Kindergarten Rhyme Time

Parent Pack

Drawings and Design by Hubbard’s Cupboard, March 2001
www.hubbardscupboard.org
Procedures for the evening...

• Arrive and Sign In
• Pick up a Parent Pack *(1 per family)*
• Participate in nursery rhyme stations with your family!

*All directions are in this handout, but feel free to ask for further explanations if needed!*

*Rotate through stations in any order at your own pace.*

*Keep in mind that you may not be able to visit all stations.*

*Please stay with your child at all times.*

• Winner of Cracker Jack Estimation announced!
Stations Checklist

Humpty Dumpty Stations:
___ Egg Shell Rhymes (p.3)

Jack Be Nimble Stations:
___ Cracker Jack Estimation (p.4)  
   (You could win!)
___ Jack Be Quick! (p.5)

Old Mother Hubbard Stations:
___ 'The Poor Dog' Puppet (p.6)
___ Help Mother Hubbard (p.7)

Peas, Porridge Hot Stations:
___ How Many Peas in My Soup? (p.8)
___ Peas, Bowls, Spoons (p.9)

Spider Stations:
___ Create a Snack (p.10)
___ Bug Jar Math (p.11-12)
___ Spider Count (p.13)

Sheep Stations:
___ ABC Sheep (p.14)

Star Stations:
___ Star Search (p.15)
___ Pattern Block Stars (p.16)
___ Follow the Stars Aa-Zz (p.17)

Various Rhyme Stations:
___ Say a Rhyme/Graph a Rhyme (p.18)
___ Mix It/Fix It (p.19)
___ Family Photo (p.20)
Egg Shell Rhymes

*Why:* To match pictures that rhyme; to practice hearing sounds that are alike at the end of words

*How:*

1) Choose one of the three sets of eggs to work with first.

2) Put the egg puzzles together by orally saying the name of each picture and matching the two pictures/words that rhyme. *(Exp. Cat and Hat)*

3) Once a match is made, see if your child can orally generate more words that rhyme with the two pictures.

4) Return all egg pieces to the correct bag when finished.
**Cracker Jack Estimation**

*Why:* To develop beginning estimation

*How:*

1) Look at the jar containing Jack's Cracker Jacks. Each family may make 1 prediction as to how many Cracker Jacks are in this jar.

2) Write your families' prediction (*number guess and first and last name*) and then place it in the can.

*You may win a prize if your families' estimate was the closest!*
**Jack Be Quick**

**Why:** To begin the development of the concept of time; to practice following verbal and pictorial directions; using fine and large motor skills

**How:**

1) Two family members pick up a pictorial task card that tells what each must do.

2) Discuss and predict whether the tasks will take the same amount of time, more time, or less time.

3) Do the task to check and see if you were right!
‘The Poor Dog’ Puppet

Why: To increase fine motor skills; to practice orally retelling a poem

How:

1) Choose whether you want a black, gray, or brown dog and take one piece of corresponding construction paper.
2) Trace a dog head, chin, and two paw patterns onto your piece of construction paper. Then cut them out.
3) Use the smaller pieces of construction paper to add eyes and a nose to the dog head.
4) Cut out a red mouth and glue onto the chin.
5) Glue the dog head and chin/mouth onto a brown lunch sack.
6) Glue on the nursery rhyme to the back of your dog puppet.
7) Use the dog puppet to retell ‘Old Mother Hubbard’ to someone else!

Don’t forget to clean up your scraps!
Help Mother Hubbard

**Why:** To practice letter formation and letter/sound associations; to encourage creativity by drawing/writing a variation to a known poem

**How:**

Choose one of the following

1) Read the poem 'Old Mother Hubbard.'

2) Choose one of the following...

As a family, talk about what Mother Hubbard’s problem is and figure out one way or one thing that she could do to solve her problem.

Or create a new poem based on 'Old Mother Hubbard.' (For example, Old Mother Hubbard went to the cupboard to get her friend a snack but when she got there the cupboard was bare and so they went out to eat.)

3) Take one story starter sheet and help your child to stretch out the sounds of the words with you to try to write at least the beginning and ending letters they hear (like in our kid writing and writing notebooks) on the blank lines.

4) Make an illustration to go with your story.
How Many Peas in My Soup?

Why: To practice making sets of objects to correspond with numerals (4-10); to join sets of objects and count how many there are in all.

How:
1) Choose what number you want to work with (4, 5, 6, 7, 8, 9, or 10) and count out that many beans.
2) Shake and roll the beans.
3) Count the red beans. Draw that many green peas on 1 half of your bowl and write the numeral to show how many you have.
4) Count the white beans. Draw that many green peas on the 2nd half of your bowl and write the numeral to show how many you have.
5) Count how many you have all together. Draw that many green peas on the full bowl and write the numeral to show how many you have in all.
Peas, Bowls, Spoons

**Why:** To practice identifying, copying, and making AB, AAB, ABC, & ABB patterns

**How:**

(Note: There are three patterning activities at this station that progress in difficulty.)

1) Choose 1 pre-made pea, bowl, and/or spoon pattern strip. Place the exact same cutouts on top of the pattern strip. Can you continue with the same pattern off the edge of the strip? Recheck your pattern by going back to the beginning and pointing to each pea, bowl, or spoon. Either say the color or letters for the pattern!

2) Use just the laminated cut outs (of peas, bowls, and spoons) to layout and form your own pattern. Tell an adult what your pattern is or see if they can guess your pattern.

3) Use crayons and the bowl outline sheet to color and create your own pattern. Make sure to tell someone your pattern and check it!

You could modify this activity in one of the following ways at home...

- Look for pre-made patterns all around you - on shirts, wallpaper, etc.
  - Use objects around your home to make your own patterns.
Create a Snack

Why: To practice following directions; to reinforce that print has meaning; to practice tracking print left to right

How:

(Note: Each person in your family may make a 'Create a Snack'.)

1) Take 1 napkin.
2) Using the spoons provided, place each of the following on your napkin...
   2 Ritz crackers
   8 pretzels
   2 raisins
3) Use a knife to spread a thin layer of peanut butter onto one of your Ritz crackers.
4) Place the pretzel sticks on the edges of the cracker.
   These are your spider’s legs!
5) Place the second cracker on top of the first cracker.
6) Spread two small dots of peanut butter on top of the second cracker.
7) To make your spider eyes, stick one raisin to each dot of peanut butter.
8) Eat and enjoy!
9) Throw all of your crumbs, napkins, etc. away before leaving for the next station = )
Bug Jar Math

**Why:** To make sets of objects to correspond with numerals (1-20); to use objects to add and subtract

**How:**

*(Note: There are two different activities at this station.)*

1) Choose a bug jar that has a numeral on the lid. Read the number out loud and then count that many bugs/insects into the jar.

2) Choose a bug jar without a numeral on the lid. Have an adult read a short story problem. As the story is being read, place that many bugs in the jar. Listen carefully. You may need to add more bugs into the jar or take some bugs out of the jar based on what happens in the story. At the end of the story, you will need to count and tell the adult how many bugs are left in your jar.
Bug Jar Math,
continued...

Use the copied bugs and the jar pattern to solve the following story problems.

1. Today, Katie caught 4 spiders and 5 ladybugs. How many bugs did she catch today?
2. Yesterday, Katie gave 3 bugs to each of her 4 friends. Count the total number of bugs she gave to her friends.
3. Katie was playing queen of the ant hill with 7 ants. She accidentally stepped on 2 of the ants. How many ants did she have left?
4. Katie hid 2 worms in her mom’s purse and 3 snails under a blanket. How many hidden bugs did she have that may surprise her family later? (Don’t try this at home!)
5. Katie made a house for her bugs. She placed 3 bugs in the kitchen and 8 bugs in the living room. How many bugs did she place in the entire house?
6. Katie had 6 grasshoppers. When she opened the jar to place more bugs inside, 3 grasshoppers jumped out! How many grasshoppers were left in the jar?
7. Katie collected 5 caterpillars and placed them in a jar without a lid. After several days, she noticed that 3 had turned into butterflies and had flown away. How many caterpillars were still in the jar?
8. Katie and her friends were looking for unusual bugs. They found 2 strange black bugs, 2 small orange bugs, and 1 worm. How many bugs in all did they find on their hunt?

You could modify this activity in one of the following ways at home...

- Make up your own story problems involving the bugs and jars.
- Use objects around your home to use as counters such as beans, cereal, blocks, etc. for your child to place with the numerals.
- Organize a number of objects or place some of the copied bugs in a pile. Then have your child count the number of objects and write the corresponding numeral.
**Spider Count**

*Why:* To match numerals to sets; to practice using one to one correspondence

*How:*

(Note: This game can be played with 2 or more people.)

1) On your turn, roll the die and then use a crayon to color in that many spiders on your spider web.

2) Play alternates between players.

3) The first person to fill their spider web with colored spiders wins!
ABC Sheep

**Why:** To reinforce letter recognition; to match upper and lower case letters; to practice identifying the letters at the beginning of pictures

**How:**
1) Choose one of the two sets of sheep and bags of wool to work with first.
2) Put the sheep puzzles together by matching the upper and lower case letters.
   
   *(A with a, B with b, etc.)*
3) Look at the pictures on the bags of wool. What letter does each picture start with? Match each bag of wool to the correct letter sheep.
4) Return all sheep pieces and wool to the correct bag when finished.
Star Search

Why: To sort by color, size, and/or shape

How:

1) Start by looking at a few of the sample star mats. Why are the stars grouped as they are? What is the sorting rule? Can you find other stars that would belong in one of the groups?

2) Let one member of your family sort some of the stars into either one, two, or three alike groups. See if other family members can guess the sorting rule!
Pattern Block Stars

Why: To practice problem solving; to develop spatial sense, visual discrimination, and symmetry

How:
(Note: There are three related activities at this station.)

• Choose a star workmat. Use the pattern blocks provided to fill the inside space of the star. (Be careful! No blocks should be hanging over the edge and all spaces should be filled in!)

or

• Choose a blank workmat and design your own star shape using the pattern blocks!

or

• Choose a workmat which shows only half of a star. Can you use the pattern blocks to recreate the other side of the star?
Follow the Stars Aa-Zz

Why: To reinforce letter recognition and ABC order; to practice identifying the letters and sounds heard at the beginning of words/pictures

How:
1) Point and say/sing the name of each letter of the alphabet on the clothesline.

2) Choose a picture. Orally say the name of the picture, listening carefully the sound at the beginning of the word. What letter makes that sound?

3) Clip the star to the correct letter clothespin.

4) When all the stars are 'up in the sky', ask an adult or older sibling to check it for you!

Did you know that the traditional ABC song is actually sung to the tune of 'Twinkle, Twinkle, Little Star?
Say a Rhyme/
Graph a Rhyme

Why: To encourage oral language; graphing- to compare sets to see which has more or fewer items

How:
1) Sit on a carpet square.
2) Roll the nursery rhyme picture cube.
3) When the cube stops, chant the nursery rhyme together.
4) After saying all of the nursery rhymes, graph your favorite! Each person in your family needs to write their first and last name on a sticky note and place the sticky note on the graph to show which rhyme is their favorite.
5) Look at the graph. Discuss which nursery rhyme is liked more than the others, less than the others, and which ones are liked the same amount. You may want to check back later to see if the graph has changed.
Mix It/Fix It

*Why:* To sequence events in the correct order; to reinforce the use of position words such as first, next, last

*How:*
1) Choose one of the bags of nursery rhymes (*poem and puzzles*).
2) Read the poem together.
3) Look carefully at the separate portions of the nursery rhyme. Talk about the details that you see and what is happening in each picture.
4) Rearrange the pictures so that it follows the order of the nursery rhyme poem. Reread the nursery rhyme to check!
Family Photo

**Why:** To help us remember the fun we had at Kindergarten Rhyme Time!

**How:**
(Note: I will send home the photo of you and your family in one to two weeks. We will also keep a copy in the classroom as part of a Rhyme Time class book.)

1) Gather your family around the Nursery Rhyme characters.
2) Ask the photographer to take your family photo.
3) Write the names of the family members who were in the photo with the nursery rhyme characters and leave this information with the photographer.
For Home

Many of the activities you did tonight can be modified so that you can do them again and again at home! Children at this age love the manipulation and hands on activities. It may look like play to us at times, but they are thinking, doing, and learning!

Here are some additional activities to do while you and your child read aloud the nursery rhyme book in your packet...

• Talk about the ideas in the rhyme. Sometimes they can be acted out!
• Reread and allow your child to 'fill in the gap', reading the predictable rhyming words when your voice stops.
• Read a poem and then ask your child to draw three pictures showing what happened at the beginning, middle, and end.
• Search for popcorn words within the rhymes (I, a, the, is, this, etc.)
• Search for letters in the poem. (Exp. Can you show me the letter that says /s/?)
• Modify the poem by placing your child’s name in the poem. (Exp. Little Boy Caleb)
• Listen for rhyming words and brainstorm more!