

Word Wonders Activity 10: Super Snacks Rhyme Time

CHILDREN ARE LEARNING TO...

- Enjoy rhymes and rhyming stories (18 to 24 months)
- Use new vocabulary (animals, foods) (18 to 48 months)
- Recognize rhyming words (24 to 48 months)
- Produce simple rhymes (36 to 48 months)
- Practice print awareness—recognizing and “reading” environmental print (24-48 months)

ACTIVITY SUMMARY:

In this activity, children will practice recognizing and repeating rhymes from the suggested book, *A Frog in the Bog*. Secondly, children will practice counting and cardinality, or understanding quantity. Children will use a simple rhyme as they “read” environmental print on familiar food labels. Familiar labels and logos allow children to make meaning from print before they are decoding. Noticing print in the world around them, and recognizing that this print carries meaning, is part of print awareness.

MATERIALS NEEDED:

Book: *A Frog in the Bog* by Karma Wilson

For Activity 1 (Engage):

Handout 1: *Frog in the Bog* Activity Images

- Shoebox
- Boxcutter or sharp scissors (teacher only)
- Blue felt or construction paper
- Brown construction paper
- Glue
- 5 index cards
- One-half of a manila folder (or other sturdy paper)

For Activity 2 (Expand):

- Stuffed bear or dog, or substitute a puppet
- 8 Food or product labels (cut from boxes or printed from the Internet) of foods that are familiar to the children in your class (like Cheerios™, Goldfish Crackers™, Oreos™, etc.) If your kitchen has labeled bags that held fruit or vegetables, you can use those as well.
- Index cards and glue/stapler (if needed)

PREPARATION:

For Activity 1 (Engage):

- Cut out the frog image from **Handout 1** and glue it to the top of the shoebox. When set on its end, the box should make a frog. Using a box cutter or very sharp scissors, cut the hole for the frog's mouth. Cut out a wide slot/door on the back of the box so that you can open it and shake the box, making all of the pictures fall to the floor.
- Cut out each of the characters from the story (tick through snails). Glue each to its own index card. Trim the cards to ensure they will each fit in the frog's mouth.
- Fold the manila folder in half and glue the alligator image on it. Make sure your gator can "stand up" next to the log and bog.
- Cut a log shape (oblong) out of the construction paper. Set the log and blue felt aside until you start the game.

For Activity 2 (Expand):

- Cut out labels of food items/brands that are familiar to the children. Ensure that you include the text/label with the food's name. If these labels are light or easily torn, glue/staple them to an index card. Cut out at least one image for each child in your class. *This is also a great way to involve families. Invite them to share labels from food items they eat at home.
- Select a stuffed bear for the activity.

Activity Instructions

EXPLORE

Share the following book with children as an opportunity to practice identifying and creating silly rhymes. In fact, this book has rhymes on every page for children to enjoy!

Book: *A Frog in the Bog* by Karma Wilson

- **Introduce the book and its key ideas.** Look at the cover with children as you say the title. Do they see any clues for what a "bog" might be? Take their ideas. Explain that a "bog" is like a swamp—a wet or flooded area where plants grow and there are lots of insects (bugs) and other creatures that live there.
- **Define new words and phrases.** For example, help children understand what *slugs* (animals that look like worms) and *sludge* (thick mud) are.
- **Encourage prediction.** On page 2, before you read the text, ask children what they think frogs like to eat. *They eat all kinds of bugs and other creatures, like spiders, flies, grasshoppers, snails, beetles, and even butterflies!* After the frog eats the slugs, the next page shows his very *big belly*. Do the children predict that he is full, or will he keep eating? What do they think he will eat next?
- **Prompt children to repeat key phrases and pause for children to fill-in-the-blank.** As you move through the story, you might pause during the refrain to see if children will fill in the word "bog": *in the belly of the frog on a half-sunk log in the middle of the (bog)*.
- **Use pictures and text to support observation and reasoning.** When the illustration shows the tick in the belly of the frog, make sure the children understand that we're seeing *inside* the frog's belly. Ask them to point to their bellies. Ask them what they ate today...is that food in their belly, like the tick in the belly of the frog? The story reads, "Right in the middle of his holler, that frog grows a

whole lot smaller." *What happened to make the frog's belly get smaller?* (All the creatures inside his belly escaped!)

- **Identify and explore emotions.** When the log starts to rise, "and the frog sees eyes," ask children to show you the eyes. What animal do the children think this might be? What do they think the frog is feeling right now?
- **Support early math learning.** Notice with children how the frog's belly gets bigger and bigger as he eats more and more creatures in the bog. Flip back to the beginning illustration so they can make comparisons. Use math comparison language like *big*, *bigger*, and *biggest*.

ENGAGE – ACTIVITY 1

Explain the game: *I have a frog here, just like in the story.* (Show children the frog you have created.) *I'm going to put him on a log, in the middle of my bog.* (Lay out the blue felt bog and the construction paper log. Place the frog on top of the log in the middle of the bog.)

Play the game: *Now we're going to feed our frog all the things from the story, and I need your help. I'm going to say all the things he eats, and you choose them and feed them to our frog here.* (Show children the frog's mouth opening).

For children aged 18 to 30 months:

Place a card in front of each child or hand them each a card to hold.

Read the story again. When you get to each insect/animal, prompt the child with the card to "get ready."

When it is "their" turn to feed the frog, ask the child to show their card to peers as you read the line.

Invite children to repeat the rhyming words with you, if they can: Tick, Stick.

Have the child feed their card to the frog. Continue until all children have a turn.

If children are still engaged, shake out all the animals in the frog's belly. Let children choose a new card and play again.

For children aged 30 to 48 months:

Place the images of the different bugs/creatures around the bog where children can see them.

Select a child to go first. Their job is to listen to the text as you read it and find the animal you are describing.

- Our frog eats **ONE tick** as it creeps up a stick. Do you see one tick climbing up a stick? When the child has selected a card, take a moment to point and count the image on the card: *One tick*. The child can show the tick to peers and then **feed it to the frog**.
- If a child chooses an incorrect card, you can emphasize the rhyme as you ask: *The **tick** was climbing up a **stick**—do you see a little bug on a stick?*

Continue with the remaining animals—choose a child, you read the next page of the book, the child finds the appropriate card, the class counts, and the child "feeds" the card to the frog:

- *He eats TWO fleas as they leap through the reeds.*
- *He spies THREE flies as they buzz through the skies.*

REPEAT THE REFRAIN

In between each snack, you can repeat the refrain from the book and prompt children to join in:

One tick, two fleas, (keep adding as you go!)

In the belly of the frog

On a half-sunk log

In the middle of the bog!

Children may only join in for the last line or word, but that's okay!

- He glugs **FOUR** slugs as they slink through the sludge.
- He inhales **FIVE** snails from their heads to their tails!
- Ask children: *What happens next? Do you remember what animal we see hiding in the bog?* (Take out your alligator puppet. Make the puppet stand next to the frog.)
- Tell children: *Here's a clue from the story. Then the frog sees claws, and a big set of jaws, and a mouth like a crater! And the frog screams...* (pause for children to fill in): **GATOR!** (Lift the frog and open the door at the back, shake, and make the creatures fall out onto the floor.)
- And that gator said, "see ya later" and all the bugs in the bog keep away from the frog! *The End!*

Repeat the game: Play the game one more time, but this round, emphasize the rhyming words as children select the bugs/creatures and feed the frog.

- I'm looking for one **tick** that crawls up a... (pause) **STICK**. That's right, a **tick** crawls up a **stick**. Tick and stick rhyme! They sound the same at the end! Tick sounds like /T/-/ick/ and Stick sounds like /St/-/ick/. They both end in the /ick/ sound, they rhyme!
- Do you **see** two **fleas** leap through the reeds? Yes! See and flea rhyme.
- In the skies, I spy three... (pause). Yes, the **flies** buzz through the **skies**. Flies and skies rhyme.
- Show me the **slugs** that the frog **glugs** from the sludge? Slugs and glugs rhyme.
- And then the frog eats five **snails** from their heads to their...(pause) **TAILS!** Snails and tails rhyme.
- (Pretend to be a gator—open your mouth wide and hold up your hands/claws.) And now, uh-oh, the frog sees claws, and a big set of jaws, and a mouth like a crater! And the frog screams... (pause for children to fill in): **GATOR!**

Summarize: *It was fun to feed our frog rhyming snacks. Do you like to glug a slug, or do you snack on flies that buzz through the skies? Noooo, we like to eat different food than our frog. Our next game is all about making silly rhymes for the foods that we like to eat/toys we like to play with! Are you ready?*

EXPAND – ACTIVITY 2

Explain the game: *I have a silly bear friend here (show children the bear), and he is HUNGRY. But sometimes he asks for snacks in silly ways. You have to guess what food he wants, okay?*

For children 18 to 30 months old:

Place 2 food images on the floor in front of the children. Have the bear handy.

Say: *Let's look at the foods our bear might eat!*

Point to the text on each food image and label it for children: Cheerios. Oreos, etc. If children are able, prompt them to repeat after you. Be sure to point to the text on the label as you "read" it.

Introduce the activity: *My bear is so hungry! He is going to say a rhyme and tell us what he wants to eat. We have to find his snack! Let's play!*

Say: *My bear says there's a snack she'll pick,
You need to guess and make it quick!
My bear is thinking of: (pause) Cheerios!
Who can help me find the Cheerios?*

(As children become familiar with the first two lines, prompt them to join in.)

Pretend: Cheerios is a kind of cereal. Let's look... Pick up the Cheerios image and hold it to the bear's mouth and make munching sounds. Offer it to a child or two and prompt them to make pretend munching sounds. (Note: Pretend play is just emerging from 18-24 months, and is more well-established beginning at 24 months.)

Add an image from the stack and repeat the rhyme/activity until every child has had a turn.

For children 30 to 48 months old:

Place the food images on the floor in front of the children. Have the bear handy.

Say: *Let's read the labels for the foods our bear will eat today!*

Point to the text on each food image and label it for children (or ask them to "read" it to you): Cheerios. Rice. Oreos. Macaroni. Etc. Go through the food items again and invite a child to "read" the text of each one.

Introduce the activity: *My bear is so hungry! He is going to say a rhyme and tell us what he wants to eat. We have to find his snack!*

Say: *My bear says there's a snack she'll pick,
You need to guess and make it quick!
My bear is thinking of: (pause) Cheerios!
Who can help me find the Cheerios?*

(As children become familiar with the first two lines, prompt them to join in.)

Select a child to find the Cheerios. Prompt them to hold it to the bear's mouth. The child (and you) can also pretend to munch the food.

Repeat the rhyme with the remaining snacks until every child has had a turn.

Play the game a second time using a more challenging variation.

Say: This time when we play, the bear is going to ask for his food with a rhyme. Let's try it!

Say: *My bear says there's a snack she'll pick,
You need to guess and make it quick!
My bear is thinking of: (pause) **Leerios!**
Who can help me find a food that rhymes with **Leerios?***

Select a child to find the food. Provide coaching as needed:

- You picked *rice*. Do rice and Leerios sound the same at the end? Rice sounds like /R/-/ice/. It ends with the sound /ice/. Leerios sounds like /L/- /eerios/. /Ice/ and /Eerios/ sound different in my ears.
- What food sounds like Leerios? Could it be Bread or Cheerios? Yes, Cheerios and Leerios sound the same at the end! They rhyme!

Feed the snack to the bear. Continue until every child has had a turn.

REFLECT

Return to a gathering area with the children. To close the activity, use this simple closing activity to reinforce the rhyming scheme of the activity.

Display all of the foods one more time.

Ask each child: *Tell me/point to the food you like best.*

For children who are talking, ask: *When do you eat this food? Is it good?*

Respond with a rhyme that combines the child's name with their favorite food: For example: *Sarah Barah likes the Chaco Taco!* Continue until all children have had a turn.

SUMMARIZE: *Today we learned how to listen for rhymes. Rhymes are words that sound the same at the end.*

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In Activity 1 (feeding the frog), ask children to tell you (raise hands or clap) when they hear rhyming words in the story or the game.
- Ask children to make up their own words that rhyme with the different creatures—tick, fleas, flies, slugs, and snails—when you get to each of these in the game.
- In Activity 2 (hungry bear), you can add a final element to the game where you ask children to think of their favorite snack. Ask them to change the starting sound of their snack to make a silly rhyme (like changing “chips” to “fips”).

Make it less challenging:

- For Activity 1, don't display all of the creature options at once. This can be visually overwhelming for children. Offer 2 creatures to choose from in each round—the correct answer and an incorrect choice.
- In Activity 2, limit the field to two choices of foods for each round.
- In Activity 2, use real/3D objects, rather than photos, to make the activity more tangible and concrete.

MAKING MATH CONNECTIONS

Emphasize the counting aspect of the story. Prompt children to count the different sets of creatures before they feed them to the frog. Model good counting—pointing to objects as you count them, for example.

Ask children, “*How many?*” after they finish counting to reinforce their understanding of total quantity (cardinality).

For older children, at the very end, when all the creatures escape the frog's belly, have them place the bugs/creatures in the number sequence (1, 2, 3, and so on). Then invite children to count the total quantity (15). This will be challenging, and you may need to help children with number names after 10.

MAKING CONNECTIONS ACROSS THE DAY:

- Create rhymes using children's names as you, for example, call them to line up for recess or other activities: *I'm thinking of someone whose name rhymes with Disabella...that's right, it's Isabella!* For children who are not yet recognizing rhymes, simply use their name with the rhyme: *I'm thinking of someone whose rhyming name is Isabella Disabella!*
- During snack time or lunch time, make up rhyming snack names like, “*Today we are going to have apple-bapples and cheese-beese!*”
- Share nursery rhymes with children like *Hickory Dickory Dock* or *One, Two, Buckle My Shoe*. These simple rhyming chants give children exposure and experience with listening for rhymes.
- Let children play the *Frog in a Bog* game on their own as a choice during free play. Prompt them to repeat the rhymes from the story; help them out if they don't remember.
- During times when children have to wait (like lining up to go outside), play a game where you ask children to raise their hands if they hear rhyming words. Start with pairs that rhyme (boat / coat) and then try pairs that don't rhyme (cat / moose). Mix up the words between rhyming pairs and non-rhyming pairs as children learn to listen and discriminate the differences in how they sound.

Song: *The Rhyming Dance*

Bahm- Bahm – Bahm.... Here we go (breathe)

Hey everybody, gather around

From near and far, all around the town.

Put some spring in your step and some boogie in your pants,

Cuz' we're gonna do the rhyming dance!

(model hands waving in children to join)

(put hand up to eyes and look around)

(bounce a few times, then wiggle hips)

(sway side to side)

Jump high, high high, high to the sky!

(jump several times and reach arms up high)

Crouch low, low, low, as low as you can go!

(crouch down low to the floor)

Hey everybody, gather around

(model hands waving in children to join)

From near and far, all around the town.

(put hand up to eyes and look around)

Put some spring in your step and some boogie in your pants,

(bounce a few times, then wiggle hips)

Cuz' we're gonna do the rhyming dance!

(sway side to side)

Now stomp, stomp, stomp like a grizzly bear;

(stomp feet)

Reach your arms out; wave them in the air.

(keep stomping, reach arms out and wave)

(Growl, little grizzlies!)

(growl)

Hey everybody, gather around

(model hands waving in children to join)

From near and far, all around the town.

(put hand up to eyes and look around)

Put some spring in your step and some boogie in your pants,

(bounce a few times, then wiggle hips)

Cuz' we're gonna do the rhyming dance!

(sway side to side)

Step left and right, moving side to side

(step left and right)

Slide on the floor and you'll really glide!

(keep stepping side to side, pretend to slide)

Well thanks everybody, for gathering around

(wave to everyone)

From near and far, all around the town.

(put hand up to eyes and look around)

We put some spring in our step and some boogie in our pants,

(bounce a few times, then wiggle hips)

And we all did the rhyming dance!

(sway side to side – free dance!)

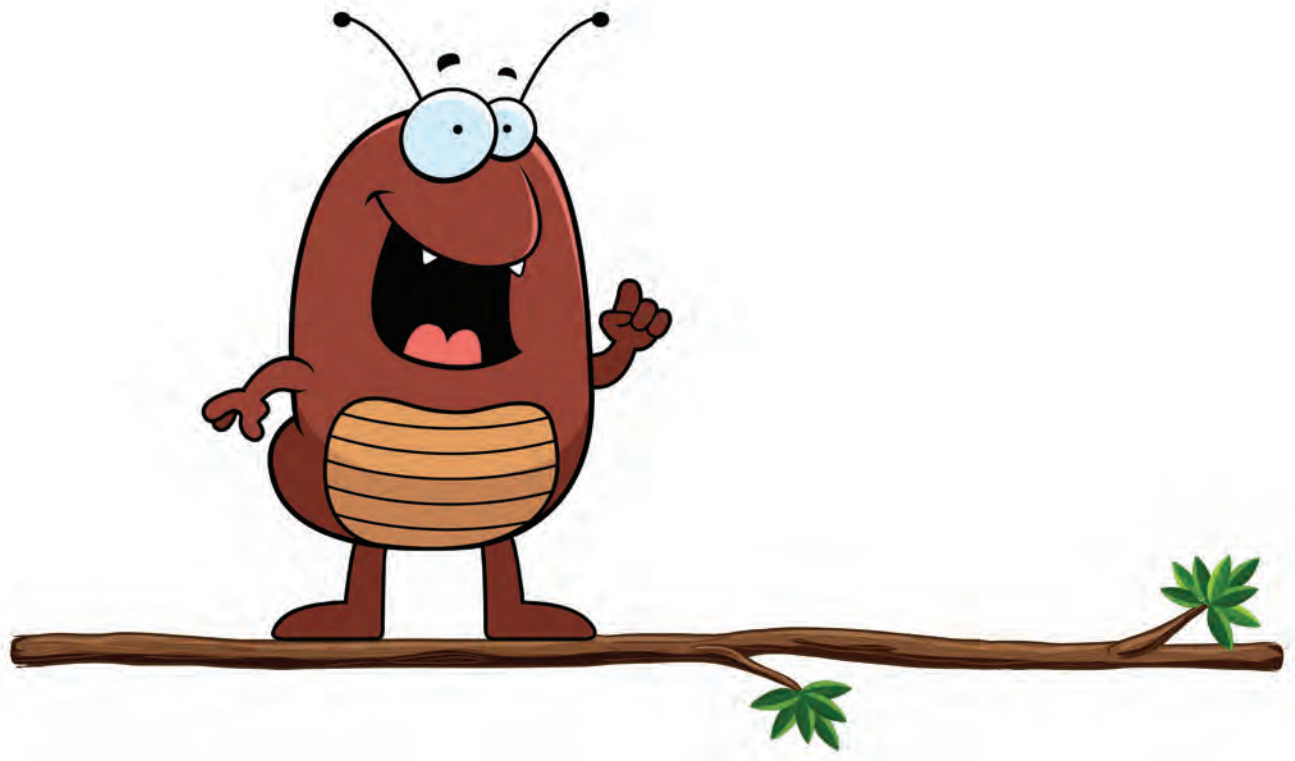
Yes, we all did the rhyming dance!

Handout 1: *Frog in the Bog* Activity Images

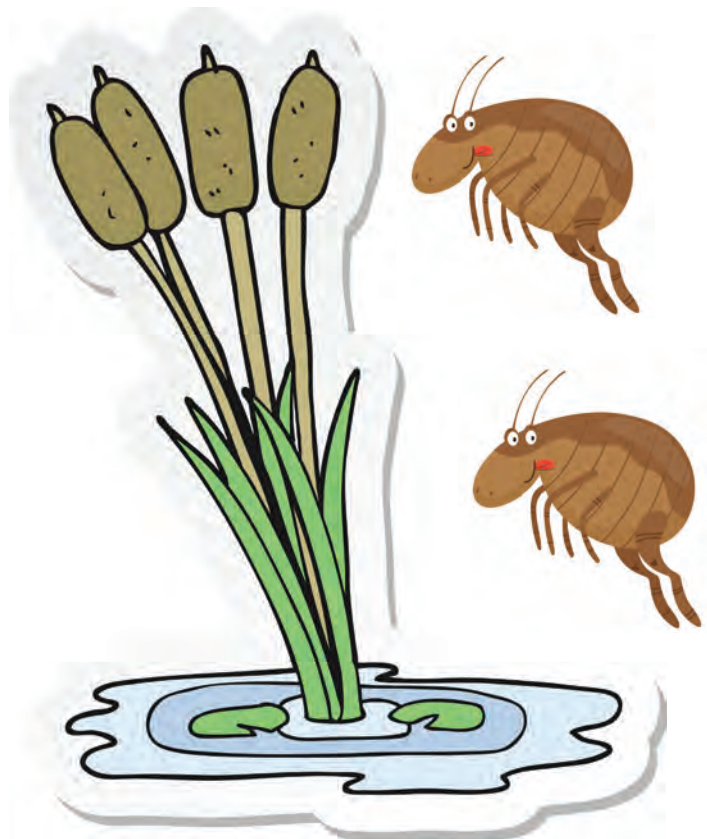
FROG



TICK ON A STICK



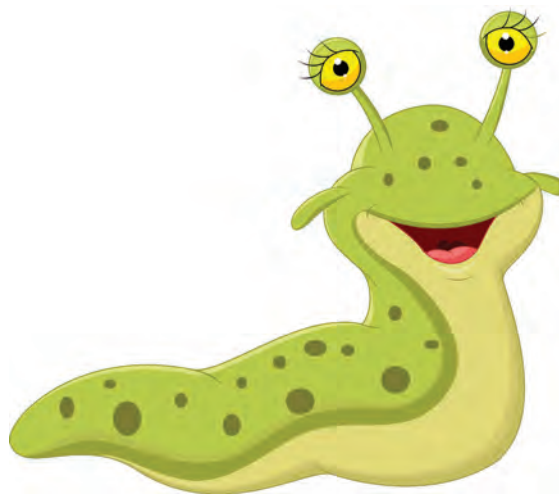
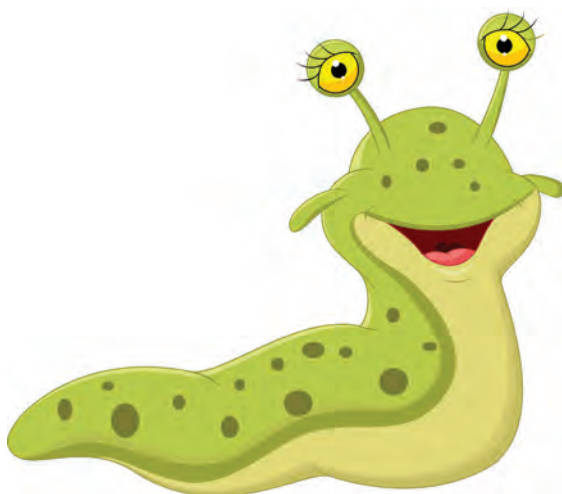
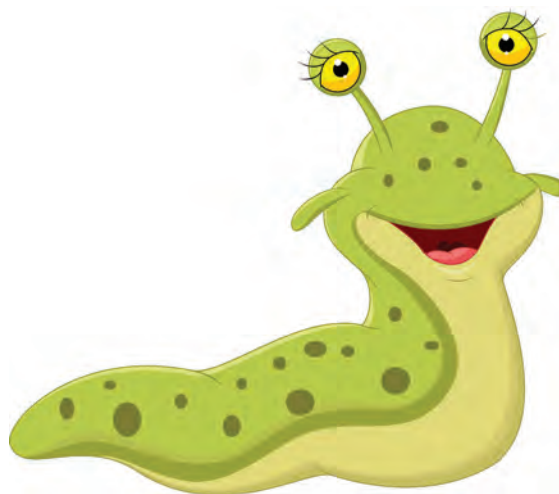
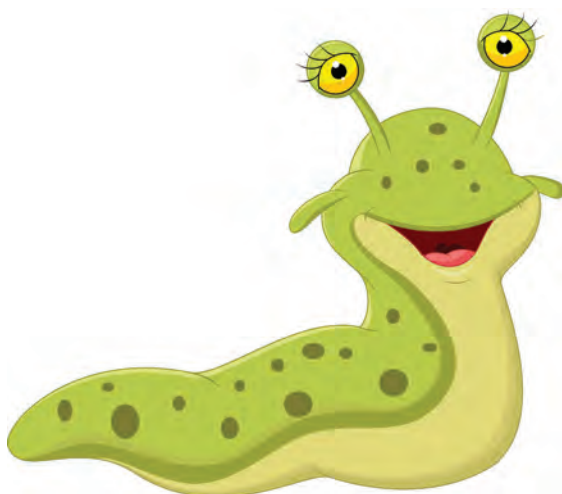
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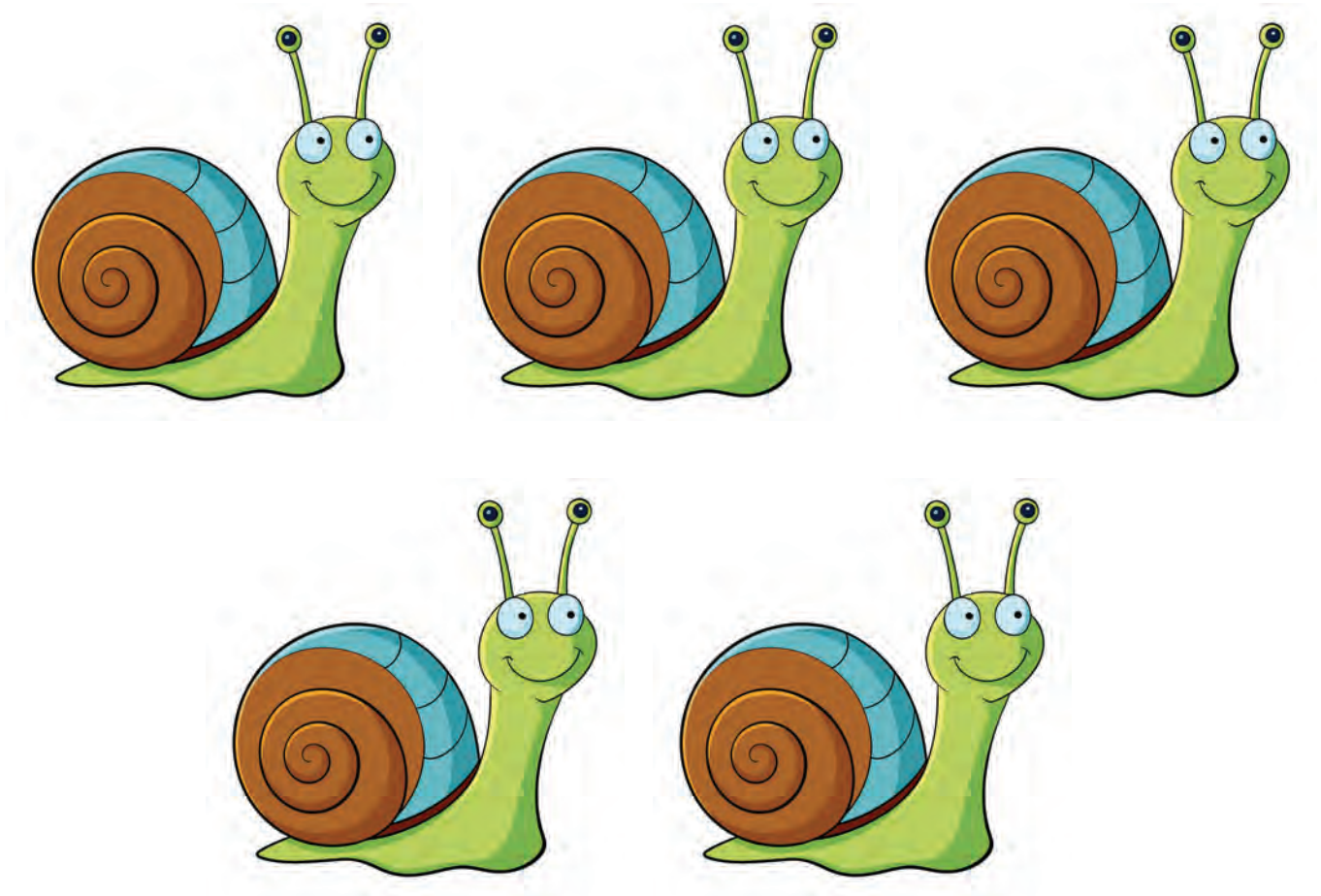
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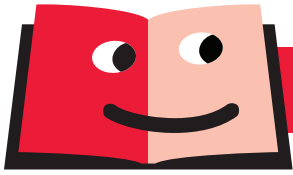


SNAILS



GATOR





Just for Families

Rhyme Time

This week, children practiced listening for rhymes. You can make up silly rhymes at home to help your child learn to hear what *is* a rhyme and what *isn't* a rhyme.

Make up rhyming games like:

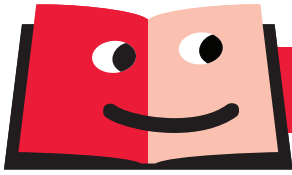
Guess What Part:

- Play a game where you name a part of your child's body using a silly rhyme: "Can you show me **MINGERS** (fingers)?"
 - Here are some other ideas: **boes** (toes), **fed** (head), **melly** (belly)
 - If your child isn't recognizing rhymes yet, you can simply give each body part a rhyming name:
"Show me your mingers fingers! And your melly belly!"



Can I Make a Rhyme?

- Ask your child to pick something in the room and then you will make a rhyme for it.
- The rhyme doesn't have to be a "real" word. It just has to rhyme.
- For example, if your child point to a chair, you can say "**CHAIR BEAR**" or you can make up a silly rhyme (not a real word) and say "**CHAIR JAIR**." The point of the game is that your child listens for the rhyme.
- If your child is over age 3, give them a turn to try to make a rhyme after you.



Solo para familias

La hora de las rimas

Esta semana los niños practicaron la escucha de rimas. Puede hacer rimas divertidas en la casa para ayudar a que su niño aprenda a oír lo que es una rima y lo que *no es una rima*.

Haga juegos de rimas como:

Adivina qué parte:

- Haga un juego en el que nombra una parte del cuerpo del niño usando una rima divertida: “¿Puedes mostrarme tus **MANGOS** (manos)?”
 - Estas son otras ideas: **rojos** (ojos), **belleza** (cabeza), **nuez** (pies)
 - Si su niño todavía no reconoce las rimas, sencillamente puede darle a cada parte del cuerpo un nombre que rime: “¡Muéstrame tus mangos manos! ¡Y tu belleza cabeza!”



¿Puedo hacer una rima?

- Pídale al niño que elija algo que esté en la habitación y luego haga una rima con esa palabra.
- La rima no tiene que ser una palabra “verdadera”. Basta con que rime.
- Por ejemplo, si el niño señala una silla, puede decir “**SILLA HEBILLA**” o puede hacer una rima divertida (sin una palabra real) y decir “**SILLA BILLA**.” El propósito del juego es que su niño escuche la rima.
- Si su niño tiene más de 3 años, dele la oportunidad de que trate de hacer una rima después de usted.