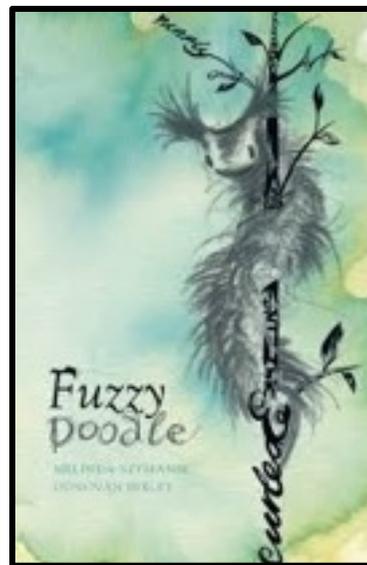


# *Fuzzy Doodle*

**By Melinda Szymanik and Donovan Bixley**



**A Literacy Bundle**

**Early Childhood – Year 2**



# Mark Making Activity (younger)

1. Stretch out large rolls of paper onto the floor.
2. Place out markers, or paints, in order of the rainbow. First place out all tones and hues of red.
3. Put on some groovy scribble music: The Flight of the Bumble bees, by Korsakov, would be great. Let children scribble with the red markers on the paper, with the music playing.
4. After (about) two minutes of scribbling put out the next rainbow colour for the children to scribble with.
5. Use the music of Mozart and Beethoven to calm the children down after the music of The Flight of the Bumble bees, or use a compilation CD or app of classical music that has been specifically created for young children.



RAINBOW COLOURS: Red orange yellow green blue indigo violet



## Mark Making Activity (older)

1. Stretch out large rolls of paper onto the floor.
2. Place out markers, or paints, in order of the rainbow. First place out all tones and hues of red.
3. Put on some groovy scribble music: The Flight of the Bumble bees, by Korsakov, would be great.
4. Ask children to draw circles: big circles, tiny circles, spots, dots, spiral circles.
5. After (about) two minutes of scribbling put out the next rainbow colour for the children to scribble with.
6. Stop the music and ask the children to move to a different place next to the paper.
7. Ask the children to draw lines at the bottom of the circles. The lines are going to be stalks. The circles are going to be made into flowers.
8. The children can add details as they wish: petals, butterflies, bugs and insects. Or they can just keep creating circles and lines.



9. Use the music of Mozart and Beethoven to calm the children down after the music of The Flight of the Bumble bees, or use a compilation CD or app of classical music that has been specifically created for young children.



# Mark Making Activity

1. Let children squeeze paint into a tray.
2. Ask children to place their hands into the paint that is in the tray.
3. Have a piece of paper ready, so that children can put their paint handprints onto the paper.
4. Fold the piece of paper into half and...open. A butterfly will appear.
5. Let children decorate their butterfly with glitter and spots and dots.



# Vocabulary Activity

## Using drama and movement

1. With the children make an imaginary sandwich. Ask the children to place out their hand and slap a piece of (imaginary) bread onto their hand.
2. Ask the children what they would like on their imaginary sandwich: sprinkle on salt and pepper, spread on butter, shake on some grated carrot etc.
3. Tell the children that you are going to say an eating word. Everyone is going to act out eating their sandwich in this way. Here are some words to get you started:

Nibbled **chomped** *chewed* **pecked** **slurped** *hoovered*

*chewed* crunched

**Munched** *gulped* glugged



**Teacher says:** I wonder what it would look like if we pecked at our sandwich. I wonder what it would look like if we chomped our sandwich



# Vocabulary Activity

## Using drama and movement

1. Let the children find a space in the room, or where the activity will take place.
2. Ask the children to curl up like a little blob of paint.
3. Tell the children that you are going to pretend to be an artist. The children are your paint. Explain to the children that as you paint: a twisted scribble, a zig-zag scribble, a curly scribble – they are going to move to the words you use.
4. Act out moving a paintbrush up and down and side to side.



Tell the children :

I am painting a tall stretched line.

I am painting a drooping, curled up shape.

I am painting a wide, stretched shape.

I am painting a tiny, weeny dot.

I am painting a long, thin line.

I am painting a wiggly scribble.

I am painting a plump, round circle.



# Vocabulary Activity

## Using drama and movement

1. Let the children find a space in the room, or where the activity will take place.
2. Ask the children to make the shape of a scribble of their choice. Wonder aloud if their scribble will be: curly, wiggly, tangled, knotty, curved, straight.
3. Ask the children to show with their whole body:

How does your scribble move along the floor?

How does your scribble sleep?

How does your scribble move and then stop?

How does your scribble stretch?

How does your scribble eat?

How does your scribble say hello to another scribble?

How does your scribble dance?

How does your scribble stop?



For older children this activity can be followed by: [My Scribble Writing Activity](#)

## My Scribble Writing Activity (Older)

1. After moving as their scribble, ask children to draw their scribble in their book or on a piece of paper. Ask children to think of the colours they might use.
2. As the children are drawing their scribble start planting some creative writing ideas into their head. Wonder aloud about:

I wonder if your scribble is a friendly scribble.

I wonder if your scribble has a pet.

I wonder if your scribble has many friends.

I wonder if your scribble is a busy scribble or a relaxed kind of scribble.

I wonder what your scribble likes to eat for breakfast.



3. Read this example to the children:

My scribble's name is WOTSIT. He is a very friendly scribble. He has a pet scribble called BIGBOT. They play together all day. They live in a cave in Scribble Land with lots of other scribbles.

4. Let the children write about their scribble.

5. Give the children a **Scribble Word Mat**.



# My Scribble Word Mat

friend	scribble	name	friendly
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big	massive	tiny	weeny
-----	---------	------	-------

like	look	says	is
------	------	------	----

curly	messy	twisted	zig-zag
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# A Little bit of Phonological Awareness

- 1.Explain to the children that when words sound the same at the end this is called rhyming. Give an example: doodle and poodle rhyme, spoon and moon rhyme, too and boo rhyme.
- 2.Explain to the children that you are going to say two words. If they rhyme the children stay seated on the mat. If the words do not rhyme the children stand up. Here are some words, using patterns and words from Fuzzy Doodle, to get you started: ( choose where you put in a non-rhyming word)

Fizzy	Bold	Snow	Pen	Striking
Dizzy	Gold	Show	Men	Liking
Spot	Scribble	Gobble	Grow	Zoo
Dot	Nibble	Hobble	Bow	Moo
Doodle	Boo	Spoon	Fuzzy	Squiggle
Poodle	Too	Moon	Buzzy	Wriggle



# The rhythm of words

This is a beautiful, and easy, activity to get the rhythm of words into the muscular memory of children. It will help all children with their writing.

## 1. Ask the children to echo back the words:

Teacher says: First he nibbled at a comment

Children echo: First he nibbled at a comment

Teacher says: Then he chomped some tasty jottings

Children echo: Then he chomped some tasty jottings

Teacher says: He found the writing scrumptious as he hoovered up the text

Children echo: He found the writing scrumptious as he hoovered up the text



2. Repeat the above and this time ask the children to think of a movement for the following words: nibbled, chomped, tasty, scrumptious, hoovered.

3. Say the text with the movement.



## A Little bit of phonics

1.Explain to the children that when two letter o's are together they can make a long oo sound, as in: zoo, too, boo. doodle, poodle. (You may like to make explicit that two letter o's together can also make a different sound as in these words: good, hood, stood.)

2.**Write the word:** Doodle up on the whiteboard. Ask the children:

If we take away the D and put the letter/sound: N – what does the word say now?

If we take away the N and put the letter/sound: P – what does the word say now?

3.**Write the word:** Zoo up on the whiteboard. Ask the children:

If we take away the Z and put the letter/sound: B – what does the word say now?

If we take away the B and put the letter/sound: T – what does the word say now?

If we take away the T and put the letter/sound: M – what does the word say now?

4.**Write the word:** Spoon up on the whiteboard. Ask the children:

If we take away the Sp and put the letter/sound: M – what does the word say now?

If we take away the M and put the letter/sound: S – what does the word say now?





## Other Ideas:

1. Explore different art and mark making activities using the colours of rainbows.
2. Move onto the relationship of caterpillars, cocoons and butterflies. Complementing this book is *The Hungry Caterpillar* by Eric Carle.
3. Have a movement session around butterflies. Have the butterflies: wriggling out of their cocoon, stretching, fluttering, and swooshing through the air, rising high and swooping low, bouncing and hovering next to the flowers and flying.
4. Explore different ink art activities.
5. Read other books about eating words and scribbling. These are some of our favourites.





This bundle offers Literacy Development activities that inspire, support and facilitate many of the skills required for reading readiness, mark making and early writing skills. Guidelines for the incremental stages of these skills are given below, however many children will benefit from experiencing the whole range of skills offered in this booklet – whatever level they are at. And, of course, many Literacy Development skills overlap and are fun to re-visit.



Incremental levels	Looks and sounds like	Age guideline	Stage
Level 1 Sound Discrimination	Children identifying and creating the sounds animals make, sounds in nature and sounds in music.	All ages. Focus at: 3-5 years old	Children need to be able to discriminate sounds in the world around them prior to phonological awareness.
Level 2 Phonological awareness a) Rhyme awareness	Children identifying and producing words that rhyme as adults read and sing stories and songs that contain great examples of rhyming words.	All ages. Focus at: 3-6 years old	Identifying words that rhyme – in books, songs and nursery rhymes is an essential foundational skill for literacy development. Identifying rhyming sounds will develop slightly ahead of producing rhyming words.
Level 2 Phonological awareness b) Syllable awareness	Children identifying the number of syllables in words. Music is a wonderful avenue for syllable awareness.	Focus at: 4-6 years old.	Hearing and identifying that words can be broken up into chunks of sound is an essential foundational skill for literacy development.
Level 2 Phonological awareness c) Phoneme awareness	Children identifying and producing the smallest units of sound in a word.	Focus at: 4-6 years old	Hearing and identifying that words are made up of small units of sound is an essential foundational skill for literacy.
Level 3 Alphabetic principle	Children making the connection between sounds and the letters that represent these sounds.	Focus at: 5-6 years old	The alphabetic principle is essential before children can be offered work where they need to decode for reading or encode for spelling
Level 4 Phonics for reading and spelling	Children can decode when reading and encode when spelling – as they know the sound/letter relationship. Children will start with CVC words: sat, sad, sit	Focus at: 5-7 years old	Phonics is essential for children to develop decoding and encoding skills

### Mark making skills:

Discover crayons and other tools make marks	Scribble 1 Make disorganized scribbles	Scribble 2 Develop control over the scribble mark making	Scribble 3 Start to draw marks that resemble shapes and lines	Scribble 4 Start to enclose scribble shapes	Scribble 5 Start to be able to repeat shapes and scribbles	Early writing Start to write letters in name – capital letters first
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LITERACY BUNDLE BY FRANCES ADLAM FROM THE BRIDGE EDUCATION

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