

RHYMING FUN WITH MOTHER GOOSE!!!



“Hickory, Dickory, Dock” ... “Little Bo-Peep” ... “Twinkle, Twinkle, Little Star” ... these and other beloved nursery rhymes have delighted children for generations and are a natural motivator for teaching phonics to young children and help them to gain confidence in themselves as readers. I hope you and your child enjoy the fun activities in this packet!

☺ Mrs. Angelo

The Old Woman Who Lived in a Shoe:

(Blends & Digraphs)

Materials: yarn, shoe cutouts

Directions: Read the poem aloud. On the back of each shoe, write the names of the objects that are pictured on the front. On the **yellow** shoe: **phone, cheese, shoe, thirty, whale**. On the **blue** shoe: **train, crown, grasshopper, bread, frog**. Using the yarn, string the yarn through the holes to match the correct **blend** with the picture, and the correct **digraph** with the picture.

Blends are two letters at the beginning of a word in which you hear **both** sounds. For example: **crow, dress, from, grass, prince, truck**. Can you think of words that have the same blends? **Digraphs** are two letters that are together but make only **one** sound. For example: **there, shoe, children, what, photo, phonics, she, them, then**. They all have “h” in common. Can you think of other words that contain these digraphs?

Little Bo-Peep:

(Long-e Word Families)

Materials: Little Bo-Peep yellow cardstock, scissors

Directions: Cut out the words and Little Bo-Peep following the dotted lines. The slits have already been pre-cut, so all you have to do is slide the words through the slits, as in the sample. Read the poem and have your child find the long-e sounding words. Long-e word families are groups of words that share the same pattern, but all make the long-e sound. You can make flashcards with these words for extra practice. For example:

- | | |
|--------------------------------|--|
| -e: me, he, be, she | -ee: free, bee, three, tree |
| -ea: pea, sea, tea, flea | -each: peach, reach, teach, beach |
| -eek: week, cheek, peek, seek | -eal: meal, seal, heal, real |
| -eed: seed, weed, need, feed | -een: queen, green, screen, teen |
| -eam: beam, team, dream, cream | -eep: beep, jeep, peep, sleep |
| -eap: heap, leap, cheap, reap | -eet: beet, feet, street, sweet |
| -eat: beat, heat, seat, treat | -eeze: breeze, sneeze, freeze, squeeze |

Hickory, Dickory, Dock:

(Initial consonants and blends)

Materials: Clock, mouse, pipe cleaner, tape

Directions: Assemble the pieces by threading the pipe cleaner through the mouse and clock as shown in the sample. Make sure the pipe cleaner is behind the mouse but in front of the clock. Use tape to seal the pipe cleaner ends on the back.

Read the poem with your child. Have your child recite the poem and as they do, have him/her slide the mouse up the clock. As they slide the mouse down slowly, have them read the new **-ock** words that form (**clock, sock, dock, block, tock, rock**). Reread the poem and ask your child to name the words that rhyme (*dock* and *clock*).

Have your child come up with other words that follow the **-ock** pattern that rhyme with **clock** and **dock**. Write them on index cards so that they can practice these words.

Another activity is to use the sentence strips below. Cut them out on the dotted lines. Put the rhyme out of order. See if your child can recite the poem and put the poem back in the correct order.

Hickory, Dickory, Dock,

The mouse ran up the clock.

The clock struck one,

The mouse ran down.

Hickory, Dickory, Dock.
