

Rhythm and Rhyme



Listen to the Beat

Use a variety of percussion instruments to play different rhythms. Encourage the children to listen and try to move in time to the beat. Fast, slow, skipping, marching etc. Keep the beat simple at first (suitable for marching) and then move on to more complex rhythms for children to skip or gallop to.

Pass the rhythm

Children sit in a circle with the teacher starting a simple rhythm (clap, clap, clapclap, clapclap, clapclap)

All the children copy. Extensions could be adult starts the rhythm and every second or child pointed out by teacher adds to the pattern to pass to the next child. Extend from clapping to use stamping, tapping, percussion instruments etc. When using instruments pass them along the circle physically.

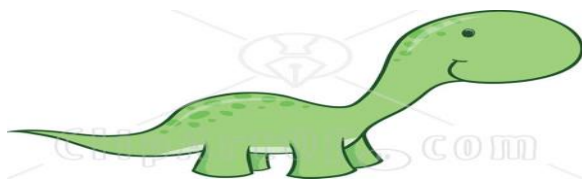
Playing with names/words

Provide opportunities for children to hear and count the number of syllables in their names. Perhaps at home time, or other points in the day, clap children's names as you say them. E.g. Sha-ki-rah would be 3 claps. Ha-ssan would be 2, Grace would be 1. Once children start to get the hang of this, you could play the same game with a box of objects with names with different numbers of syllables in them.

E.g. 3 syllables: dinosaur, telephone, umbrella, xylophone.

2 syllables: pencil, lion, chicken, pizza

1 syllable: horse, dog, shoe, house



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The children take turns to choose an object from the box, and then everyone says the word and claps it.

Potato names

Children sit in a circle and pass around a potato and chant:

'Some names are short,

Some names are long,

Please tell us your name after this song.'

Whoever has the potato beats out their name by clapping, tapping, stamping, jumping etc. All the children copy the actions, with the correct number of beats.

Ping pong

The children sit in a circle. The adult rolls a ball to one child and calls out 'ping', the child then calls out 'pong' and claps the beat to their name. If the adult calls out 'pong', the child has to call out 'ping-pong, ping-pong' whilst clapping. The child then takes the lead.

We're going on a picnic

Have a selection of objects for a picnic (real and/or pretend). Have two or three picnic baskets for one, two and three syllable words. Say each word and tap the beats. Put the item in the correct basket.

For example:

Roll, crisps, cake, cheese, grapes, drink, egg

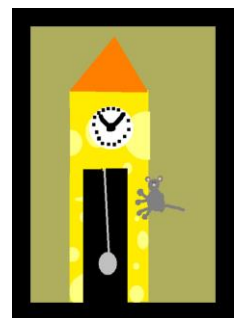
Sandwich, biscuit, apple, orange, pizza, quavers, sausage

Banana, coconut, macaroon, pineapple, tomato, cucumber

'We're going on trip', 'We're going on a holiday', ' We're going to have a party'.

Silly Nursery Rhymes

Use a variety of rhymes that children are familiar with. As you come to the rhyming word, stop and get the children to complete the rhyme using the rhyming words. When they are confident with this, change the rhymes and encourage the children to point out your mistakes.



E.g Hickory Dickory Dock
The mouse ran up the ...tree

When they have told you your mistake, point out that the right word is the one that rhymes.

Rhyming Pairs

A collection of objects - bone, phone, stone, clock, sock, lock etc. Each child takes one object and holds it in their hands. Adult has a basket with collections of objects which rhyme with those that the children have e.g. stone and lock. Adult holds up one object, children who have rhyming objects hold those up and adult helps them to make up a sentence containing rhyming words e.g. 'Did you ever see a phone made of stone?', 'I keep my clock in my sock'.

House Numbers

Make some large boxes look like doors by writing numbers on them and cutting holes for the letter box. Alternatively chalk doors and numbers on a wall or the floor outside. Explain to children they are postmen and they are going to be delivering objects or pictures to the number rhyming with the picture/object. 1-bun/sun, 2-shoe/glue, 3-tree/bee, 4-door/saw (etc). Using the wheeled toys introduce a game where the children have to deliver it using the scooters/ bikes.

The Bat and Cat

Tune: The Farmer's in the dell

The bat and cat are fat
The bat and cat are fat
A, E, I, O, U
The bat and cat are fat

The pet I met got wet
The pet I met got wet
A, E, I, O, U
The pet I met got wet

The pin and bin are tin...
The pot is not so hot...
The bug will tug the rug...
A red ted in a bed...

The drum and plum are glum...

Party Time

Tune: Hickory Dickory Dock

Jess threw a jelly at Tess!
Bess made a mess on her dress!
Joss got cross and
Russ made a fuss,
The party was not a success!

Alliteration

These games are to encourage children to begin to hear when initial sounds are the same and different. They are not about recognising initial letters.



Silly Names

During the day, draw attention to the initial sound in children's names in different fun ways.

For example: "Suzie Strawberry, go and get your coat" "Arifur Apple, time to wash your hands".

I spy names

The children will need to have experienced the silly name games and be confident in playing with sounds before trying this one. With a small group of children sitting in a circle, start the game by saying "I spy someone whose name begins with....." and give the first sound. E.g. Sh for Shohid. Shohid stands up and everyone says his name, and he then takes his turn at saying "I spy".

Mashed Potato

Scrub-a-dub, scrub-a-dub,
Chip-chop, chip-chop,
Mish-mash, mish-mash,
Mmmmmmmmm!

Chatterbox

Chatterbox, chatterbox chats all day
Chatterbox can't hear what I want to say.
Chattering, nattering, yackety yak,
Chatterbox, chatterbox, let me talk back!

Word patterns:

Yackety, yackety, yackety, yak (x4)

Clackerty, clackerty, clackerty, clack (x4)

Jabber and blabber, jabber and blabber (x4)

Making Aliens

Before the activity begins, think of some strange names for alien creatures. The alien names must be strings of non-words/silly words beginning with the same sound.

E.g. Pinky Ponky Potty Poo

Silly Spotty Spig Spog

Tell the children about the names and help them to imagine what the aliens might look like. Provide creative or construction materials for the children to have a go at making some. Use the names of the aliens lots and emphasize the initial sounds. Display the aliens with their names.



Digging for Treasure

Collect two sets of about 6 objects that you don't mind getting sandy. Each set must have names beginning with the same initial sound. Before the session starts, bury the objects in the sand. As the children uncover the treasure, group the objects (perhaps into treasure boxes or buckets)



according to initial sound. Each time you add an object, recite the list of what you have already found in that set. E.g. "Wow! You've found a cat. Now we have a cow, a cake, a candle and a cat. This is NOT a test for the children. You are drawing their attention to the initial sounds, not testing whether they can differentiate between them.

Silly Soup

Provide the children with a set of small objects that begin with the same sound. Tell them that you are going to make silly soup by mixing up and cooking your silly ingredients. Allow the children to play and concoct their own recipes. Comment on what they are doing and recite each child's list of ingredients as you do this, emphasising initial sounds.



Alliterative Chants

A slinky snake,
A slinky snake,
A slinky, slinky, slinky snake.

A wiggly worm,
A wiggly worm,
A wiggly, wiggly, wiggly worm

A funny frog...
A cuddly cat...
A pecking parrot...
Etc

Voice Sounds

Voice Sounds Band

You will need at least six 'noisy' picture cards (e.g. fire engine, slide, alarm clock, bee, sea, cat, steam train, cow).



Introduce each card to the children and make sure they know what they are and what noises go with each. Explain to the children that they are going to be in a band, and that you are the band leader and their voices are the instruments. Explain that their job is to use their voices to make the noises for the cards you are holding up. When they get used to the game, you can choose one of the children to be the band leader. Add in new cards as the children get familiar with the game.

Old MacDonald had a farm

Sing the song, ensuring all children join in with the sounds of animals. Choose an animal sound for the next verse and the children have to match to animal. Or Have a bag with animals and child comes up and feels one and then makes the sound and other children have to name the animal. Then sing the song once they have checked that they were correct.

Making Trumpets



Make trumpets from cones of paper or card. Experiment by making different noises through the cones. Model sounds for the children. E.g. A fire engine, the 'peep, peep, peep' of a baby bird etc. Contrast loud and soft sounds. Encourage the children to share the sounds they are making. Provide a box of trumpets inside/outside for free play.

Chain Games

Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. eeeeeeeeeeeeeeee) The next person repeats the sound, and continues as the next joins in, to form an unbroken chain of sound. The sound gets passed as far around the circle as possible. Start again when the chain gets broken.

Whose Voice?

Record some children while they are busy in a freely chosen activity, and play the recording to a larger group. Can the children identify each other's voices. Make a talking book for the children each child and help them to message.



Let me hear your _____ voice

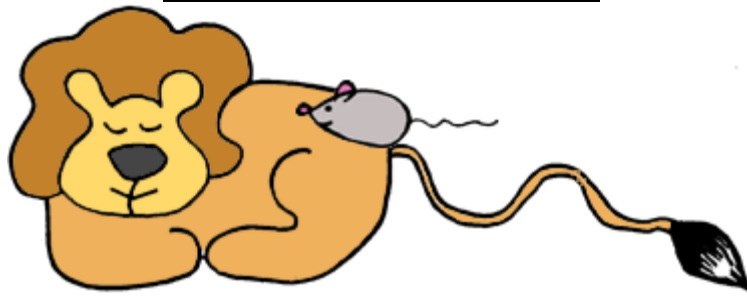
Encourage the children to experiment with their voices by singing "Let me hear your singing voice - hello, hello".

The children repeat "hello, hello" in the voice that has been requested. Then try other versions. E.g. "Let me hear your... inside/outside/giant/whispering/growling/squeaky voice.

Sound Effects Story

Explain to the children that they are going to help you tell the following story, by making the sound effects. You can use instruments or voices for this story. Decide with the children what would be good sound effects for a mouse and an elephant, and discuss why. If you're using instruments, make sure each child has one and get them to put them down on the floor until they hear the name of one of the animals.

The Lion and the Mouse



Once upon a time there was a little grey mouse. He was very quiet and shy. The poor little mouse didn't have any friends as he was so quiet that nobody could hear him talking.

One day, the mouse was walking through the forest feeling a bit sad, when he heard an enormous lion roaring loudly. The lion sounded very frightening, and he seemed to be getting nearer and nearer to the little mouse.

The poor mouse was so scared that he shut his eyes tight. He stayed perfectly still as the lion got closer and closer. Soon the lion was so close that the mouse could reach out and touch him. Still the lion carried on roaring. After a while the little mouse opened his eyes. It was then that he saw an enormous thorn sticking out of the lion's paw. The little mouse shook and shivered but eventually he plucked up the courage and reached out and pulled the thorn from the lion's paw.

The lion stopped roaring immediately and looked down at the little mouse. "Thankyou" he said in his loud roary voice. "That's much better. Nobody will be my friend because I'm so noisy. Will you be my friend?"

"Oh yes please!" said the mouse. "Nobody will be my friend because I'm so quiet. I'd love to be your friend". And from that day on, the tiny mouse and the enormous lion were friends.

Oral Blending and Segmenting

The aim of these activities is for children to begin to understand that words can be separated out, by segmenting, into different sounds (phonemes). And similarly, that those sounds can be put together (blending) to make words. All of these activities are oral only. The important thing is that children are having early experiences of hearing blending and segmenting, and having a go if they want to.

Oral Blending

Children need to have lots of experience of listening to adults model oral blending. E.g. When asking the children to do something, the adult can segment the last word into separate phonemes, and then immediately blend the sounds together to say the word.

E.g. Please can you get your c-oa-t, coat!

Touch your t-oe-s, toes!

Who can stamp their f-eet, feet?

Only use single syllable words!

Toy Talk

Introduce to the children a soft toy that can only speak in sound talk. The children see the toy whispering in the adult's ear. As the toy whispers, the adult repeats the sounds, looks puzzled and says the word straight afterwards E.g. What would Charlie like for tea today? The toy speaks silently



into the adults ear, and the adult repeats "ch-ee-se" looking puzzled, and then says with relief "cheese!". Ask the children if they want to have a go at 'toy-talk'. Say ch-ee-se and encourage the children to repeat it. Ask the toy other questions, making sure you've already thought of a list of single syllable answers!

N.B. Don't use a puppet for this - you want the children to be focusing on your mouth, not the toy's.

Robot

Encourage a small group of children to sit in a circle. Have ready a bag of pictures of objects with a single syllable (cat, dog, sock, mug).

Explain to the children that your robot speaks in a robot voice. Encourage the children to pick a card to feed into your robot, saying the word in his voice as you do. E.g. c-a-t. Encourage the children to listen and join in

