

- Riddles, Raps and Rhymes -

Phonemic Awareness in Kindergarten



1. Listening to Sounds

- Have your child sit with closed eyes and just listen. Ask him/her to name different sounds that he/she hears (e.g., birds, cars, voices, breathing heartbeat).

2. Listening to Sounds in a Sequence

- With your child's eyes closed, make one sound (e.g., close a door, cough) and ask your child to identify it.
- Once your child can identify a number of single sounds, move on to a sequence of two sounds with a short pause between. Teach your child to respond by saying, "I heard two sounds. First, I heard _____, and then I heard _____."
- Once your child can identify two sounds in sequence, move on to three sounds with short pauses between. Teach your child to respond by saying, "I heard three sounds. First, I heard _____, second, I heard _____, and last I heard _____."
- Once your child is able to identify three sounds consistently, begin to ask, "Which sound was first/second/third?"

Examples of sounds to make:

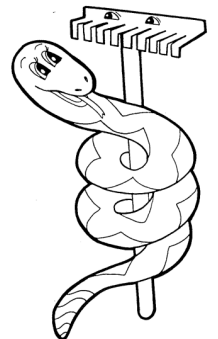
- | | |
|-----------------------|----------------------------|
| • clapping | • rubbing hands together |
| • clicking you tongue | • snapping fingers |
| • coughing | • stirring with a teaspoon |
| • crumpling paper | • tapping fingers |
| • ringing a bell | • tearing paper |

3. Listening for Rhythm and Rhyme

- Repetition: Introduce one poem or song at a time. Repeat the poem until your child has it memorized, emphasizing its rhythm and its rhyme.
- Echo reading: Say one line and have your child repeat after you. Start low and quicken the pace as your child is successful.
- Once your child knows the poem well, try some variations:
 - Use a whisper voice, but say the rhyming words loudly.
 - Change the second rhyming words.
 - Clap each beat/syllable in a line of the poem.

4. Playing with Nursery Rhymes

- Say three words from a rhyme, two of which rhyme. For example, say, "Snow, go, lamb. Which two rhyme?"
- Find the rhyming pairs with your child. Read the nursery rhyme again and ask your child to clap each time you read the second half of the rhyming pair.



5. Rhyme Concentration

- With your child, colour and cut out the rhyming picture cards attached. Talk about what each card is.
- Spread out 3 or 4 pairs of cards, face down, and take turns turning over two cards at a time. Each player says the words pictured on each card. Do the words rhyme?
- If the cards rhyme, the player removes the cards from the table and has another turn.
- If the cards do not rhyme, the player turns the cards back over and it is the next player's turn.
- Other ideas:
 - Turn the cards over one at a time and try to think of a rhyming word to match, real words or silly words.
 - Play 'Go Fish' with the rhyming cards.

One, Two

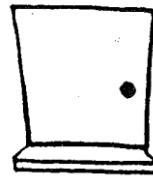
1. 2.

Buckle my



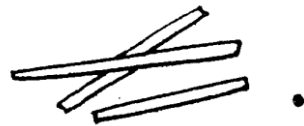
3. 4.

Shut the



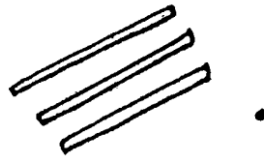
5. 6.

Pick up



7. 8.

Lay them



9. 10

A big fat



Now say this verse
again !

The Ants Go Marching



This is our version of a number-rhyming song most youngsters seem to know. The made-up verses should be as silly as the subject matter itself.

Moderately
Spoken: Rhythmic chant

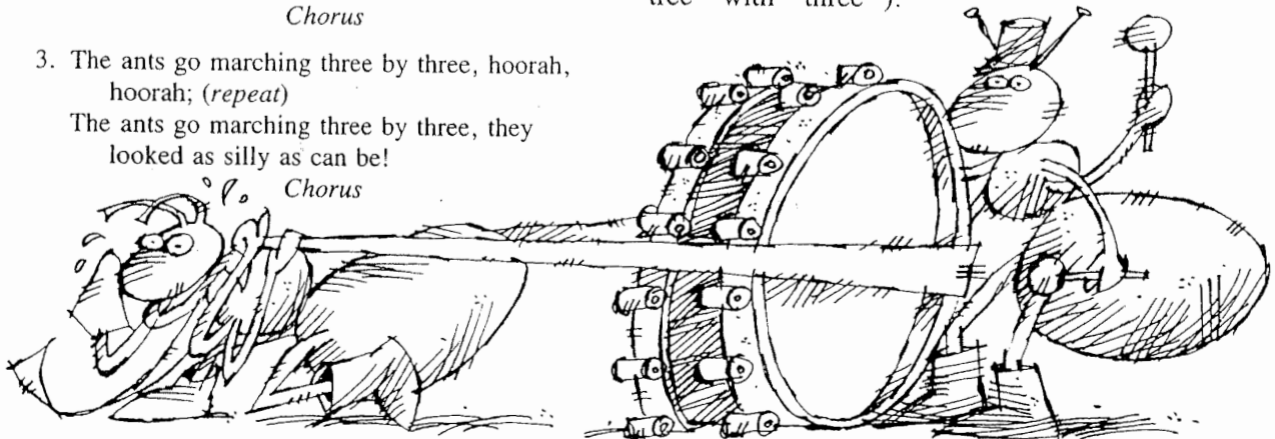
The ants are coming! 1. The ants go march - ing one by one, hoo-rah; hoo-rah, The ants go march - ing one by one, hoo - rah, hoo-rah; The ants go march - ing one by one, the lit - tle one stopped to have some fun, And they all go march - ing 'round and a - round, and down in the ground, and up the drain, and out in the rain.

Chorus: Dm C Bb A7 Dm

2. The ants go marching two by two, hoorah, hoorah; (repeat)
The ants go marching two by two, the little one stopped to say Achoo!
Chorus

3. The ants go marching three by three, hoorah, hoorah; (repeat)
The ants go marching three by three, they looked as silly as can be!
Chorus

Make up your own verses, but try to avoid the cliché number-rhymes that seem to come up so often (like "shoe" with "two" and "tree" with "three").



This Old Man

Children's Song from England

F $\frac{2}{4}$

1. This old man, he played one, He played nick-nack on my drum;
 2. This old man, he played two, He played nick-nack on my shoe;

1-10. Nick-nack pad-dy whack, give a dog a bone, This old man came roll-ing home.

3. This old man, he played three,



(tree;)

4. This old man, he played four,



(door;)

5. This old man, he played five,



(hive;)

6. This old man, he played six,



(sticks;)

7. This old man, he played seven,



(Devon;*)

8. This old man, he played eight,



(gate;)

9. This old man, he played nine,



(line;)

10. This old man, he played ten,



(hen;)

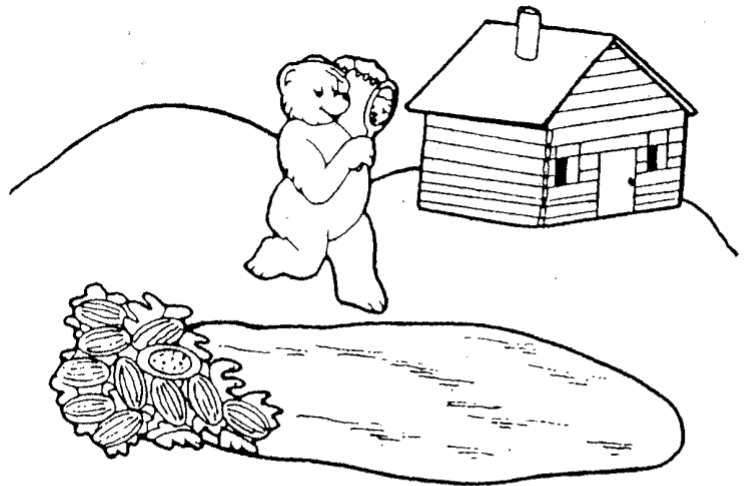
*A Devon is an animal of a small, active, hardy breed of cattle originating in Devon, England.

DOWN BY THE BAY
(Melody: Traditional)

Down by the bay	<i>echo*</i>
Where the watermelons grow	<i>echo</i>
Back to my home	<i>echo</i>
I dare not go	<i>echo</i>
For if I do	<i>echo</i>
My mother will say	<i>echo</i>
Did you ever see a fish	
Washing a dish	
Down by the bay?	

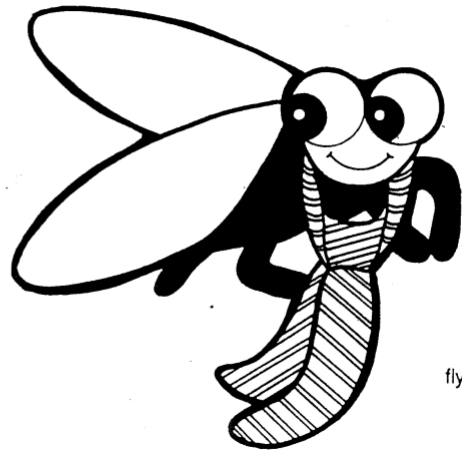
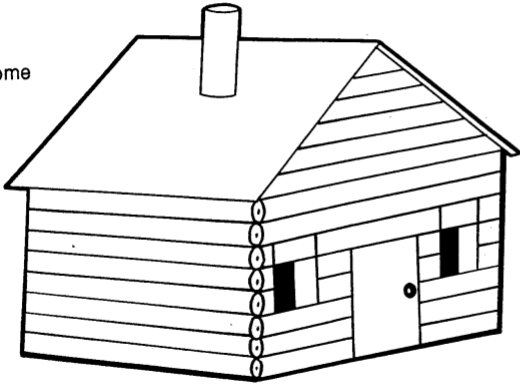
Down by the bay	<i>echo*</i>
Where the watermelons grow	
Back to my home	
I dare not go	
For if I do	
My mother will say	
Did you ever see a sow	
Milking a cow	
Down by the bay?	

Other verse endings:
Did you ever see a bear
Combing his hair?
Did you ever see a llama
Eating his pajamas?
Did you ever see a snake
Dancing with a rake?
Did you ever see a fly
Wearing a tie?



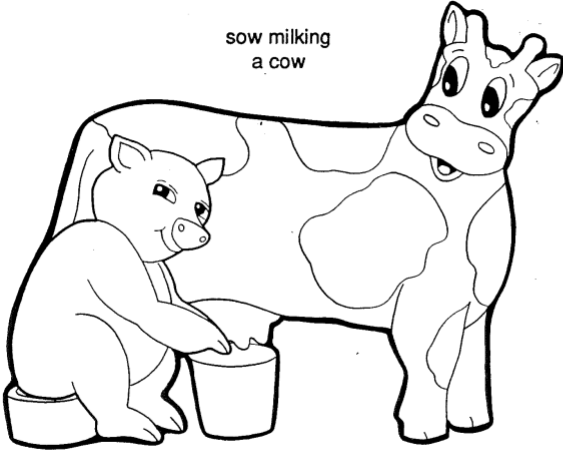
* Echoes are helpful in learning these songs,
but they can be eliminated.

home

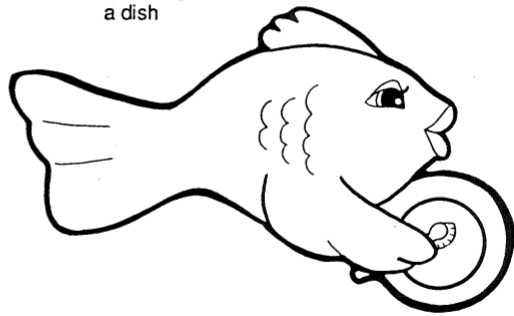


fly wearing
a tie

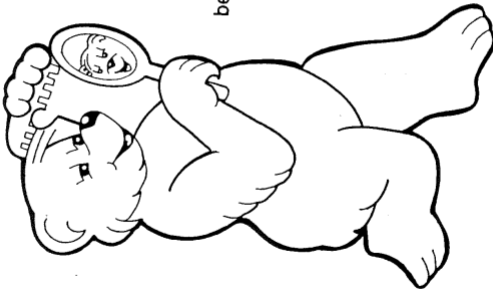
sow milking
a cow



fish washing
a dish



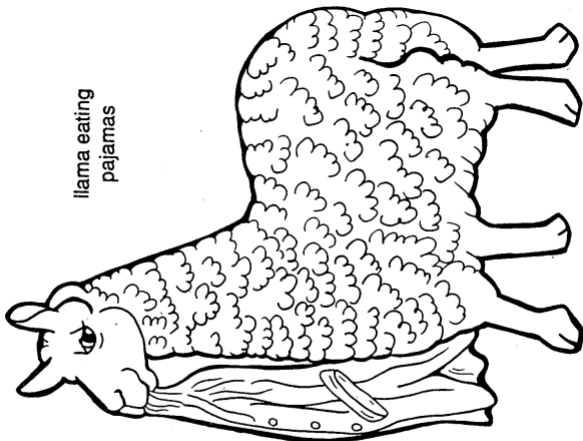
bear combing
his hair



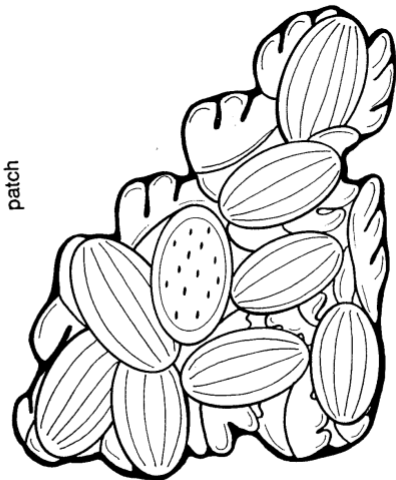
snake dancing
with a rake



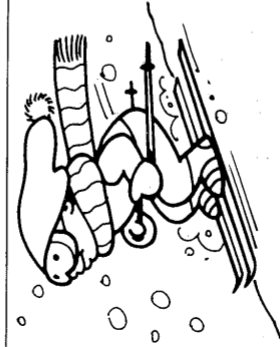
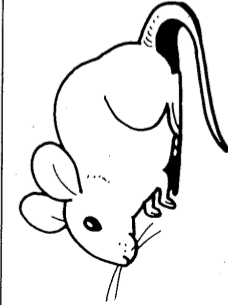
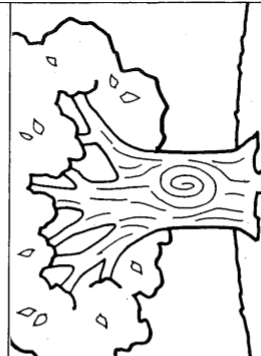
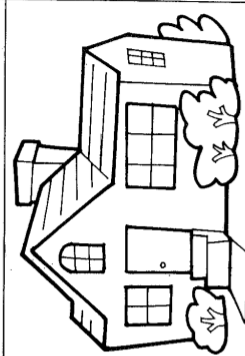
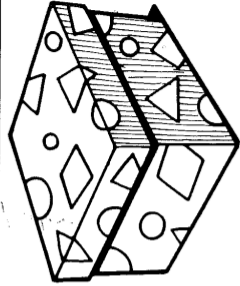
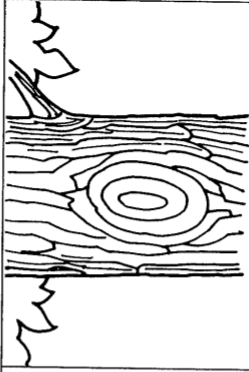
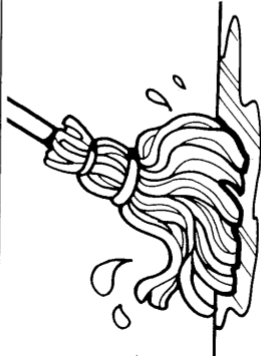
llama eating
pajamas



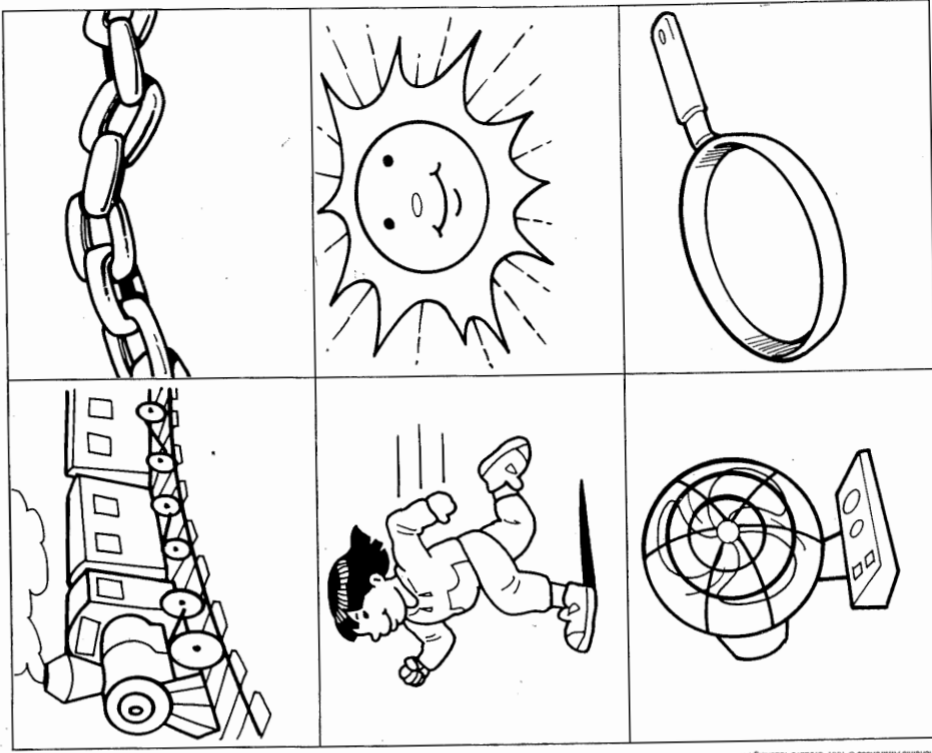
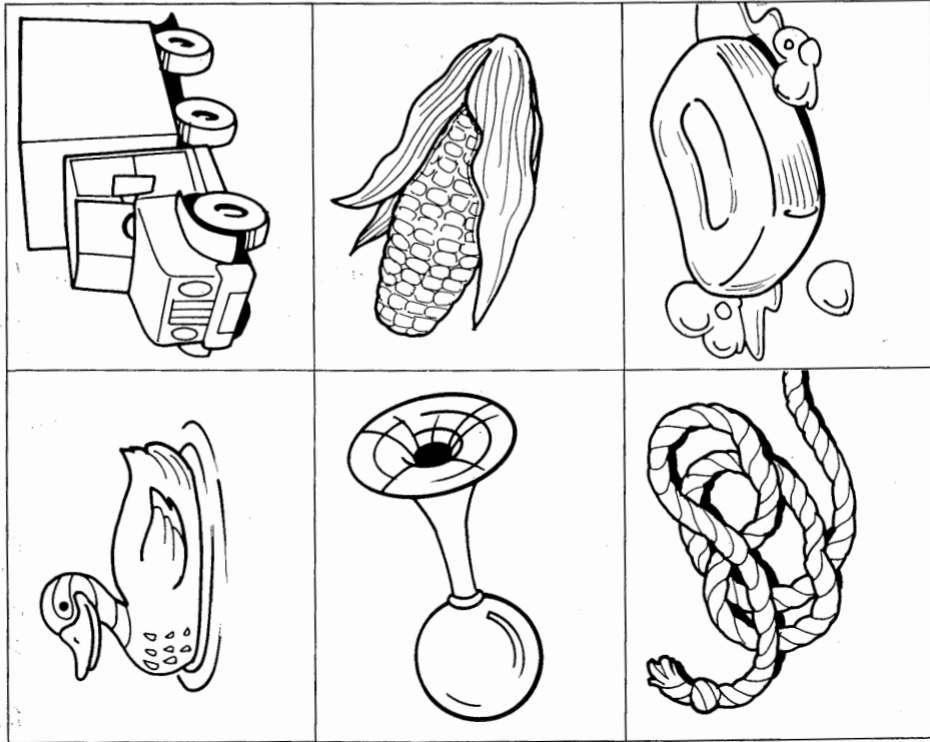
watermelon
patch



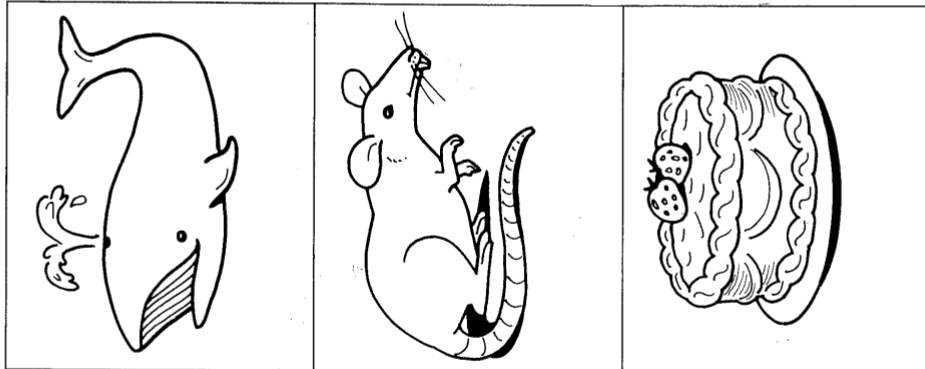
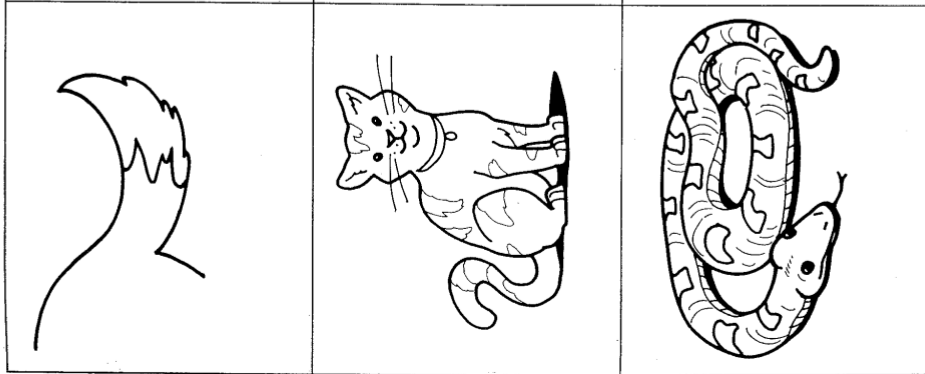
Rhyming Picture Cards



Rhyming Picture Cards



Rhyming Picture Cards



Phonics Awareness © 1997 Creative Teaching Press