



### Domain and goal

- Uses auditory closure to complete a sentence
- Remembers and recites favorite nursery rhymes and then changes the rhyming words to create a new nursery rhyme



### Activities

#### Fill-in-the-Blank Nursery Rhymes

From previous lessons in Sound Foundation for Babies and Sound Foundation for Toddlers, your child is familiar with some favorite nursery rhymes. Recite these rhymes with your child and stop before saying the last word of a phrase or sentence. Your child uses auditory closure to recognize, remember, and complete the sentence with the correct word. In the following examples your child fills in the underlined words.

*Jack Be Nimble*  
*Jack be nimble,*  
*Jack be quick.*  
*Jack jumped over the candlestick.*

*Humpty Dumpty*  
*Humpty Dumpty sat on a wall.*  
*Humpty Dumpty had a great fall.*  
*All the king's horses and all the king's men*  
*Couldn't put Humpty together again.*

#### Mixed up Nursery Rhymes

You help your child increase awareness of sounds in words by reading and repeating nursery rhymes. In this activity, change the rhyming word in familiar nursery rhymes to create silly and mixed up stories that rhyme. Be creative and have fun with this rhyming game. Here are some examples of mixed up nursery rhymes based on the original rhymes from the Fill-in-the-Blank Nursery Rhymes activity.

#### Mixed up Jack Be Nimble

*Jack be silly.*  
*Jack be funny.*  
*Jack jumped over the great big bunny.*

#### Mixed up Humpty Dumpty

*Humpty Dumpty sat on a bee.*  
*Humpty Dumpty fell on his knee.*  
*All the king's horses and all the king's men*  
*Couldn't put Humpty together again.*

**TIP:** ★ Phonological awareness is an important step to building a strong foundation for literacy. Your child uses phonological awareness when he/she hears and repeats words that sound alike and when he/she plays with words that rhyme.



Date	What did your child do?

### Domain and goal

- Uses: soon, next
- Uses pronouns: everyone, everybody, everything



### Activities

#### Listen for the Word

When you are engaging in the Fill-in-the-Blank Nursery Rhymes activity from the auditory lesson this week, link the words 'soon' and 'next' to filling in the blank. Tell your child, 'Soon you can tell me the word. The word is coming next.'

#### Family Songs

Your child learns the meaning and use of the pronouns 'everyone', 'everybody', and 'everything' when participating in activities with others. The songs for this week are conducive to teaching these pronouns. When family members or friends are around, sing these songs together and create rhymes to go with each person's name. Use the pronouns in sentences such as:

- Everyone listen for your name.
- Everybody is singing the song.
- Everything rhymes at the end of a song.

#### Experience Book Plans

Plan an experience with family or friends. Discuss with your child what you will do. Incorporate the language goals in your discussion.

- Soon we will leave for the \_\_\_\_.
- Everybody can come.
- Does everyone want to \_\_\_?
- What do you want to do next?
- Everything was fun.

After the experience, create an experience story using the language targets. Read and discuss the story with your child. Soon they will retell the story using the words spontaneously.



Date	What did your child do?



#### Domain and goal

- Contrasts **sh** and **j** sounds
- Stimulate **j** sound (see Speech Sounds page 43)

#### Activities

##### Sheep in a Jeep

This is one of the suggested stories for this week. When you read this book with your child, you are providing opportunities for them to hear the differences between and contrast **sh** and **j** sounds. See the story section for this week for additional ideas.

##### 'Jack' Nursery Rhymes

Your child is practicing and changing the words in nursery rhymes for the auditory goals this week. A few nursery rhymes have characters whose name contains the **j** sound. As you and your child recite these rhymes, you are stimulating for the **j** sound.

- **Jack Be Nimble**  
*Jack be nimble,  
 Jack be quick,  
 Jack jump over the candlestick.*
- **Little Jack Horner Sat in the Corner**  
*Little Jack Horner sat in the corner, eating his Christmas pie.  
 He put in his thumb and pulled out a plum  
 And said, 'What a good boy am I.'*
- **Jack and Jill went up the Hill**  
*Jack and Jill went up the hill to fetch a pail of water.  
 Jack fell down and broke his crown and Jill came tumbling after.*
- **John Jacob Jingleheimer Schmidt**  
*John Jacob Jingleheimer Schmidt,  
 His name is my name too.  
 Whenever we go out,  
 The people always shout,  
 There goes John Jacob Jingleheimer Schmidt.*
- **Georgie Porgie**  
*Georgie Porgie pudding and pie,  
 Kissed the girls and made them cry  
 When the boys came out to play,  
 Georgie Porgie ran away.*
- **Jack Sprat could Eat no Fat**  
*Jack Sprat could eat no fat  
 His wife could eat no lean.  
 And so betwixt the two of them  
 They licked the platter clean.*



Date	What did your child do?

# Songs & Rhymes

Theme: Rhyming

WEEK 25

## Domain and goal

- Corner Grocery Store, by Raffi
- Down by the Bay, by Raffi

## Activities

Make up silly lines that rhyme and insert them into both of these songs.  
Corner Grocery Store, The Raffi Singable Songbook, Chappell, Don Mills, Ontario, CA, (no date)

*There was cheese, cheese, walkin' on its knees, in the store, in the store.  
There was cheese, cheese, walkin' on its knees, in the store, in the corner grocery store.*

Chorus:

*My eyes are dim, I cannot see, I have not brought my specs with me, I have not brought my specs with me.*

*There were plums, plums, twiddling their thumbs... (chorus)*

*There was corn, corn, blowin' on a horn... (chorus)*

*There were beans, beans, tryin' on some jeans... (chorus)*

*There were more, more, just inside the door... (end without a chorus)*

Down by the Bay, The Raffi Singable Songbook, Chappell, Don Mills, Ontario, CA, (no date)

Chorus:

*Down by the bay, where the watermelons grow,  
Back to my home I dare not go,  
For if I do my mother will say,*

*Did you ever see a goose kissing a moose, down by the bay?*

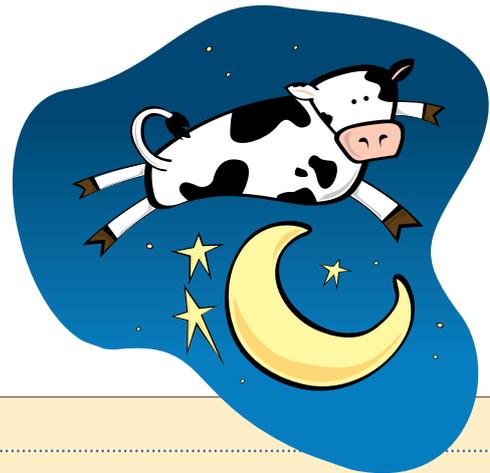
*Did you ever see a whale with a polka dot tail, down by the bay?*

*Did you ever see a fly wearing a tie, down by the bay?*

*Did you ever see a bear combing his hair, down by the bay?*

*Did you ever see llamas eating their pajamas, down by the bay?*

*Did you ever have a time when you couldn't make a rhyme, down by the bay?*



Date	What did your child do?



There are several *Sheep in a \_\_\_* books written and illustrated by the same author and illustrator. The rhyming pattern in the text of the books is similar to Dr. Seuss and develops phonological awareness through children's literature that is fun and entertaining. The illustrations are appealing to children.

**Sheep in a Jeep**, Nancy E. Shaw (Author), Margot Apple (Illustrator), HMH Books, 2009

**Sheep on a Ship**, Nancy E. Shaw (Author), Margot Apple (Illustrator), HMH Books, 2010

These books support the goals in other domains for this week's lesson.

- Act out the stories. Use small toys as props or go outside and use your imagination to create the scene and props. Add a tactile component by making real mud with dirt and water. Let your child mix and squish the mud with their hands. Your child will enjoy putting the jeep in the mud at the corresponding moment in the story.
- Use auditory closure and make up your own stories. Start a sentence and let your child complete it. Create a rhyming sentence that follows your child's made-up story. Keep the story going and bring it to a conclusion when your child is ready.
- Use the pronouns 'everyone', 'everybody', and 'everything' as the characters join in on the activities.
- Sing 'The Corner Grocery Store' song but substitute 'sheep' and 'jeep'. 'There were sheep, sheep, riding in a jeep...  
The sheep, sheep didn't make a peep...  
The jeep, jeep, made a loud beep...  
The sheep, sheep, took a giant leap...  
The sheep, sheep, climbed the hill so steep...  
The sheep, sheep, were happy and didn't weep...'
- When you read these stories to your child, he/she hears several contrasts between the speech sounds sh and j. Use toys or pictures that represent a sheep and a jeep. Set up a pretend outdoor scene. Ask your child to find the sheep or the jeep. He/she hears the difference between the sounds and words and selects the appropriate toy.

