

Name: _____ Date: _____

Little Bo Peep

Little Bo Peep
Has lost her sheep,
And doesn't know where to find them.
Leave them alone,
And they'll come home,
Wagging their tails behind them.

Little Bo Peep

Looking at Words and Letters

- 1. Ask your child to find and circle the *t*'s.
- 2. Ask your child to find and circle the two lines in the poem that have only three words.
- 3. Say, *I'll say two words. You raise your hand if they begin the same:*

little, lost

peep, bo

lost, leave

- 4. Ask your child to count all the words in the poem.
- 5. Ask your child to point to the top, then the bottom, of the poem.

Playing With Sounds

- 1. Say, *Listen while I clap (or tap) the beats of the poem. Now let's clap (or tap) the beats of the poem together.*
- 2. Ask your child how many beats are in these words: *little* (2), *lost* (1), *leave* (1), *wagging* (2).
- 3. Say, *I'll say two words. Clap your hands if they rhyme:*

alone, them

sheep, peep

come, home

Beginning to Read

- 1. Ask your child to find and circle words with a long *o*. (*Bo, know, alone, home*)
- 2. Say, *I'll say a word. You tell me the last sound in it:* peep, lost, them, tails.
- 3. Ask your child to find the words with two syllables or beats and to underline them. (*little, doesn't, alone, wagging, behind*)
- 4. Write *sheep* on a sheet of paper. Point out the *-eep* word family. Together, brainstorm, write, and read other words that rhyme and belong to the 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: _____

A Song of Sixpence

Sing a song of sixpence,
A pocket full of rye;
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Wasn't that a dainty dish
To set before the king?

A Song of Sixpence

Looking at Words and Letters

- 1. Ask your child to find two lines with four words.
- 2. Ask your child to find five lines with five words.
- 3. Say, *Circle uppercase T's and draw boxes around lowercase l's.*

Playing With Sounds

- 1. Say, *Find three number words. Circle them. Write the numeral for each one.*
- 2. Say, *Clap your hands if these words start the same.*
- 3. Say, *I'll say a word. You say one that rhymes. I say, "sing." You say _____. Repeat with rye, set, dish, when.*

Beginning to Read

- 1. Say, *I will say some words. You raise your hand if they have long vowel sounds: sing, rye, blackbirds, pie, baked, dish, began.*
- 2. Put the following words on slips of paper: *pocket, rye, blackbirds, pie, birds, dish, king*. Ask your child to sort the words: one syllable or two syllables; living things or not living things.
- 3. Ask your child to tell one thing in the poem that could not be true. Then ask for one thing in the poem that could be true. Ask "Why?" both times.
- 4. Write *pie* and *sing* on a sheet of paper. Point out the word families *-ie* and *-ing*. Together, brainstorm, write, and read other words that rhyme and belong to the word families. (*die, tie, lie; bring, flight, wing*)
- 5. Together, choose two or three words from the poem. Add them to your 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).