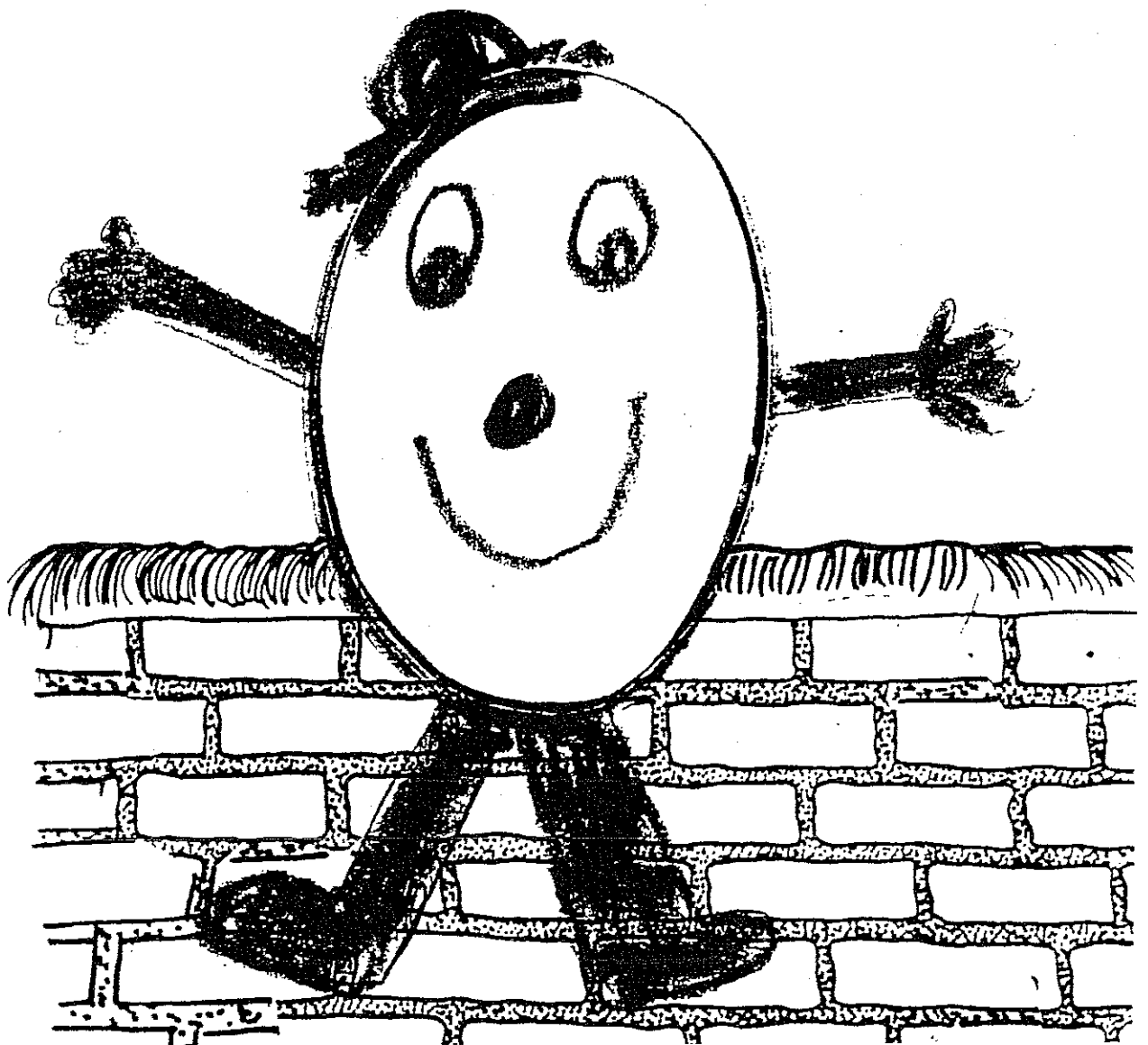


# Rock, Rhyme, and Read!

Dr. Jean Feldman  
[drjean.org](http://drjean.org)



# **Learning to Read and Write: Developmentally Appropriate Practices (naeyc.org)**

1. Read aloud to children.
2. Create a print-rich environment.
3. Provide children with books.
4. Promote oral language and vocabulary.
5. Develop alphabet knowledge.
6. Expose children to rhymes, traditional songs, and name games.
7. Develop phonemic awareness.
8. Improve fluency with word recognition.
9. Help children develop strategies for decoding unfamiliar words.
10. Integrate reading and writing.

**A balanced literacy program incorporates various approaches and includes these activities:**

**Shared** - Children read and write together in large groups, small groups, and with a partner.

**Modeled** - Teacher models reading and writing strategies.

**Guided** - Teachers work with small groups with similar instructional levels.

**Independent** - Children have ample opportunities to read and write independently.

**Correlations of Preschool Skills or Abilities  
With Decoding or Reading Comprehension Measures**

*EDUCATIONAL LEADERSHIP, MARCH, 2004 (74-77)*

Alphabetic Knowledge  
Print Knowledge  
Environmental Print  
Invented Spelling  
Listening Comprehension  
Oral Language/Vocabulary  
Phonemic Awareness  
Phonological Short-Term Memory  
Rapid Naming  
Visual Memory  
Visual Perceptual Skills

**ALPHABETIC KNOWLEDGE**

Play with letters  
Link the names of letters and the sounds  
Work with rhymes and play language games  
Draw and write independently for personal enjoyment

**PRINT KNOWLEDGE**

Observe adults writing as they say the words aloud  
Contribute ideas for others to write down  
Participate in discussions about labels and signs  
Observe and follow along as adults track print from left to right  
Independently look at books and draw and "write"

**ORAL LANGUAGE**

Create sounds by singing and participating in music making  
Listen and respond to music, stories, and discussions  
Listen for various purposes: for enjoyment, to follow directions,  
to engage in dialogue, and to attend to patterns in language  
Engage in oral language activities that are verbally stimulating

# Essential Components of Reading Instruction

*National Institute for Literacy*

*[www.nifl.gov](http://www.nifl.gov)*

1. Phonemic awareness (manipulate sounds)
  - a. rhymes
  - b. syllables
  - c. onsets and rimes
  - d. blending
  - e. segmenting
2. Phonics instruction (alphabetic principle)
  - a. systematic
  - b. explicit
  - c. practice through reading materials
  - d. integrate with writing
3. Fluency
  - a. repertoire of words
  - b. model
  - c. repeated oral reading (3-4 times)
4. Vocabulary
  - a. indirect
  - b. direct (dictionaries, word parts, context clues)
5. Comprehension (purposeful and active)
  - a. graphic and semantic organizers
  - b. answer questions
  - c. generate questions
  - d. summarize (predict)
  - e. mental imagery

# Where Do Readers Come From?

The roots of literacy are planted in infancy and — in the right environment — flourish in early childhood.

How do children become lifelong readers? We now know conclusively that giving children opportunities to “play” with language is crucial to literacy development, as is sharing books that build on children’s experiences. Print-rich environments, both at home and at school, inspire children to explore words and strengthen their understanding of the power of narrative.

Here’s a look at how children go from imitating sounds to recognizing simple words to, finally, becoming confident young readers and writers.

0 to 2

Children May

- experiment with language by making sounds that imitate the tones and rhythms of adult talk.



- delight in listening to familiar jingles and rhymes.
- play along in games such as peekaboo and patty cake.
- show interest in books that feature familiar and favorite objects.
- begin to name these objects out loud.
- participate in making the sounds of animals they see in books.

## What You Can Do

With children who are working on these skills:

- read simple picture books together and talk about what you see.
- tell lots of stories and talk about daily events and routines.

With children who are practicing these skills: all of the above, plus

- label simple actions or feelings.
- read action rhymes and encourage babies to imitate the movements described.

With children with mastery of these skills: all of the above, plus

- choose books according to subjects babies and toddlers are interested in.
- follow children’s cues — if they get excited by a particular object, point to and label what they’re looking at.

2 to 3

Children May

- enjoy listening to stories, rhymes, and songs; doing fingerplays; and looking at books.



- understand that their written name signifies something special that pertains specifically to them.
- scribble enthusiastically.

## What You Can Do

With children who are working on these skills:

- share books that include repeated rhymes or sayings.
- encourage children to listen to sounds, words, rhymes, and poems.
- look at and “read” books together.

With children who are practicing these skills: all of the above, plus

- ask questions with yes or no answers to give children the satisfaction of showing off their knowledge; be sure to also ask open-ended questions to encourage language skills.

With children with mastery of these skills: all of the above, plus

- focus on asking open-ended questions that involve children in making choices and encourage reasoning skills.

# 3 to 4

Children May

- delight in conversing and being listened and responded to.
- recognize examples of print in their environment.
- know that writing is a form of communication.
- enjoy dictating comments about artwork and letters.
- know that people read books and other kinds of print for a purpose.



What You Can Do

With children who are working on these skills:

- play word and finger games to reinforce listening and oral language.
- provide a rich variety of reading materials.
- choose picture books that are age-appropriate, with clear story lines that relate to events and issues in children's lives.
- encourage singing and saying rhymes.

With children who are practicing these skills: all of the above, plus

- offer wordless picture books for children to "read" to peers or adults.
- encourage children's attempts to incorporate print into their drawings.
- point out consistent messages in the environment, such as restroom signs, exit signs.

With children with mastery of these skills: all of the above, plus

- read stories with simple, yet developed plots.
- encourage children to express themselves through writing — taking phone messages, writing shopping lists, creating their own menus during dramatic play, making posters, etc.
- make lists together.

# 4 to 5

Children May

- realize that reading progresses from left to right and top to bottom.
- learn that print, rather than pictures, carries the meaning of the story.
- pretend to read, using visual cues to remember the words to their favorite stories.
- understand that writing is used to convey messages and has a specific form and symbol system.
- recognize and name some letters.
- write some letters.
- enjoy playing games involving written words and numbers.



What You Can Do

With children who are working on these skills:

- read aloud daily.
- involve children in playful experiences with print.
- write down children's spoken stories.

With children who are practicing these skills: all of the above, plus

- help children make signs and dictate stories to go along with their pretend play.
- encourage children to make verbal lists of grocery items, favorite games, toys, or what they plan to do that day (write down the lists with them).

With children with mastery of these skills: all of the above, plus

- encourage children to write their names and words they know.
- put up a noteboard; leave simple notes using pictures for key words.
- help children label items in the classroom.
- fill in calendars and weather charts together.

# 5 to 6

Children May

- recognize and identify some of the sounds letters stand for.
- sound out some words.
- enjoy writing and giving written messages to others.
- attempt to do their own writing, using invented and standard spelling.
- begin to write the words they hear.
- learn to leave spaces between words.
- enjoy reading favorite books, simple predictable books, and books they have written.
- love to browse through beautiful books.



What You Can Do

With children who are working on these skills:

- encourage children to see themselves as readers.
- support their love of books by reading together and sharing your favorite stories.
- encourage story dictating and book-making so children can practice writing and learn how books are made.

With children who are practicing these skills: all of the above, plus

- encourage children to write words and read books with more complicated story lines.

With children with mastery of these skills: all of the above, plus

- involve children in reading signs, recipes, cereal boxes, maps, and the other print they see and use every day.
- play rhyming, board, and card games with children.
- introduce simple chapter books.

# Rhyme to Read

Skills: oral language; phonological awareness; auditory memory

Through repetition of nursery rhymes, finger plays, and poems children develop important concepts about print as well as left to right orientation. Write the poems and rhymes on a language experience chart, poster, overhead, or pocket chart and track the words as you read.

\*You can also copy poems and glue them to index cards. Keep them on a book ring or in your pocket to use for a brain break or to focus children's attention during transitions.

## Grandma's Glasses

These are grandma's glasses.  
This is grandma's hat.  
And this is the way  
She folds her hands.  
And puts them in her lap.  
*Say with a deep voice:*

These are grandpa's glasses.  
This is grandpa's hat.  
And this is the way  
He folds his arms  
Just like that!

(Make circles around eyes.)  
(Cup hands and place on head.)  
  
(Fold hands and put  
in your lap.)



(Cross arms and fold.)

## Teddy Bear

Teddy Bear, Teddy Bear,  
Turn around.  
Teddy Bear, Teddy Bear,  
Touch the ground.  
Teddy Bear, Teddy Bear,  
Read the news.  
Teddy Bear, Teddy Bear,  
Tie your shoes.  
Teddy Bear, Teddy Bear,  
Go upstairs.  
Teddy Bear, Teddy Bear,  
Say your prayers.  
Teddy Bear, Teddy Bear,  
Turn off the light.  
Teddy Bear, Teddy Bear,  
Say, "Good night."

(Turn around.)  
  
(Touch ground.)  
  
(Pretend to read.)  
  
(Bend down to shoes.)  
  
(Climb stairs.)  
  
(Fold hands.)  
  
(Pretend to switch.)  
  
(Place head on  
hands and close eyes.)



### Where Is My Bunny?

(Nancy Bauchle)

Where is my bunny?

No one can see.

I think that my bunny

Is hiding from me.

Here is my bunny.

He's found a friend.

Look at all the others.

Now there are ten!

(Put hands behind your back.)

(Shake head.)

(Look over shoulder.)

(Hold up 1 thumb.)

(Hold up other thumb.)

(Slowly stick up fingers.)

(Wiggle fingers.)



### Here Is a Turtle

Here is a turtle.

He lives in a shell.

He likes his home very well.

When he gets hungry he comes out to eat. (Stick out thumb.)

Then he goes back into

His house to sleep.

(Make fist.)

(Stick out thumb.)

(Insert thumb in fist.)

(Tuck thumb back

in fist.)



### Have a Cup of Tea

Here's a cup.

And here's a cup.

And here's a pot of tea.

Pour a cup.

And pour a cup.

And have a cup with me!

(Hold up right hand.)

(Hold left hand.)

(Put hands together.)

(Pretend to pour in right hand.)

(Pour in left hand.)

(Pretend to drink.)



### Me

I've got ten little fingers

And ten little toes,

Two little eyes

And a mouth and a nose.

Put them all together,

And what have you got?

You've got me, baby,

And that's a lot!

(Hold up hands.)

(Point to eyes.)

(Point.)

(Circle arms.)

(Hands on hips.)

(Put thumbs in chest.)

(Wiggle hips.)



### Ten Little Friends

Ten little friends went out to play

On a very bright and sunny day.

And they took a little walk.

Walk, walk, walk.

And they had a little talk.

Talk, talk, talk.

They climbed up a great big hill

And stood on the top very still.

Then they all tumbled down

And fell to the ground.

We're so tired, they all said

(Wiggle fingers.)

(Walk fingers in front.)

(Put fingertips together.)

(Move fingers up in air.)

(Roll hands around and down.)

(Hold up fingers.)





So they all went home And went to bed.

10-9-8-7-6-5-4-3-2-1.

(Put down fingers one at a time.)

Good night!

(Lay head on hands.)

### This Little Girl and This Little Boy

This little girl is ready for bed.

(Hold up index finger and wiggle.)

On the pillow she lays her head.

(Open palm and lay finger down.)

Wrap the covers around her tight.

(Wrap fist around finger.)

That's the way she spends the night.

(Rock hand.)

Morning comes, she opens her eyes.

Off with a toss the covers fly.

(Open fist.)

She jumps out of bed,

(Hold up finger.)

Eats her breakfast,

(Pretend to feed.)

And brushes her teeth.

(Pretend to brush teeth.)

She gets dressed and

(Pretend to dress finger.)

Brushes her hair.

(Pretend to brush hair.)

Now she's ready and on her way,

(Dance finger around.)

To work and play at school all day.

This little boy...(Use the opposite index finger to do this verse.)



### King Kong

(Say "King Kong" in a loud voice and "teeny tiny monkey" in a squeaky voice.)

KING KONG

(Flex arms.)

Was just a teeny tiny monkey

(Hold up pinky.)

Compared to my love for you.

KING KONG

(Flex arms.)

Was just a teeny tiny monkey

(Hold up pinky.)

Compared to my love for you.

I love you day

(Make sun with arms.)

And night.

(Lay head on hands.)

My love is out of sight.

(Hands in air.)

KING KONG

(Flex arms.)

Was just a teeny tiny monkey

Compared to my love for you!



### Miss Molly

Miss Molly had a dolly

(Cradle arms and rock.)

Who was sick, sick, sick.

So she called for the doctor

(Pretend to hold a phone.)

To come quick, quick, quick.

The doctor came

(Pretend to hold up bag.)

With his bag and his hat.

(Touch head.)

And he knocked on the door

With a rat-a-tat-tat.

(Pretend to knock.)

He looked at the dolly and he shook his head.

(Shake head.)

He said, "Miss Molly put her straight to bed."

(Point finger.)

He wrote on some paper

(Pretend to write.)

For some pills, pills, pills.

I'll be back in the morning

With the bills, bills, bills.

(Wave good-bye.)



# Nursery Rhymes for All Times

**Skills:** phonological awareness; oral language; auditory memory; foundation of literacy; concepts about print

Here are some simple activities for integrating nursery rhymes daily in your classroom.



**Nursery Rhyme Marathon** Sing traditional nursery rhymes to familiar tunes such as "100 Bottles of Pop on the Wall," "Yankee Doodle," "Sweet Betsy from Pike," and "What Do You Do with a Drunken Sailor?"

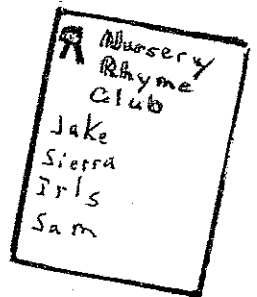
**Story Elements** Discuss the characters, setting, problem, resolution, etc. in nursery rhymes.

**Rhyme of The Week** Select a rhyme each week and write it on a poster or language experience chart. Reread the rhyme each day.

- \*Clap the syllables.
- \*Put dots under each word to help children track.
- \*Find words that rhyme.
- \*Listen for words that start the same.

**Vocabulary** Extend vocabulary by asking children what unusual words in rhymes might mean. (ex: tuffet, curds, contrary, etc.) Model how to look words up in a dictionary to find definitions.

**Nursery Rhyme Club** Make a poster that says "Nursery Rhyme Club." Whenever a child can say a rhyme, she gets to sign her name on the poster. It would also be fun to give children a membership card when they say a rhyme.



## Nursery Rhyme Club

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Name

Is an official member for reciting a nursery rhyme!

## Nursery Rhyme Club

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Name

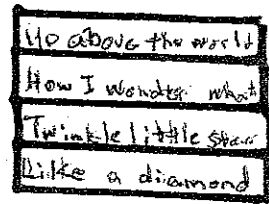
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Date

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Teacher

**Rhyme Puzzles** Write lines of nursery rhymes on sentence strips. Place them in a pocket chart and model reading the rhymes. Mix up the strips and see if children can put them back in order.



**Dramatize** Let children act out nursery rhymes.  
\*Play follow the leader for "Mary Had a Little Lamb."  
\*Hide paper mittens around the room for children to find for "The Three Little Kittens."  
\*Turn a block into a candlestick and let children jump over it for "Jack Be Nimble."  
\*Give children play dough to wrap around their thumbs like a plum for "Little Jack Horner."



**Snacks** Tie in cooking activities and snacks with nursery rhymes.  
\*Eat hard boiled eggs or make egg salad when you do "Humpty Dumpty," muffins for the "Muffin Man," cottage cheese and fruit for "Miss Muffet," and thumb print biscuits for "Little Jack Horner."



**Art** Relate art projects to nursery rhymes.  
Make "Jack and Jill" stick puppets, "Humpty Dumpty" torn paper collages, paper plate clocks for "Hickory Dickory," cotton ball painting for "Baa Baa Black Sheep," and so forth.



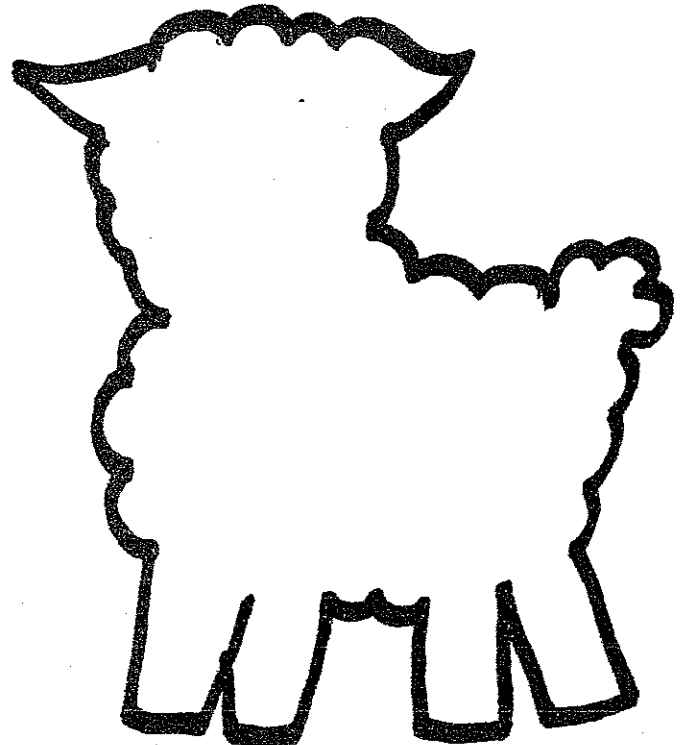
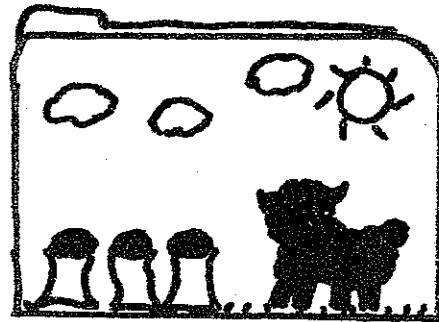
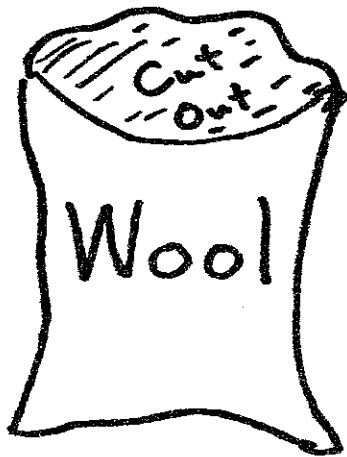
**Games** Adapt nursery rhyme concepts to games children enjoy playing.  
\*You could use a plastic spider to play a game similar to "Tisket a Tasket" for "Little Miss Muffet."  
\*Patty cake with a partner for "Pat a Cake."  
\*Let each child take off a shoe and hide it around the room for "Diddle Diddle Dumpling."  
\*Increase the height of a jump rope as children try to jump over it for "Jack Be Nimble."  
\*Play charades as children act out different rhymes for their friends to guess.



**Web Sites** [curry.edschool.virginia.edu/go/wil/rimes\\_and\\_rhymes](http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes)  
[mrsdiminnie.com](http://mrsdiminnie.com)  
[readwritethink.org](http://readwritethink.org)  
[rhymes.org.uk](http://rhymes.org.uk)  
[enchantedlearning.com](http://enchantedlearning.com)

## BAA BAA BLACK SHEEP

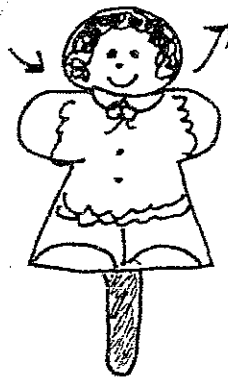
Cut the sheep out of the front of a file folder as shown. Make three bags of wool and cut the top out of each. Add grass, clouds, and background. Insert colored construction paper in the folder and sing the song inserting the color shown. For example, start with black as you sing, "Baa baa black sheep." When green is displayed you would sing, "Baa Baa green sheep," etc.



## Jack and Jill

**Materials:** heavy paper, paint stick or jumbo craft stick, markers, glue

**Directions:** Cut two of the pattern below. Decorate one side to look like a girl (Jill). Decorate the other pattern to look like a boy (Jack). Glue backs together to the stick so when you twist the puppet back and forth it resembles Jack and Jill.



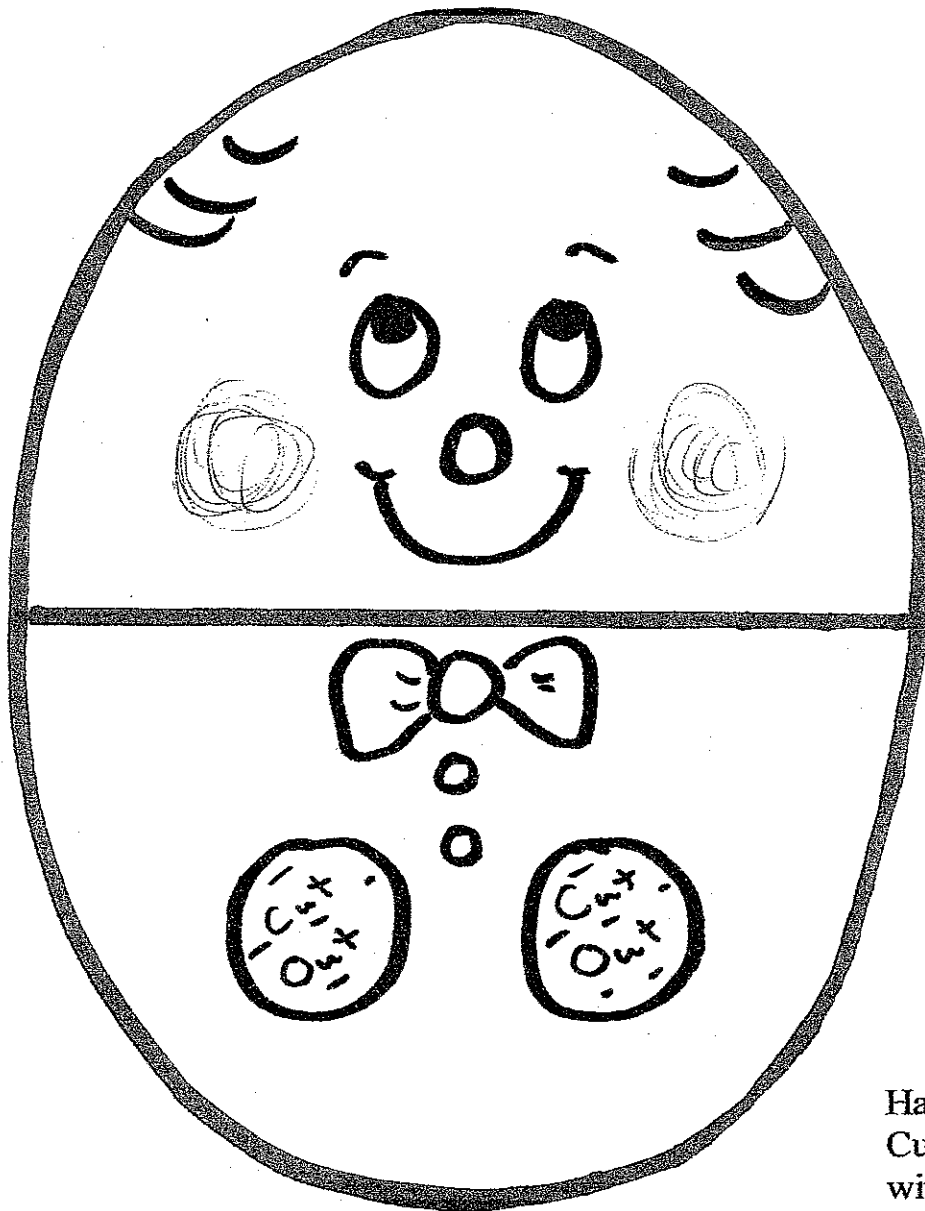
### Additional Verses:

Then up got Jack and said to Jill  
As in his arms he took her.  
"You're not hurt. Brush off that dirt.  
Now, let's go fetch that water."

So Jack and Jill went up the hill  
To fetch a pail of water.  
They brought it back to mother dear,  
Who thanked her son and daughter.

## Humpty Dumpty Finger Puppet

Cut out of heavy paper. Insert fingers in holes and wiggle like legs.



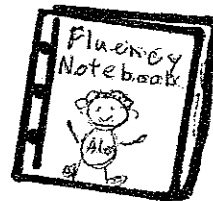
Hands  
Cut two and attach  
with rubber bands.

### Epilogue to Humpty Dumpty

So the good queen got  
some tape and some glue,  
and she fiddled and faddled  
til' he looked like new.  
Then she carefully placed  
him back on the wall,  
and said, "Humpty Dumpty,  
please don't fall!"

# Fluency Notebook ~ Poetry Notebook

Skills: oral language; print connections; motivation; fluency; rhythm

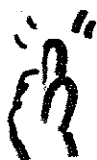


*According to the National Institute for Literacy, "Poetry is especially well suited to fluency practice because poems for children are often short and they contain rhythm, rhyme, and meaning, making practice easy, fun, and rewarding."*

Children will need a 3 ring notebook or pocket folder to decorate for their fluency notebooks. Each week prepare a copy of a new poem, song, or rhyme that relates to a classroom theme or something children are interested in. Write the rhyme on a large poster or pocket chart. Also, prepare individual copies of the rhyme for each children. Increase the font size and double space between the words to accommodate the children's visual needs. Here are some ways to use the rhyme during the week:

- Monday** Introduce the poem as a shared reading experience. Reread the poem several times. Let children use pointers to find letters or words they can recognize. Point out words that rhyme. Is there anything that you notice about these words?
- Tuesday** Give children individual copies of the poem. Let them illustrate the poem, hole punch it, and put it in their notebook. Hint! Do not put illustrations on these rhymes. Let the children use their imaginations and create their own pictures.
- Wednesday** Use the poem for skill work during your small group. Find words words that rhyme or begin the same. Highlight letters, words, parts of speech, punctuation, etc.
- Thursday** Children bring notebooks to large group and reread this week's rhyme and review previous poems.
- Friday** Children read rhymes independently or with a buddy.
- Weekend** On Friday, let children take home their nursery rhyme notebooks.
- Homework** Ask children to read or sing the rhyme to someone in their family over the weekend. Encourage parents to sign their name and write their comments and compliments on each poem.

## Poetry Café



End your week with a "Poetry Café." On Friday afternoons children sit on the floor with their notebooks and take turns reading their favorite poems.

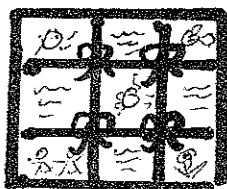
\*Children will get a kick out of snapping their fingers instead of clapping. (Apparently, that is what the Beat poets did at their poetry readings!)

## Hot Chocolate



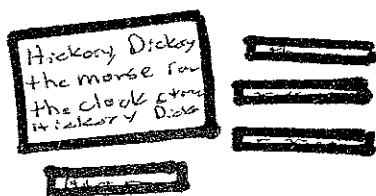
To make your children fall in LOVE with poetry, try this idea. Each child will need to bring a coffee mug and a box of instant hot chocolate from home. On Friday afternoon serve them hot chocolate in their mugs and read rhymes and poems!

## Class Poetry Quilt



Give each child a square and ask them to write an original poem or choose their favorite rhyme to glue on the square. Have them illustrate their poem and decorate a frame around it with crayons and markers. Glue the children's squares to a large sheet of bulletin board paper as shown. Be sure to leave at least an inch between the squares. Take 12" pieces of yarn and tie them in bows. Glue the bows between the squares so it will look like a quilt.

## Poetry Puzzles



Select favorite poems and nursery rhymes and increase the font size. Make duplicate copies. Glue one poem to the front of a clasp envelope. Cut between the lines of the second copy and insert the strips in the envelope. Children match up lines of the poem to the copy on the front of the envelope.

## Tapes



Make copies of favorite rhymes, poems, and songs for the listening center. Repeat the rhymes and songs three times to enhance fluency. Provide children with a printed copy so they can follow along.

## RAH RAH



Parents can "cheer" their child's reading at home with RAH folders (Read At Home - Read At Home). Send home copies of stories and poems and ask parents to have their child:

- 1<sup>st</sup> - Practice reading to a stuffed animal.
- 2<sup>nd</sup> - Practice reading in the mirror.
- 3<sup>rd</sup> - Practice reading to a pet or sibling.
- 4<sup>th</sup> - Read to their parents.



# Read with Me!



**Skills:** fluency, vocabulary, oral language, tracking

Make shared reading of big books, poems, rhymes, songs, and chants more exciting with these techniques!

**Teacher Models** - Read the text sweeping your hand from left to right.

**Choral Reading** - Read together as if singing.

**Shadow Reading** - Teacher reads a line, and children repeat.

**Take a Turn** - Teacher reads a line. Children read the next line.

**Magic Word** - Choose a "magic word" in the text. Every time you come to that word, the children get to clap, jump up, shout, etc.

**Missing Word** - Omit a word and have the children fill it in.

**Say What?** Read the text the wrong way and have the children correct you.

**Popcorn** - Teacher begins reading. When the teacher says, "Popcorn!" the children must take over.

**3 or 4 REREADS! Three Bears** - Read like Papa Bear (deep voice), Mama Bear (prissy version), and Baby Bear.

**Underwater** - Vibrate index finger between lips.

**Like a Boss** - Feet up on table and cross arms.

\*Try rock and roll, with a cold, monster, cowboy, mouse, fast, slow, grandpa and other silly versions the children come up with!

# Pointers

**Skills:** visual skills; tracking left to right

**Give Me Five** – Cut a small hand out of cardboard using the pattern. Staple it to a straw and use to “tap” letters and words.

**Kiss Your Brain!** Glue the pattern to a craft stick and use to frame letters or kiss your brain.

**Eye Can!** – Glue a wiggly eye to the end of a jumbo craft stick. Remind children to “keep their eye” on the letters as you sing them. \*Draw a “space man” on the back and use to space between words.

**Magic Wand** – Give each child a chopstick. Let them dip one end in glue, then dip it in glitter.

**Witch’s Nail** – These can be purchased around Halloween at a party supply store.

**Bugle** – You’ll capture children’s attention with a bag of Bugle corn chips. Show them how to put the chip on the end of their finger. After pointing to the letters with the Bugle, they can eat it!

**Pretzel Stick** – Have children track letters or words with a pretzel.

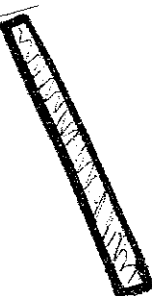
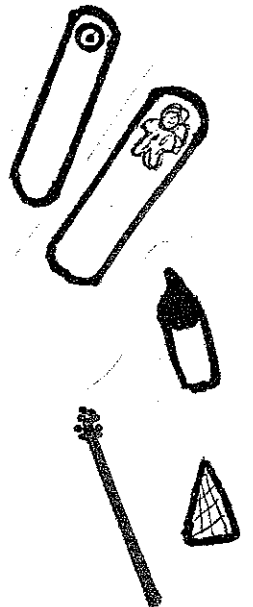
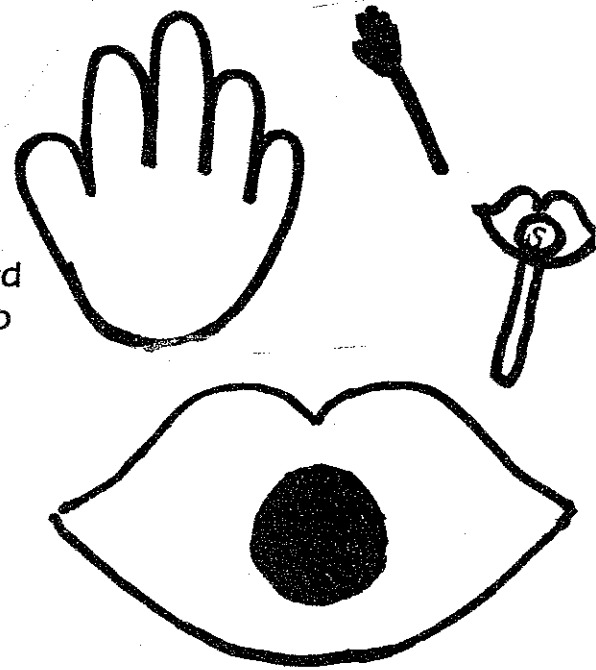
**Bubble Wand** - Bubble wands are fun for framing letters or words.

**Magnifying Glass** – Bend a pipe cleaner to look like a magnifying glass.

**Seasonal** – Add stickers or fun foam shapes to Craft sticks.

**Giant Pointer** – Cover a cardboard roller from a pants hanger with shiny paper or foil and use it for classroom activities.

**Seasonal Pointer** – Attach seasonal objects (or squeaky toys) to a wooden dowel rod.



# NAMES ARE MAGIC!



Skills: alphabetic knowledge, print knowledge, self-esteem

Young children are egocentric. They love themselves and they love their names. What a natural place to begin their letter journey! I've often heard a young child see the letter that their name starts with and say, "That's my name!" Use the first letter in a different child's name each day as a springboard for introducing letters with the activities below:

Letter Necklace - First make a letter necklace using the first letter of their name. Cut a 3" letter out of poster board. (Gold or silver poster board is really cool!) Punch a hole and tie on a 24" piece of string or yarn to make a necklace.

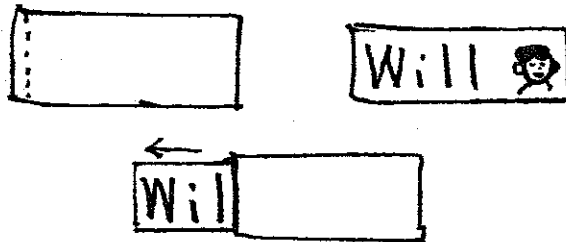


Mystery Name - Place the necklace in your lap and do a little "drum roll" by tapping your hands on your knees. Give clues about the person's name as you write the letters on the chart. For example, "The mystery name today has 4 letters. There is one vowel that goes /i/ right here. You hear the /l/ sound at the end of the name...etc.



\*You could also play a game similar to "Hangman" where children call out letters and you place them on the lines as they appear in the name.

Sneak a Peek - Cut off the left edge of an envelope. Write the child's name on 12" sentence strip. Glue their picture on the right end as shown. Pull out one letter at a time as children blend sounds and try to predict whose name will appear.



Letter Song - Sing this song to the tune "C Is for Cookie," substituting the first letter of the child's name.

W is for Will,

That's good enough for me.

W is for Will,

That's good enough for me.

W is for Will,

That's good enough for me.

Oh, Will, Will, Will, starts with W.



You can also sing the letters in their name to "BINGO." For example, "There is a friend that we all know and Will is his name-o. W-i-l-l..."

Sing the "Birthday Song" alliterating each word with the first letter in their name. For example, "Wappy wirthday wo wou...etc."

Hint! If a child's name starts with a vowel, then use the first letter in their last name.

Substitute the first letter in the child's name for "T" in the "Tooty Ta" song. For example, "Wooty wa..."

Use the child's name and letter in "Patty Cake Baker's Man."

Patty cake, patty cake, baker's man.  
Bake me a cake as fast as you can.  
Roll it, and pat it, and mark it with W.  
And throw it in the oven for Will and me!



Sign Language - Learn the manual sign for the first letter in their name.



Hint! Use these signs as a transition activity for dismissing children to line up, go to centers, etc.

Cheer the Name - Cheer the child's name. For example, "Give me a 'W'. 'W' - I've got a 'W,' you've got a 'W.' Give me an 'I'..."



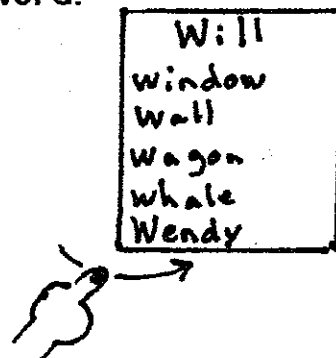
Syllables - Clap, snap, wiggle hips or make other motions for the syllables in their name.



Rhyme Game - Can children think of words that rhyme with the special friend's name?

will fill mill still  
dill pill sill

Sounds Like - Make a list on the chart of other words that begin like their name. Write the words the children call out as you say the letters and print them on the chart. Read over the chart together sweeping your hand from left to write under each word.

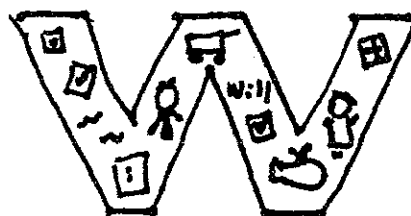


Call out words and have children put their "thumbs up" if the word begins like the mystery person's sound. They put their "thumbs down" if the word does not begin with the sound.

Name Puzzle - Write the child's name on a 10" sentence strip with a marker. Cut between the letters in the name and put them in an envelope. Write the child's name on the front of the envelope. Children take the individual letters from inside the envelope and put them together like a puzzle to spell the name.



Giant Letters - Make a large cutout of the first letter in their name from poster board. Send it home with the child and let them make a collage on it with pictures, environmental print, etc.



# The Name Game

## Who Ate the Cookie?

Who ate the cookie in the cookie jar?

Child's name ate the cookie  
in the cookie jar.

Who me? (First child responds.)

Yes you. (Class chants.)

Couldn't be? (First child.)

Then who? (Class chants.)

Second child's name ate the cookie  
in the cookie jar.

Chant continues as you use each child's name.

Hint! Get an empty cookie box. Write each child's name on an index card and put the cards in the box. Pull one name at a time out of the box and use in the chant.

## Shakey-Shakey

(Clap or snap to the beat.)

Child's name, child's name, sick in bed.

Called the doctor and the doctor said.

Come on, child's name, you're not sick.

All you need is an exercise trick.

So stand up and shakey, shakey shakey. (Child stands)

Get down and shakey, shakey, shakey, and makes silly

Turn around and shakey, shakey, shakey, motions.)

Sit down and shakey, shakey, shakey (Child sits down.)

Continue around the room chanting to each child.

## Hickety Pickety

Hickety pickety bumble.

Who can say their name for me?

(Child's name)

Clap it. (Say name and clap syllables.)

Snap it. (Snap syllables.)

Whisper it. (Whisper name.)

No sound. (Mouth word exaggerating syllables.)

## Name Game

(Take the first letter off children's names  
and use in this old rock and roll song.)

Name, name, bo name. (Put a /b/ at beginning of name.)

Bo nanna fanna fo name. (Put a /f/ at the beginning.)

Fi fi mo name.

Name.

## Echo Song

(Tune: "Where Is Thumbkin?")

Who has two eyes? (teacher asks)

*I have two eyes.* (children respond)

Who has 1 nose?

*I have one nose.*

Who has two ears?

*I have two ears.*

*Now we know* (clan)

## Willaby Wallaby

(Substitute a /w/ for the first letter in the child's name.)

Willaby wallaby name.

An elephant sat on name.

Willaby wallaby wobby.

An elephant sat on Bobby.

## Babby Birthday Bo Bou

Sing the birthday song alliterating each word with the sound that the child's name begins with.


## Tooty Ta

Borrow the initial sound in each child's name and use it in place of the /t/ in "Tooty Ta."

\*Hint! If a child's first name begins with a vowel, then use their last name of these songs.

## Name Cards

Make a name card for each child using a sentence strip or index card. Begin with their picture, and then use a symbol (sticker). Next, write the first letter in their name in a different color, and finally just use their name. Here are some additional activities for name cards:

Kara 

\*Sign in (names in a basket)

\*Name songs

\*Writing center

\*Seating for circle or snack

\*Line up

\*Cheer names, sign language

\*Special helper (sit by teacher)

\*Answer question

\*Grouping strategy

Kara 

Kara

## Singing Friends Book

(Tune: "Good Night Ladies")

take a picture of each child in your room,  
or let each child draw their picture.

Fill in their name on the verse below

and attach it to the page with their picture.

Make a book and run off a copy for each

child in your room. Start each day by

"reading and singing" along. Let children  
take their books home after several weeks.

Hello child's name!

Hello child's name!

Hello child's name!

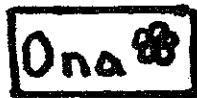
We're glad you're in our room!

# Name Cards

Skills: alphabetic knowledge, visual memory, print knowledge.

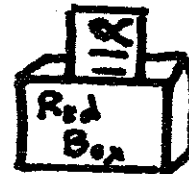
You can get a "whole lot of learning" from something simple like name cards. Write each child's name on an 8" sentence strip and place the cards in a box or basket. Use the name cards in activities similar to those below to enhance name recognition, reading skills, writing skills, and classroom management.

Hint! First, put children's pictures beside their name on the cards. After several weeks, when children become confident with this, make another set of cards. This time let each child choose a symbol (sticker, animal, shape, etc.) to go beside their name. When children have mastered reading the names and symbols, make more cards where the first letter of their name is written in a different color. Finally, make a set of name cards just using the children's names.



Songs - Cover a small box with red paper. Put the name cards in the box and choose one at a time as you sing the song below to the tune of "Polly Wolly Doodle."

I wish I had a little red box  
To put my name on the card in.  
I'd take him/her out and go,  
"Kiss! Kiss! Kiss!" (Pretend to smack in the air.)  
and put him/her back again!





Here is another song to sing to the tune of "Skip to My Lou."

Hold up one name card at a time as you sing:

Hello name, how are you?

Hello name, how are you?

Hello name, how are you?

We're so glad to see you.

Other name chants include "Hickety Pickety," "Willabee Wallabee," and "Where Is Name?" (See [drjean.org](http://drjean.org) "Monthly Activities - August, 2003," for more name songs.)

Transitions - Pull names to line up, answer questions, go to centers, etc.

Sign In - Place name cards by a large sheet of paper. Each day when children come to school they can find their card and write their name on the chart. (Hint: Write "Who Is Here Today?" on the top of the page.)

Helpers - Choose names for special jobs, to sit by the teacher, etc.

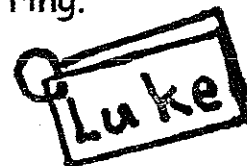
Writing Center - Keep cards in the writing center so children can use their friends' names to write stories, notes, etc.

Word Wall - Attach Velcro or tape to the back of cards and use for interactive activities on the word wall.

Seating - Place cards on the rug before circle time. Children find their name and sit in that spot.

Grouping - Pull two names at a time for partner activities. You could also choose name cards for small group activities.

Hint! You can also punch holes in the cards and keep on a ring.



# That's My Sound!

Skills: alphabetic knowledge, visual memory, phonemic awareness

This book is an amazing way to expose children to letters and sounds! First, you will need a photograph or self-portrait for each child. Glue their picture on a piece of paper. Write the upper and lowercase letter their name begins with on either side of their picture. Make a copy of the words to the song below to glue on the bottom of the page. Sing and read to the tune of "Where Is Thumbkin?"

N is for Natalie.

*N is for Natalie.* (Children echo each line.)

/n/ /n/ /n/

/n/ /n/ /n/ (Children repeat.)

Natalie starts with N.

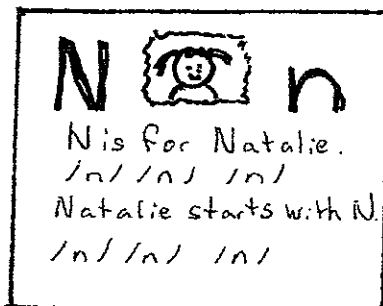
*Natalie starts with N.* (Children repeat.)

/n/ /n/ /n/

/n/ /n/ /n/ (Children repeat.)

Start your day by reading and singing the song.

\*Have children name other words that begin with the same sound.



# Hello Book



Skills: print knowledge, visual memory

A "Hello Book" is a perfect way to help children recognize their names and create a classroom community. You will need a photograph of each child, construction paper, book rings, and markers. Glue each child's photo on a page. (If you don't have photographs of the children, just let them draw a picture of themselves.) Write "Hello child's name." at the top of the page. Punch holes in the pages and put together with book rings. Start your day by reading the book together and saying hello to each other.

\*You could also use the book when you want to ask questions to the class. Randomly turn to a page and let that child answer the question. This will allow "thinking time" and discourage children from shouting out the answer.

\*Use this book to dismiss children for learning centers, to line up, etc. Flip through the book and hold up different pictures. As the children see their photo, they may be dismissed.

\*"Sing and read" this book to the tune of "The Bear Went over the Mountain."

*Hello, (child's name).*  
*Hello, (child's name).*  
*Hello, (child's name).*  
*How are you today?*



Hint! You can make a similar book called "Kiss Your Brain!" Or, how about, "Got Milk?" where you paint a white mustache on each child's photo with white out!



# Sign Language Letters

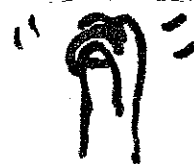
(asipro.com)

Skills: alphabet knowledge; small motor skills; print connections

Sing and Signs – Teach children signs for letters as they are introduced.

Use this song to the tune of "Where Is Thumbkin?" to reinforce the concept.

Where is A?	Where is A? (Children repeat.)
Here I am!	(Hold up the manual sign for A.)
Here I am!	(Children repeat and copy sign.)
What do you say A?	What do you say A?
/a/ /a/ /a/	/a/ /a/ /a/



Make visuals similar to the one shown by enlarging the signs on the following page. Pass these out for the children to hold up at the appropriate place in the song.

Letter Box – Here's another song you can use to teach children manual signs for letters. It goes to the tune of "Polly Wolly Doodle."

I wish I had a letter box	
To put my A in.	
I'd take it out and go	(Hold up sign for a.)
/a/ /a/ /a/	
And put it back again.	(Pretend to put hand back in box.)



Continue singing other letters and making signs for other letters.

Sign and Spell – Use sign language to spell children's names and other words.

Sign Feelings – Children sign how they feel each day (happy, sad, tired, etc.)

Dismissal – Tell the children to watch your hand. As you make the sign that their name begins with, they may be dismissed to line up, go to centers, wash hands, etc.

Signing Game – Make different signs and see if the children can guess the letter you are making. What's a word that begins with that sound?

\*For older children finger spell words and see who can decode it.

\*Play "Simon Says" by signing motions for children to make.

Word Wall Words – Learn signs for high frequency words. Visit [asipro.com](http://asipro.com) and click on "dictionary" to see signs demonstrated.

Hint! Encourage the children to make "strong" letters. As children tighten up muscles in their hands, they will also be strengthening those small motor skills.

# Singing Sounds

Z Y X ...

Skills: alphabet knowledge; oral language; phonological awareness

Traditional Forward and Backwards— Sing the traditional “Alphabet Song” slowly as you point to the letters on your alphabet. Can you sing it backwards? End the backwards version by singing, “Now I’ve sung my Z Y X’s. Bet that’s not what you expected!”

Alphabet Sounds — Sing the traditional alphabet song, but instead of saying the letters, make the letter sounds. /a/ /b/ /c/ /d/ /e/ /f/ /g/...

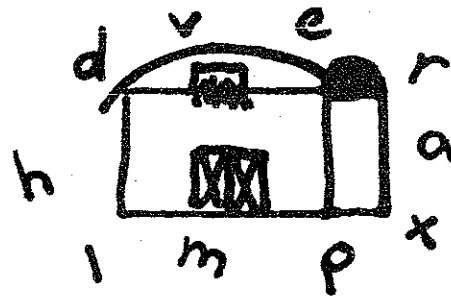
100 Bottles of Pop — Sing letters to the tune of “100 Bottles of Pop on the Wall.” Cross and tap right hand to left knee and left hand to right knee to the beat.

A B C D E F G  
H I J K L M  
N O P Q  
R S T U  
V W X Y Z

\*I’ve Been Working on the Railroad , Amazing Grace , Gilligan’s Island, and many other familiar tunes can be used to sing the alphabet! What fun you will have discovering the one that your class likes best!

Alphabet Farm — Replace animals with letters in “Old MacDonald’s Farm.”

Teacher’s name had an alphabet,  
She loved letters so.  
And in her alphabet there was an H,  
And it would always go;  
/h/ /h/ here,  
And a /h/ /h/ there,  
Here a /h/, there a /h/,  
Everywhere a /h/ /h/.  
Teacher’s name had an H.  
She loved letters so.



Continue using other letters and sounds in the song.

In My Mouth — You can sing this song to the tune of “He’s Got the Whole World in His Hands.” Make the manual signs for the letters as you sing.

I’ve got the whole alphabet in my mouth.  
I’ve got the whole alphabet in my mouth.  
I’ve got the whole alphabet in my mouth.  
And I can read!

I've got "A" - /a/ /a/ in my mouth.  
 I've got "B" - /b/ /b/ in my mouth.  
 I've got "C" - /c/ /c/ in my mouth,  
 And I can read!



Continue singing about each letter as you make the sound. End with, "I've got all the letters in my mouth and I'm ready to read!"

\*Give children a small mirror to look at their mouth and tongue as they make different sounds.

\*Make a class book to go along with this song. First, take a close up photo of each child with her mouth open wide. Cut small alphabet letters out of construction paper and glue them to the children's photos as shown. Write the appropriate verse on each page. For example, on the page for the child who has the letter D:

I've got "D" - /d/ /d/ in my mouth.

Put the pages together in alphabetical order and bind with book rings.

Deck the Room - You can sing this song to the tune of "Deck the Halls with Boughs of Holly."

Deck the room with letters and sounds.

Abcdefg

Listen up and look around.

Hijklmnop

Get a book and you will see

Qrstuv

Words and letters read with me.

Wxyz

A for alphabet /a/a/a/

B for boys /b/b/b/b/

C for cafeteria

E for exit

G for girls

I for inch

K for kids

M for music

O for office

Q for quiet

S for singing

U for understand

W for worksheets

Y for yellow

D for door

F for fun

H for hall

J for jump rope

L for library

N for note

P for P.E.

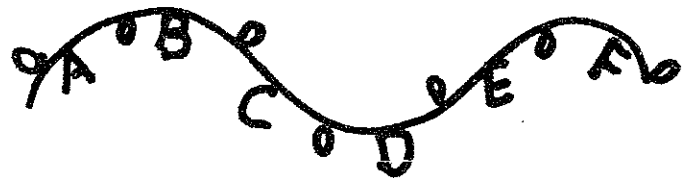
R for restroom

T for teacher

V for voices

X "x" marks the spot

Z the end of the alphabet



\*Change the words for environmental print in your classroom.

\*Take the children on a "word hunt" around the classroom or school.

Can they find a word for each letter?

Mmm! Mmm! Good – Insert letters and sounds and words in the “Campbell’s Soup Song.”

/g/ /g/ /g/

/g/ /g/ /g/

That’s what “G” says,

/g/ /g/ /g/



Hint! Make letter cards that look like soup cans to use as you sing.

Who Let the Letters Out? Dance and sing this song to the tune of “Who Let the Dogs Out?”

Who let the A out?

/a/ /a/ /a/ /a/ /a/

Who let the B out? etc.

\*Let children decorate old T-shirts with dots. Make puppy ears by stapling ovals to headbands. Pin a different letter to each child and put a black dot of paint on the end of their noses. Children come out of a doghouse as their letter is sung in the song.



This Is a Tale – This song can be sung to the tune from “Gilligan’s Island.”

This is a tale about the letter A.

It makes a special sound.

/a/ /a/ /a/ /a/ A!

Let’s learn another sound....

Alphardy - Make the motions as you sing:

A for apple a-a-a.

B for bounce B-B-B.

C for cut c-c-c.

D for dig d-d-d.

E – elbow

F – fan

G – gallop

H – hop

I – itch

J – jump

K – kick

L – love

M – munch

N – not

O – opera

P – push

Q – quiet

R – run

S – sew

T – talk

U – upside down

V – volley

W – wiggle

X – x-ray

Y – yawn

Z – zigzag

Letter sounds are all you need.

Put them together and you can read!

The Vowel Family – Short vowel sounds will be a snap with this song to “BINGO.”

Aunt Aggie had an allergy and she would always sneeze-o (Pretend to sneeze.)

/a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ And she would always sneeze-o.

Grandpa Eddie stayed in shape and he would exercise-o (Lift weights.)

/e/ /e/ /e/ /e/ /e/ /e/ /e/ /e/ /e/ /e/ He liked to exercise-o.

Baby Izzy had chicken pox and she would always itch-o. (Scratch body.)

a e i o u

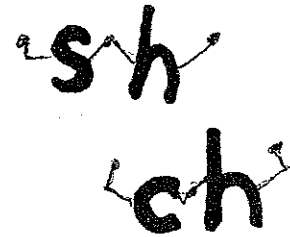
/i/i/i/i/i/ /i/i/i/i/i/ /i/i/i/i/i/ And she would always itch-o.  
 Cousin Otto's throat was sore and this is what he'd say-o. (Put hand on throat.)  
 /o/o/o/o/o/ /o/o/o/o/o/ /o/o/o/o/o/ And this is what he'd say-o.  
 Uncle Unk wore underwear and it did stink-o. (Hold nose.)  
 /u/u/u/u/u/ /u/u/u/u/u/ /u/u/u/u/u/ And it did stink-o.

### The Vowel Song – Here's another vowel song to "Are You Sleeping?"

A makes two sounds. (Echo each line.)  
 /A/ and /a/.  
 /A/ for apron, /a/ for apple.  
 /A/ and /a/.  
 /E/ and /e/ - eagle and elephant...  
 /I/ and /i/ - ice Cream and inchworm...  
 /O/ and /o/ - open and octopus...  
 /U/ and /u/ - ukulele and uncle...

### Diagraph Walk

Here comes S you're a real cool Cat.  
 Here comes H, well how about that?  
 When they get together and walk around  
 They always make the /sh/ sound.  
 Sh- sh-sh-sh-sh-sh-sh-sh-sh-sh, sh-sh-sh-sh-sh-sh-sh-sh-sh-sh  
 Sh- sh-sh-sh-sh-sh-sh-sh-sh-sh, and that's the cool "SH" sound.  
 Ch...Th...Ph ...Wh



\*Do a similar Chant with blends.

\*Pin letters to children and let them hold hands and walk around.

### I Know An Old Man Who Swallowed a Letter – Draw letters on the board as you sing this song or make an old man from a paper plate using the directions on the following page.

I know an old man who swallowed an A.  
 What would he say if he swallowed an A? /a/  
 What could he eat if he swallowed an A?  
 Apples, apricots, asparagus  
 Adorable A!

- B- bologna, bubblegum, beans (Beautiful B)
- C- cookies, cabbage, carrots (Cool C)
- D- donuts, dates, dumplings (Darling D)
- E- eggs, egg plant, eggnog (Exciting E)
- F- fish, French fries, figs (Fantastic F)
- G- garlic, grits, grilled cheese (Gorgeous G)
- H- honey, hotdogs, hamburgers (Happy H)
- I- instant pudding, itty bitty food (Incredible I)
- J- jelly, jello, jam (Jolly J)
- K- kiwi, kabobs, ketchup (Kind K)
- L- lemons, limes, lollipops (Likeable L)
- M- milk, macaroni, marshmallows (Marvelous M)
- N- nuts, noodles, nuggets (Nice N)



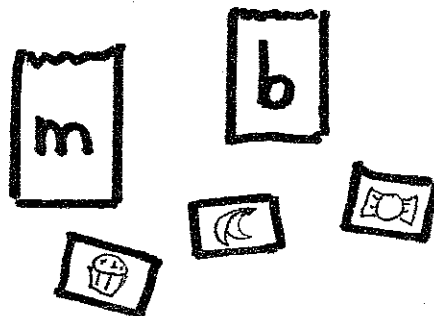


O – olives, omelet, onions (Omnipotent O)  
 P – peanuts, pickles, pears (Precious P)  
 Q – quince, quiche, quail (Quiet Q)  
 R – raisins, raspberries, ravioli (Ravishing R)  
 S – sandwiches, salad, soup (Super S)  
 T – turkey, tofu, tomatoes (Terrific T)  
 U – upside down cake and ugly fruit (Understanding U)  
 V – vanilla, vegetables, vinegar (Vivacious V)  
 W – watermelon, waffles, walnuts (Wonderful W)  
 X – x on a hot cross bun (X-cellent X)  
 Y – yogurt, yellow cake, yellow pudding (Youthful Y)  
 Z – zucchini, Zwiilback, He's full, so that's the end!



\*Make an alphabet book called "Eating Our Way through the Alphabet."  
 Each day assign a letter to a different child. That child brings a snack  
 that begins with her letter. Take a photo of each child holding her snack  
 and put them together to make a class book.

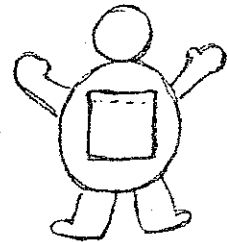
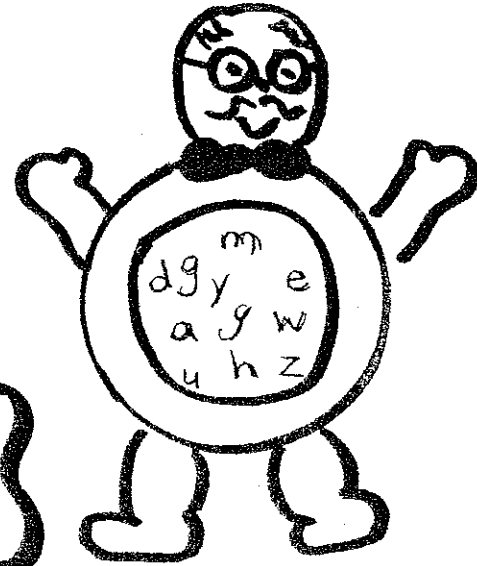
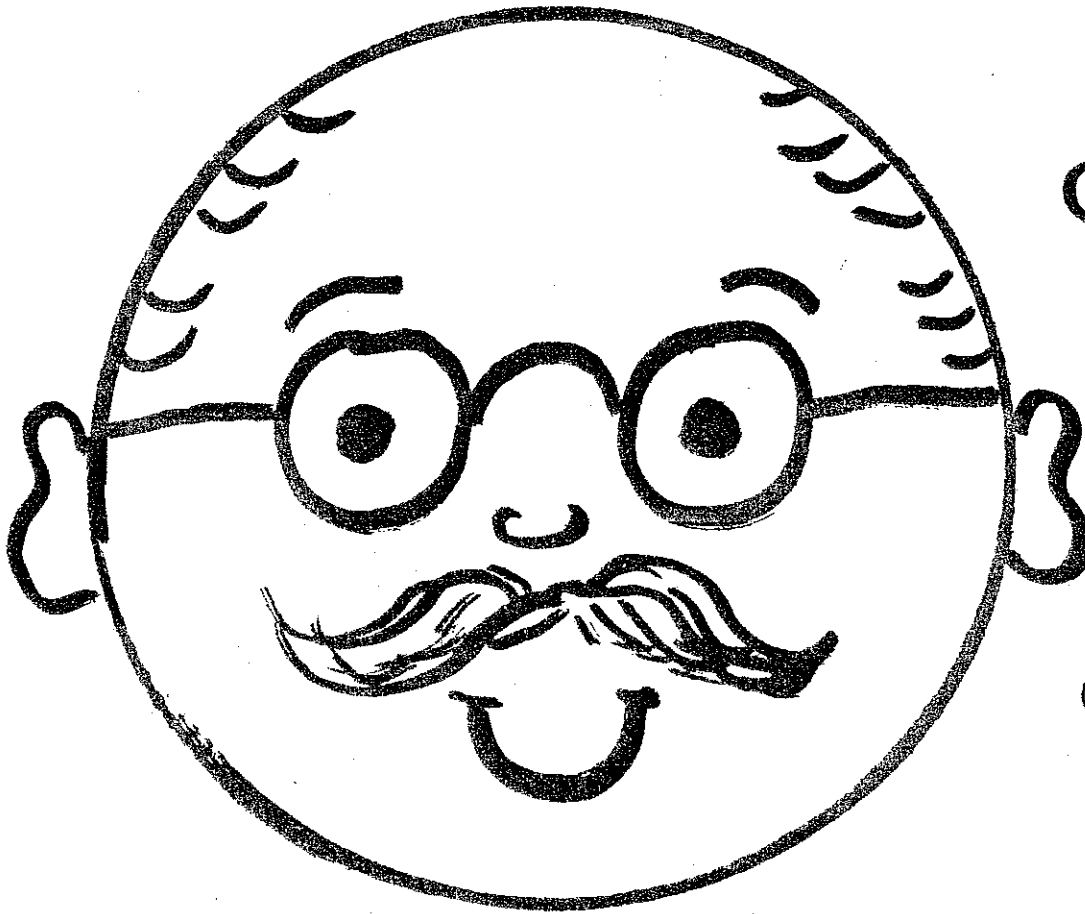
\*Write letters on lunch sacks. Children take pictures of foods and sort  
 them by beginning sound.



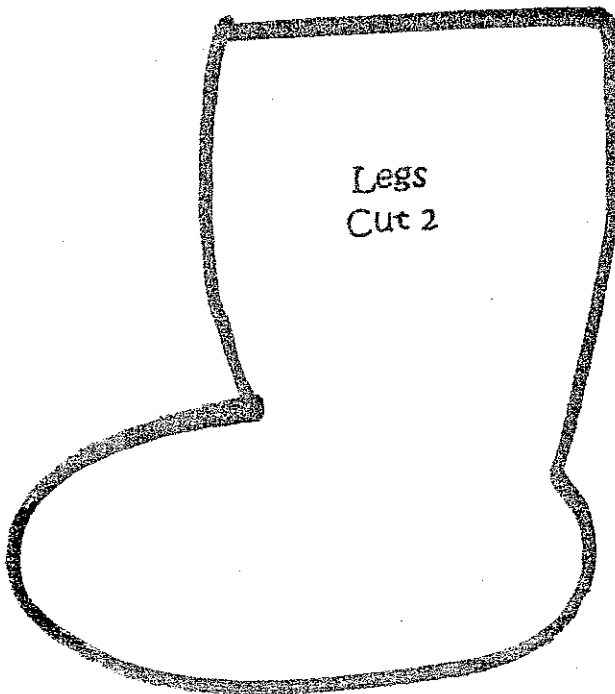
### The Old Man Who Swallowed Letters

Cut out the rim of a paper plate. Staple the old man's head on top and  
 staple a zip bag to the back. Add arms and legs. Write letters on 2"  
 squares of paper and insert as you sing.

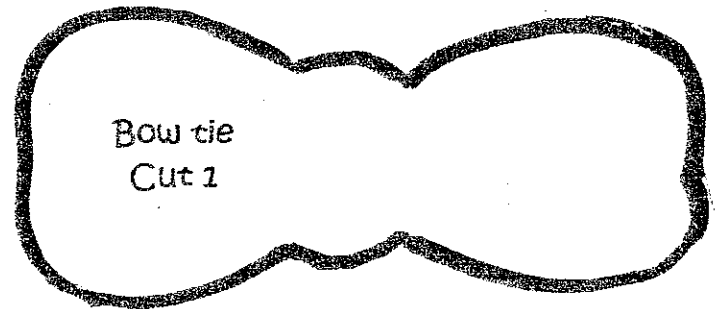
# The Old Man Who Swallowed Letters



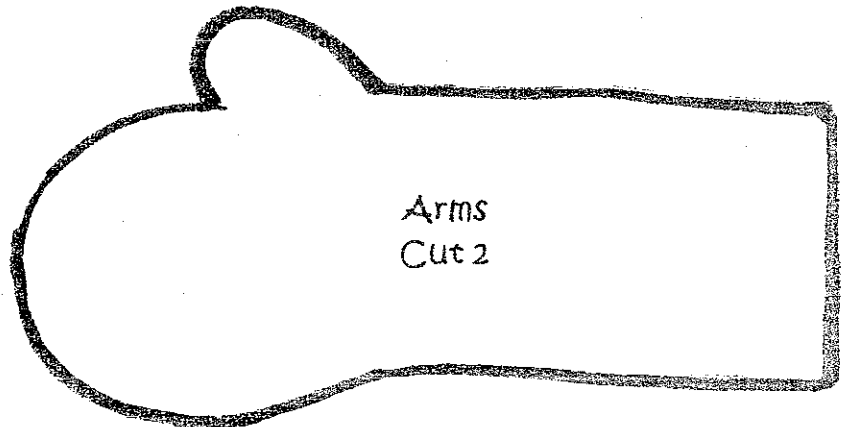
Staple  
zip bag  
to back



Legs  
Cut 2



Bow tie  
Cut 1



Arms  
Cut 2

# Letter Vests



Skills: alphabet knowledge; letter/sound relationships

These letter vests can be used to create interest and focus children's attention in a wide variety of activities. All you need is 26 sheet protectors, paper, and string. Make large copies of letters on 8 ½" x 11" sheets of paper. Place letters in the sheet protectors. Punch two holes in the top and thread through a piece of string so children can easily slip the letter vest over their heads.

Hint! Write the lowercase letter on one side and the uppercase letter on the other side.

Write vowels on red paper and consonants on blue paper.

Enlarge sign language hands and glue to the upper left hand corner.



Choose five children to wear letter vests. Explain the difference between letter names and letter sounds. "Every person in the room has a name, but you all make a different sound. All letters have names, but they each make a different sound. Letters come in two sizes. There's an uppercase letter or a capital letter, and a small letter or lowercase letter. But it's so cool because they both make the same sound!" Name the letters the children are wearing and reproduce the sound for each letter. Have the five children hold hands and skip around in a circle as you sing the song below to the tune of "Five Little Ducks." As the teacher makes a sound in the song, the child wearing that letter skips back to the teacher.

Five little letters went out one day (Hold up 5 fingers.)

Over the hills and far away. (Move hand up and down.)

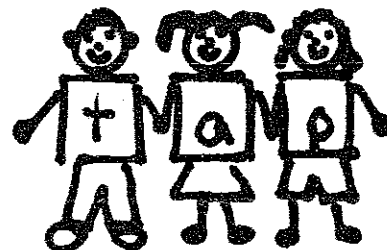
When the teacher called /m/, /m/, /m/, /m/, (Make sound.)

Only the letter "M" came back.

Continue singing about the other letters.

\*Pass out letter vests to children and sing the traditional alphabet song. Tell the children to stand when their letter is sung.

\*Use the letter vests to demonstrate making words, blending sounds, onsets and rimes, phonics rules, and alphabetical order.



# Letter Bears

Skills: alphabet knowledge, print knowledge

Cut 26 bears out of construction paper using the pattern below.

Write a different letter on each bear. Sing the song to the tune of "Twinkle Little Star" as you hold up the bears.

(First letter) bear, letter bear, what do you see?

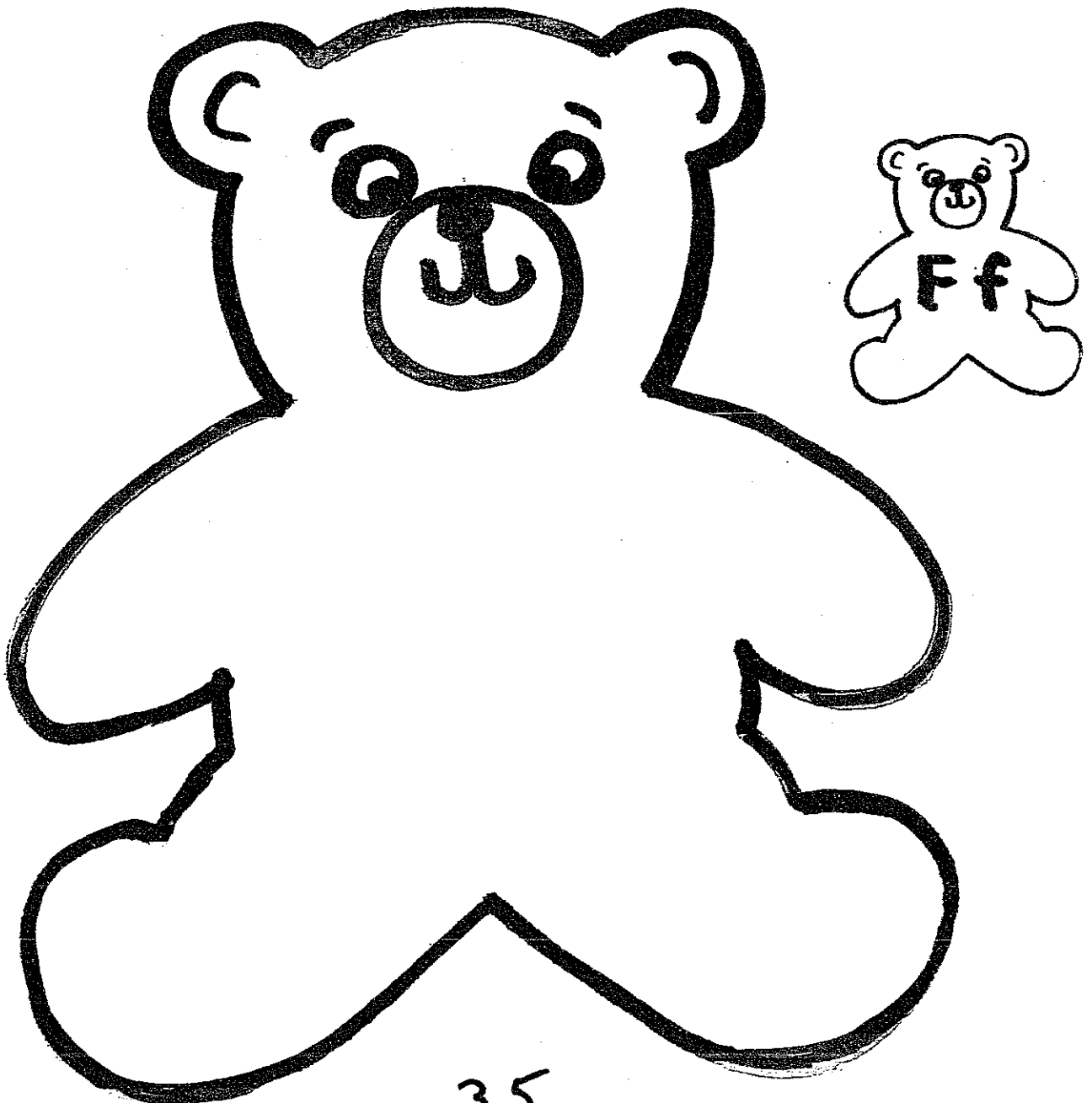
I see (second letter) bear looking at me.

(Second letter) bear, letter bear, what do you see?

I see (third letter) bear looking at me....

\*Use the bears to dismiss children for centers or to line up by having them look for the bear with the letter at the beginning of their name.

\*Use letter bears to assess children's recognition of letters.



# Yo Letters!

Skills: phonological awareness; alphabet knowledge; motor skills

Get your elbows up, get loose, and get ready to do this chant like a rapper!

Yo, A,

(Move arms and dance and dance.)

It's your birthday.

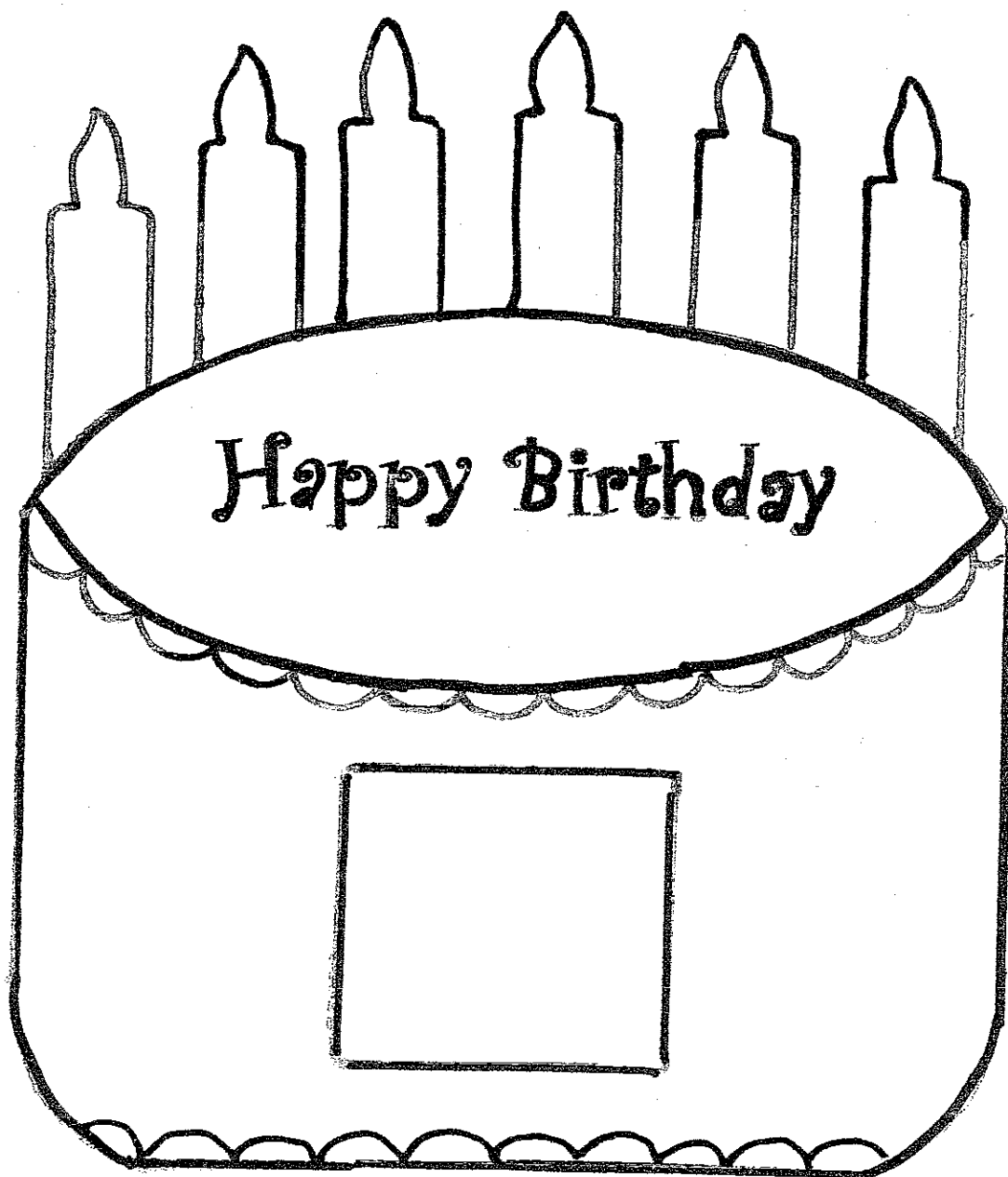
Let's all read like your birthday.

/a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ /a/ (Bring fists together and make a circular motion.)

Yo, B...

\*Assign each child a letter of the alphabet. It might be the first letter in their first name, the first letter of their last name, etc. Sit in a circle on the floor. As you chant their letter, children get in the middle of the circle and break dance (or do any silly dance).

\*Make a birthday cake similar to the one below. Attach magnetic tape to the back and use on the board with magnetic letters.



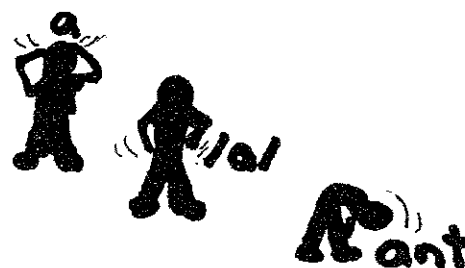
# Letter Exercising

Skills: alphabet knowledge; motor skills; phonological awareness

All right couch potatoes! Time to exercise bodies and brains with these movement activities!

Phonercisecise – Put your hands in the air and say a letter, touch your waist and make the sound, and then touch the ground and say a word that begins with that sound. For example:

"a"	Hands in the air.
/a/	Hands on waist.
ant	Touch the ground.
"b"	Hands in air.
/b/	Hands on waist.
bear	Touch the ground.



\*Adapt words for seasons, parts of speech, units of study, etc.

Lettercise – Say letters, and then punch hand over opposite side of the body as you make the sound.

"a"	/a/	Punch right hand to the left.
"b"	/b/	Punch left hand to the right.

Karate Writing - For letters that start at the top dotted line, punch up high. For letters that start at the middle dotted line, punch out in front. For letters with a tail that go below the line, give a little kick. When finished, fold hands together, bow, and say, "The alphabet."

- A – punch from waist
- B – punch up in the air
- C – punch from waist
- D – punch up in the air
- E – punch from the waist
- F – punch up in the air
- G – give a little kick...etc.



\*Use karate writing for spelling names, word wall words, vocabulary, etc.

\*Do "ballerina spelling" by placing hands over the head for tall letters, in front, or down low. Turn in a circle as you say the completed word.

# Sign Language Letters

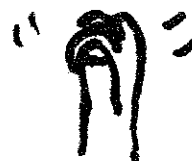
(aslpro.com)

Skills: alphabet knowledge; small motor skills; print connections

Sing and Signs – Teach children signs for letters as they are introduced.

Use this song to the tune of "Where Is Thumbkin?" to reinforce the concept.

Where is A?	Where is A? (Children repeat.)
Here I am!	(Hold up the manual sign for A.)
Here I am!	(Children repeat and copy sign.)
What do you say A?	What do you say A?
/a/ /a/ /a/	/a/ /a/ /a/



Make visuals similar to the one shown by enlarging the signs on the following page. Pass these out for the children to hold up at the appropriate place in the song.

Letter Box – Here's another song you can use to teach children manual signs for letters. It goes to the tune of "Polly Wolly Doodle."

I wish I had a letter box	
To put my A in.	
I'd take it out and go	(Hold up sign for a.)
/a/ /a/ /a/	
And put it back again.	(Pretend to put hand back in box.)



Continue singing other letters and making signs for other letters.

Sign and Spell – Use sign language to spell children's names and other words.

Sign Feelings – Children sign how they feel each day (happy, sad, tired, etc.)

Dismissal – Tell the children to watch your hand. As you make the sign that their name begins with, they may be dismissed to line up, go to centers, wash hands, etc.

Signing Game – Make different signs and see if the children can guess the letter you are making. What's a word that begins with that sound?

\*For older children finger spell words and see who can decode it.

\*Play "Simon Says" by signing motions for children to make.

Word Wall Words – Learn signs for high frequency words. Visit [aslpro.com](http://aslpro.com) and click on "dictionary" to see signs demonstrated.

Hint! Encourage the children to make "strong" letters. As children tighten up muscles in their hands, they will also be strengthening those small motor skills.

## Add "Literacy" to All Centers

Add these materials to other learning centers in your classroom to encourage children to read and write in meaningful ways:

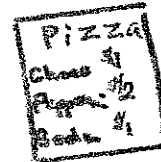
**Math -** paper, pencil, adding machine tape  
coupons, calculator, play money  
graphs, posters  
counting books, shape books



**Science -** charts, research books, identification books  
science magazines, labeled collections  
clipboard, pens, notebook



**Dramatic Play -** shopping list, chalk board  
memo pad, pens, pencils  
magazines, books  
puppets, stuffed animals, babies to "read" to  
junk mail, menus, catalogs  
class phone book

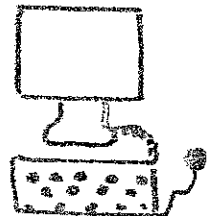


**Blocks -** paper and markers to make labels and signs  
blue prints, sticky notes  
photos of different homes and buildings  
block book, alphabet blocks



**Art -** Rebus direction charts, labels for materials  
variety of art media, markers, paint

**Computer -** reading games, printer  
kinder keyboard, fly swatter, file folder PC



**Table Toys -** play dough, letter cookie cutters, play dough book  
sewing cards, letter beads to string  
paper, hole punch, scissors  
letter stencils, colored pencils



**Sand and Water -** magnetic letters (hide in sand)  
ping pong balls (write letters and words on them  
and children scoop with fishnet)





**Playground** - letter hopscotch

beach balls with letters

chalk board for keeping score

giant chalk to write with on sidewalk



**ABC Center** - letter stamps, stickers, stamp pad

letter tiles, alphabet blocks

letter beads, sponge letters, dyed pasta letters

magnetic letters and cookie sheet

finger spelling with letters on gloves



**Pocket Chart** - letters to put in alphabetical order

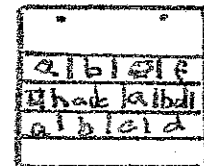
words and pictures to match

pictures and sounds to match

poems on sentence strips to put in order

sentence puzzles (cut between words in sentences)

scrambled words

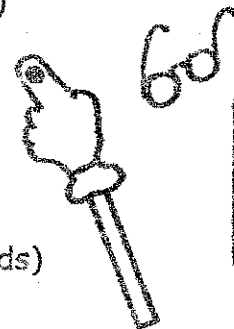


**Read and Write the Room** - pointers

empty glass frames or silly frames

pencils, pens, paper, clipboards

word search (2 syllable; start with 'l'; seasonal words)

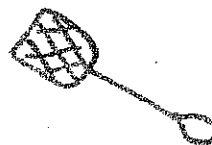


**Word Wall** - flash cards

fly swatters, flashlight

pencils, paper

mystery words



**Overhead Projector** - poems and stories on overhead transparencies

transparency film and markers for writing and illustrating

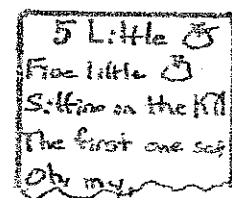
magnetic letters to make words

**Poetry Corner** - poetry books

charts and posters of songs, poems, and rhymes

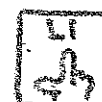
tape recorder and blank tape

set of magnetic poetry words

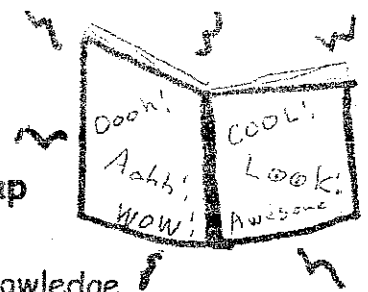


**Sign Language** - poster of manual signs

spelling words, names of friends, flash cards



## A Classroom Library That's a Book Trap



<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>integrate reading and writing</li> <li>word fluency</li> <li>multi-level materials</li> <li>independence</li> <li>authentic experiences</li> <li>oral language</li> </ul>	<ul style="list-style-type: none"> <li>alphabet knowledge</li> <li>reinforce skills</li> <li>phonics</li> <li>motivation</li> <li>social skills</li> <li>repetition</li> </ul>
--	--

**Materials:**

- books (all sizes, shapes, subjects)
- sensory books/interactive books/picture books
- collaborative class books; personal libraries and book bags
- listening center; phonics phone
- flannel board and figures
- leveled books
- pointers
- maps, catalogs, magazines, brochures, menus, posters
- puppets, book buddies (stuffed animals to read to)
- pillows, bean bag chairs, small rocking chair
- magazine rack, bookshelf, basket



**More!** Create a "cool reading pool" with an old plastic swimming pool, pillows, a quilt, and stuffed animals.



Let children decorate an appliance box to become a "reading club house."



Make a reading tent with an old blanket. Store books in a backpack and add a flashlight for reading fun!

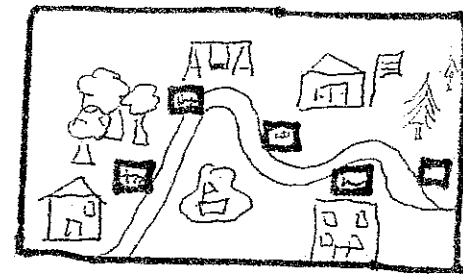


Open a large golf umbrella and put books under it to read on a rainy day.

Add twinkle lights, seasonal objects, and other novelty items that will spark children's interest in reading.



## On the Road to Reading



- Skills:** high frequency words; sets; math facts
- Materials:** floor map (you can purchase this fabric at a fabric store), address labels, toy cars
- Directions:** Write high frequency words on address labels and attach to the floor map. Children take the cars and drive around the map and "read" the words.
- More!** Write numerals on labels and use a toy truck with math manipulatives. Children "deliver" the appropriate amount by each numeral.



## Words in a Bottle



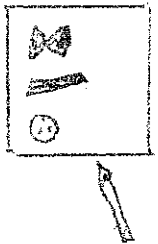
- Skills:** high frequency words; names of classmates; letters
- Materials:** plastic bottle, cardstock, letter beads, rice
- Directions:** Cut cardstock into 2" x  $\frac{3}{4}$ " rectangles. Write words (word wall words or classmates' names) on the rectangles. Fill the bottle half full with rice and then add the words and shake. Children take the bottle and see how many words they can find in the bottle that they can read.
- More!** Have children write the words they find. Laminate the words and cut out leaving  $\frac{1}{4}$ " around the edges. Fill a bottle with water and add the words. Put letter beads in a bottle of rice or water and challenge children to find the letters in their name.



## Can You Find?



- Skills:** visual discrimination; writing
- Materials:** plastic bottle, birdseed, small objects (eraser, coin, crayon, hair bow, paper clip, small pencil, button, small toys), paper, pencil
- Directions:** Children shake the bottle and see how many objects they can find.
- More!** Have them draw pictures or make a list of the objects they find.



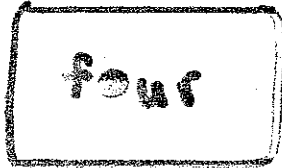
## Magnetic Magic!



Skills: phonics; high frequency words

Materials: magnetic letters (from dollar stores, school supply stores, etc.), cookie sheet

Directions:



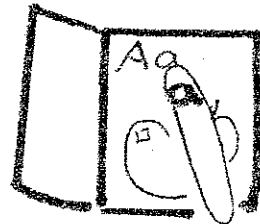
s a  
m t

Children can make and read simple CVC words with magnetic letters on the cookie sheet. They can also practice reproducing their names, high frequency words, spelling words, or vocabulary words with magnetic letters.

Hint! You can also use burner covers for the stove or a file cabinet for magnetic magic.

More!

Glue magnetic letters to jumbo craft sticks. Children can use these to match letters on classroom print. They can also choose letters, then find something in the room beginning with that sound.

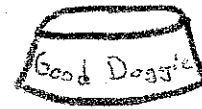


Fun at Home!

Make cardboard copies of letters as you introduce them for each child. Attach a small piece of magnetic tape to the back. Children get to take their letters home and put them on their refrigerator. Assign homework using these letters.



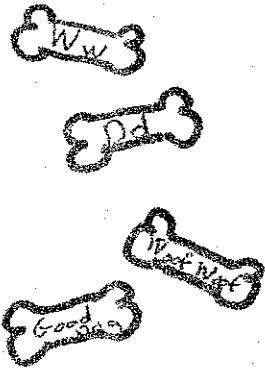
## GOOD DOG!



**Skills:** letter recognition; high frequency words

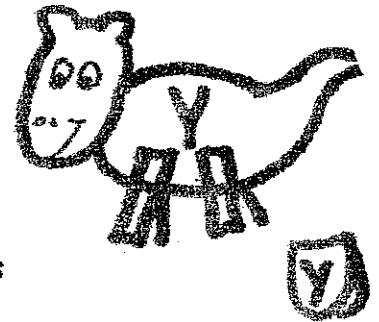
**Materials:** plastic dog dish, poster board, markers

**Directions:** Cut 25+ bones from construction paper using the pattern on the following page. Write letters or words on 20 bones. Write "Good dog!" on two bones and "Woof! Woof!" on three bones. Mix the bones up and put them in the dish face down. Two or more children put the bowl between them. Each child draws a bone and identifies the information. (Let them "phone a friend" if they need some help.) If they draw "Good dog!" they pat their head and say, "Good dog!" If they draw "Woof! Woof!" they get down on the floor and bark like a dog.



**Hint!** You can use an empty box of dog biscuits instead of the dog dish.

## PONY ROUND-UP



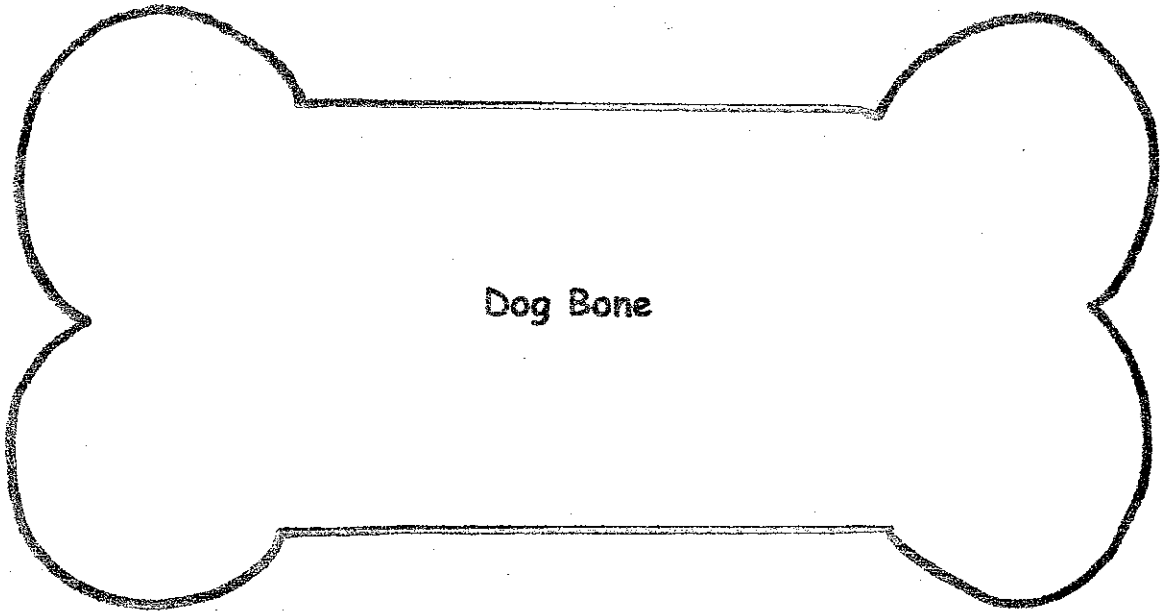
**Skills:** upper and lowercase letters; beginning sounds

**Materials:** construction paper, markers, spring clothespins

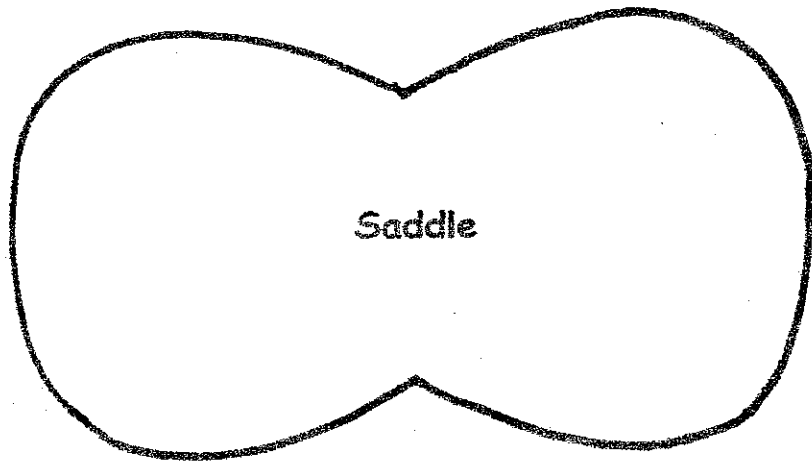
**Directions:** Cut ponies and saddles out of construction paper using the patterns on the following page. Print an uppercase letter on each pony, and a lowercase letter on each saddle. Children take the ponies and stand them up using the clothespins as legs. Next, children match the correct saddle to each pony.

**More!** Put pictures on the ponies and have children match saddles with beginning sounds or vowel sounds.

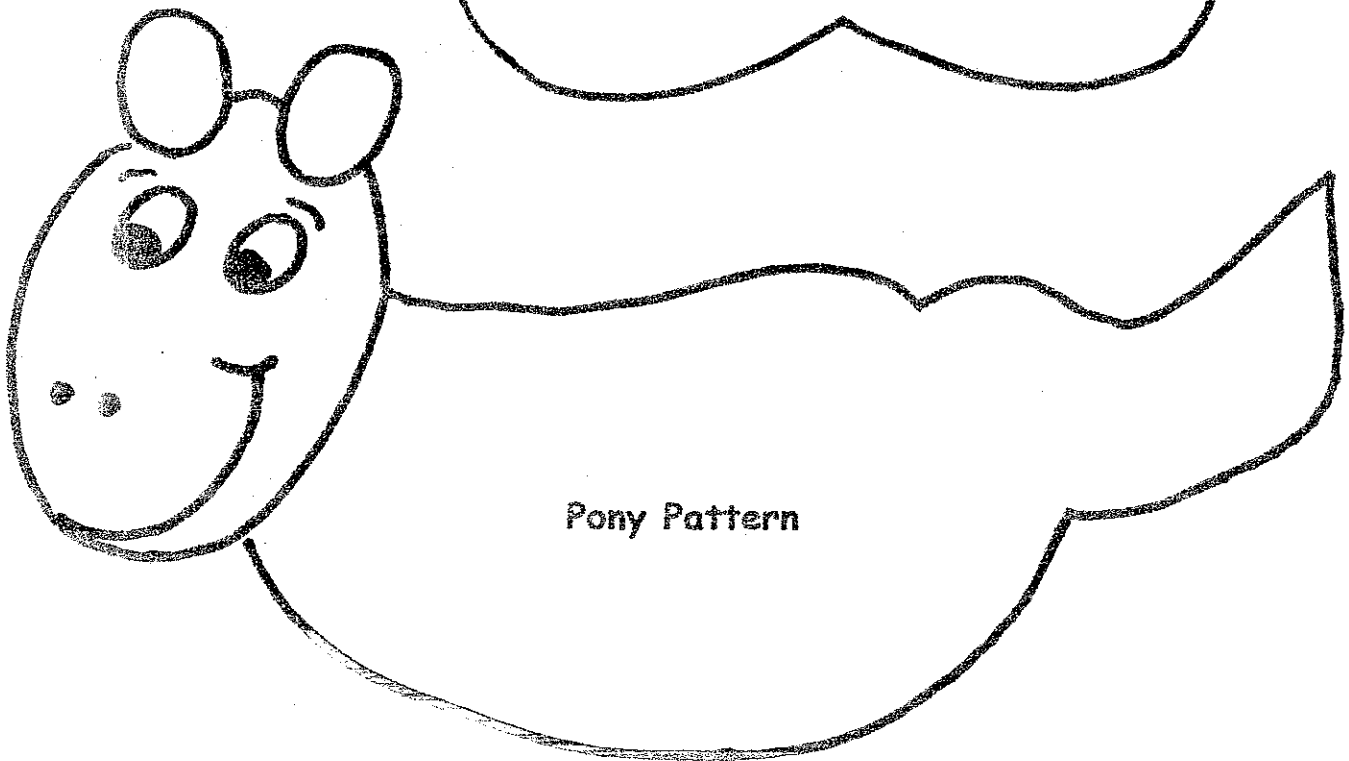
Draw spots on the ponies and write numerals on the saddles. Children count spots and put the appropriate saddle on the pony.



Dog Bone



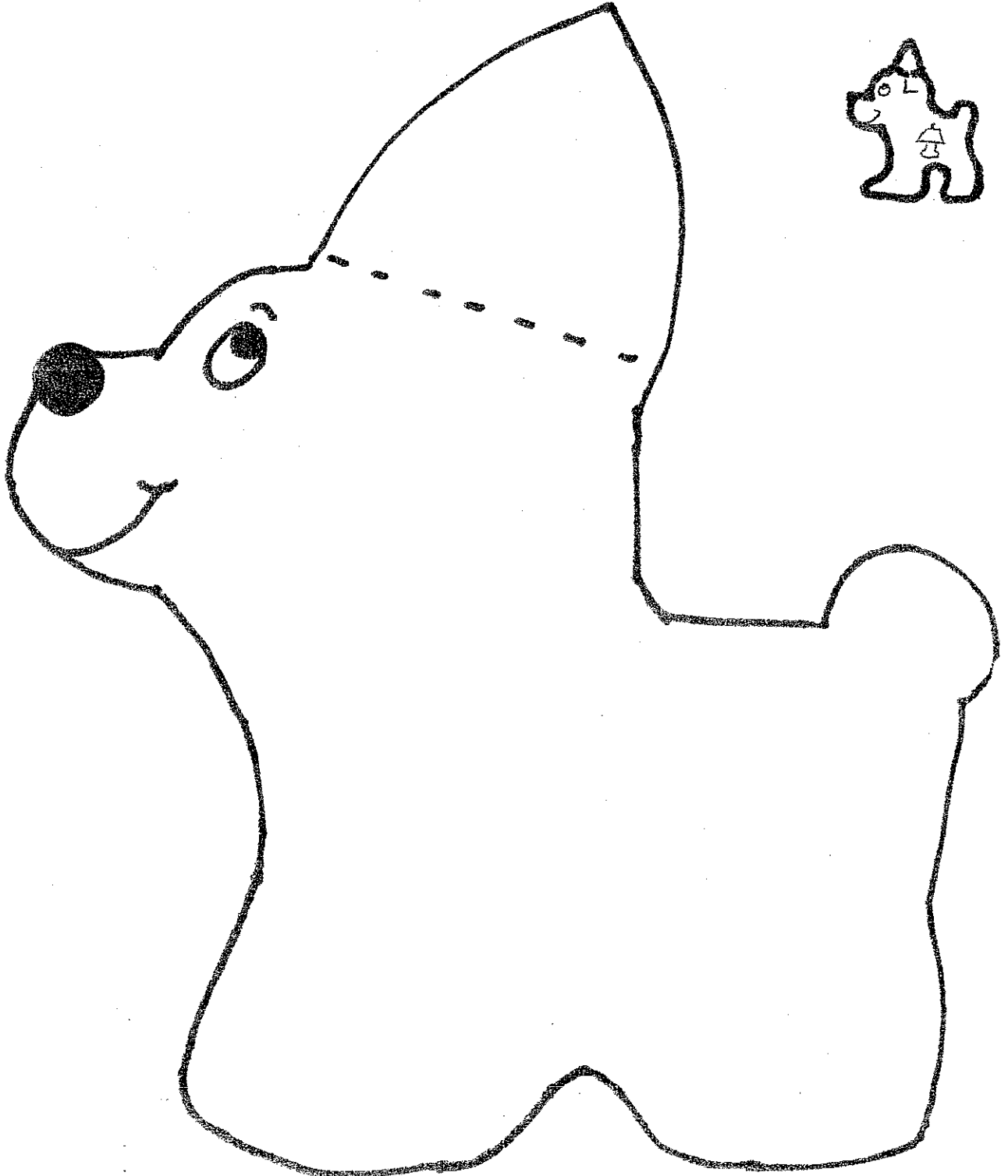
Saddle



Pony Pattern

## What's Up, Pup?

- Skills:** phonics; rhymes; sets and numerals; math facts
- Materials:** construction paper, scissors, markers, old workbooks, glue
- Directions:** Cut puppies out of construction paper using the pattern below. Cut pictures of familiar objects from workbooks. Glue a picture on the puppy's tummy and the corresponding initial letter under the ear. Children identify the sound and then check by lifting the ear.
- More!** Use this pattern for matching upper and lowercase letters, words and pictures, math facts, etc.



## Gone Fishing

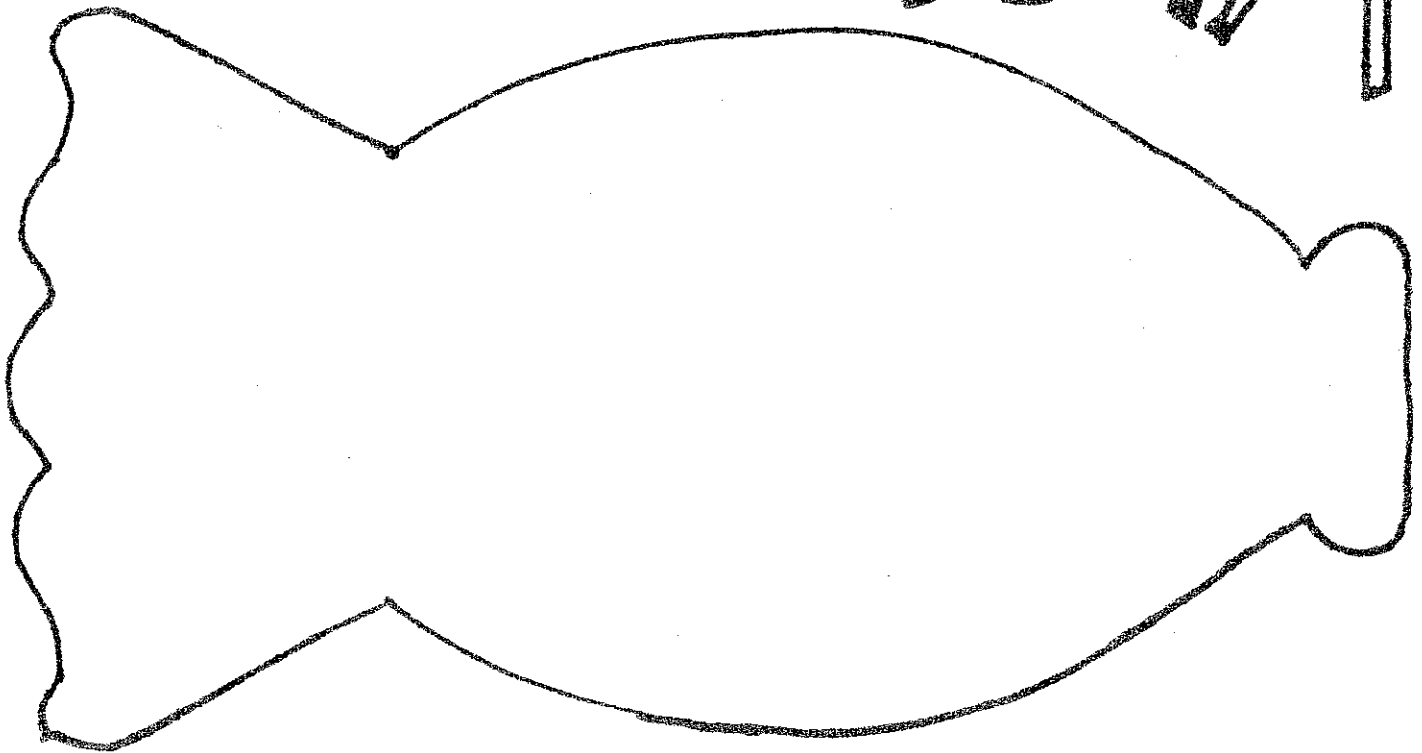
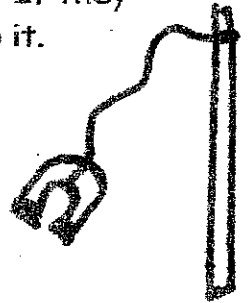
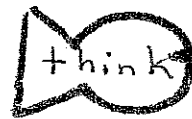


**Skills:** letter recognition; high frequency words

**Materials:** construction paper, paper clips, horseshoe magnet, string, stick

**Directions:** Cut out fish from the construction paper using the pattern below.

Write a letter or word on each fish. Attach a paper clip to the mouth of the fish. Tie a magnet to the end of a 20" piece of string. Tie the other end of the string to the stick to make a fishing pole. Children spread the fish on the floor, and then try to catch a fish with the magnet on the end of the pole. If they can identify the information on the fish, they may keep it.



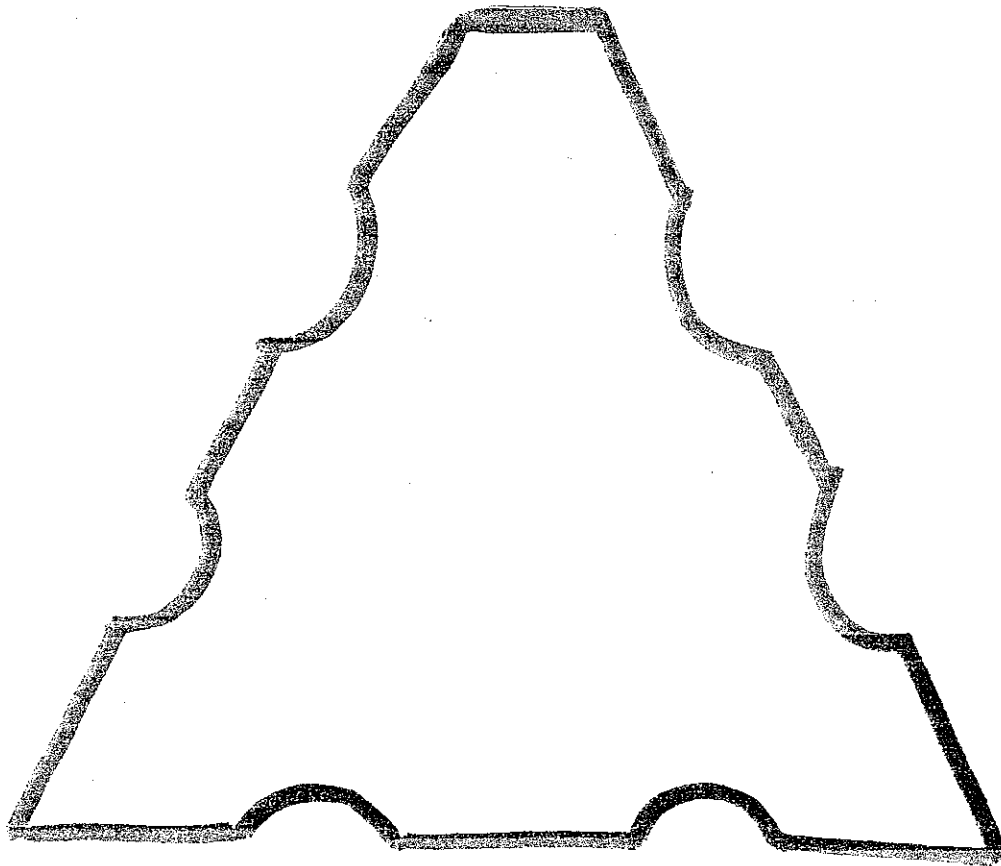


# Stinky Cheese

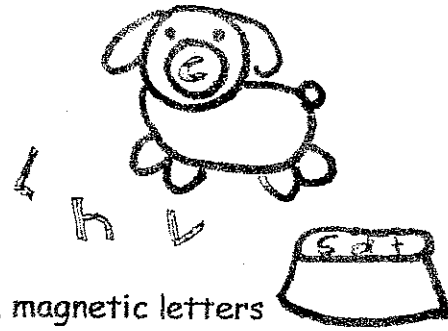
WHY? high frequency words, letters, numbers, rhymes

WHAT? poster board or fun foam

HOW? Cut cheese slices out of poster board or fun foam using the pattern below. Write letters, words, numbers, etc. on most of the cheese slices. On two slices write "Stinky Cheesel" Place the cheese slices in a lunch sack. Children pass around the sack drawing out one slice at a time. If they can identify the information on the slice they get to keep it. If they get "Stinky Cheesel" everyone holds their noses and says, "Stinky Cheesel" That person must then put all her slices back in the bag.



## Who Let the Letters Out?



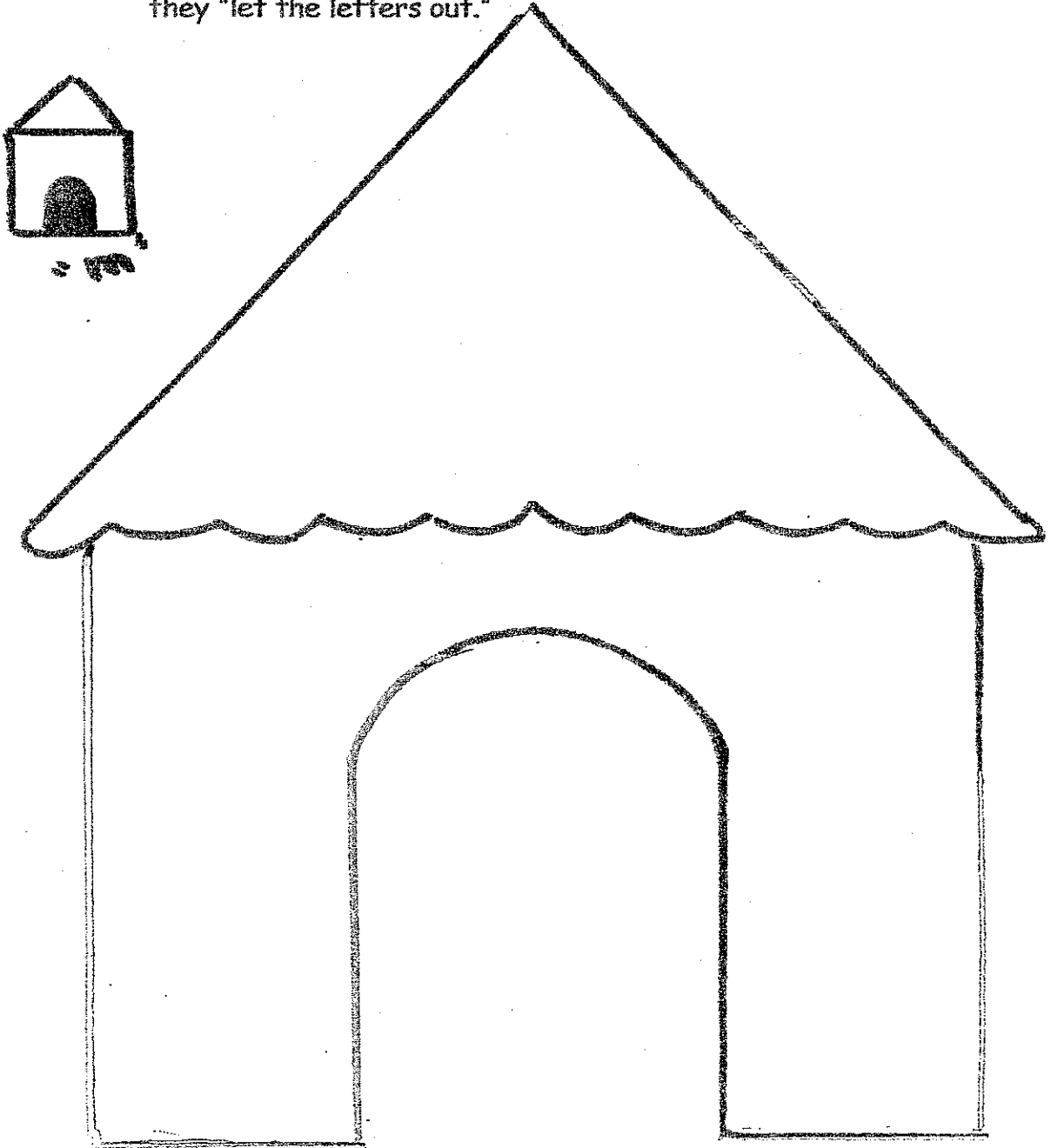
Skills: phonics

Materials: small plush dog, magnetic tape, plastic dog dish, magnetic letters

Directions: Glue a strip of magnetic tape to the end of the dog's nose. Fill the dog bowl with magnetic letters. Children take the dog and put him in the bowl. Say this chant about the letter they select:

Who let the M out? /m/ /m/ /m/ /m/ /m/

More! Make a doghouse using the pattern below. Add magnetic tape to the back and let children use on a magnetic board or overhead as they "let the letters out."



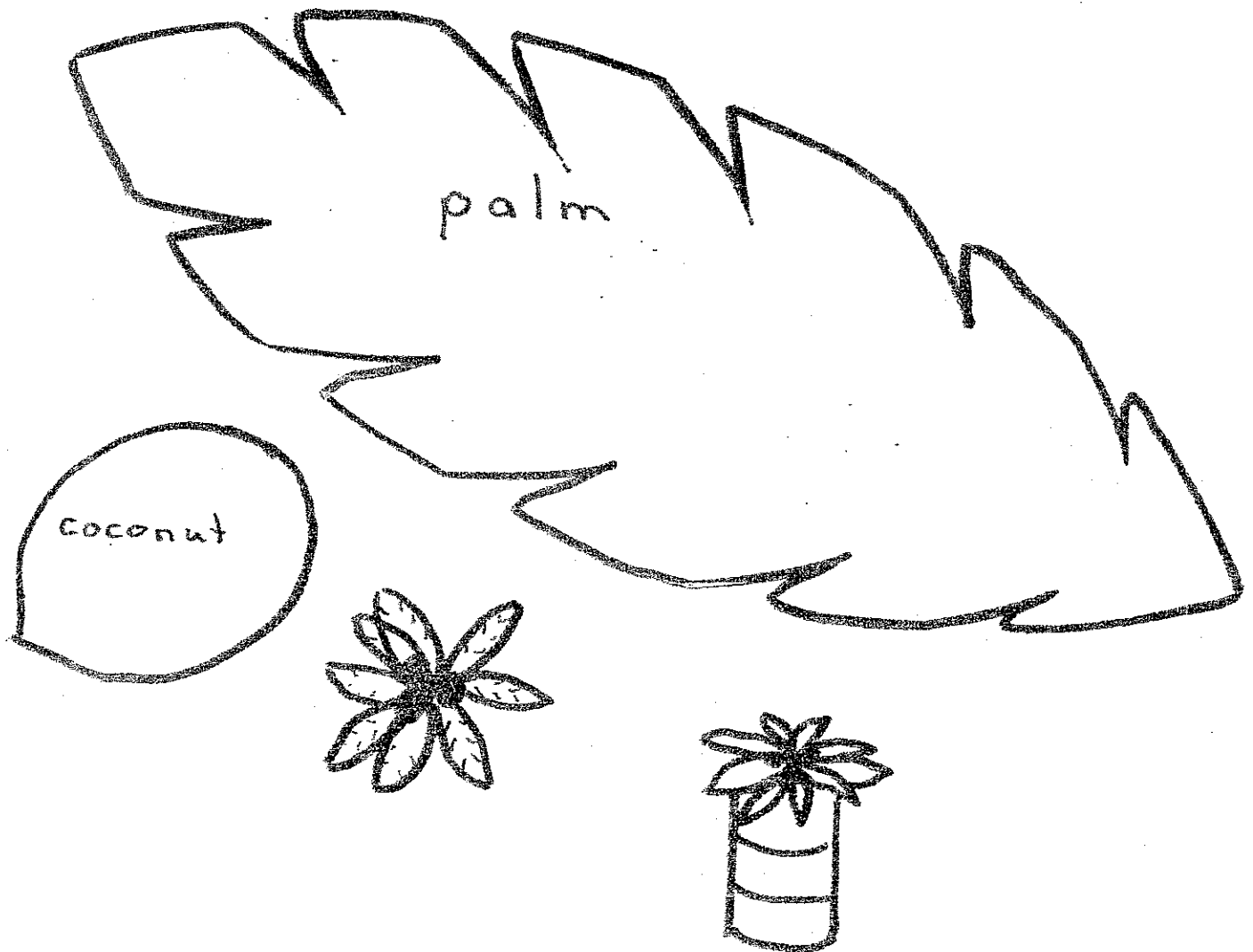
## Letter Tree



**Skills:** alphabetic knowledge; high frequency words

**Materials:** large coffee can or vegetable can, gold spray paint, green felt, brown felt, magnetic tape, magnetic letters

**Directions:** First, spray paint the can gold or brown. Next, cut out 9 palm fronds from felt using the pattern below. Glue the palms as shown and then cut out several coconuts from the brown felt and glue on top. Attach a magnetic strip to the bottom of the palms. Turn the can upside down and place the palms on top to create a tree. Attach the magnetic letters to the side. Children could place the letters in their name on the tree; attach the letters they can recognize; put up the letters that are all the same color; make words, etc. When they are finished playing with the tree, they simply turn the can over and place the palms and letters in the can.



# Learning through Play!

These are some of the skills children develop as they "play" in learning centers. Use these descriptions on signs for your centers so parents can appreciate the value of "hands on" experiences. You could also take photographs of children engaged in the centers and make a book called, "It Looks Like I'm Playing, BUT..."

\*I color coded all my centers to keep materials organized.

## Dramatic Play (orange)

social skills; emotional skills; independence; oral language; imagination; responsibility; life skills



## Blocks (brown)

motor skills; math concepts (number, size, shape, space); oral language; social skills; eye-hand coordination; self control; imagination



## Art (purple)

creativity; small motor skills; problem solving; sharing; cooperation; independence; responsibility



## Math (blue)

oral language; social skills; small motor skills; concepts about quantity, shape, size, pattern; interest in math tools



## Library (yellow)

alphabet knowledge; oral language; print knowledge; listening skills; eye-hand coordination; concepts about the world; motivation to read



## Science (green)

curiosity about the world; sensory skills; problem solving; language skills; scientific process (observing, predicting, experimenting, recording, reporting)



## Table Toys (red)

small muscles; eye-hand coordination; attention span; social skills; concepts about size, shape, color pattern



## Reading (white)

oral language; alphabet knowledge; print connections; phonological awareness; visual skills; tracking left to right; phonics; motivation



## Writing (pink)

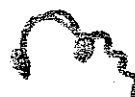
eye-hand coordination; small motor skills; alphabet knowledge; self confidence; vocabulary; interest in print



Others! Sensory motor, computer, listening, cooking, music, theme based



51



# Ready to Write!

Skills: left and right; interest in writing; print knowledge

Rub lotion, tie a yarn bracelet, or put a sticker on the child's right hand. Do the "Hokey Pokey," "Simon Says," and play other games where children can identify their left and right hand and other body parts. Show them how to make an "L" with the thumb and index finger on their left hand, and teach them this song to the tune of "Up on the Housetop."

This is my right hand reach up high.

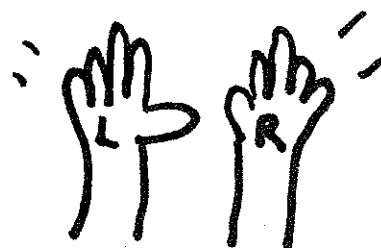
This is my left hand, touch the sky.

Right and left.

Roll out of sight.

Now I know my left and right.

(Sing faster, slower, louder, softer, etc.)



\*Give the children a cotton ball to hold in their hand when they write. Show them how to put their pinky and ring finger to "sleep" on the cotton ball before they pick up their pencil. They will naturally use the correct grip!



\*Sing this song to the tune of "Where Is Thumbkin?"

Where is pointer? On the top.

Ready to write. Start at the top.

Where is thumbkin? On the side.

Ready to help - your pencil glide.

Where is tallman? On the bottom.

Keeps those letters - where you want 'em.

\*Provide children with a variety of writing instruments to choose from, such as fat pencils, skinny pencils, pencil grips, pens, colored pencils, etc.

# Here We Write Round the Mulberry Bush!

Skills: pre-writing, print connection, visual skills

Won't your children have fun developing small motor skills as they sing the traditional song "Here We Go Round the Mulberry Bush." First, have the children practice making the motions below in the air using their finger. Next, give each child a sheet of paper and have them practice the strokes.

Hint! Children can also do this with chalk on the sidewalk, with a wet sponge on the chalkboard, or in a sand tray.



*Go round the  
mulberry bush*



*Wash the clothes*



*Iron the clothes*



*Scrub the floor*



*Mend the clothes*



*Sweep the floor*



*Bake our bread*

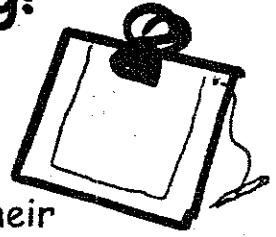


*Smile and sing*



*Round the  
mulberry bush*

# Clipboard Cruising and Writing!



**Skills:** invented spelling, print knowledge

Children will love walking around the room and writing with their very own clipboard. First, let each child decorate a 12" x 10" piece of corrugated cardboard with markers or crayons. Attach a butterfly clip at the top, and insert paper.

Hint! You can tie on a pencil with a string or attach a piece of Velcro to the side of a pencil and the top of the clipboard

**Letter Hunt** - Children walk around the room and copy letters on their paper.

**Write the Room** - Children copy environmental print that they can read in the classroom.

**Walk and Read** - Take a walk around the school and encourage the children to write words they can read.

**Observations** - Have the children look out the window and draw pictures of what they see. Better yet, take a nature walk and have them "record data."

**Tally** - Use clipboards for tallying and gathering data.

**Lists** - Have children make lists of friends' names, numbers, etc.

**Restaurant** - Let children pretend that the housekeeping area is a restaurant and they are servers writing down people's orders.

**Construction Supervisor** - Use clipboards in the block area for children to sketch out structures they have built.

# THE BOOK SHOP

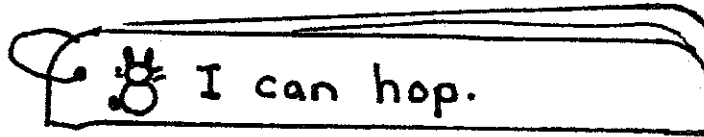
WHY?

integrate reading and writing; motivation to read

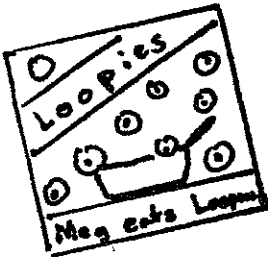
WHAT?

Stop! Don't throw it away! Recycle it by making a book for your classroom!

**Sentence Strip Book** – Write predicable sentences on 5 or six sentence strips. Let children illustrate. Hole punch each on the left and insert a book ring. Encourage children to sweep their hand from left to right as they read.



**Cereal Box Book** – Ask each child to bring in the box from their favorite cereal. Cut off the front of the box. Write "Child's name eats name of cereal." on a strip of paper and glue it on the bottom of the box as shown. Make a cover for the box that says, "What's for Breakfast?" Hole punch the cereal boxes together and bind with book rings.

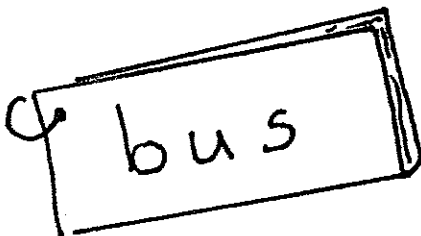


Hint! Trim the boxes to a standard size.

**Envelope Book** – Write a word or sentence on the front of

the envelope. Insert a picture on the inside. Hole punch several of these together. Children can write descriptions of themselves on the outside, then place their photo on the inside.

\*Put math facts or word problems on the front and the answer inside.

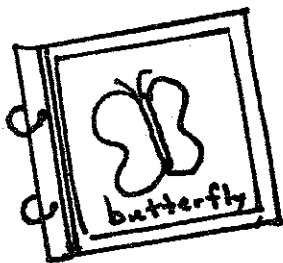


I am 6.  
I have a dog.  
I play soccer.





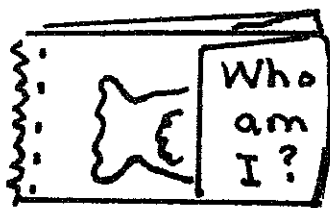
## Baggie Book - Cut construction paper the size of the bag.



Glue a picture to the paper, then insert it in the bag. Attach several bags together with a pipe cleaner cut in half.

\*Make similar books using real objects, items from nature, etc. Label.

## Lunch Sack Book- Take four or five lunch sacks and



fold up the bottom of each. Staple the open ends of the bags together as shown. Glue a picture so half of it is hidden under the bag. Children guess what it could be, then open up.

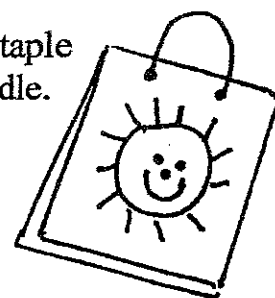
\*You can make other books from this format using riddles, words and pictures, children's names, etc.



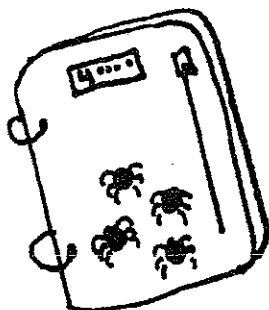
## Gift Bag Book- Cut the front and back off a gift bag. Cut off

the handle. Cut paper the size of the gift bag and staple between the back and front covers. Attach the handle.

\*Buy a seasonal bag each month to make a book.

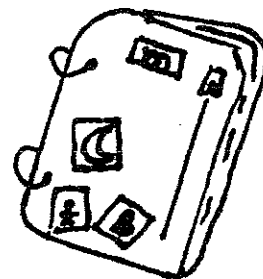


## Pencil Pocket Book - Attach several pencil pockets



together with book rings. Label each pocket with a numeral. Child select that number of toys or other small items and place them in the pocket.

\* Use for sorting pictures and beginning sounds.



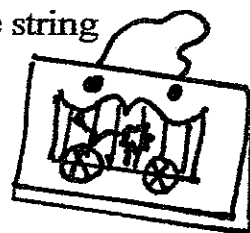
## Mylar Balloon Book- Deflate the balloon. Laminate.

Cut a back from poster board. Cut newsprint the size of the balloon for pages in the book. Punch holes at the top and tie with a ribbon.



## Animal Cookie Book- Cut the front and back off a box

of animal cookies. Cut paper the size of the box and staple between the front and back. Re-attach the string handle.



## Cracker Jack Book- Cut the front and back off a box

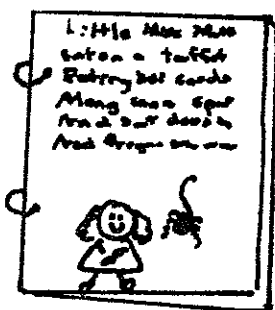


of Cracker Jacks. Cut paper the size of the box and give each child a piece to draw a picture of what they'd like to find for a prize. Punch a hole in the upper left corner and fasten with a pipe cleaner.

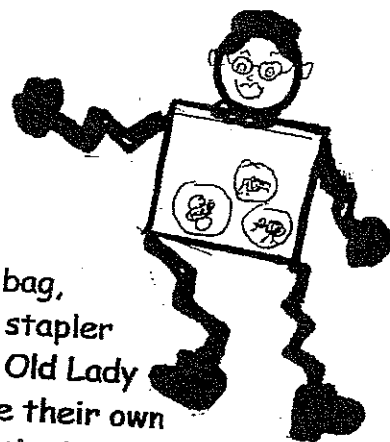
## Grocery Sack Book- Cut the front and back off

grocery sacks. Let each child decorate a page with a nursery rhyme or song they like. Add the words to each illustration, then hole punch and bind together.

\*Collect sacks from fast food restaurants. Glue a sack on each page of a grocery sack book and write "We eat..."



## I Know an Old Lady

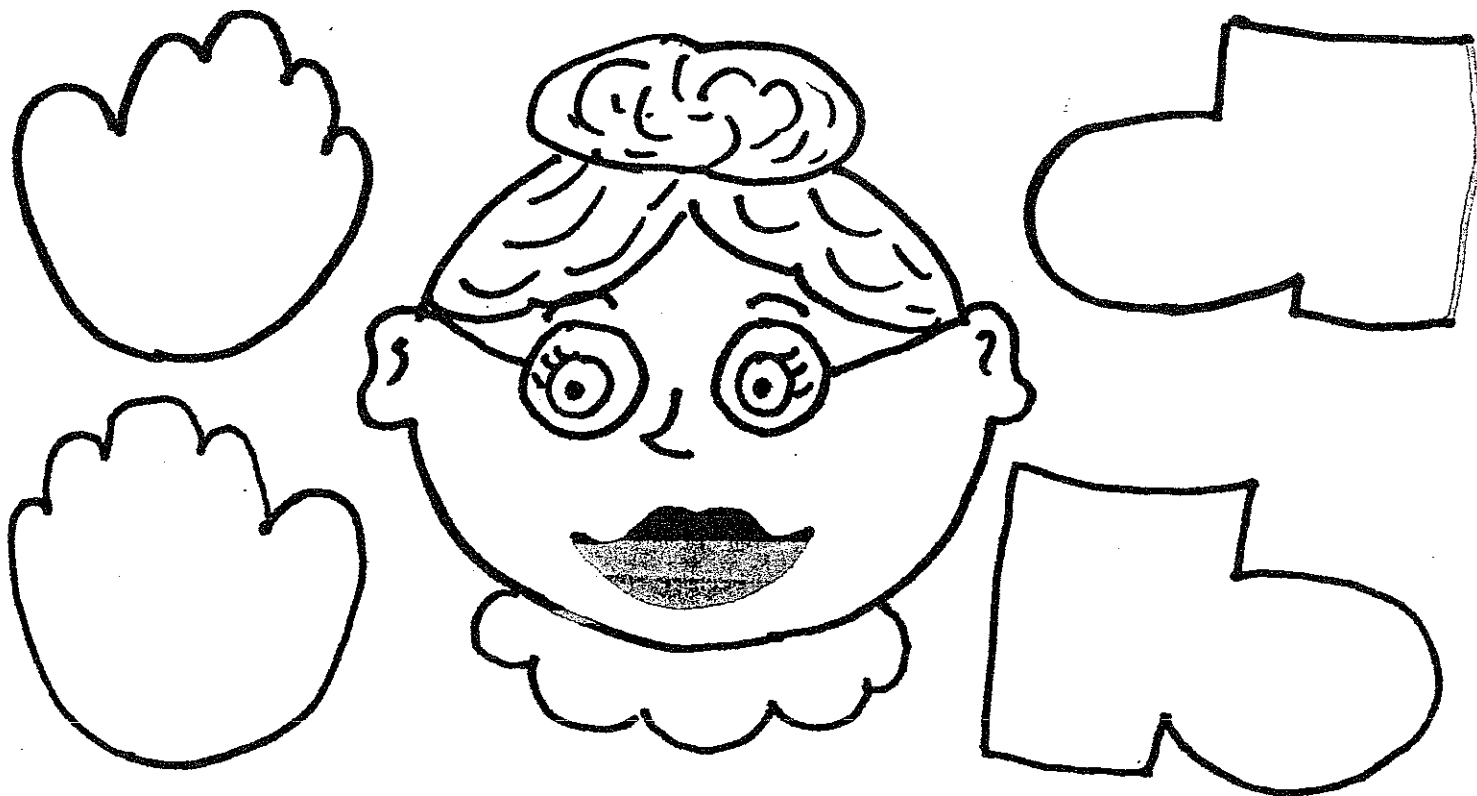


**Skills:** alphabetic knowledge; phonological awareness  
**Materials:** copy of animals on following page, zip sandwich bag, construction paper, crayons, markers, scissors, stapler  
**Directions:** Teach children the traditional song, "I Know an Old Lady Who Swallowed a Fly." Then let each child make their own "Old Lady." First, have them color and cut out the head and staple it to the top of the bag. Next, give each child 4 strips of paper 1" x 9" long. Children glue the hands and feet to the ends of the strips. After bending the strips back and forth in an accordion fold, staple them to the bag as shown. Children color and cut out the animals on the following page and insert them in the bag as you sing the song.

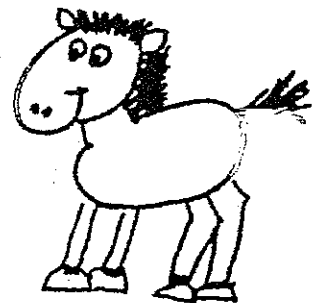
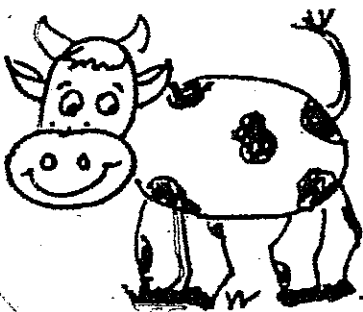
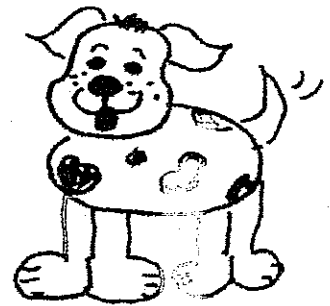
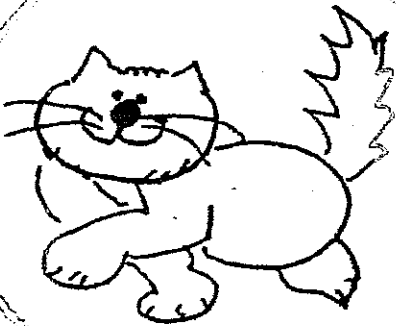
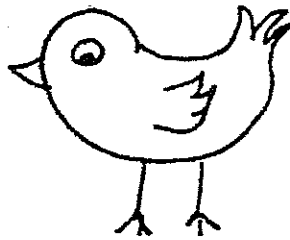
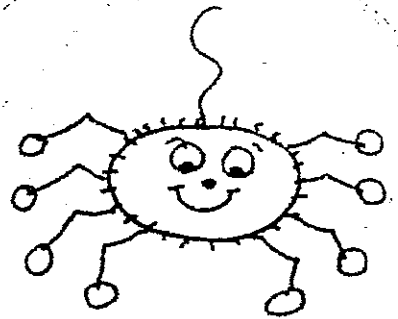
**More!**

Have children arrange the animals in sequential order.  
Play rhyming games with the animals.  
Use the song for alliteration:

I know an old lady who swallowed a P.  
What would she say if she swallowed a P?  
/p/p/p/p/p/p/p/p/ (Children alliterate the /p/ sound.)  
What could she eat if she swallowed a P?  
(Have children call out words that start with /p/.)



The Old Lady  
Who Swallowed  
A Fly





## SCAT THE CAT

Once upon a time there was a little **Black** cat and his name was "Scat the Cat."

One day he looked around and saw that all his brothers and sisters and friends were black too. Scat decided he would like to be a different color. So he said:

"I'm Scat the Cat,  
I'm sassy and fat,  
I can change my color  
Just like that! (snap fingers)"

All of a sudden he was **Green** like the tree and the grass. What else is green like Scat? He went out to play with his friends, but they couldn't find him because he was the color of the tree and the grass. He was very unhappy and decided he didn't want to be green anymore, so he said:

"I'm Scat the Cat,  
I'm sassy and fat,  
I can change my color  
Just like that!" (snap fingers)"

Then Scat turned **Blue** like the water, the sky, and what else? He walked to the lake, looked at himself, and fell in the water! But poor Scat couldn't swim...he called for help but his friends couldn't see him because he was blue like the water. Just then his friend, Timothy Turtle, caught him and carried him safely to shore. Scat didn't want to be blue anymore, so he said:

"I'm Scat the Cat,  
I'm sassy and fat,  
I can change my color  
Just like that!" (snap fingers)"

Then Scat turned **Yellow** like the sun. On his way through the jungle, he met his cousin Leo the Lion. Leo said, "Grrrrrr! I'm the only one who is supposed to be yellow." Scat was so afraid that he said:

"I'm Scat the Cat,  
I'm sassy and fat,  
I can change my color  
Just like that!" (snap fingers)"

Next, Scat turned **Red** like an apple. What else is the color red? He went out to play with his brothers and sisters and friends, but they all laughed at him. "Who ever heard of a red cat," they said. No one played with him and he felt so sad. "I don't want to be **red**. I don't want to be **yellow** like Leo the Lion, I don't want to be **blue** like the water, and I don't want to be **green** like the grass. I want to be **black** again just like my brothers and sisters and friends. I'd like to have lots of cats to play with so he said: (Repeat the verse.)

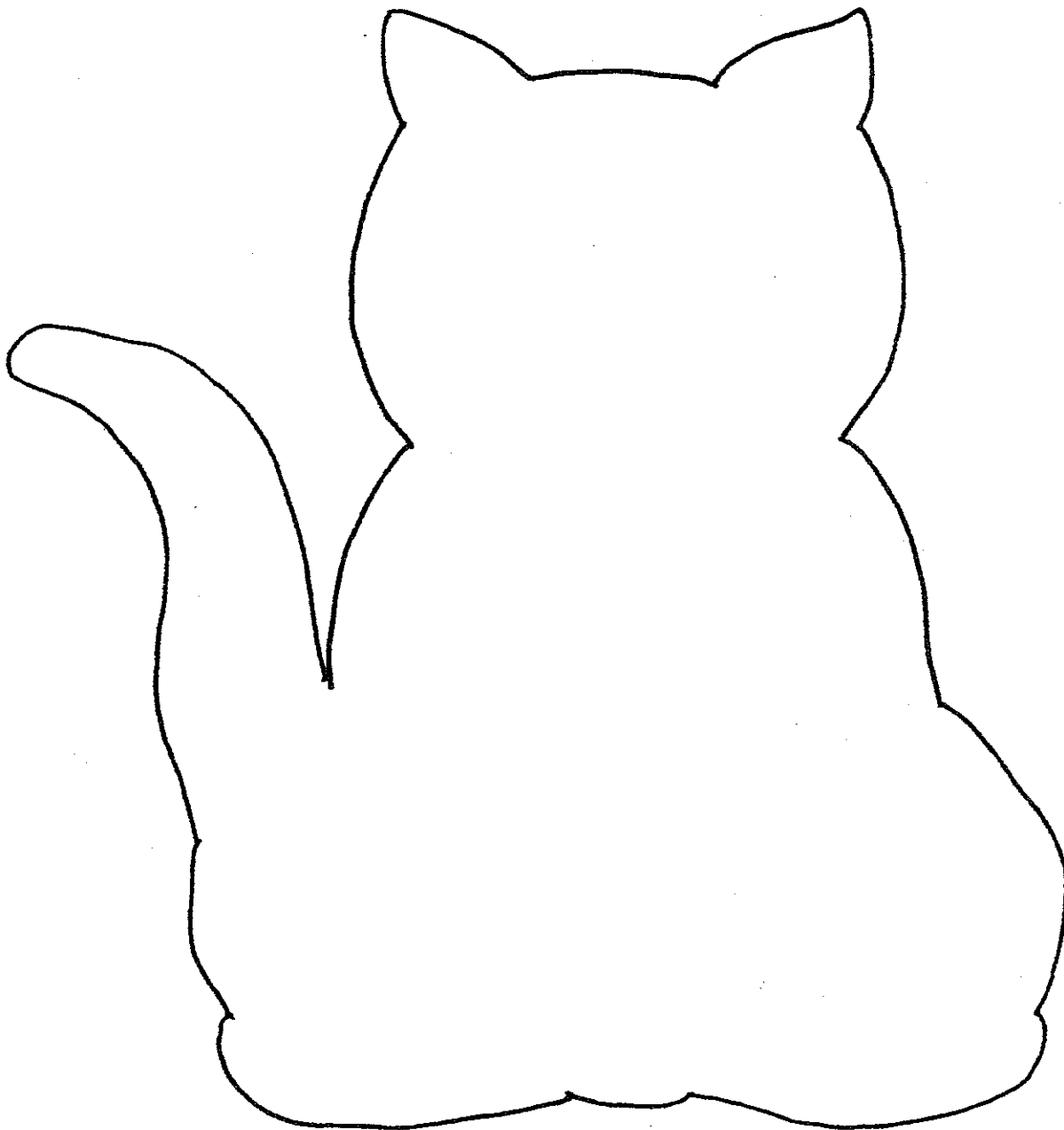
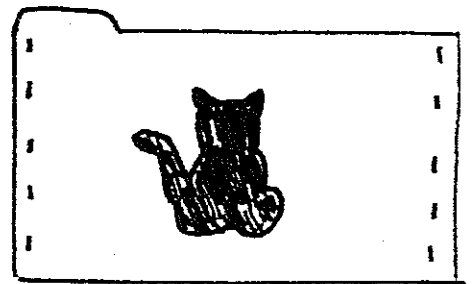
Scat changed back to **Black**, and after that he was happy just being himself.

Suggestions: Discuss how special it is to be just the way we are. Ask children what they like best about themselves.

Source: Unknown

Directions: Take a file folder and cut the cat pattern out of one side. Staple the ends of the folder together to make a pocket. Insert 7"x10" sheets of construction paper in the pocket and remove one at a time as you tell the story.

This cat pattern can also be used to make cats from felt for the flannel board.  
(Order the paper black, green, blue, yellow red, black.)





## HUSH, LITTLE BABY

Use these illustrations to make a visual for the song "Hush, Little Baby."

\*Color them, cut them out and attach a piece of Velcro to the back to use on the flannel board. (A simple flannel board can be made by stapling the sides of a file folder together and gluing a piece of felt to one side. Store the pieces in the file folder when not using.)

\*Add a strip of magnetic tape to the back and they can be used on a magnetic board.

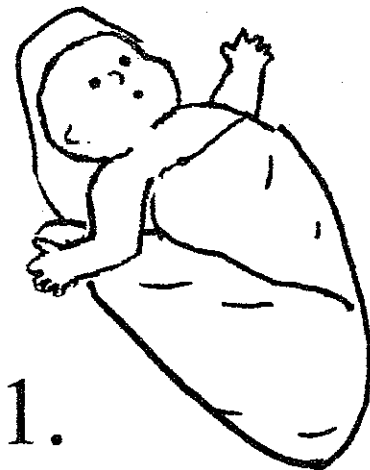
\*Make a book from the illustrations and use it to "sing and read."



\*Ask the children put the illustrations in sequential order. Which one is first? Second? Last? etc.

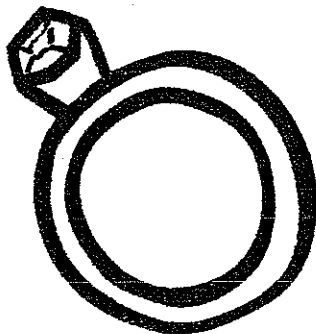
\*Have children identify words that rhyme in the song.

\*Let children make their own copies of the visuals for this song. Encourage them to take it home and sing it to their families.

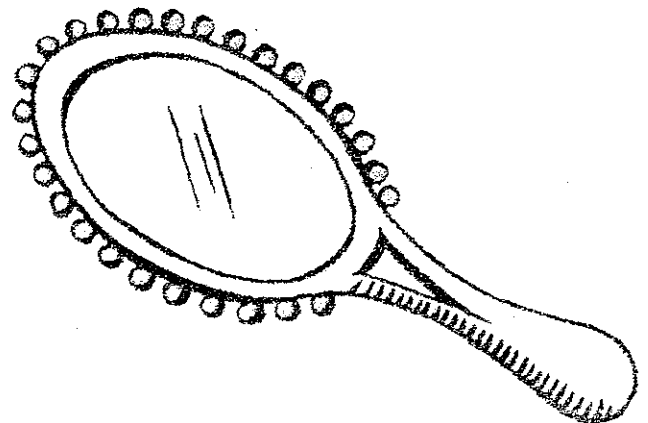


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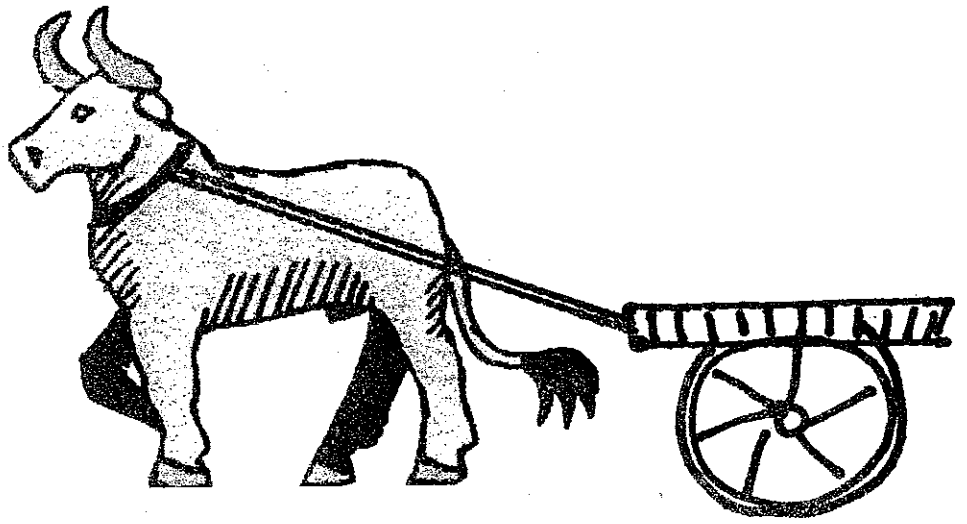
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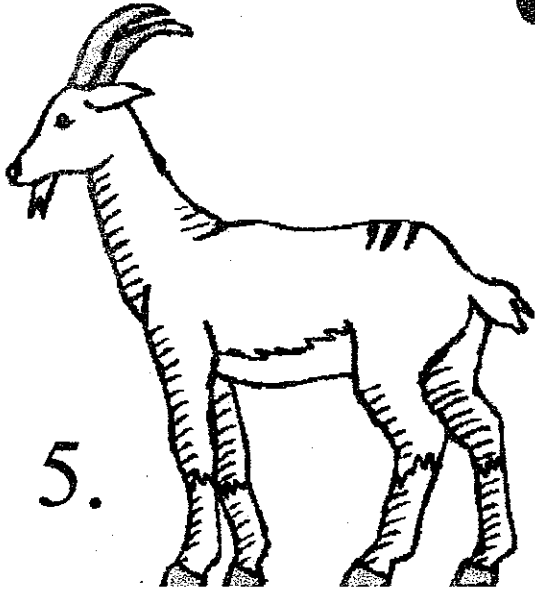
3.



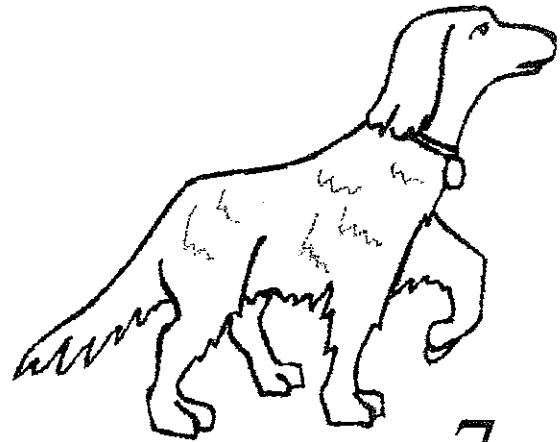
4.



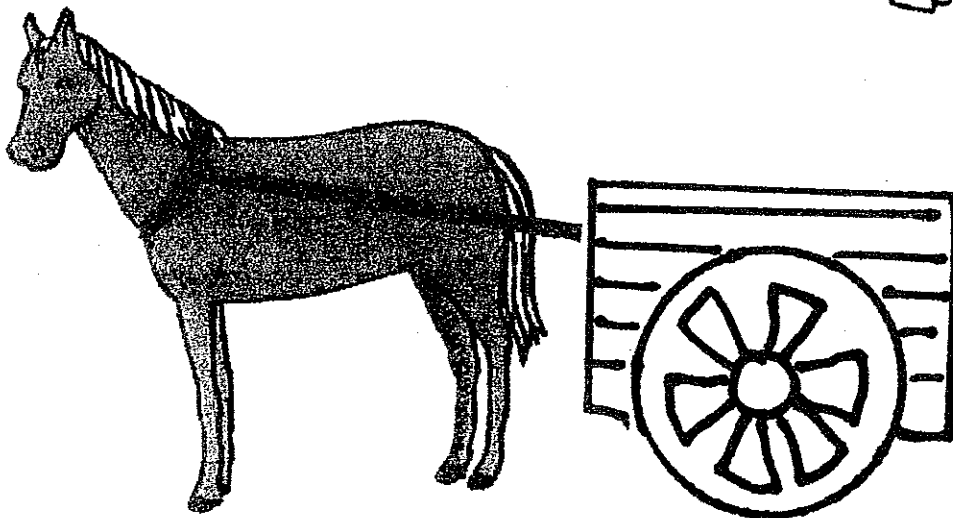
6.



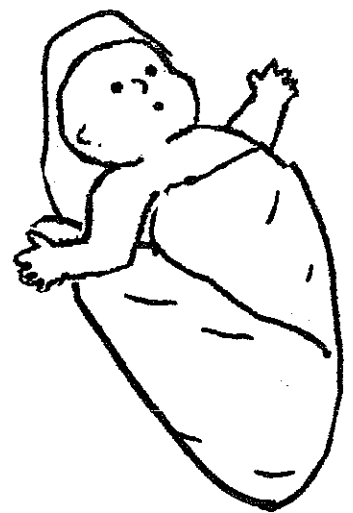
5.



7.



8.



9.



## THE ALPHAGATOR

Once there was an Alphagator who absolutely adored the letters of the alphabet.  
He'd eat letters and dream sweet dreams all night long.

On Monday he ate the letters A B C D E F,  
But the pointy part of the "A" kept poking his tummy,  
And he couldn't sleep a wink all night long.

On Tuesday he ate the letters G H I J K,  
But "H" and "I" made a word and said it over and over, "Hi! Hi! Hi!"  
And he couldn't sleep a wink all night long.

On Wednesday he ate the letters L M N O P,  
But "O" kept rolling back and forth in his tummy,  
And he couldn't sleep a wink all night long.

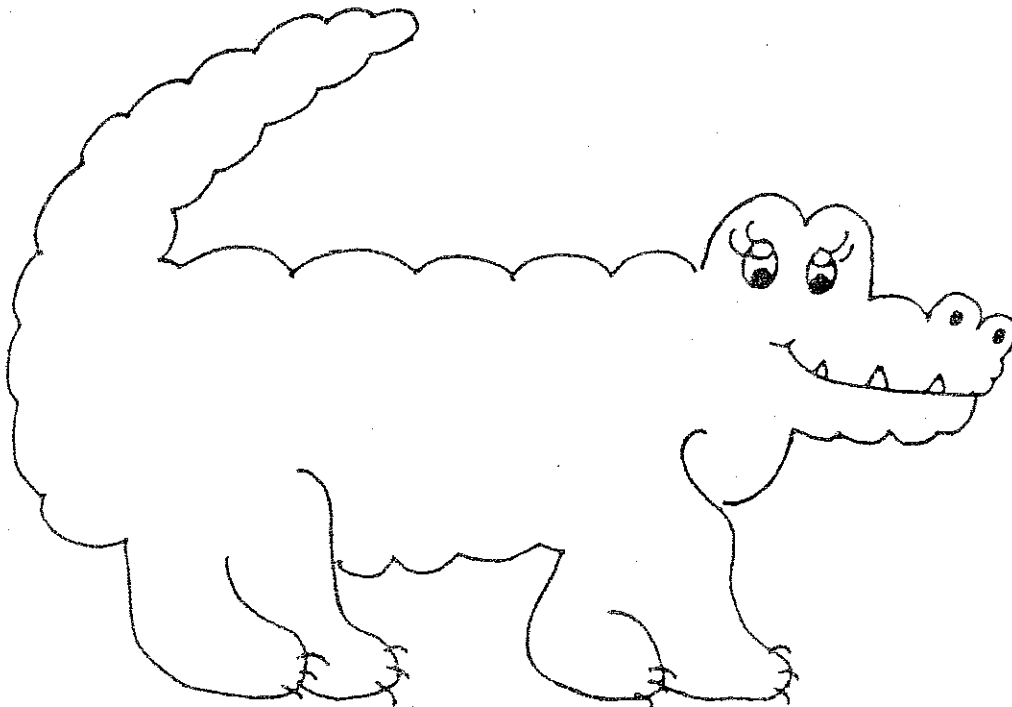
On Thursday he ate the letters Q R S T U V,  
But "S" kept playing snake in his tummy and going, "Sssssss!"  
And he couldn't sleep a wink all night long.

On Friday he ate the letters W X Y Z.  
Then he closed his eyes to get some sleep,  
And he dreamed sweet "Zzzzzz"'s all night long.

See you later Alphagator!



Directions: Cut an alligator out of the front of a file folder. Insert green paper and print the letters in his stomach so they are displayed as the Alphagator eats them.





## THE KITTENS' MITTENS

Materials: construction paper, fun foam, or felt

Directions: Cut mittens from the paper, fun foam or felt using the pattern. You will need brown, white, black, red, blue, green, orange, purple, and yellow mittens. Hold up the appropriate mitten as you tell the story below.

Hint! After children have heard the story several times, encourage them to fill in the missing color word.

The three little kittens lost their mittens, their brand new mittens of blue. Let's help the kittens look for their mittens so they won't go, "Boo hoo!"

We found some mittens just right for kittens by the bedroom light.  
"Boo hoo, the mittens are not the right mittens for they are colored white."

We found some mittens just right for kittens in our school backpack.  
"Boo hoo, the mittens are not the right mittens for they are colored black."

We found some mittens just right for kittens in the washing machine.  
"Boo hoo, the mittens are not the right mittens for they are colored green."

We found some mittens just right for kittens by the puppet clown.  
"Boo hoo, the mittens are not the right mittens for they are colored brown."

We found some mittens just right for kittens under baby's bed.  
"Boo hoo, the mittens are not the right mittens for they are colored red."

We found some mittens just right for kittens by the crayon that's orange.  
"Boo hoo, the mittens are not the right mittens for they are colored orange."

We found some mittens just right for kittens by a box of Jello.  
"Boo hoo, the mittens are not the right mittens for they are colored yellow."

We found some mittens just right for kittens by the maple syrup.  
"Boo hoo, the mittens are not the right mittens for they are colored purple."

We found some mittens just right for kittens in a tennis shoe.  
"Hooray, the mittens are just the right mittens for they are colored blue!"

## MITTENS

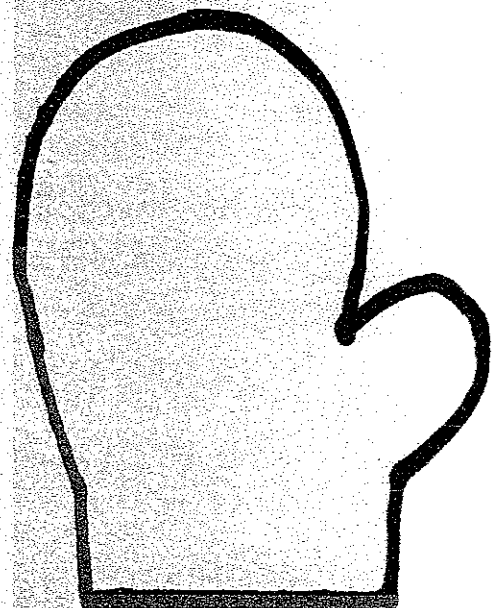
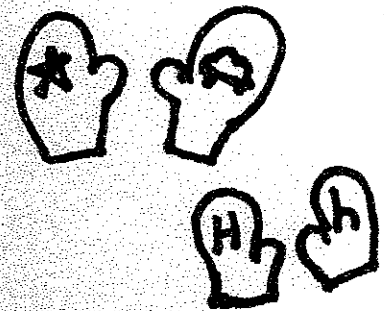
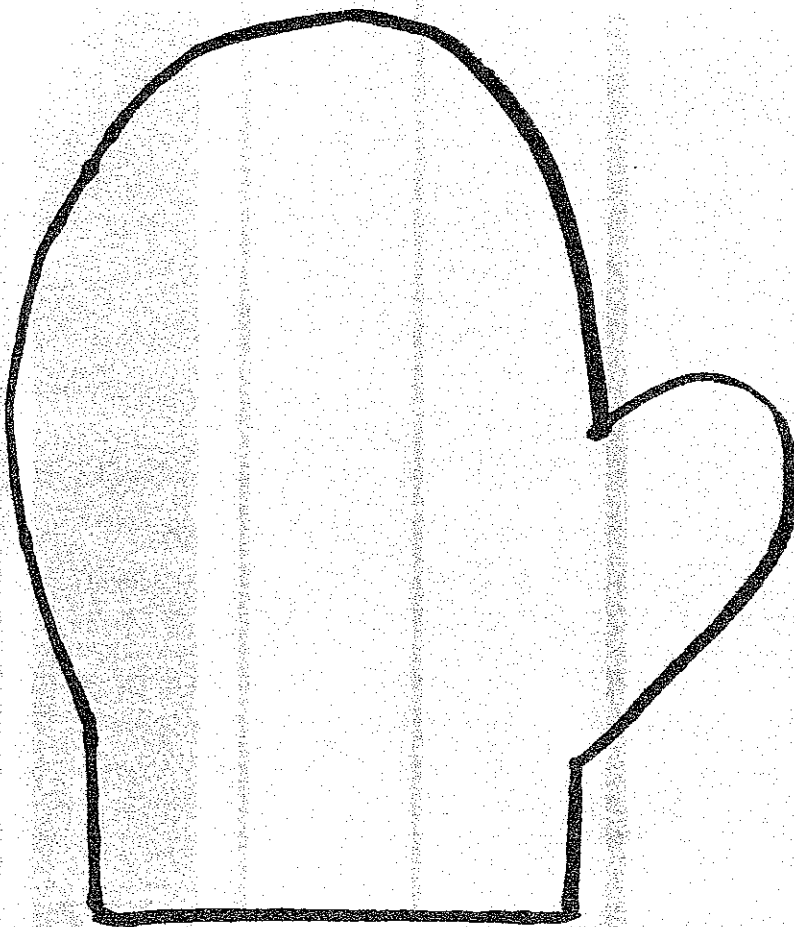
Use either the large or small pattern to cut mittens out of construction paper, foam, or felt.

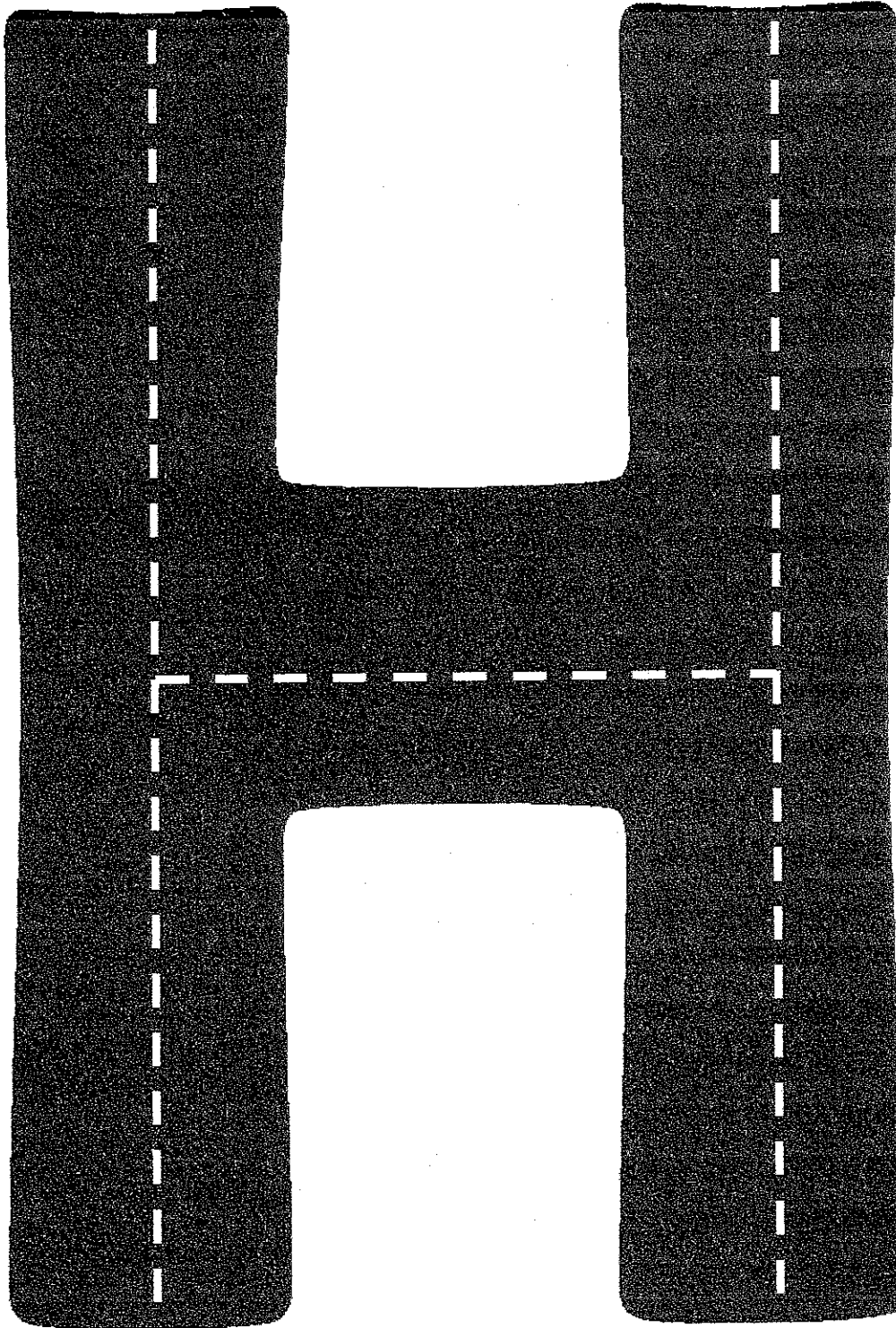
\*Use the mittens to play a matching game.

\*Hide one of each mitten in the room as the children hide their eyes. Pass out the other mittens to the children and have them "meow" as they hunt around the room for the matching mitten.

\*Put rhyming pictures on mittens and have children clothespin the pictures that rhyme together.

\*Write upper and lowercase letters on mittens. Children clothespin the matching letters.





68

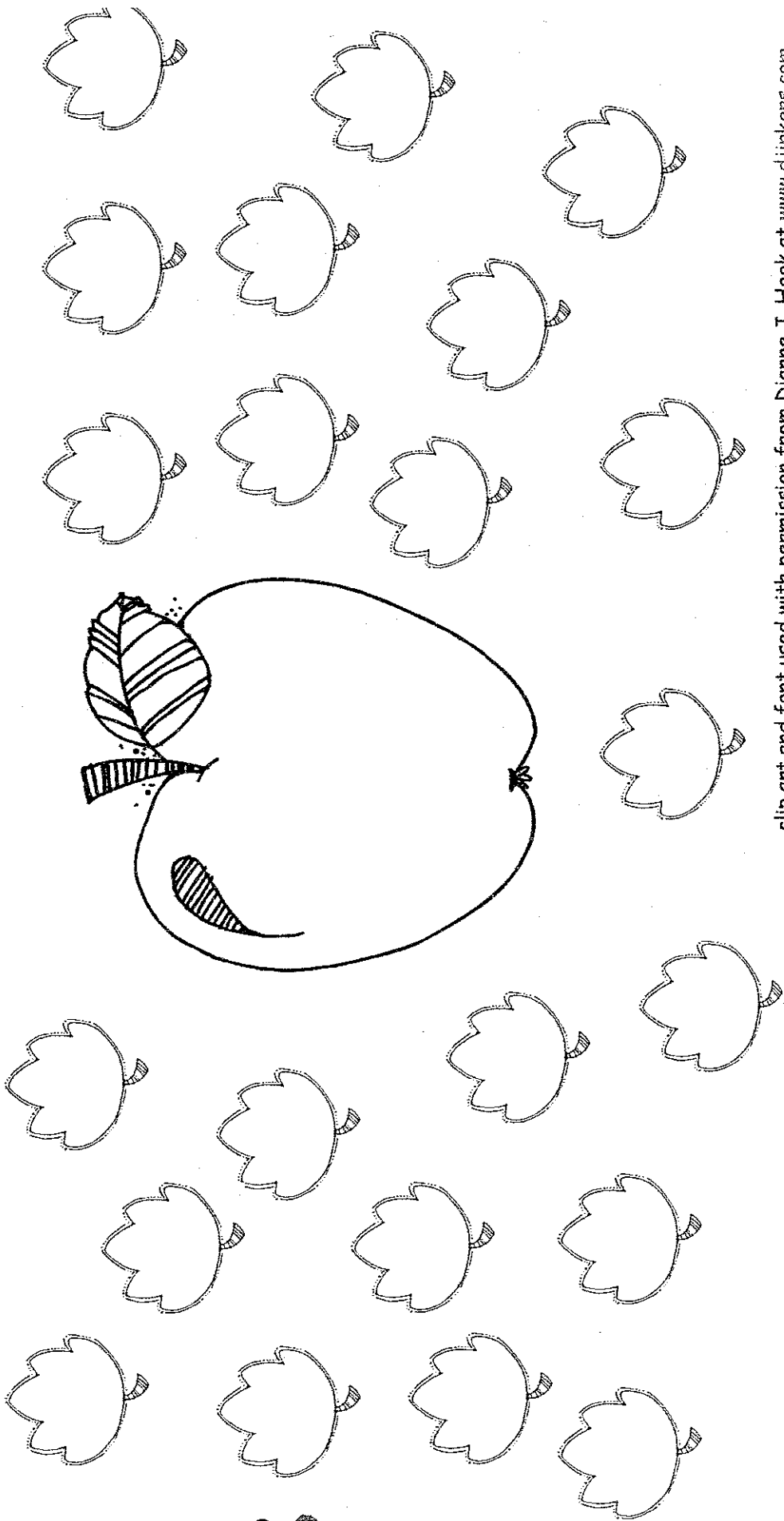
# Nightly Reading Record Sheet

# September

Student's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

Color one leaf for each 5-10 minutes of reading. Return the completed sheet by the end of the month.



clip art and font used with permission from Dianne J. Hook at [www.dlinkers.com](http://www.dlinkers.com)

## Let's Give a Cheer!



Firecracker	Ketchup Bottle
Hamburger	Hip, Hip, Hooray!
Looking Good!	Kindergarten Cheer
Trucker	Genie
Rattlesnake	Smiley
Catch a Star	Donkey
Cheese and Grater	Three Cheers
Disco Cheer	Stomp, Stomp, Clap
Ole' Ole' Ole'	High Five
WOW! COOL!	"Micro" Wave
Sign Language	Spiderman
That's the Way I Like It	Seal of Approval
Cowboy Cheer	Round of Applause – Standing O
Parrot Cheer (Clam Cheer)	Harry Potter Cheer
Shine Your Halo	Oreo
A-W-E-S-O-M-E	Sparkles and a Rainbow
Elvis cheer	Snap, Crackle, Pop!
Gold Star Class	Kiss Your Brain! Kiss Your Heart!
Fantastic	Pat Yourself on the Back
Roller Coaster	Sprinkler
Raise the Roof	Bubblegum
Pencil	S-T-U-D-E-N-T-S

# Where to go when you want to know!

## WWW Picks



djjean.org  
jmeacham.com  
carlscorner.us  
busyteacherscafe  
mrsdminnie.com  
theschoolbell.com  
makinglearningfun.com  
dolch-words.com  
kinderkornet.com  
marcias-lesson-links.com  
hubbardscupboard.org  
calicocookie.com  
teachingheart.net  
sewhat4you.corp (teacher resources)  
kellyskindergarten.com  
ncpe4me.com/energizers (brain breaks)  
kinderbykim.com  
technospud.com  
kindergarten4thearts.com  
thebestkidsbooksite.com  
kizclub.com  
mrsmcgowan.com  
readinga-z.com  
"rhyme a week" (search)  
pre-kpages.com  
starfall.com  
thekcrew.net  
kindemetonline.com  
thevirtualvine.com  
abc123kindergarten.com  
ilovekindergarten.com  
kinderfriends.com  
members.shaw.ca/henriksent/index.htm  
teacherhelpers.homestead.com  
preschoolexpress.com  
preschoolprintables.com  
mrspohlmeyerskinderpape.com  
sharonmacdonald.com  
farm@aol.com  
teachers.net  
janbrett.com  
innovativeclassroom.com  
perpetualpreschool.com  
abcteach.com  
readwritethink.org  
atozteacherstuff.com  
lessonplans.com  
enchantedlearning.com  
nuffinbutkids.com  
kinderart.com  
disciplinehelp.com  
eric-carle.com

### Resource/Research

naeyc.org  
reading.org (ira)  
nifl.gov  
edpubs.gov  
libraryspot.com  
google.com  
infoplease.com  
howstuffworks.com  
britannica.com  
encyclopedia.com  
dictionary.com  
brainconnections.com

mrsalphabet.com  
proteacher.com  
homestead.com  
puzzlemaker.com  
brainpop.com  
freeclipart.com  
aslpro.com  
crayola.com  
lessonplanet.com  
loveandlogic.com  
coolmath.com  
kidconcoctions.com  
storytellin.com  
songsforfeaching.com  
dltk-teach.com  
hummingbirded.com  
teachingisaworkofheart.com  
signwithme.com  
kinderhive.com  
tlcart.com  
everythingpreschool.com  
litlegraffes.com  
kinderpond.com  
thereadinglady.com  
ourschoolfamily.com  
lobey.usaonline.net  
theideabox.com  
edhelper.com  
educational press.com  
teachingmadeeasier.com  
krampf.com (science experiments)  
kinder-l@mail.cmsd.bc.ca (Canadian list serve)  
help4teachers.com  
lindaslearninglinks.com  
gigglepoetry.com  
linsnips.org

### Sites for Children and Parents

bamboszoo.com  
yahooligans.com  
bobthebuilder.com  
ed.gov/Family/RWN/Activ97/begin.html  
parentsoup.com  
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