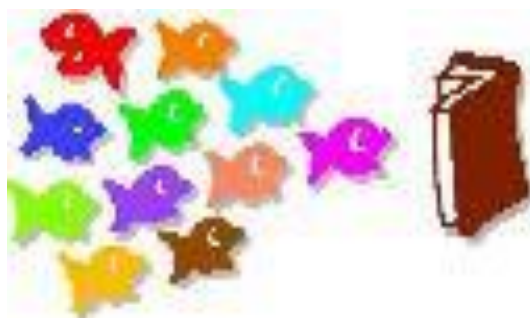




POOL RHYME TIME



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Pool Rhyme Time



Table of Contents

Page	
3	Goals of Project
4 - 5	Literacy and Movement Connection
6 - 7	Instructional Strategies for Aquatics/Program
8 - 9	List of Rhymes and Resources for each lesson
10	Dressing Room rhymes
11	Rhymes used in all the lessons
12 - 14	Day 1 Bubbles and Water
15 - 17	Day 2 Fish
18 - 21	Day 3 Animals
22 - 23	Day 4 Book - lesson revolves around bathtub book
24 - 27	Day 5 Rockets, Trains, Cars – Transportation
28 - 29	Day 6 Body parts
30 - 31	Day 7 Babies
32 - 33	Day 8 Colors
34 - 35	Day 9 Wind up – repeat favourites
36	Bibliography
37	Bibliography of bathtub books
38	Extra Rhymes for lessons
39	Handouts - List of handouts and location Some handouts need to be ordered or downloaded.
40 - 57	Handouts included in program book.



Program is designed for children 6 months of age to walking. Can be adapted for older children by addition of more rhymes and action. Themes are more appropriate for the older child and can be used to build anticipation for the next class.



Goals of Project:

1. To formalize and build on the natural integration of literacy and physical skill development in the preschool aquatic program.
2. Provide an alternate method of providing “Rhythm and Rhyme” classes that is available to parents that can not or would not access the traditional classes. (Fathers, working parents, sports orientated families)
3. Provide an aquatic program *that introduces a fun, safe, aquatic experience.*

Goals of the Program:

- *The primary focus in development of this program will be the aquatic instruction with literacy as the secondary focus.*
 - *Parents who enroll in this program are looking for swim instruction for their children. The tools and knowledge provided by the literacy component is still an integral part of the program but the service needs of the parents are met.*
 - *Aquatic instruction at this age is designed to create an environment where a child feels comfortable and relaxed and the rhymes and songs used develop the positive learning environment. Skill development in swimming occurs more quickly and safely if the child feels safe, comfortable and relaxed in the water.*
 - *The program will revolve around play and fun.*
1. Teach parents basic knowledge on how rhythm and rhyme and the development of motor skills in the early years impacts on a child’s future literacy development and aquatic enjoyment. **(Refer Page 4 and 5 for information on how movement and physical fitness impacts literacy development)**
 2. Provide activities and strategies that combine rhymes, rhythm and stories with physical development activities.
 3. Create an environment that focuses on fun and play and teaches parents the importance of play based skill development.
 4. To demonstrate and teach parents strategies that can be used in daily life that will assist them in calming, distracting and entertaining their children.



Strong Muscles Build Strong Readers

“Recent research demonstrates a direct link between fitness and intelligence, particularly in children under 16 and in the elderly.”¹

- 1) Physical Fitness improves stamina – This translates to more energy for writing, and sitting in school for long periods of time. Adults often forget the amount of energy needed to sit, to track and focus (board to paper) and concentrate over the day. Physical Fitness will impact on fine and gross motor skills – without stamina these skills can deteriorate over the day due to tiredness.
- 2) Physical Fitness improves alertness and the ability to pay attention and focus on task. This relates to above – Physical tiredness can impact on ability to listen. Lack of physical activity can impact the individual’s ability to sit still. The muscles need to move or the child is responding to the lack of movement/physical state rather than listening and attending to task at hand.

“The weight of the human brain is about three percent of total body weight, but it consumes 20 percent of the body’s oxygen. In order for children and adults to perform at their optimal level, they need oxygen.”

The more physically fit the person is the greater their lung capacity and ability to use the oxygen.

Research has also shown that neuro-chemical changes occur in the body when respiration rates exceed 50% of the body’s total capacity for oxygen consumption. As a result exercising above this threshold promotes change in brain chemistry which promotes the creation and retention of the neural pathways in the brain.

“American statistics show that children between the ages of 5-12 generally live a sedentary lifestyle. Research has shown they have become increasingly less active over the last 10 years. It may be no wonder that over the last ten years, the identification rate of psychosomatic disorders in children has dramatically increased.”²

- 3) Physical Fitness and exercises causes the level of endorphins released by the brain to increase. Endorphins are a chemical in the brain that is often called the brain’s messenger of the emotional system. Endorphins can control pain, cause euphoria and impact on the neuro- transmission in the brain.

“Physical movement, from earliest infancy and throughout our lives, plays an important role in the creation of nerve cell networks which are actually the essence of learning”³

¹ Rae Pica, More Movement, Smarter Kids

² Dr. Mike Wendt

³ Neurophysiologist Carla Hannaford, “Smart Moves: Why Learning is not all in Your Head”



- 4) Physical Activity and fitness will improve posture and grace. It will help to maintain the optimum weight. These elements help a child and adult gain confidence and self esteem. Emotionally they are then able to tackle new things and are not dealing with the negative social issues that come from being overweight or unable to participate
- 5) Physical Fitness helps to wards off disease/illness and it help when dealing with a physical or mental disability. Illness can result in missing school and it affects the ability to learn.
- 6) Exercise relieves stress – negative emotions interfere in learning. – In one study, increased stress lowered IQ by 14 points. Chronic stress robs one’s ability to think. The more stress the more the student tightens up and underperforms. Physical Fitness will allow the body to handle more stress and the use of physical activity can be used to put the learner in a more relaxed state.
- 7) Participating in sports not only increases their physical fitness but helps to teach them how to listen to directions. (Listening is a big part of literacy)
- 8) Physical Activity and fitness helps children and adults learn what words mean. If they have varied experience in moving their body and have the physical fitness to move it in a variety of ways they will learn and understand words through their muscles. This will help with understanding and stays with the person much longer then cognitive memory. (fast, slow, up, down, right, left)

Writing in *Early Childhood Exchange*, developmental and environmental psychologist Anita Rui Olds says:

Until children have experiences orienting their bodies in space by going up, on, under, beside, inside, and in front of things, it is possible they will have difficulty dealing with letter identification and the orientation of symbols on a page. The only difference between a small “b” and a small “d,” for example, both of which are composed of a line and a circle, depends upon orientation, i.e., which side of the circle is the line on?

Refer Article More Movement, Smarter Kids and “Linking Literacy to Movement” by Rae Pica. Visit her website at <http://www.movingandlearning.com/> and e-mail her at raepica@movingandlearning.com

- One Canadian study showed academic scores went up when a third of the school day was devoted to physical education





Lesson Plans – Each lesson has a column that outlines the literacy goals of the rhymes and activities. Information on this page is provided to give the instructors a general explanation that supports the specific ones in the lessons.

Due to the fact that all of the rhymes and songs provide practice in hearing and learning to play and manipulate sounds this goal is not entered in each column. **Remember however these are two key elements in literacy development.** Also the benefits of the physical movements in literacy development are not listed in each column but assumed.

A child must hear the sounds, play with them and learn to manipulate them. A child must hear these sounds often and presented in different ways. Rhyming is a key element in literacy development. Repetition, recognition of patterns and sequencing are all part of the benefits of rhymes and song. Many of the activities in the lessons involve having the children face their parents as they do the actions. This is important for two reasons:

1. The child sees how the words are physically formed and they also see the emotion that shows on their parent's face which helps them relate to the emotion in the words.
2. Face to face interaction gives the child an anchor. (parent) Helps with focus and builds connections.

Gross and fine motor skill development and physical fitness are also important elements of literacy acquisition so each aquatic activity provides opportunity for the child to build capabilities in this area. (Refer page 4, 5 and articles by Rae Pica)

A child must learn vocabulary in the oral language first. Under the literacy column vocabulary will be indicated with reference to the type of vocabulary Example – parts of body, verbs etc.

A good reader is able to make pictures in their head when they read and they also need to understand what the words mean. They need to have experience with many things so that they can attach meaning to things, actions and emotions of a story. Many of the rhymes focus on prepositions – (in, out, between, under, over, up, down). This is a hard concept for children to understand. The experience they receive in the water as the parent moves them according to the actions will help them understand the meaning of the words.

It is also important to involve as many senses in the learning as possible. The child will experience language through their ears (auditory), visually (seeing what others are doing), and doing the actions and using props.

Research has shown that gestures help in language acquisition and helps the child understand what the words are all about. The more the body is involved in learning the greater the language development. Even before they use words, they use cries and gestures to convey meaning; they often understand the meanings that others convey. The point of learning language and interacting socially is not to master rules, but to make connections with other people and to make sense of experiences (Wells, 1986).



Lesson Plans – Each lesson has a column that outlines the aquatic goals of the rhymes and activities.

Repetition of Rhymes: 
Repeat each rhyme three times.

*******Key Instructional Note:** 

It is important that the instructor knows and is comfortable with the rhymes. The instructor needs to lead the parents and focus on the actions and activities related to rhymes to ensure varied movement. If the parents and children are not moving they will lose interest and will be cold. Instructors can have a plastic zip lock bag with the rhymes on a flutter board in pool. Instructor can refer to them if they need to be reminded of the words for the rhymes.



Each parent will have a zip lock bag large enough to accept the handouts. The child's name will be written on it with permanent marker. The parents will take their handouts home and then bring the bag back each lesson. Spare bags need to be available in case parents forget bag at home.



All rhymes should be photocopied and made into a book for the parents. They will receive the book on the first lesson.



Some of the handouts need to be ordered or downloaded from a website. A list is provided on Page 40 outlining where they can be accessed. Some are included in Program book - Page 41 - 57.



Many of the props used in the lessons can be purchased at dollar stores at a minimal cost. The book used in lesson 4 is also listed in the bibliography.



A library of Bathtub Books can be developed and kept at pool.



The dressing room rhymes should be laminated and placed in the dressing rooms for the use of all parents.



The lessons are set up so that the literacy hand outs are talked about in the hot tub. An alternate method if time allows in scheduling is to have the parents come 15 minutes earlier and discuss the information and go over rhymes before they have a shower and enter the pool. The rhymes can be printed out on large paper, put on to poster board and laminated. Rings can be used to hang the rhymes on a flip chart. Color code the rhymes according to lesson and print out the repeat rhymes for each lesson. These should not be used in the actual swim lesson as the parents will focus on the sheets rather than the oral language and their children.

Tips for the Hot Tub:

Some parents do not want to take their children to the hot tub at the end of class. Stress to the parent it is important they come down for the discussion at the end. Recommend they bring towels or warm cover up for themselves and child. Toys should be available on the side for the children who are not in tub.

Pool Rhyme Time
List of Rhymes and Resources

Rhymes for Dressing Room

After a Bath
Dressing Time
That's my Baby

Rhymes Used in all lessons

Traffic Light Song (Safety)
Good Morning
Good bye
The Little Old Man (Hot tub)

Day 1

Props - Cups, watering cans, sponges,
ladle, strainers
Washcloth puppets

Rhymes

It's Raining It's Pouring
Little Bubbles
Splish, Splash, Water
Two Little Fishes
Here we go round the Mulberry Bush
Here is the Sea

Handouts

Info on child development and rhymes
Book of rhymes
Zip lock bag

Day 2

Props

Cups, watering cans, sponges

Rhymes

Deep Blue Sea
Hokey Pokey
Little Baby Fish
Two Little Fish (used in day 1)
Fred and his Fishes

Handouts

Zip Lock Bag
"First Years Last Forever"
Pamphlet or PDF file.

Day 3

Props - Cups, watering cans, sponges,
ladle, strainers

Rhymes

Rain is Falling Down

Stretch up High

This is the way the Ladies Ride
Can you Jump like a Frog
Ten Little Monkeys
Old MacDonald had a Pool

At the Zoo

I'm a Little Octopus

Handouts

Zip Lock Bag
"Raising a Successful Reader"
"Literacy begins at home!" (Pamphlet)

Day 4

Props - Cups, watering cans, sponges
Book

Rhymes

Jack be Nimble
Splish Splash Water (use in Day 1)
She fell into the Bathtub
Baby's Bath
Moon Ride

Handouts

Zip Lock Bag
"Reading out Loud" and "Story chart"
"How to make a Bathtub Book"

Day 5

Props - Cups, watering cans, sponges
Plastic Boats, Flutter Board

Rhymes

Ring around the Rosie
I am a Rocket
Here comes the Choo Choo Train
Riding the Merry Go Round
Green says Go
Zoom, Zoom, Zoom

Catch a Boat

The Wheels on the Bus

Riding

Handouts

Developmental Milestones - Page 46 -
49 Zip lock Bag

Pool Rhyme Time
List of Rhymes and Resources

Day 6

Props

Cups, watering cans, sponges

Rhymes

It is Raining

Two Little Eyes

Stand Up Tall

We Can Jump

Shake your Arm and I Don't Care

She Fell into the Bath Tub (Day 4)

A Little Monkey Likes to Do

I can Hop, Hop, Hop, like a Bunny

Handouts

Zip Lock Bag

Laminated Rhyme Song cards

Literacy and Movement (Rae Pica)

Day 7

Rhymes

1, 2, 3 Peek a Boo

Shake, Shake my Sillies out

Uncle John

Dickery Dean

Little Bubbles (Day 1)

Jack in the Box

Here's a Ball for Baby

Handout

ABC Poster

Zip Lock Bag

Day 8

Props

Yellow ducks

Boats

Rhymes

Its' Raining, It's Pouring (Day 1)

Green says Go (Day 4)

Catch a Boat (Day 5)

Pace goes the Lady

If you're Happy and you know it

Six Little Ducks if you are wearing Red

Today

Five Little Babies

Handouts

“Speech Warning Signs”

Zip Lock Bag

Day 9

Props

Bubbles to blow

straws

Rhymes

One Little Baby

Dinosaur, Dinosaur Turn Around

(Hand out)

I'm a Fish

Toes are Tapping

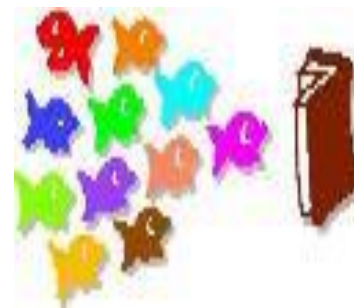
My Bubble flew over the Ocean

Handouts

Zip Lock Bag

“Critical messages and Ten Things

Parents can do with their Children”



Pool Rhyme Time Dressing Room Rhymes

After a Bath

(Suit actions to words)

After my bath, I try, try, try,
To wipe myself 'till I'm dry, dry, dry.
Hands to wipe, and fingers and toes,
And two wet legs and a shiny nose.
Just think, how much less time I'd take
If I were a dog, and could shake, shake, shake.

Dressing time

(Sung to "The Farmer in the Dell")

We're putting on our shirt,
We're putting on our shirt.
It's dressing time; you look so fine,
We're putting on our shirt.

We're putting on our pants,
We're putting on our pants.
It's dressing time; you look so fine,
We're putting on our pants.

And now it's time for socks,
And now it's time for socks.
It's dressing time; you look so fine,
And now it's time for socks.

Let's finish with our shoes,
Let's finish with our shoes.
It's dressing time; you look so fine,
Let's finish with our shoes.

So, now the dressing's done,
So, now the dressing's done.
Our dressing's done,
Let's have some fun,
Look out world, here we come!

That's my Baby

(Sung to London Bridge)

This is how your shirt goes on
Shirt goes on, shirt goes on.
This is how your shirt goes on,
That's my baby!

Repeat for pants, socks etc.

As you dress your baby, be sure to talk about what you are doing. Use sing song phrases such as "Here's your shirt!" Capture baby's attention and he/she will be less likely to fuss. Say what it is and what it is used for. "A hat keeps your head warm."



Pool Rhyme Time

Rhymes for all lessons

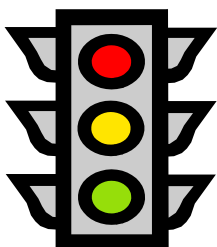
Traffic Light Song

(Sing to the People on the Bus)

What do you do when the light turns red?
The light turns red, the light turns red?
What do you do when the light turns red?
Red means you stop.

What do you do when the light turns yellow?
The light turns yellow, the light turns
yellow?
What do you do when the light turns yellow?
Yellow means you look.

What do you do when the light turns green?
The light turns green, the light turns green?
What do you do when the light turns green?
Green means you go slow.



Good Morning Song

Good morning _____
(Insert child's name)
How are you?
How are you?
How are you?
Good morning _____
How are you?
How are you today?
(Change to evening or afternoon depending
on time of classes)

Good Bye Song

Goodbye children
Goodbye children
Goodbye children
We're bound to leave you now.

Merrily we roll along, roll along,
roll along
Merrily we roll along
O'er the deep blue sea
Sweet dreams children
Sweet dreams children
Sweet dreams children
We're bound to leave you now.

The Little Old Man (poem)

A little old man went up in space
(Lift child high)
And he got ice cream all over his face
(Touch his face and look surprised)
So – wash him with a washcloth
Roll him in a rug
And tuck him in a towel
Until he's snug, snug, snug

**Pool Rhyme Time
Day 1 – Bubbles**

**The order of the Traffic Light song and Good Morning Song
in all lessons can be changed to best facilitate entry to the pool.**

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Introduction Rules of Pool Goals of class	Refer to literacy goals - listening	Fun, safe comfortable
Side of pool	Traffic Light Song		Vocabulary - verbs	Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song	Children enter pool as their name is called	Name recognition	Attendance
In pool Repeat each rhyme 3 times.	It's Raining It's Pouring Use strainers, ladles, cups, sponges	Parents get their children wet. Use rhyme to make activity fun	Rhyming	Get wet - gently
Pool - Repeat each rhyme 3x	Little Bubbles	Parent blows on child's body	Counting	
Pool- Repeat each rhyme 3x	Splash, Splash Water	Hold child in a cradle position. Get the parent dribble water over child with hand.	Vocabulary – body parts	Water orientation, can progress to getting child totally wet.
Pool- Repeat each rhyme 3x	Two Little Fishes	Child faces parent – hold child under armpits. Walk backward moving the child from side to side. Wiggle hands and bum during last verse	Vocabulary - verbs	Movement through the water.
Pool- Repeat each rhyme 3x	Here we go round the Mulberry Bush Hand washcloth puppets Handout	Parents move in a circle. Get them to wash body parts in accordance to the verse. You can encourage dipping areas as child becomes more comfortable.	Body parts, Vocabulary - Verbs, around and around	Fun in water, wet faces
Pool- Repeat each rhyme 3x	Here is the Sea	Child faces parent – hold child under armpits. Follow along with the movements of song remember to look into child's face	Prepositions – down, adjectives	Movement through the water

**Pool Rhyme Time
Day 1 – Bubbles**

**The order of the Traffic Light song and Good Morning Song
in all lessons can be changed to best facilitate entry to the pool.**

Time/place	Resource	Activity	Literacy	Swimming
In the Hot Tub (3-5 min)	Goodbye Children	Hold the child on lap facing out while sitting on the edge of hot tub. Wave at all children during first verse. Rock child in cradle position during last verse.	Name Recognition Endings	Positive feeling for swimming experience.
When drying children after hot tub or after pool time	The Little Old Man	Wrap the child in a towel and snuggle close.	Preposition - up	Positive feeling for swimming experience.
	“Handout on What is child Development? and Rhythm and Rhyme” handout Book with all of the Rhymes. Include dressing room rhymes and rhymes used in all lessons.	Hand outs – zip lock bags with their names on it.	Information for parents on what child development is and why rhyming is important in their child’s literacy development.	

Pool Rhyme Time
Day 1 – Bubbles

It's Raining, It's Pouring

It's raining, it's pouring
The old man is snoring
He went to bed and bumped his head
And didn't get up until morning!



Little Bubbles

One little, two little, three little bubbles
Four little, five little, six little bubbles
Seven little, eight little, nine little
bubbles
Ten little bubbles go pop, pop, pop!

Splish Splash Water

(To the tune of Frere Jacques)
Splish, splash water,
Splish, splash water
On your toes, on your toes
On your fingers, on your fingers
On your nose, on your nose.

Splish, splash water
Splish, splash water
On your hair, on your hair
On your face, on your face
Everywhere! Everywhere!

Two Little Fishes

(Use child to do the motions)
Two little fishes side by side
Swim through the water,
Swim through the tide.

They don't need a motor
And they don't need a sail.
They just wiggle their fins
And wiggle their tails.

Here is the Sea

Here is the sea, the wavy sea
(Make waves with baby)

Here is the boat and here is me
(Sit baby in hands)

All the little fishes down below
(Put baby under or close to water
surface)

Wriggle their tails and away they go!
(Wiggle the baby in water)

This is the Way we Wash our Hands

(Sung to the tune of "Here we go Round
the Mulberry Bush)

This the way we wash our hands, wash
our hands, wash our hands
This is the way we wash our hands
In the swimming pool

Wash our arms.....
Wash our tummy.....
Wash our face.....
Wash our hair.....

Pool Rhyme Time
Day 2 - Fish

Time/place	Resource	Activity	Literacy	Swimming
Side of pool Quickly review the rules of pool and goals.		Introduction Rules of Pool Goals of class	Listening - Reinforce the importance of their children hearing as many different sounds as possible in the first three years of life.	Fun, safe comfortable
Side of pool Repeat each rhyme 3 times.	Traffic Light Song ®	Have child sitting on your lap. Move closer to the pool on second verse. Move to the edge of the pool on the last verse.	Vocabulary - verbs	Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song®	Children enter pool as their name is called	Name recognition	Attendance. Entering the water
In pool - Repeat each rhyme 3x	Deep Blue Sea	Use buckets, watering cans, cups, sponges – parents get their children wet	Preposition – down Counting	Get wet - gently
Pool - Repeat each rhyme 3x	Hokey Pokey (Fishy Wishy)	Do actions – use fish parts rather than body parts. Raise child in the air at the end of each verse.	Body parts and animal parts. Left- right Children must learn left right for many skills but it is an important skill for learning to read and write.	Movement through the water
Pool– Repeat each rhyme 3x	Little Baby Fish	Hold child under armpits facing outward. Walk backward moving the child from side to side. Splash gently in front of child during the last verse.	Learning words for emotion. Parental Recognition Play with words (splish, splash, splish)	Movement through the water

Pool Rhyme Time
Day 2 - Fish

Time/place	Resource	Activity	Literacy	Swimming
Pool Repeat each rhyme 3x	Two Little Fishes	See day one	Verbs	See day one
Pool – Repeat each rhyme 3x	Fred and his Fishes	Have parents in a large circle moving clockwise. Have 1 group of parent and child move to center of circle on each verse until all are in the middle.	Counting	Movement through water.
In the Hot Tub	Goodbye Children ®	See day one	Name Recognition	See day one
Drying children	The Little Old Man ®	See day one	Preposition - up	See day one
	First Years are Forever This is a downloaded pdf. See Page 40 for location of handout.	Take a minute while children in hot tub to tell them the importance of this handout. Touch on pathways and repetition. Handout in Zip lock bag	Importance of knowing something about how the brain develops and the more experiences in language and other activities the parent provides the child the more pathways develop. The child needs practice and repetition for the pathway to remain open	

Pool Rhyme Time
Day 2 – Fish
Deep Blue Sea

Down at the bottom
of the deep blue sea
Catching fishes for _____'s tea
One, two, three

Hokey Pokey

Put your right fin in,
Put your right fin out,
Put your right fin in and shake it all about
You do the hokey pokey and turn yourself around.
That's what it's all about!

(Continue with left fin, tail, bubbles, face, head
etc)

Little Baby Fish

(Or use mommy depending on parent in class)

Daddy has a baby
A little baby fish
He likes to swim around
Just like this.
(Move baby through the water)

Happy little baby,
Happy little fish.
Splashing all around
Just like this:
Splish, Splash, Splish!
(Splash water with child or encourage splashing)

Two Little Fishes

(Day one)

Fred and his Fishes

Fred had a fish bowl
In it was a fish
Swimming around,
With a swish, swish, swish!

Fred said, "I know what I will do
I'll buy another and that will make _____"

Fred said, "I'm sure it would be
Very, Very nice if I just had _____"

Fred said, "If I just had one more
That would make one, two, three _____"

Fred said, "What fun to see them dive.
One, two, three four, _____"

How many fishes do you see?
How many fishes? Count them with me!



Pool Rhyme Time
Day 3 - Animals

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Review rules of Pool	In the hot tub will be asking if anyone has used these rhymes outside the swimming pool – give examples.	Fun, safe comfortable
Side of pool	Traffic Light Song ®	See day Two	Vocabulary - verbs	Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool – repeat each rhyme three times	Rain is falling down Strainer, cups watering cans, ladles, sponges	Parents get their children wet using the items provided. Make game of it.	Up and down Hard and soft	Get wet - gently
Pool – repeat each rhyme three times	Stretch up High	Have parent hold the child facing them. Raise child in the air. Wave the child back and forth. Lower back into the water and move back and forth	Up and down. Body parts	Movement through water. Submersion.
Pool– repeat each rhyme three times	This is the Way the Ladies Ride	Move the child through the water trying to copy motion of the song.	Play with words	Movement through water.
Pool– repeat each rhyme three times	Can you Jump like a Frog?	Child faces parent – hold child under armpits. Follow along with actions.	Vocabulary – animals and what they do (verbs)	Movement through water. Submersion
Pool– repeat each rhyme three times	Ten Little Monkeys	Cradle the child in one arm. Follow motion of song using the free arm.	Counting Story – prediction Story telling	Getting wet. Movement through water. Submersion
Pool– repeat each rhyme three times	Old McDonald had a Pool	Child faces parent – hold child under armpits. Copy animal noise and movements.	Repetition – Predicting. Animals and their sounds, vowel sounds	Getting wet. Movement through water. Submersion

Pool Rhyme Time
Day 3 - Animals

Time/place	Resource	Activity	Literacy	Swimming
Pool– repeat each rhyme three times	At the Zoo	Child faces parent – hold child under armpits. Copy animal noise and movements.	Animals and the sounds they make	Getting wet. Movement through water. Submersion
Pool– repeat each rhyme three times	I’m a Little Octopus	Cradle the child in one arm. Follow motion of song using the free arm.	Counting Verbs Parts of body	Getting wet. Movement through water.
In the Hot Tub	Goodbye Children ®	See day One	Name Recognition Endings	See day One
Drying children	The Little Old Man ®	See day One	Preposition - up	See day One
	Raising a Successful Reader Pamphlet – Literacy begins at Home!	Hand outs in Zip lock Bag	The handout gives parents ideas and ideas on what they can do now and in the future to help their children.	

Pool Rhyme Time
Day 3 - Animals

Rain Is Falling Down

Rain is falling down,
(Raise hands high and flutter fingers down)
Splash!

(Slap the water with gusto.)

Rain is falling down,
(Hands up high and flutter fingers down again)

Splash!
(Slap the water)

Pitter patter, pitter patter,
(Quietly. Flutter fingers delicately)

Rain is falling down,
(Flutter fingers down)

Splash! (Slap the water with gusto)

Stretch up High

Stretch, stretch, away up high;
(Reach arms up high)
On your tiptoes, reach the sky.
(Stretch baby high)
See the bluebirds flying high.
(Wave hands)
Now bend down and touch your toes;
(Bend to touch toes)
Now sway as the North Wind blows;
(Sway baby back and forth.)
And waddle as the gander goes!
(Move baby like a duck).

This is the Way the Ladies Ride

Sung to: "The Mulberry Bush"
This is the way the ladies ride,
Tri, tre, tre. Tri, tre, tre.
This is the way the ladies ride,
Tri, tri, tre, tre, tre.

This is the way the gentlemen ride,
Gallop-a-trot, gallop-a-trot.
This is the way the gentlemen ride,
Gallop-a, gallop-a-trot
This is the way the children ride,
Hobble-dy hoy, hobble-dy hoy.
This is the way the children ride,
Hobbie-dy, hobble-dy hoy.



Can You Jump Like a Frog?

Suit actions to words.

Can you hop, hop, hop like a bunny?
Can you jump, jump, jump like a frog?
Can you walk, walk, walk like a duck?
Can you run, run, run like a dog?
Can you fly, fly, fly like a bird?
Can you swim, swim, swim like a fish?
But can you still be a quiet little child?
And sit as still as this?

Old Mc Donald had a Pool

Old Mc Donald had a pool
E I E I O
And in the pool he had a duck
E I E I O
With a quack quack here
And a quack quack there
Here a quack, there a quack
Everywhere a quack, quack
Old McDonald had a pool
EIEIO

*Substitute other water animals or animals
that go in the water like a dog.*

Pool Rhyme Time

Day 3 - Animals

Ten Little Monkeys

One little, two little, three little monkeys,
Four little, five little, six little monkeys,
(Hold up the right number of fingers).
Seven little, eight little, nine little monkeys,
Ten little monkey friends.
"And do you know what they did?
They got in their boats very carefully.
Be careful you don't tip over."
(Carefully climb into imaginary boats.)
They rowed, and they rowed, and they
rowed to the shore. (Rowing motion.)
They rowed, and they rowed, and they
rowed to the shore.
They rowed, and they rowed, and they
rowed to the shore.
Ten little monkey friends.
"It was so hot, and they were tired of sitting,
So they all stood up very carefully."
(Wipe brow. Balancing motion.)
They all stood up, and the boat tipped over.
(Fall in water.)
They all stood up, and the boat tipped over.
They all stood up, and the boat tipped over.
Ten little monkey friends.
"What are we going to do now?"
They swam, and they swam, and they swam
to the shore. (Swimming motion.)
They swam, and they swam, and they swam
to the shore.
They swam, and they swam, and they swam
to the shore.
Ten little monkey friends.
"Now, what shall we do?"
They were cold and wet, and they ran home
to mother. (Running motion.)
They were cold and wet, and they ran home
to mother.
They were cold and wet, and they ran home
to mother.
Ten little monkey friends.

"And what do you suppose she did?"
She fed them and kissed them, and put them
to bed.
(Eating motion, kissing motion and sleeping
motion.)
She fed them and kissed them, and put them to bed.
She fed them and kissed them, and put them to bed.
Ten little monkeys

I'm a Little Octopus

**Arm number one (1) goes swish,
swish, swish.**
(Swing arms back and forth)
**Arm number two (2) helps me catch
fish.**
(Wiggle hand back and forth)
Arm number three (3) pats my head.
(Pat hand on head)
**Arm number four (4) makes sure I'm
fed.**
(Put hand to mouth)
**Arm number five (5) swims me to
shore.**
(Move arms back and forth in swimming
motion)
**Arm number six (6) touches the ocean
floor.**
(Touch hand to floor)
**Arm number seven (7) can grab and
tug.**
(Open and close hand)
But all eight (8) arms give me a hug!
(Cross arms and hug)



At the Zoo

I like the zoo, its lots of fun!
See a cougar on the run
(Run in place)
Hear a lion growl and roar
(Loud roar)
Watch a snake slither on the floor
(Lie down and slither)
Laugh as chimps swing in the air
(Wave arms)
Back and forth without a care
Elephants are big and strong
(Stamp feet)
Long trunks swinging right along
(Wave arm as trunk)
I like the zoo, its lots of fun
Now wave goodbye, the day is done!
(Wave)

Pool Rhyme Time
Day 4 – Book Theme

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Review rules of Pool	Listening	safety
Side of pool	Traffic Light Song ®	See day One	Vocabulary - verbs	Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool – repeat each rhyme three times	- use lane swim rope - Jack be Nimble	Hold the child on the edge. Lift them into water. Can submerge, as they get more confident.	Rhyming Prepositions – in Verbs	Get wet – gently Submersion
Pool – repeat each rhyme three times	Splish Splash Water ® Day 1	See day One	Vocabulary – body parts	See day One
Pool– repeat each rhyme three times	She Fell into the Bath tub	Child faces parent – hold child under armpits. Follow along with actions in the song	Prepositions – in	Getting wet. Movement through water.
Pool– repeat each rhyme three times	Baby’s Bath	Cradle the child in one arm. Follow motion of song using the free arm.	Recognition of objects. Ownership	Getting wet. Movement through water
Pool– repeat each rhyme three times	Moon Ride	Child faces parent – hold child under armpits. Follow along with actions in the song	Introduction of book, Fast - verb	Getting wet. Movement through water. Submersion.
Pool	Hand out Books – Bath Time	Read together to baby – share activities that parents could use in the tub.	How reading can happen through out the day. Transfer to daily living.	
In the Hot Tub	Goodbye Children ®	See day One		See day One
Drying children	The Little Old Man ®	See day One		See day One
	“Reading Out Loud” Reading Chart How to Make a Bath Tub book	Hand outs in Zip lock Bag	Importance of reading out loud to your children for as long as they will let you. Don’t stop because you think they are independent readers. Explain chart - they don’t need to use it.	

Pool Rhyme Time

Day 4 – Book Theme

Jack be Nimble

Jack be nimble
Jack be cool
Jack jumped into the swimming pool

Use a lane swim rope and jump baby over.

Splish Splash Water – Day 1

Baby's Bath

Baby's ready for her
bath. Here's the baby's
tub,
Make circle with arms.

Here's the baby's
washcloth,
*Hold hand up, palm
flat*

See how she can
scrub.
Pretend to rub face.

Here's the baby's cake of
soap,
Make a fist.
And here's the towel dry,
*Hold hands flat, thumbs
touching*
And here's the baby's
cradle
*Make imaginary cradle and rock back and
forth.*
Rock-a-baby bye.

Moon Ride

Do you want to go up with me to the
moon?
Point to friend, self, then to sky.

Let's get in our rocket ship and blast off
soon!
Pretend to climb in ship.
Faster and faster we reach to the sky
Swish hands quickly. Jump and reach.
Isn't it fun to be able to fly?

We're on the moon, now all take a
look, *Look down.*
And gently sit down and I'll show you
a book.
Sit down gently.

She Fell into the Bathtub

She fell into the bathtub
She fell into the sink
Lean child to one side, then the other
She fell into the raspberry jam
Let her fall between your knees
And came out pink!
Lift her up again
We put her in the backyard
And left her in the rain
Make the rain with your fingers
By half past supertime
Rock side to side
It washed her clean again!
Wide open arms and a hug.



Pool Rhyme Time
Day 5 - Transportation

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Review rules of Pool		
Side of pool	Traffic Light Song ®	See day One		Stop Look and Listen
As they enter pool or in a circle in pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool – repeat 3x	Ring around the Rosie. Extend to include blow bubbles, face wet	Use buckets, watering cans, cups, sponges – parents get their children wet	Up and down, Going around	Get wet - gently
In pool – repeat each rhyme three times	I am a Rocket	Hold the child on the edge. Lift them into water. Can submerge, as they get more confident.	Quiet Going up	Getting wet. Movement through water. Submersion.
Pool – repeat each rhyme three times	Here comes the Choo Choo train	Child faces parent – hold child under armpits. Walk backwards moving the child from side to side.	Forward and back Play with sounds Learn about trains Body parts	Getting wet. Movement through water.
Pool – repeat each rhyme three times	Riding the Merry – Go – Round	Child faces parent – hold child under armpits. Walk around in a circle. Lower children into the water (may submerge if comfortable) and then raise child into the air.	Up down and around. Leaning about you and me. colors	Getting wet. Movement through water. Submersion.
Pool– repeat each rhyme three times	Green says Go	Child faces parent – hold child under armpits. Walk backwards increase speed to match the song	Verbs Go, stop, freeze Fast slow	Getting wet. Movement through water.
Pool– repeat each rhyme three times	Zoom, Zoom, Zoom. Flutter Board	Child is placed on flutter board – parent holds securely. Move child and board to the actions of rhyme. Child can kick	Counting Forward and back	Getting wet. Movement through water. Using a buoyant device.
Pool– repeat each rhyme three times	___ is going to Catch a Boat. Boats	Hold child facing outward. Do first verse with all the children. Do second verse once they all have boats	Name recognition colors	Extension Body position

Pool Rhyme Time
Day 5 - Transportation

Time/place	Resource	Activity	Literacy	Swimming
Pool– repeat each rhyme three times	The Wheels on the Bus	Make a circle. Child faces parent – hold under child’s armpits. Follow along with the actions of the song.	Sounds a bus makes Round and around Up and down Verbs Shapes midline	Getting wet. Movement through water. Submersion.
Pool– repeat each rhyme three times	Riding	Cradle the child in one arm. Follow motion of song using the free arm.	Experience what a plane does. Fast and slow Up, side by side	Getting wet. Movement through water.
In the Hot Tub	Goodbye Children ®	See Day One		See Day One
Drying children	The Little Old Man ®	See Day One		See Day One
	Developmental Milestones handouts	Hand outs - can be downloaded from Foothills Children Wellness Network website. Hand outs in Zip lock Bag	The handout outlines the stages for children at different ages. Motor Skills, Development of Play, Communication - Stage by Stage, Social Emotional Development, Explore their World.	

Pool Rhyme Time
Day 5 - Transportation

Ring around the Rosy

Ring around the rosy
A pocket full of posy
A hush a, A hush a,
We all fall down.
The cows are in the meadow
Eating buttercups
1, 2, 3, 4
We all jump up

I am a Rocket

I am a rocket
crouched on the ground,
waiting quietly
without a sound.
Light this fuse
on my little toe...
Ready for take-off?
Here I go:
WOOOOOOOOOSH!

Here Comes the Choo Choo Train

Here comes the choo choo train
Puffing down the track.
Now it's going forward...
Now it's going back.
Hear the bell **a-ringing**
Ding, Ding, Ding
Hear the whistle blow
Whooooo-Whooooo!
Chug, chug, chug, chug
ch...ch...ch...ch...ch...ch...ch...
ch..ch..ch..chhhhhhhhhhhhhhh...
Everywhere it goes.



Riding the Merry-Go-Round

Ride with me on the merry-go-round,
Around and around and around.
Up the horses go, up!
Raise arms in the air.
Down the horses go, down!
Lower arms.
You ride a horse that is white.
Point to neighbor.
I ride a horse that is brown.
Point to self.
Up and down on the merry-go-round.
Raise and lower arms.
Our horses go round and round.
Move one hand in circles.

Green Says Go

Green says "Go!"
Go! Go! Go!
Yellow says "slow"
Slow.....Slow.....Slow.....
Red says "Stop!"
(Freeze in one spot)
Go! Go! Go!
Slow.....Slow.....Slow.....
STOP!

Zoom, Zoom, Zoom

Zoom, zoom, zoom
We're going to the moon.
(Point up into the sky)
If you want to take a trip,
Climb aboard my rocket ship.
(Climbing motion.)
Zoom, zoom, zoom
We're going to the moon.
(Repeat first actions with hands)
10, 9, 8, 7, 6, 5, 4, 3, 2, 1,
(With hands together as before, bend down into a crouching position)
Blast off!
(Jump up and shoot arms up into the air!)
Zoom, zoom, zoom,
We're going to the moon.

Pool Rhyme Time
Day 5 - Transportation

Catch a Boat

(Tune Muffin Man – put child’s name in the blank – throws the boat away at the end of the rhyme)

_____ is going to catch a boat, catch a boat, catch a boat

_____ is going to catch a boat.
What colour will it be?

_____ caught a _____ boat,

_____ caught a boat, caught a _____ boat.

_____ caught a _____ boat,
And now, she's set it free.

The Wheels on the Bus

The wheels on the bus go
round and round, round and round
The wheels on the bus go round and
round
All day long

The kids, on the bus go up and
down.....
The wipers on the bus go back & forth
The motor on the bus goes (blow
bubbles)
The mud on the bus goes splash, splash,
splash
The lights on the bus go blink, blink,
blink
The door on the bus goes open and
closed, open and closed.

Riding

Riding in a train I go,
Rocking, rocking, to and fro,
Side by side and to and fro,
Riding in a train I go.

In an airplane I fly,
Up, up, up, into the sky
Up, up, up, so very high
In an airplane I fly.

Riding on my bike today,
Petal, petal all the way,
Pedal fast and petal slow
Riding on my bike I go.



Pool Rhyme Time
Day 6 – Body Parts

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Rules of Pool		
Side of pool	Traffic Light Song ®			Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool	It is Raining	Use buckets, watering cans, cups, sponges – parents get their children wet	Wetness – what it feels like	Get wet - gently
In pool – repeat each rhyme three times	Two Little Eyes	Child facing parent - hold child under armpits. Turn child to look side to side, dunk ears into pool, wrinkle nose, blow bubbles with mouth	Body parts	Gentle movement, getting wet
Pool – repeat each rhyme three times	Stand up tall	Child facing parent – hold child under armpits. Follow actions in song	Gestures Emotions (frown) Verbs	Movement and chance for submerging for those who are ready
Pool – repeat each rhyme three times	We can Jump	In very shallow water. Child facing parent. Follow directions of song	Verbs – movement Yes/No	Gentle movement,
Pool– repeat each rhyme three times	Shake your arm and I don't care	Child on lap, facing away from parent. Follow actions song	Body parts Up and down	Getting wet – movement through water
Pool– repeat each rhyme three times	She fell in the Bathtub® Day 4	Child facing parent. Lean side to side, fall between your legs, lift up, rain with fingers, rock side to side, big hug		Getting wet – movement through water
Pool– repeat each rhyme three times	A Little Monkey Likes to Do	Sitting in shallow water, follow directions of song	Actions – Verbs Follow directions	Getting wet – movement through water
Pool– repeat each rhyme three times	I can Hop, Hop, Hop like a Bunny	Child facing parent. Follow directions of song	Actions – verbs Mid line	Getting wet – movement through water
In the Hot Tub	Goodbye Children ®	Same as day one	Name Recognition Endings	See Day One
Drying children	The Little Old Man ®	Same as day one	Preposition - up	See Day One
Hand outs	Laminated rhyme cards "Movement and Literacy handout:	Handouts in Zip lock bag. (Rae Pica article)	Cards that can be taken with parents in purse, pocket car.	

Pool Rhyme Time
Day 6 – Body Parts

It is Raining (sung to “Frere Jacques”)

It is raining, it is raining
On my head, on my head
Pitter, patter raindrops
Pitter, patter raindrops
I’m all wet, I’m all wet

Two Little Eyes

Two little eyes to look around
Two little ears to hear each sound
One little nose to smell what is sweet
And one little mouth that like to eat.

Stand up Tall

Stand up tall, hands in the air;
All stand and raise hands in the air.
Now sit down, in your chair. (*Sit*)
Clap your hands; (*3 times*)
Make a frown. (*Frown*)
Smile and smile, (*smile*)
And flop like a clown!
Relax with arms dangling.

We Can Jump

We can jump, jump, jump!
We can hop, hop, hop!
We can clap, clap, clap!
We can stop, stop, stop!
We can nod our heads for "Yes",
We can shake our heads for "No".
We can bend our knees a little bit,
And sit.....down.....slow.

I Can Hop, Hop, Hop like a Bunny

I can hop, hop, hop like a bunny,
And run, run, run like a dog;
I can walk, walk, walk like an elephant,
And jump, jump, jump like a frog.
I can swim, swim, swim like a fish,
And fly, fly, fly like a bird;
I can sit right down and cross my arms,
And not say a single word!
(*Do motions in poem*)

I Don't Care!

(*To the tune of Jimmy Crack Corn*)

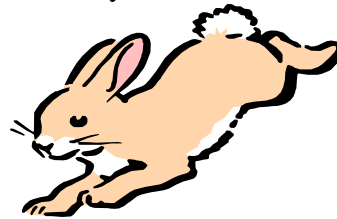
Shake your arm and I don't care
Shake your arm and I don't care
Shake your arm and I don't care
Shake your arm all day!
Shake your leg and I don't care
Shake your leg and I don't care
Shake your leg and I don't care
Shake your leg all day!
Jump up and down
and I don't care
Jump up and down
and I don't care
Jump up and down
and I don't care
Jump up and down all day!
continue with:
Bump your hips Clap your hands Spin

She fell into the Bathtub – Day 4

A Little Monkey Likes to Do

Perform each action as indicated. Point to children on "you and you." They then imitate your actions.

A little monkey likes to do,
Just the same as you and you;
When you sit up very tall,
Monkey sits up very tall;
When you pretend to throw a ball,
Monkey pretends to throw a ball;
When you try to touch your toes,
Monkey tries to touch his toes;
When you move your little nose,
Monkey tries to move his nose;
When you jump up in the air,
Monkey jumps up in the air;
When you sit down in the pool,
Monkey sits down in the pool.



Pool Rhyme Time
Day 7 - Babies

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Review rules of Pool	Listening	Safety
Side of pool	Traffic Light Song ®		Verbs	Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool	1, 2 Peek a Boo	Do actions	Counting	Get wet - gently
In pool – repeat each rhyme three times	Shake, Shake my Sillies out extensions: Jump, splash	Child facing parent – hold child under armpits. Follow actions of song	Verbs Play with words	Getting wet – movement through water
Pool – repeat 3x	Uncle John	Hold under arms, bounce on knee, lean to one side, lean to other, bounce	Left and right	Getting wet – movement through water
Pool – repeat 3x	Dickery Dean	Washing machine motion, lift and “fall” machine motion, lift and “fall”	Rhyming	Getting wet – movement through water
Pool– repeat 3x	Little Bubbles® Day 1	Same as day one	Counting	Getting wet – movement through water, breath control
Pool– repeat 3x	Jack in the Box	Child facing parent – hold child under armpits. Use child’s name jump up and cheer.	Name recognition Preposition - In Stillness	Getting wet – movement through water
Pool– repeat 3x	Here’s a Ball for Baby	Sitting in shallow water. Hug child, do actions	Verbs Adjectives Gestures – peek a boo	Getting wet – movement through water
In the Hot Tub	Goodbye Children ®	Same as day one	Name Recognition Endings	See Day One
Drying children	The Little Old Man ®	Same as day one	Preposition - up	See Day One
	ABC's Poster or Family Literacy Tip Sheets - includes ideas and poster	Handouts in Zip lock bag	Easy to refer to list that will help parents think of things to do and the importance of literacy.	

Pool Rhyme Time

Day 7 - Babies

1, 2 Play Peek a Boo

1, 2 Play peek a boo
3, 4 make the rain pour
5, 6 do fancy tricks
7, 8 layout straight
9, 10 do it again

Shake your Sillies Out

Shake, shake, shake your sillies out
Shake, shake, shake your sillies out
Shake, shake, shake your sillies out
And wiggle your woggles away
Blow, blow, blow your bubbles out
Blow, blow, blow your bubbles out
Blow, blow, blow your bubbles out
And wiggle your waggles away

Uncle John

Father and Mother and Uncle John
Went to market one by one
Bounce child rhythmically
Father fell off to the left
Lean child to one side
Mother fell off to the right
Lean child to the other side
But Uncle John went on and on and on
and on...
As long as you feel like bouncing.

Dickery Dean

"What's the matter with Dickery Dean?
*Turn child to and fro with a washing
machine agitator motion*
He jumped right into the washing
machine!"
Let child "fall" between your knees
"Nothing's the matter with Dickery Dean
Washing machine motion again
He dove in dirty and he jumped out
clean!"
Down and up again-

Jack in the Box

(Use baby's name instead of Jack)

Jack in the pool
Jack in the pool
Sits so still
Will he come out?
Yes he will
(Jump up and shout. Lift baby out of the
water quickly.)

Here's a Ball for Baby

Here's a ball for Baby
Big and soft and round.
*Hold up two hands touching fingertips
to form ball.*
Here is baby's hammer
Make a fist.
See how he can pound.
Pound fist on palm of other hand,
Here is baby's music
Clapping, clapping so.
Clap hands.
Here are baby's soldiers
Standing in a row. (*Hold ten fingers up*)
Here is baby's trumpet
Toot, too, too, too, too.
Hold one fist in front of other at mouth.
Here's the way that baby
Plays at peek-a-boo.
Spread fingers in front of eyes.
Here's a big umbrella
To keep the baby dry.
Hold index finger of right hand erect.
Place palm of left hand on top of finger.
And here is baby's cradle
*Make cradle of interlocked fingers,
knuckles up, erect index and smallest
fingers.*
To rock-a-baby bye. (*Rock hands*).



Pool Rhyme Time
Day 8 - Colours

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Review rules of Pool		
Side of pool	Traffic Light Song ®	Same as day one		Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool – repeat 3x	Its raining its Pouring ®	Use buckets, watering cans, cups, sponges –		Get wet - gently
In pool – repeat 3x	Green says Go ®	Same as Day 5	Colours	Getting wet – movement through water
Pool – repeat 3x	Boat Game from Day 2 (plastic boats) Could also use fish.	Same as day 2	Colours	
Pool – repeat 3x	Pace goes the Lady	Child faces parent – sit child on knee of parent. Follow actions of song, fall between legs (submerge if comfortable)	Verbs Slow to fast	Getting wet – movement through water
Pool– repeat 3x	If you’re Happy and you Know it	Splash your hands, kick your feet, jump up and down	Emotions	Getting wet – movement through water
Pool– repeat 3x	Six Little Ducks Rubber ducks as props	Move through water with child facing outward. Go in a line.	Adjectives Play with word sounds	
Pool– repeat 3x	If you are Wearing Red Today	Child faces parent – hold under arm pits, swing side to side, follow directions of song	Colors	Getting wet – movement through water
Pool– repeat 3x	Five Little Babies	Start in cradle, splash by moving thighs, swim on tummy, splash on water, cradle for hide/seek	Verbs Counting	Getting wet – movement through water
In the Hot Tub	Goodbye Children ®	Ask parents - 2 activities for windup	Name Recognition Endings	See Day One
Drying children	The Little Old Man ®		Preposition - up	See Day One
	Warning Signs and Milestones of Speech Development.	Handouts in Zip lock bag	Refer back to handout 1. Stress that each child will develop differently. Call Public Health Nurse if concerned.	

Pool Rhyme Time
Day 8 - Colours

It's Raining It's Pouring – Day 1

Green Says Go - Day 5

Boat Game – Day 2

Pace Goes the Lady

Pace goes the lady, the lady, the lady
Pace goes the lady, the lady
Whoa!

*Gentle bouncing, stop on whoa! And
pause for a moment*

Canter goes the gentleman,
The gentleman, the gentleman,
Canter goes the gentleman,
the gentleman,
Whoa!

*Vigorous bouncing, with a pause at
Whoa!*

Gallop goes the huntsman,
The huntsman, the huntsman
Gallop goes the huntsman
Very bouncy bouncing

And tumbles in the ditch!

Let child fall between your knees.

If You're Wearing Red Today

*Sing to the tune of "Mary had a Little
Lamb."*

If you're wearing red today,
Red today, red today,
If you're wearing red today,
Please stand up.

If you're wearing green today,
Green today, green today,
. . . and so on.

*Instead of stand up it could be splash
around or kick your feet.*

5 Little Babies

One little baby
Rocking in a tree
Two little babies
Splashing in the sea
Three little babies
Crawling on the floor
Four little babies
Banging on the door
Five little babies Playing hide & seek

If you're Happy and you Know it!

If you're happy and you know it!
Shake your fin!
If you're happy and you know it!
Shake your fin!
If you're happy and you know it
And you're not afraid to show it
Shake your fin!

Repeat verse with other body parts

Six Little Ducks

Six little ducks that I once knew
Fat ones, skinny ones, other ones too
But the one little duck with the feathers
on his back,
He led the others with a "quack, quack,
quack"
Down to river they would go
Wiggle-wobble, wiggle wobble to and
fro
But the one little duck with the feathers
on his back,
He led the others with a quack, quack,
quack!



Pool Rhyme Time
Day 9 – Wind up

Time/place	Resource	Activity	Literacy	Swimming
Side of pool		Rules of Pool		
Side of pool	Traffic Light Song ®	Same as day one		Stop Look and Listen
As they enter pool or while in a circle in the pool	Good Morning Song ®	Children enter pool as their name is called	Name recognition	Attendance
In pool	Use favorite way from class	Get wet		Get wet - gently
In pool – repeat 3x	One Little Baby	Cradle position, follow directions of song. Glides instead of crawl	Counting	Getting wet – movement through water
Pool – repeat 3x	Dinosaur, Dinosaur Turn around	Alternating from cradle to side hold. Follow directions geared to swimming	Following directions	Getting wet – movement through water
Pool – repeat 3x	I'm a Fish	Child on tummy held under arm pits. Wiggle towards parent, splash legs, hands, wiggle swim and dive submerge (if comfortable)	Rhyming	Getting wet – movement through water
Pool– repeat 3x	Toes are Tapping	Sitting on lap of parent facing parent. Follow actions of song	Rhythm Verbs – doing the actions	Getting wet – movement through water
Pool– repeat 3x	My Bubble Flew over the Ocean	Facing parent, blowing bubbles, side, in front, on back, in front	Prepositions - over	Breath control
Pool	Bring bubbles	Let babies enjoy seeing them	Blowing bubbles – helps with forming letters	
Pool– repeat 3x		Do two repeat activities that parents requested at the last class	Repetition Fun	Getting wet – movement through water
In the Hot Tub	Goodbye Children ®		Name Recognition Endings	See Day One
Drying children	The Little Old Man ®		Preposition - up	See Day One
	Critical Messages for Parents – 10 things Parents can do with children	Handouts in Zip lock bag Evaluation forms handed in	Information that relates to parenting which impacts literacy.	

Pool Rhyme Time **Day 9 – Wind up**

One Little Baby

One little baby
Hold up one finger.
Rocking in a tree.
Rock in palm of other hand.
Two little babies
Hold up two fingers.
Splashing in the sea.
Splash hands.
Three little babies
Hold up three fingers.
Crawling on the floor.
Crawl fingers along floor or knee.
Four little babies
Hold up four fingers.
Banging on the door.
Pound fists on imaginary door.
Five little babies
Hold up five fingers.
Playing hide and seek.
Cover up you eyes.
Keep your eyes closed tight now
Until I say ... peek!
Throw hands away from eyes on "peek!"

I'm a Fish

Sung to: "I'm a Little Teapot"
I'm a little fishy, I can swim.
Here is my tail, here is my fin.
When I want to have fun with my friend,
I wiggle my tail and dive right in.

Toes are Tapping

Sung to: "Skip to My Lou"
Hands are clapping, clap, clap, clap
Hands are clapping, clap, clap, clap
Hands are clapping, clap, clap, clap
Clap your hands, my darling.
Toes are tapping, tap, tap, tap
Toes are tapping, tap, tap, tap
Tap your toes, my darling.
(Also use: Arms are swinging, Fingers are wiggling, Eyes are blinking, Tongues are clicking, etc)

My Bubble flew Over the Ocean.

Sung to: "My Bonnie Lies Over the Ocean"
My bubble lies over the ocean.
My bubble flew over the sea.
My bubble flew over the rainbow.
Oh come back my bubble to me.
Come back, come back,
Oh come back, my bubble to me!
Jean Warren

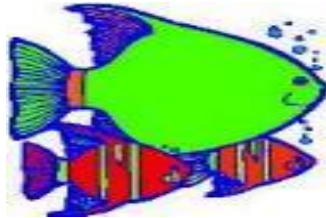
Dinosaur, Dinosaur Turn Around

Dinosaur, Dinosaur, turn around
Dinosaur, Dinosaur, touch the ground
Dinosaur, Dinosaur hear me roar
Dinosaur, Dinosaur
Stamp your feet on the floor
Dinosaur march around the room.
Dinosaur, Dinosaur come back soon
Dinosaur, Dinosaur, touch your toes.
Dinosaur, Dinosaur, where's your nose?
Dinosaur, Dinosaur, tie your shoe
Dinosaur, Dinosaur, I love you!



Bibliography

1. Barker Lottridge, Celia. 1992. The Moon is Round and other Rhymes to Play with Your Baby.
Parent-Child Mother Goose Program: Toronto, On. ISBN: 0-9681462-0-1.
2. Barker Lottridge, Celia. 1999. Favorite Interactive Rhymes and How to Use Them.
Parent-Child Mother Goose Program: Toronto, On. No ISBN. Training Manual
3. Cobb, Jane. 1996. I'm a Little Teapot.
Black Sheep Press: Vancouver, BC. ISBN: 0-9698666-0-7.
4. Cubley, Kathleen. 1997. Songs and Games for Toddlers.
Totline Publications: Everett, WA. ISBN: 1-57029-164-0.
5. Cubley, Kathleen. 1997. Songs and Games for Babies.
Totline Publications: Everett, WA. ISBN: 1-57029-163-2.
6. Walters, Connie. 1993. The Everyday Songbook.
T.S. Denison & Company, Inc., Minneapolis, MN. ISBN: 0-513-02176-0.
7. Warren, Jean. 1983. Piggyback Songs: New Songs to the Tune of Childhood Favorites. Warren Publishing House: Torrance, CA. ISBN: 0-911019-01-4.
8. Red Cross Manual, Fun with Safety Education, Prepared by: Canadian Red Cross Society, Alberta/NWT Division, Safety Services.
9. READING MAGIC, Why Reading out loud to our Children will Change their Lives Forever , Mem Fox, ISBN 0-15-601076-3



Pool Rhyme Time
Bibliography

Bath Books that could be used in day 4 or to stock a Pool Library:

1. Baby's Bathtime, Fiona Watt, Usborne Publishing Ltd., ISBN 0 7460 4175 6
2. The Rainbow Fish, Marcus Phister, North-South Books Inc., ISBN 0- 7358-1299-3
3. Tilly Turtle and her Babies, No author Child's Play (International) Ltd., ISBN 0-85953-720-X
4. One Fish, Two Fish, Red Fish, Blue Fish, Dr.Suess, Random House ISBN 0-375-81164-8
5. Water, Water, Everywhere, Baby Einstein, Hyperion Books for Children ISBN 0-7868-1911-1
6. Stella Starfish, no author, Sterling/Pinwheel Book ISBN 0-8069-8229-2
7. Spot Goes Splash, Eric Hill, G.P. Putnam's Sons, ISBN 0- 99-24032-2
8. "We love Bath time", Raincoast, ISBN 0333902521
9. "What is it?" ISBN 0688 13493-9

Pool Rhyme Time
Extra Rhymes

Traffic Light Song – for safety

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says be careful,
Green says you may go,
But red is most important is says stop you know.

Twinkle Twinkle Traffic Light (sung to Twinkle, Twinkle Little Star)

Twinkle, twinkle traffic light
Twinkle, twinkle traffic light,
Standing on the corner bright,
When it green its time to go,
when it's red its stop you know,
Twinkle, twinkle traffic light,
Standing on the corner bright.

This little piggy had a rub-a-dub-dub,
This little piggy had a scrub-a-scrub-scrub,
This little piggy ran up the stairs,
This little piggy cried "bears, bears, bears",
Down came a jar with a great big slam,
And this little piggy ate all the jam

Rock the Boat (sung to Frere Jacques)

Rock, rock, rock the boat,
Gently to and fro,
Watch out, give a shout,
Into the water you go!!!

Handouts:

Items in bold and red are included in the Handout section. Other items not bolded need to be downloaded or ordered.

Day 1 - Information on Child Development and the Importance of Rhymes

Need Book of Rhymes (separate booklet)

Day 2

The First Years Last Forever - I Am Your Child Booklet

This booklet outlines 10 guidelines for parents and caregivers on how they can promote young children's healthy development and school readiness. 16 pages. (1998). Canadian Institute of Child Health – download from <http://www.cich.ca/Publications.html> You can order however there is a cost.

Day 3 – Raising a Successful Reader. Need to download or order "Literacy begins at home!" Pamphlet, Centre for Family Literacy,

http://www.familit.ca/resources/resources_pr.shtml

Day 4 –

Reading Out Loud and Reading Chart.

Book used in lesson

“Baby's Bath time”, Fiona Watt, Usborne Publishing Ltd., ISBN 0 7460 4175 6

Day 5 Handout - Child Development Milestones

Child Development Handouts - Download from Foothills Children's Wellness Network <http://www.foothillsnetwork.ca/development/milestones/> Information on developmental milestones and handouts at bottom of web page.

Day 6 - Article - Literacy and Movement - Rae Pica.

Also included is a supplemental article. Need to laminate rhyme cards.

Day 7 Handout -

Need to download or order - Centre for Family Literacy - Under Family Literacy Tip Sheets – One is called ABC's Poster or the Family Literacy Tips for Parents also includes the ABC's poster.

http://www.familit.ca/resources/resources_pr.shtml

Day 8 Handout - Milestones and Warning Signs for Speech Development - Will I Grow out of it?

– Can be ordered from Alberta Health and Wellness Fax: 403-272-7774

Day 9 - Critical Messages and Ten Things Parents can do with their Children.



Child Development – things to know!



Children learn and grow at different rates and this is called child development. Children reach “milestones” at certain ages. The main types are:

Physical – as they grow taller and heavier, and learn to do things like crawl and walk.

Cognitive – how they think, learn to reason, judge. **Language falls in this area.**

Social and Emotional - how they get along with others and connect.



Remember children develop at different rates. Don't worry if your child reaches a milestone a couple months later than your friend's child. Walking is a good example. On the average, children take their first step when they are about 11 months, but many children don't walk until they are 17 months. Some walk as early as nine months. As a general rule don't worry until your child is about 6 months past the average.



Knowing some information about child development will help you as a parent know what can be reasonably expected from your child at different ages. It can help you teach, discipline and nurture. It gives you some idea of what you can ask them to do within their developmental level. It also helps you be more patient.

Rhymers will be Readers!!! Research in literacy and child development has found that if children know eight nursery rhymes by heart by the time they are four years old they are usually among the best readers by the time they are eight.

Songs and Rhymes provide comforting rhythms in children's early lives and expose them to many forms of language.

From songs children learn: Words, sentences, rhythm, rhyme and repetition.



Parents can also use them to help them calm, distract, teach and amuse their children in everyday life.



How can you help your child get ready to read? Talk, read, draw and laugh!

Raising A Successful Reader



Getting Ready to Read

From the
National Education Association
1201 16th St, N.W.
Washington, D.C. 20036

Thanks to the National Research Council for many of the ideas in this piece.

Recent reading research proves there are simple things you can do to prepare your child for reading success. Children need a foundation for reading. You can build that foundation. Your child needs to:

- Learn the alphabet
- Understand that letters and words mean something
- Build a listening and speaking vocabulary
- Have many different experiences to relate to new words and ideas
- Connect drawing and writing to reading

Here are several easy and fun activities you can do to help your child get ready to read.

Talk and Listen to Your Child

- ↪ **Talk** with your children. There is no substitute for time spent talking with your child. You are teaching new words and ideas. Talk in complete sentences and encourage them to do the same.
- ↪ **Encourage** your child to describe experiences and ideas. Use photo albums or magazine pictures to start a conversation.
- ↪ **Take** your child to visit interesting places - playgrounds, grocery stores, libraries, museums and historical sites. Discuss these places or read more about them

Fall in Love with Language

- ↪ **Stick** labels on objects in your home such as the table or toothbrush. Collect the labels and have your child put them back on the correct items.
- ↪ **Teach** your child nursery rhymes and songs. Recite and sing them together often.
- ↪ **Play** with words - separate the sounds in a word (i.e. "mud" has three different sounds). Note how some words begin with the same sound (i.e. "dog" and "dark") or rhyme (i.e. "tea" and "me").
- ↪ **Make up** silly sounds and funny chants. Dr. Seuss books are great for playing with language and sparking the imagination.
- ↪ **Look** for letters of the alphabet everywhere you go.

Adapted for Use by Literacy for Life Foundation www.litforlife.com
May 10, 2004



Raising a Successful Reader: Part 1, Getting Ready to Read

Page 2 of 2

Develop Vocabulary and Concepts

- ↪ **Point** to pictures in books and magazines and ask your child to describe the picture.
- ↪ **Play** the game, "I see something," where one person describes an object in view and the other(s) must guess what it is.
- ↪ **Help** your youngster make connections among words or concepts such as "winter = cold, snow, holidays;" or "dinner = food, family, evening." "bath = clean, relax, warm, fun

Show How Print has Meaning

- ↪ Find answers to your child's many questions by looking them up in books, newspapers or magazines. Explain that the printed words on the page can provide information.
- ↪ Show your child how print helps us everyday: for example, providing directions for putting a bike together, recipes for fixing dinner or directions to a friend's house
- ↪ Point to and read the words on items like grocery lists, restaurant menus or signs in the street. Help your child notice the difference between words like "chocolate" or "vanilla" ice cream.

Connect Drawing, Reading and Writing

- ↪ **Encourage** your child to draw pictures. Drawing is a preparation for writing and reading. Display your child's pictures proudly.
- ↪ **Show** your child how to write his/her name. Practice. Practice.
- ↪ **Collaborate** with your child to compose a note to a relative or a friend. Have your child dictate as you write. Read the note back, pointing to the words as you read them.

Laugh

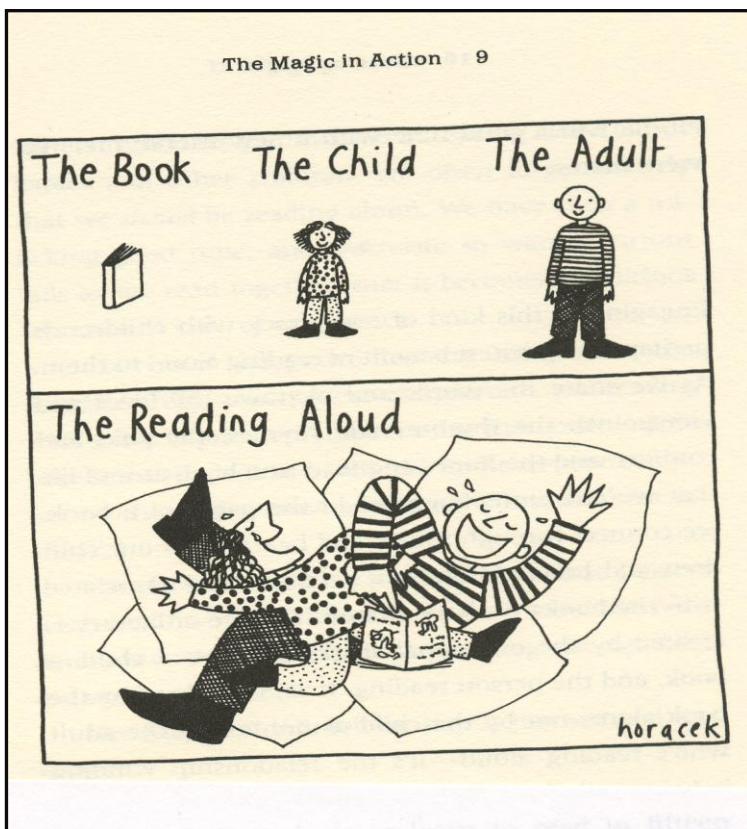
- ↪ **Remember** to have fun with your child. From making up silly sounds to talking about a story, appreciate your child's special joy for learning new things. So laugh, even when your child asks you to read that one favorite book — *again and again and again!*

For related materials visit our web site at:
<http://www.nea.org/helpfrom/connecting/tools/>
<http://www.nea.org/readacross/ready.html>

READING OUT LOUD!

Parents and children share the words and pictures, the ideas, the rhythm and rhymes, the pain and the comfort and the hopes and fears they find together in the pages of books and connect through their minds and hearts.

The fire of literacy is created through the emotional sparks between a child, a book and the person reading. It is not the book alone or the child alone or the reader alone but the relationship that happens that brings all three together.



Read out loud to your child until they won't let you read to them anymore.

DON'T STOP just because you think they can read on their own.

A Child should **hear 1000** stories before they go to school. Use the chart and track each week. See how **easy it is to read 1, 2, 3 or more stories in one day!** It doesn't have to be a new one each time. They may want you to read the same one over and over and over again. That is okay. They are still learning something from that story.

The Read Aloud Calendar is downloadable at www.ReadAloud.org

Read Aloud Reading Calendar
15 MINUTES Every child. Every parent. Every day.
Just check off the days you read aloud ✓

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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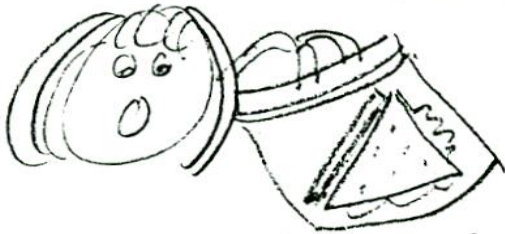
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Pool Rhyme Time
Hand Outs Day 4

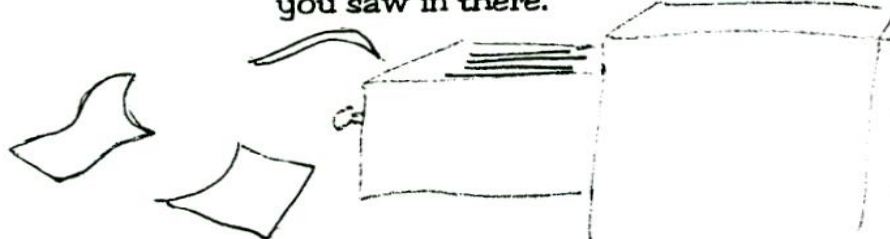
10 Easy Steps to Make a BATHTUB BOOK (That can REALLY go in the water!)

1. Dig through the kitchen drawer to find at least 3 ziplock sandwich bags or freezer bags. (without holes!)



- Take the sandwiches out!!

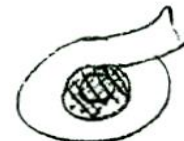
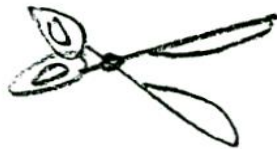
2. Dig through your top dresser drawer for that scrap paper you are sure you saw in there.



3. Look in the bottom of the toy box, or down the back of the couch to find an assortment of crayons or markers. (WHAT!? You actually keep those things in a box???)



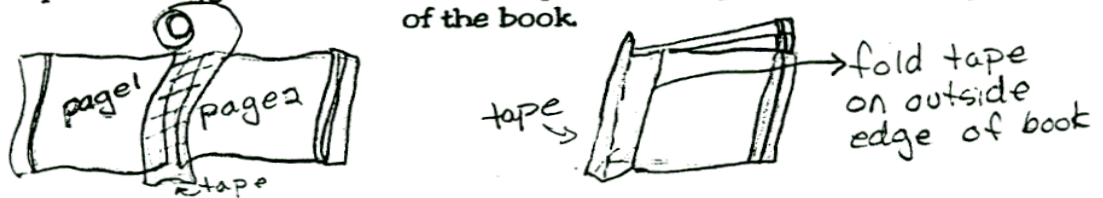
4. While you are in all those places, keep an eye out for scissors, old magazines, glue and a roll of clear packing tape. (That really wide stuff)



5. Whew! Now that you've got all that done, gather the family for a FUN time.

Bathtub books page 2

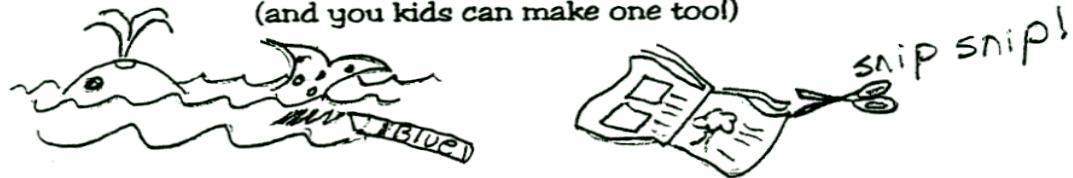
6. Tape the 3 bags together like a book, on the sides that DON'T have the ziplock thingy. Close the book and put the last piece down the spine of the book.



7. Cut the scrap paper to fit inside each bag. Now get creative!



8. You can use the magazine pictures or draw your own. You can make any kind of book you like. Maybe a rhyme book, or a song you like to sing in the shower. Maybe a book about underwater creatures. Go WILD! (and you kids can make one too!)



9. Now put the pages back inside the book. (You did draw on both sides right?) and close the ziplock sides. If ever a page gets wet, just take it out and put in a new one!



10. Now climb into a nice bubble bath and relax with a good bathtub book. (And you kids can sing along with your favorite bathtub book, or swim with the sea creatures, or float with your book, or try reading underwater...the possibilities are endless!)



Motor Skills Age by Age

One month

- Large-Motor Skills
- Lifts chin when placed on stomach

Two months

- Large-Motor Skills
- Lifts chest well above surface when placed on stomach

Three to Four months

- Large-Motor Skills
- Reaches for objects, but unsteadily
- Holds up head steadily
- Rolls from side to back and from back to side
- Has complete head control when sitting on an adult's lap
- Holds head erect when carried

Five to Six months

- Large-Motor Skills
- Sits alone briefly
- Reaches and grasps successfully, but awkwardly
- Turns completely over when laid on back or stomach
- Prefers to sit up with support
- Small-Motor Skills

- Reaches and grasps successfully but awkwardly
- Uses hands to reach, grasp, crumble, bang, and splash

Seven to Eight months

- Large-Motor Skills
- Reaches for spoon
- Pulls self up while holding onto furniture
- Sits up steadily
- Propels self by arms, knees, or squirming motions
- Small-Motor Skills
- Eats with fingers
- Picks up large objects

Nine to 10 months

- Large-Motor Skills
- Walks when led
- Reaches for and manipulates objects with good control
- Stands holding onto furniture or other supports
- Crawls on hands and knees
- Small-Motor Skills
- Reaches for and manipulates objects with good control
- Picks up medium-sized objects as well as larger ones
- Uses a spoon more skillfully

18 to 24 months

- Large-Motor Skills
- Runs fairly well
- Stands on one foot
- Learns to walk up and down stairs, holding on, both feet on each step
- Throws objects overhead
- Small-Motor Skills
- Buttons large buttons
- Pulls down zippers
- Turns a doorknob

11 to 12 months

- Large-Motor Skills
- Stands alone
- May walk alone
- Small-Motor Skills
- Shows a preference for one hand over the other
- Holds and drinks from a cup
- Fits blocks, boxes, or nesting toys inside each other
- Picks up small objects using thumb and forefinger

12 to 18 months

- Large-Motor Skills
- Improves from walking a few unsteady steps to walking well
- Slides down stairs backward, one step at a time
- Stoops to pick up toys
- Small-Motor Skills
- Turns pages of a book, several pages at a time
- Picks up small objects easily, using thumb and forefinger
- Scribbles

24 to 30 months

- Large-Motor Skills
- Walks with more coordination and confidence
- Climbs even in unsafe places
- Jumps off bottom step
- Pushes self on wheeled toys
- Small-Motor Skills
- Turns pages of a book, one at a time
- Strings large beads
- Builds towers of about six blocks

30 to 36 months

- Large-Motor Skills
- Runs but may not be able to stop smoothly
- Alternates feet going up stairs, but not going down
- Throws balls overhead, but inaccurately
- Kicks balls
- Small-Motor Skills
- Builds towers of about eight blocks
- Draws horizontal and vertical lines
- Screws lids on and off containers

Three years

- Large-Motor Skills
- Jumps up and down in place
- Walks on tiptoe
- Rides a tricycle
- Catches a ball with arms straight
- Small-Motor Skills
- Builds towers of about

- nine or 10 blocks
- Makes a bridge from three blocks
- Cuts with scissors
- Draws recognizable pictures
- Uses a fork and spoon with little spilling

Four years

- Large-Motor Skills
- Gallops and hops
- Dresses and undresses self
- Jumps forward as well as in place
- Throws overhead with body control
- Small-Motor Skills
- Laces shoes
- Cuts on line with scissors

Five years

- Large-Motor Skills
- Stands and balances on tiptoe for short periods and skips, alternating feet
- Small-Motor Skills
- Ties shoelaces
- Draws recognizable people
- Writes alphabet letters
- Buttons, snaps, and zips clothes

6 years

- Large-Motor Skills
- Throws and catches balls with more ease and accuracy
- Small-Motor Skills
- Cuts, pastes, molds, and colors skillfully
- Writes an entire word

The Development of Play

Age by Age


Here's a look at how children's play progresses from playing side by side to playing interactively.

0 to 2 

- * like to look at other babies.
- * love the company of other children.
- * laugh at the antics of siblings.
- * join in activities which are centered around them.
- * engage in parallel play, offering toys but not playing together with other children.

2 to 3 

- * begin to play with other children.
- * enjoy simple games.
- * squabble and fight with others.
- * not share toys and can become possessive and uncooperative.
- * increasingly converse with other children.
- * still not be able to play with others if they have had little social experience.

3 to 4 

- * play more complex and interesting games.
- * form stronger friendships.
- * tease and taunt siblings.
- * make and break friendships easily.
- * copy other children.
- * not switch easily between pretend and reality.

4 to 6 

- * firm up friendships as they reach school age.
- * become more independent, not all doing the same thing at the same time.
- * take on separate roles in complex games.
- * explain games to other children.
- * describe other children as "best friends."
- * indicate to others when to "pretend" and when something is "real."

Communication—Stage by Stage

Children's language develops in predictable stages. These stages are outlined below.

Infants Newborn to 12-month-olds may:	Toddlers 1- to 2-year-olds may:	Preschoolers 3- to 4-year-olds may:	Kindergarten and Early Primary Grades 5- to 6-year-olds may:
<ul style="list-style-type: none"> > make eye contact and smile; babble or coo to communicate comfort or happiness; > use arms and legs to express joy, excitement, or anger; > repeat babbles (such as <i>da, da</i> or <i>ma, ma</i>), which sound like words; > understand language (by 8 to 12 months); for example, putting a hat on their head when told to do so; > say their first words; > express an entire sentence in one word; <i>up</i> can mean <i>Pick me up</i>, <i>There's a bird up there</i>, or <i>My car is up on the shelf</i>. 	<ul style="list-style-type: none"> > communicate using sounds and utterances with adult intonation; > engage in telegraphic speech (using one or two words) to communicate. "Daddy, come," "Oh, oh, I fall," or "All gone," are used instead of full sentences such as, "Daddy, come over here and help me"; > begin to combine words; > know between 20 and 50 words. 	<ul style="list-style-type: none"> > make dramatic gains in terms of language development, speaking in nearly complete sentences; > increase vocabulary to between 300 and 2,000 words; > use pronouns, conjunctions, prepositions, articles, and possessives; > play with language, making up words and rhymes and repeating chants ("Nicey, dicey, all insidely, apple pie"); > talk as if practicing language, with monologues; > ask many <i>why</i> questions, as well as <i>how</i> and <i>when</i>; > adapt speech to listeners; > tell a simple story, but not in sequence; > talk about their actions as if trying to articulate what they are doing; > take turns in conversations, still interrupting to talk about themselves; > increase the length of their sentences; sentence structure may be more complete. 	<ul style="list-style-type: none"> > continue to expand vocabulary, to about 5,000 to 8,000 words; > be extremely articulate, with adultlike speech; > be aware that a word can have more than one meaning; > begin to use language to control situations; > often misunderstand words and use them in humorous ways; > carry on conversations with others, yet still want to dominate.

Social / Emotional Development

Here's a look at some important milestones in the area of social/emotional development that take place during a child's first six years.

Children may

0
to
2



- ▶ be increasingly alert to sights and sounds.
- ▶ follow you with eager eyes and warm to the sight of your face.
- ▶ smile in response to your expressions.
- ▶ engage, disengage, then reengage with you for short periods of time.
- ▶ begin to respond to your gestures with gestures of their own.
- ▶ imitate interactions and look expectantly for your response.
- ▶ express desires and wants by pointing.

2
to
3



- ▶ engage in pretend play with others.
- ▶ enlist your help to do pretend dramas dealing with closeness, nurturing, and care; enjoy pretend play alone.
- ▶ use words or combine gestures to express feelings.
- ▶ communicate their desire for closeness by gesturing.
- ▶ develop the ability to recover from anger.

3
to
4



- ▶ at times begin to distinguish between what is real and what isn't; use logical thinking.
- ▶ make pretend play more complex so that one theme leads to another.
- ▶ follow rules and respond to limits; feel optimistic and confident.
- ▶ begin to reason about feelings and connect them to behaviors (for example, behaving nicely pleases you); try hard to learn to do something.

4
to
5



- ▶ enhance pretend play by adding complexity and depth to themes and roles.
- ▶ enjoy participating in rule making and talking about what is fair and what is not.
- ▶ talk about their own feelings and begin to understand the feelings of others.
- ▶ feel and express empathy.

5
to
6



- ▶ enjoy playing and working independently.
- ▶ enjoy taking care of their own needs.
- ▶ engage in cooperative play.
- ▶ react to normal frustrations in constructive ways.
- ▶ understand and accept limits and routines.
- ▶ show an understanding of personal rights and responsibilities.

How Young Children
Explore Their World:
Age by Age

AGE	EXPLORATION
One-year-olds may:	<ul style="list-style-type: none">» use developing senses to explore their world;» know objects exist even when hidden, and actively search for out-of-sight objects.
Two-year-olds may:	<ul style="list-style-type: none">» expand sensory explorations, running their hands over things, roaming and cruising in- and out-of-doors, and handling everything in reach;» identify familiar objects by touch;» imitate the use of an object long after they observe others using the object; for instance, pouring raisins into a bowl at home after watching a teacher do so at school.
Three-year-olds may:	<ul style="list-style-type: none">» label objects as <i>hard</i> or <i>soft</i>, <i>large</i> or <i>small</i>, <i>heavy</i> or <i>light</i>;» begin to draw shapes of objects, circles, squares;» still explore their world through their senses.
Four-year-olds may:	<ul style="list-style-type: none">» attend to objects and events in more planned-out ways;» build with blocks, string beads, draw recognizable representations of objects;» draw objects in relation to one another.
Five-year-olds may:	<ul style="list-style-type: none">» have a wealth of conceptions about objects and how they work;» have increasingly symbolic thought. The ability to mentally or symbolically represent objects, events, and actions is accompanied by more actions that are increasingly planned and goal directed.

Linking Literacy to Movement

By Rae Pica

As a movement specialist for nearly a quarter of a century, I've seen response to my topic wax and wane over the years. At first, no one wanted to hear the words *children* and *movement* together, imagining as they did the chaos that could result.

Gradually, however, early childhood professionals realized children were going to move anyway; and they could either fight it or use it. (It was the educational version of "If you can't beat 'em, join 'em.")

Today I find that most early childhood professionals are fully aware of the cognitive benefits of movement. They understand that young children need to physically experience concepts in order to truly grasp them. Recent brain research, as well as Howard Gardner's recognition of the bodily/kinesthetic intelligence as a way of learning and knowing, has confirmed this. But with the clamor for more accountability and testing – and the emphasis placed almost exclusively on early literacy – movement is once again in danger of falling by the wayside. Not only are physical education and even recess being eliminated from schools and centers in favor of more "academic time;" teachers are also feeling pressured to teach young children in ways that are developmentally inappropriate.

But children haven't changed. They still need to physically experience concepts to fully understand them, and that includes concepts falling under the heading of literacy and the language arts. This article, therefore, looks at why and how early childhood professionals should use movement as a tool in the promotion of children's emerging literacy.

Language Arts – Then and Now

The language arts include the components of listening, speaking, reading, and writing. Therefore, being about communication – imparted or received – his content area plays a vital role in every individual's life. It is also part of every curriculum, in one form or another, from preschool through advanced education. Additionally, it is tied to linguistic intelligence, which is granted enormous validation in our society (Pica, 1999).

In early childhood programs, language arts have traditionally received the greatest concentration during daily group or circle times. During these periods, teachers and caregivers read stories or poems to the children, who sit and listen. Sometimes discussion precedes or follows the readings. In elementary schools, reading and writing have all too commonly been handled as separate studies, with the children focusing on topics like phonics, spelling, and grammar.

Today's approaches to children's emerging literacy recognize that listening, speaking, reading, and writing overlap and interrelate, each contributing to the growth of the others. These approaches also acknowledge that children learn best those concepts that are relevant to them. Therefore, their language acquisition and development must be a natural process that occurs over time, relates to all aspects of the children's lives, and *actively* involves the children in making meaning

(Sawyer & Sawyer, 1993; Raines & Canady, 1990).

More Movement, Smarter Kids By Rae Pica

Most people can understand how physical activity can impact not only their child's physical development but also his social/emotional development. But intellectual development? What could movement possibly have to do with learning? After all, schools – where most of the child's learning is supposed to take place – are our prime promoters of inactivity. ("Sit still." "Stop squirming." "Don't run." "Stay in your seat.") If movement were critical to learning, wouldn't the schools be employing it?

Certainly, you'd think so. Those of us who've understood the connection between moving and learning for a very long time have been waiting just as long for the educational "revolution." And yet, not only is movement in the classroom a rarity, but also physical education and recess are being eliminated as though they were completely irrelevant to children's growth and development. Perhaps the revolution will only finally arrive when you, as a parent, become aware of movement's role in cognitive development and learning and begin to insist the schools do what's right for children and not merely what the policy makers think they should be doing. As Einstein so succinctly pointed out, "Learning is experience. Everything else is just information." Piaget, the noted child development specialist studied by future teachers, labeled this learning *sensor motor* and determined it was the child's earliest form of learning. Since then, brain research has proven them both right.

But the most recent brain research has done much more than that. It's now understood that, because a child's earliest learning is based on motor development, so too is much of the knowledge that follows. The cerebellum, the part of the brain previously associated with motor control only, is now known to be, as Eric Jensen, author of numerous books on brain-based learning, puts it, a "virtual switchboard of cognitive activity." Study after study has demonstrated a connection between the cerebellum and such cognitive functions as memory, spatial orientation, attention, language, and decision making, among others.

Thanks to advances in brain research, we now know that most of the brain is activated during physical activity – much more so than when doing seatwork. In fact, according to Jensen, sitting for more than 10 minutes at a stretch "reduces our awareness of physical and emotional sensations and increases fatigue." He tells us this results in reduced concentration and, most likely, discipline problems.

Movement, on the other hand, increases blood vessels that allow for the delivery of oxygen, water, and glucose ("brain food") to the brain. And this can't help but optimize the brain's performance!

All of this, of course, contradicts the longstanding and much-loved belief that children learn best when they're sitting still and listening and working quietly at their desks. It also helps us understand why

- ☉ One Canadian study showed academic scores went up when a third of the school day was devoted to physical education.
- ☉ A Canadian study demonstrated children participating in five hours of vigorous physical activity a week had stronger academic performance in math, English, natural sciences, and French than did children with only two hours of physical activity per week.
- ☉ A study of third-grade children participating in dance activities improved their reading skills by 13 percent over six months, while their peers, who were sedentary, showed a decrease of two percent.

- ⊙ In France, children who spent eight hours a week in physical education demonstrated better academic performance, greater independence, and more maturity than students with only 40 minutes of PE a week.
- ⊙ Children who participate in daily physical education have been shown to perform better academically and to have a better attitude toward school.
- ⊙ A study conducted by neurophysiologist Carla Hannaford determined that children who spent an extra hour a day exercising did better on exams than students who didn't exercise.
- ⊙ Recent research demonstrates a direct link between fitness and intelligence, particularly in children under 16 and in the elderly.

It is a huge mistake to think the mind and body are separate entities. The truth is that the domains of child development – physical, social, emotional, and cognitive – simply do not mature separately from one another. There's an overlap and interrelatedness among them. And children do not differentiate among thinking, feeling, and moving. Thus, when a child learns something related to one domain, it impacts the others.

Research shows that movement is the young child's preferred mode of learning – because they best *understand* concepts when they're physically experienced. For example, children need to get high and low, small and large, wide and narrow shapes to truly understand these quantitative concepts. They need to act out simple computation problems (demonstrating the nursery rhyme “Three Little Monkeys” to discover three minus one equals two) to comprehend subtraction. They have to take on the straight and curving lines of the letters of the alphabet to fully grasp the way in which the letters should be printed.

Writing in *Early Childhood Exchange*, developmental and environmental psychologist Anita Rui Olds says:

Until children have experiences orienting their bodies in space by going up, on, under, beside, inside, and in front of things, it is possible they will have difficulty dealing with letter identification and the orientation of symbols on a page. The only difference between a small “b” and a small “d,” for example, both of which are composed of a line and a circle, depends upon orientation, i.e., which side of the circle is the line on?

Eric Jensen labels this kind of hands-on learning *implicit* – like learning to ride a bike. At the opposite end of the spectrum is *explicit* learning – like being told the capital of Peru. He asks, if you hadn't ridden a bike in five years, would you still be able to do it? And if you hadn't heard the capital of Peru for five years, would you still remember what it was? Extrinsic learning may be quicker than learning through exploration and discovery, but the latter has greater meaning for children and stays with them longer. There are plenty of reasons for this, but one of them just may be that intrinsic learning creates more neural networks in the brain. And it's more fun!

Carla Hannaford, in *Smart Moves: Why Learning Is Not All in Your Head*, states, “We have spent years and resources struggling to teach people to learn, and yet the standardized achievement test scores go down and illiteracy rises. Could it be that one of the key elements we've been missing is simply movement?”

Rae Pica is a children's physical activity specialist and the author of *Your Active Child: How to Boost Physical, Emotional, and Cognitive Development through Age-Appropriate Activity* (McGraw-Hill, 2003). Visit Rae at <http://www.movingandlearning.com/>.

Will I grow out of it?

Milestones and Warning Signs for Speech and Language Development Birth to 2 Years

Speech and language abilities are important for preparing children to play, learn and get along with others. Children with strong speech and language skills have been shown to be better prepared to handle school curriculum and are often more successful learners.

- first 3 months of life
- becomes startled at loud noises
 - is soothed by calm, gentle voices
 - likes to cuddle and enjoys being held
 - cries, gurgles, grunts, says "ah"
 - sucks and swallows well

warning signs

- shows no reaction to sound?

- 4 months to 6 months
- watches your face with interest when you talk
 - tries to "talk" to you by cooing or babbling
 - enjoys "talking" with you, smiles at you
 - coos and squeals for attention
 - has a special cry when hungry

warning signs

- are any of the behaviours absent?

- 6 months to 1st birthday
- understands some common words when used with gestures, such as "bye, bye," "up," "give me" and own name
 - tries to say sounds and words, such as "ba, ba," "na, na"
 - tries to sing along with radio/tv
 - laughs and may imitate a cough or sound

warning signs

- are you concerned about how little your child babbles or plays?
- does your child get lots of ear infections?

- age 1 to 18 months
- babbles - sounds like sentences
 - understands simple questions/statements, such as "Where is your nose?", "Give me."
 - says a few words, though not necessarily clearly
 - nods "yes" and shakes head for "no"
 - enjoys rhythm and likes to "dance" to music

warning signs

- does your child not talk at all?
- is your child not sociable?

- 18 months to 2nd birthday
- says some 2-word sentences, such as "More milk," "All gone," "Me go"
 - asks for a cookie or toy
 - says "whatssat" a lot at about age 2
 - understands "Where is mommy/daddy?"
 - understands simple directions, such as "Get your coat"
 - understands more words than can speak/say

warning signs

- does your child use more gestures than words?
- are you concerned about your child's ability to talk and/or understand?

Will I grow out of it?

Milestones and Warning Signs for Speech and Language Development 2 to 5 Years

age 2 to 3rd birthday

- combines words in 2-3 word sentences, such as "Me do it."
- follows simple directions, such as "Put the teddy-bear to bed."
- answers simple questions, such as "What's your name?", "Which one is the big doll?"
- can put a toy "in," "on," "under" when asked
- answers simple questions about objects, such as "Which one do we eat with?"
- is able to sit and attend to a book or movie for a few minutes

warning signs

- does your child show frustration when trying to talk?
- is your child's speech difficult for you to understand?
- does your child not yet put 2 words together?

age 3 to 4th birthday

- follows 2 related directions, such as "Close the book and give it to me."
- tells first and last name
- understands questions about a picture story, such as "Where did the bunny go?"
- reasons - answers "What do you do when you're hungry/cold?"
- tells a short story, such as "Two kids played ball."
- sentences are usually 3 and 4 words long
- gives direction, such as "Fix this for me."
- asks many questions, such as "what," "where," "why"

warning signs

- is your child's speech difficult for strangers to understand?
- does your child have difficulty playing imaginary games with others?

age 4 to 5th birthday

- follows 3 related directions, such as "Get your crayons, make a picture and give it to the baby."
- speaks sounds accurately except perhaps for eg. l, r, k, th, ch, sh
- more reasoning - answers questions, such as "What do you do when you are sleepy/thirsty?" or "What should you do if you hurt yourself?"
- can tell you in detail about their day
- can show you "top," "bottom" and several colours
- can give meanings of words

warning signs

- does your child not use complete sentences?
- does your child stutter?
- does your child not seem to be able to follow directions?

Early detection of difficulties at any age can make learning to talk easier. If your child shows any of the warning signs listed for his or her age group, please contact the Speech-Language Pathologist at your Community Health Centre for more information.

Ten Good Things to Do For Your Baby or Young Child

1) Touch and Carry Your Baby

You get to know each other through smell and touch.

2) Talk and Sing to Baby

It's good for babies to hear the sounds of language. Repetition, rhymes and song calm young children and help them to learn the pattern of language.

3) Listen to What Baby is Telling You

Babies and young children need to know that you will respond to them and meet their needs.

4) Laugh Together

Being able to laugh is part of a balanced, happy life.

5) Encourage Play

Let your child experiment with Jell-o. In the first year of life, parents can provide everything a child needs without toys. Play with your child.

6) Make Friends With Books

Books fascinate young children. Show your child the pictures and talk to them about what you see. Give your baby the books that he can pull and chew.

7) Go Outside

Fresh air is good for you and your child. It will enhance your health and your mental health.

8) Share Your Daily Life and Take Your Child on Outings

Children can learn a lot by watching and being a part of family activities. Go to the park or to the grocery store.

9) Make Friends Together

It's good for children, even infants, to get out and begin to interact with other children. It's also good for moms to get time to share with other mothers.

10) Don't Overdo It

Babies and young children can be over stimulated. Children have their own rhythms and need downtime, too. Make sure that you and baby both get lots of rest.

CATCH YOUR KIDS BEING GOOD!

Notice when children are doing well, and **let them know that you are pleased** with their behavior. Always separate the child from the action. **Let the child know that you still love them**, even when you are unhappy with their behavior.

SIX CRITICAL LIFE MESSAGES

- I believe in you
- I trust you
- I know that you can handle it (the challenges of life)
- You are listened to
- You are cared for
- You are important to me

Barbara Coloroso

