

## - 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
- clicking you tongue
- coughing
- crumpling paper
- ringing a bell
- rubbing hands together
- snapping fingers
- stirring with a teaspoon
- tapping fingers
- 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

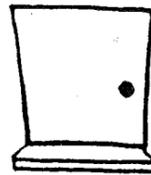
1. 2.

Buckle my



3. 4.

Shut the



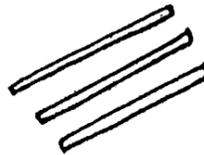
5. 6.

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

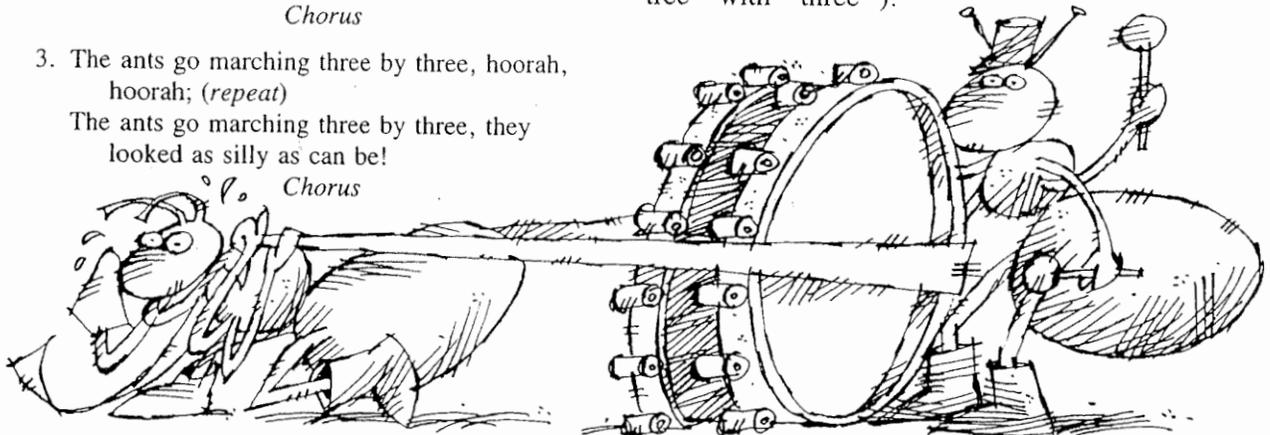
The ants are coming! 1. The ants go march - ing one by one, hoo-rah; hoo-rah, The ants go march - ing one by one, hoo - rah, hoo-rah; The ants go march - ing one by one, the lit - tle one stopped to have some fun, And they all go march - ing 'round and a - round, and down in the ground, and up the drain,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

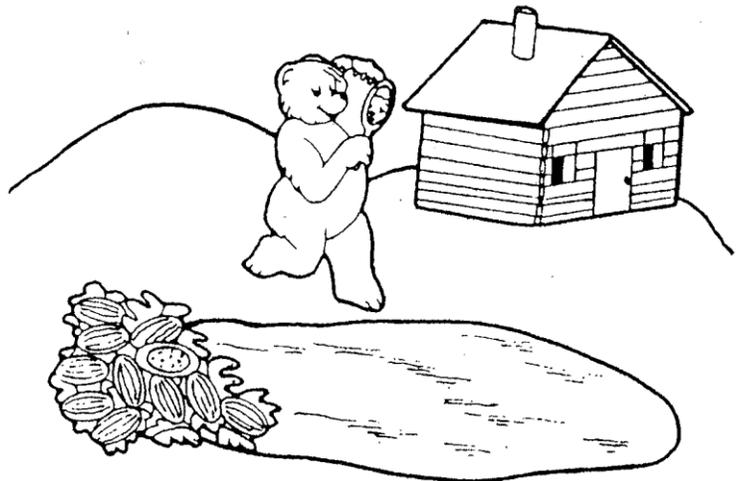
\*A Devon is an animal of a small, active, hardy breed of cattle originating in Devon, England.

**DOWN BY THE BAY**  
*(Melody: Traditional)*

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

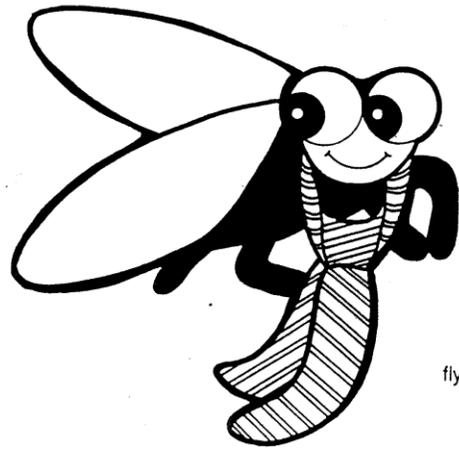
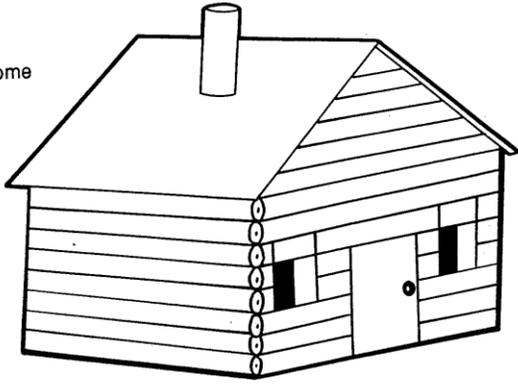
Down by the bay *echo\**  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
Did you ever see a sow  
Milking a cow  
Down by the bay?

*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?



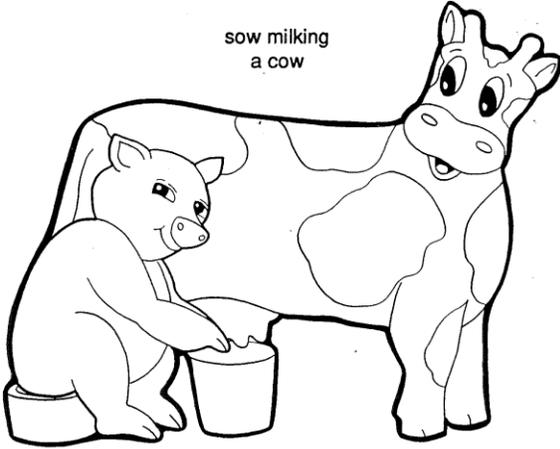
\* Echoes are helpful in learning these songs,  
but they can be eliminated.

home

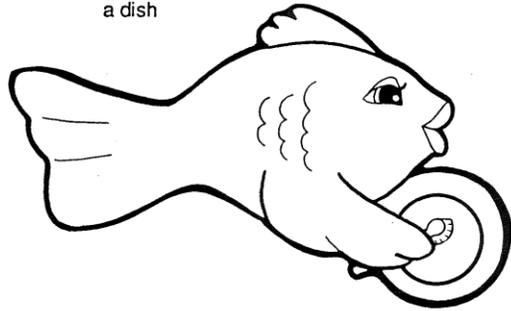


fly wearing a tie

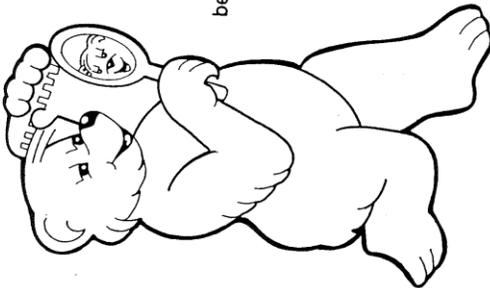
sow milking a cow



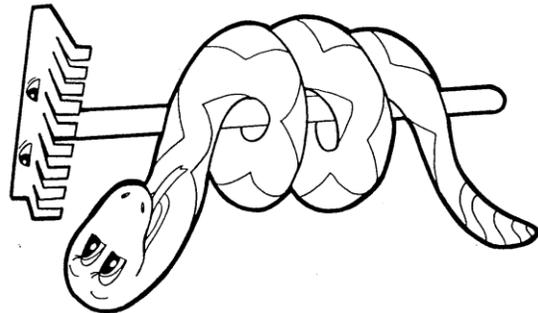
fish washing a dish



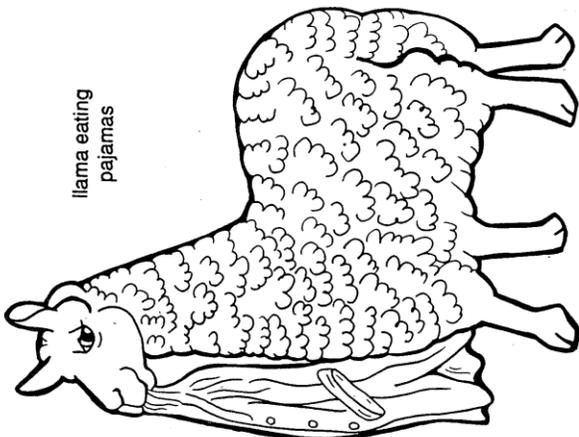
bear combing his hair



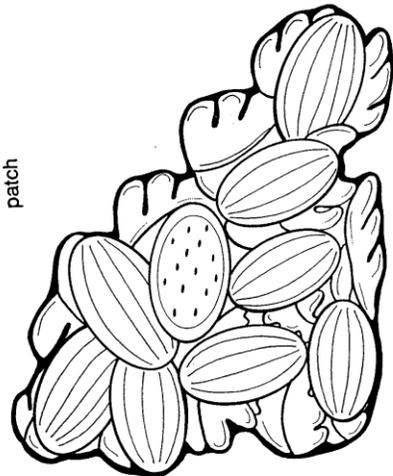
snake dancing with a rake



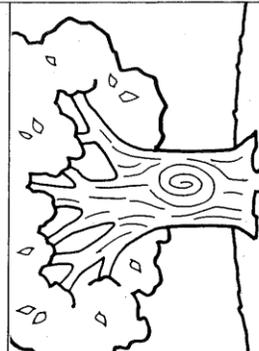
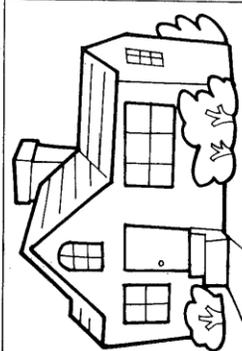
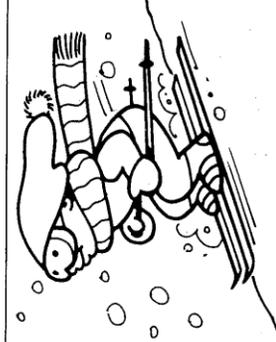
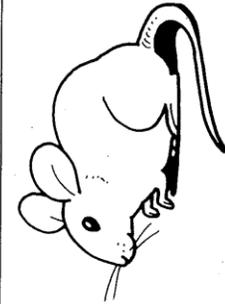
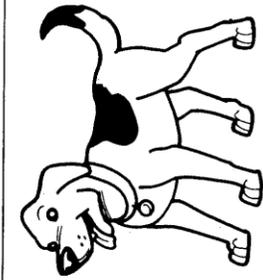
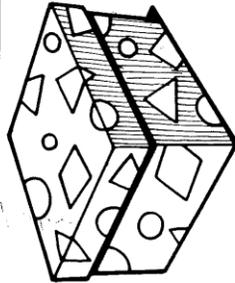
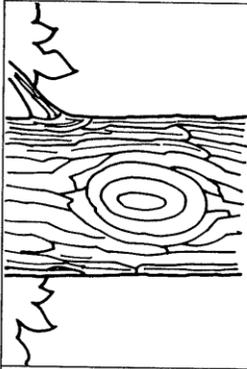
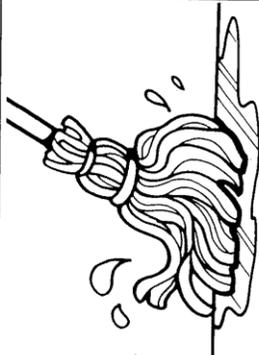
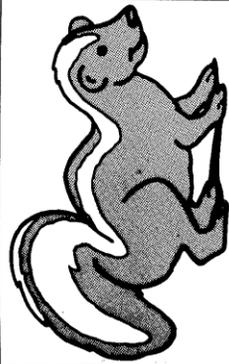
llama eating pajamas



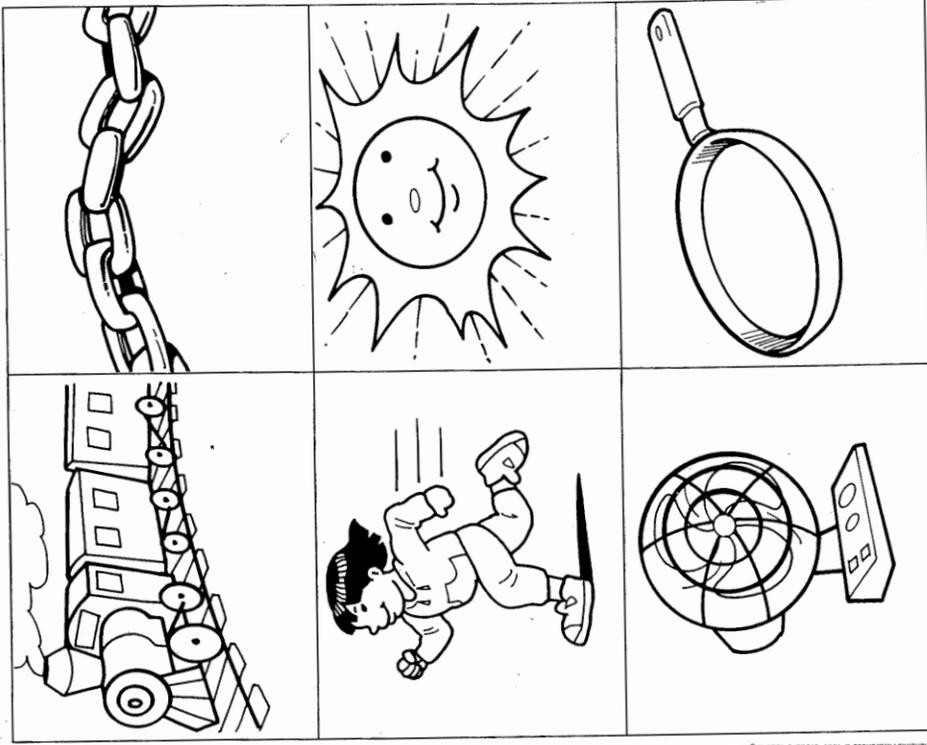
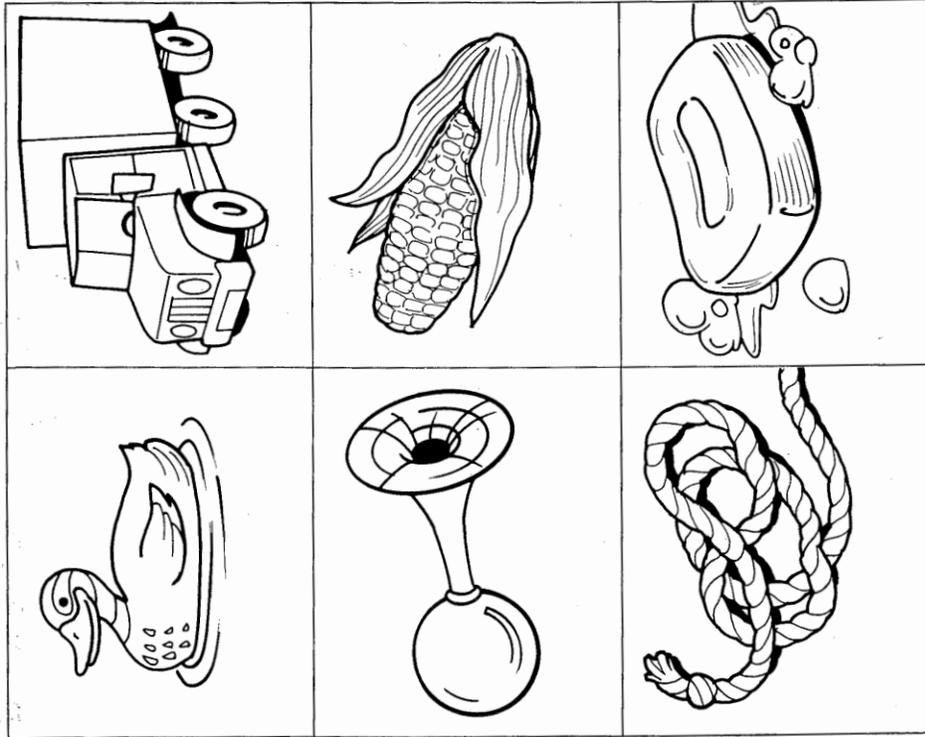
watermelon patch



# Rhyming Picture Cards



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