

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Itsy Bitsy Spider

The itsy bitsy spider  
Climbed up the water spout  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
And the itsy bitsy spider  
Climbed up the spout again.

# Itsy Bitsy Spider

## Looking at Words and Letters

- 1. Ask your child to find the shortest line in the poem and then count the words in that line.
- 2. Ask your child to find and underline each “s” in the poem.
- 3. Ask: *What is this poem about?*

## Playing With Sounds

- 1. Say: *Let’s change the word rain. What if we added “t” to the beginning? What word would that be? (train) What if the word started with “p”? (pain) What if it started with “spr”? (sprain)*
- 2. Say: *I will stretch out some words. You tell me what they are:*  
 rrr...aaay...nnn (*rain*)  
 c...aaay...mmm (*came*)
- 3. Say: *Now you try it. Stretch these words out: sun, spider.*

## Beginning to Read

- 1. Ask your child to name some words that rhyme with *sun*. Write them as your child says them. To start off, offer some beginning sounds: “b” and “f.”
- 2. Say: *Do these words end with the same sound?*  
**itsy, bitsy                      down, came                      and, rain                      spout, out**
- 3. Ask your child to draw a picture of the poem, then tell you what it is about.
- 4. Write *spout* on a sheet of paper. Point out the letters *–out*. Brainstorm, write, and read other words that rhyme and belong to the *–out* word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child’s word bank (a collection of words on cards, one word per card).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Hey Diddle Diddle

Hey diddle diddle,  
The cat and the fiddle,  
The cow jumped over  
the moon.  
The little dog laughed  
To see such fun,  
And the dish ran away  
with the spoon.

# Hey Diddle Diddle

## Looking at Words and Letters

- 1. Ask your child to count the words in the last line of the poem and to circle each word.
- 2. Ask your child to find and underline all the “d”s in the poem.
- 3. Say: *This is the word cow. What letter does it start with?* Repeat with *cat, dish, and spoon*.

## Playing With Sounds

- 1. Say: *Clap your hands if these words rhyme:*  
**diddle, fiddle          cat, cow          moon, spoon**
- 2. Say: *Here are some riddles. The answers all rhyme with fun.*  
*I am in the sky. (sun)*  
*I am what you put a hamburger in. (bun)*  
*I mean “to move very quickly.” (run)*
- 3. Say: *Raise your hand if these words end with the same sound:*  
**moon, ran          ran, fun          cat, little**

## Beginning to Read

- 1. Ask your child to underline words that name living things.
- 2. Ask your child to find words that name things that are not living and circle them.
- 3. Put these words on index cards or little slips of paper: cat (1); fiddle (2); cow (1); moon (1); over (2); little (2); dog (1); laughed (1); dish (1); spoon (1). Then ask your child to sort them into two groups: words with one syllable (or beat) and words with two syllables (or beats).
- 4. Write *spoon* on a sheet of paper. Point out the *-oon* word family. Together, brainstorm, write, and read other words that rhyme and belong to the word families. (*moon, noon, soon*)
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily, or add them to your child’s word bank (a collection of words on cards, one word per card).