

## Activities for Jack be Nimble & Jill is Quick

Choose activities that your child can complete successfully. Spend about 5 minutes with activities for each poem.

- Read the poem aloud. Then read the first line and have your child repeat after you. Continue with the rest of the lines.
- Ask your child to find
  - The first word in the poem
  - A line that has three words
  - A line that has four words
  - The last word in the poem
- Echo Reading: First read each line. Point to the words as you read. Then read the line again and ask your child to repeat it. Point to the words as your child reads. Continue this pattern.
- 
- Play a riddle game. Tell your child that the answers will rhyme with (sound like) “quick.”
  1. This is something you can do to a ball. You do it with your foot. [kick]
  2. This describes you if you don’t feel well. It starts with /s/. [sick]
  3. A clock says \_\_\_\_\_ tock. [tick]
  4. This is something we do to an ice cream cone. [lick]
  5. This is a small branch from a tree. It starts with /st/. [stick]
- Play another riddle game. Tell your child to find answers that will rhyme with (sound like) “fast.”
  1. If you break a bone you have to wear a \_\_\_\_\_. (cast)
  2. If you are not slow you are \_\_\_\_\_ (fast).
  3. If something happened yesterday, it happened in the \_\_\_\_\_. (past)
  4. The opposite of first is \_\_\_\_\_. (last)

Jack be Nimble

Jack be nimble.  
Jack be quick.  
Jack jump over  
the candlestick.



Jill is Nimble

Jill is nimble  
Jill is fast  
Jill can run  
And she's never last.



## Activities for Star Light & Second Star Poems

Choose activities that your child can complete successfully. Spend about 5 minutes with activities for each poem.

- Read the poem to your child. Run your finger beneath the words as you read. Then invite your child to read with you, again pointing to words. Finally, invite your child to read independently. Provide support if needed.
- First read each line. Then clap the syllables in each line. And then invite your child to clap along with you. Repeat if children's interest is sustained.
- Play a riddle game with your child. Tell him or her that the answers will rhyme with (sound like) "light."
  1. This is something we do with our teeth. [bite]
  2. This is another word for argument. It starts with /f/. [fight]
  3. This is how tall we are. It starts with /h/. [height]
  4. This is a toy that flies in the sky. It is attached to a string. It starts with /k/ [kite]
  5. This is the opposite of "day." It starts with /n/. [night]
  6. This is the opposite of "today." [tonight]
- Ask your child to count the letters in these words. Provide support if needed.
  - Star
  - Wish
  - Light
  - Tonight
- If you believe your child knows one or both poems, invite him or her to read to other family members, pets, stuffed animals, etc. The more practice the better!

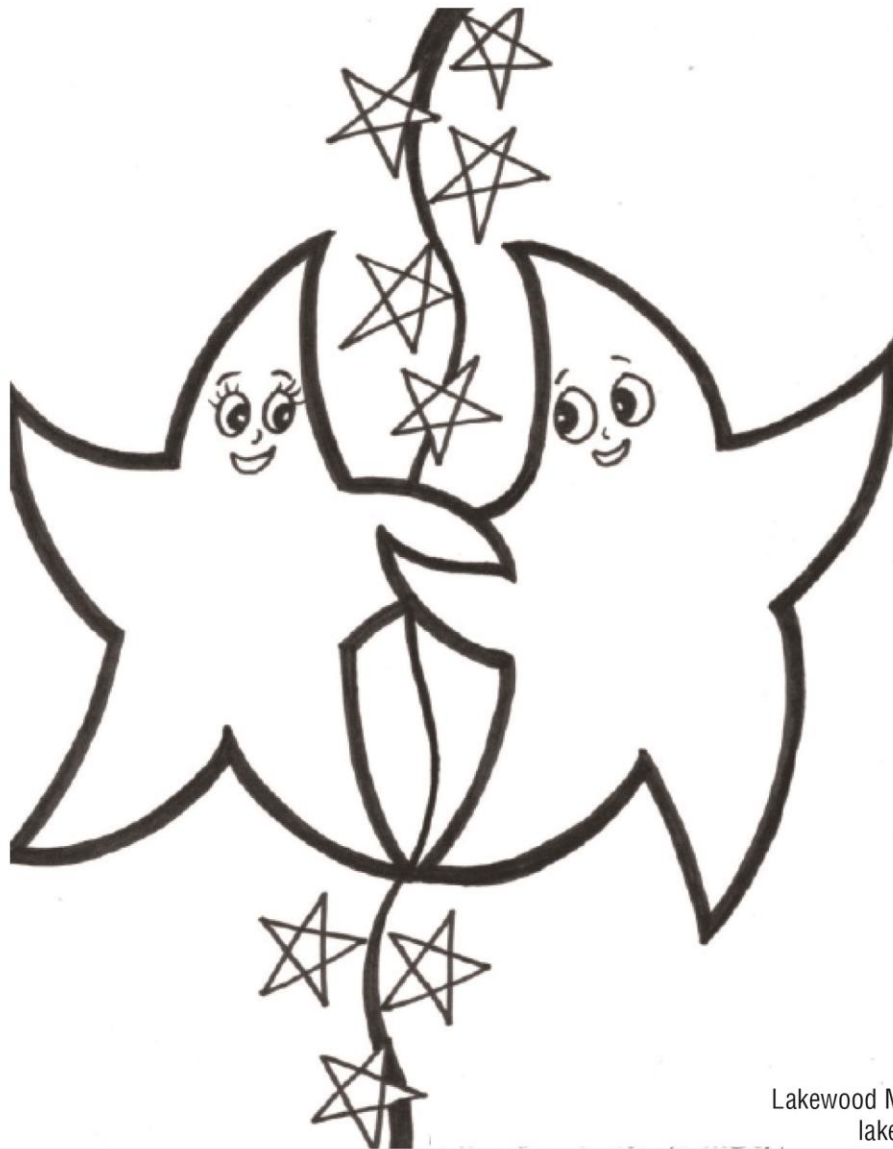
## Star Light

Star light, star bright,  
First star I see tonight.  
I wish I may, I wish I might  
Have the wish I wish tonight.



## Second Star

Star light, star bright,  
Second star I see tonight.  
I wish you may, I wish you might,  
Make tomorrow out of sight!



## Activities for Little Jumping Joan & Little Jumping Jim

Choose activities that your child can complete successfully. Spend about 5 minutes with activities for each poem.

- Read the poem to your child. Point to the words as you read. Then invite your child to read with you, again pointing at the words. Finally invite your child to read the poem independently. Provide support if needed.
- First read a line of the poem. Then read it again, clapping the syllables as you read. Now invite your child to clap along with you. Repeat if your child's interest is sustained.
- Ask your child to find:
  - the first word in the poem
  - the first line in the poem
  - the last word in the poem
  - the last line in the poem
- Play a riddle game with your child. Tell him or her that each answer that will rhyme with (sound like) "jump."
  1. I hit my head and now I have a \_\_\_\_\_. (bump)
  2. I want a \_\_\_\_\_ truck for my birthday. (dump)
  3. To fill my basketball, I have to \_\_\_\_\_ air into it. (pump)
  4. Mom stirred the batter so there wasn't a single \_\_\_\_\_ (lump).
- If you believe your child knows one or both poems, invite him or her to read to other family members, pets, stuffed animals, etc. The more practice the better!

# Little Jumping Joan

Here I am, Little Jumping Joan.  
When nobody's with me,  
I'm always alone.





## Little Jumping Jim

Here I am, Little Jumping Jim.  
When Tim is with me,  
I always jump with him.



### **Activities for The Old Woman Under a Hill & The Old Woman is Ill**

Choose activities that your child can complete successfully. Spend about 5 minutes with activities for each poem.

- Read the poem aloud. Point to words as you read. Then read the first line and have your child repeat after you. Continue with the rest of the lines.
- Ask your child to count the lines in the poem. Then ask your child to count the words in each line.
- Select a couple of letters from the poem that your child knows. Ask him or her to circle these letters in the poem(s).
- Play a riddle game with your child. Tell him or her that the answers to the riddles will rhyme with (sound like) “old.”
  1. I helped my dad \_\_\_\_\_ the laundry. (fold)
  2. When we cross the street, we \_\_\_\_\_ hands. (hold)
  3. Last year I \_\_\_\_\_ Girl Scout cookies. (sold)
  4. When I play with clay, I \_\_\_\_\_ animals. (mold)
  5. I zipped my jacket because I was \_\_\_\_\_. (cold)
- If you believe your child knows one or both poems, invite him or her to read to other family members, pets, stuffed animals, etc. The more practice the better!

## The Old Woman Under a Hill

There was an old woman  
Lived under a hill.  
And if she's not gone,  
She lives there still.



## The Old Woman is Ill

There was an old woman  
Who was feeling quite ill.  
She went to her doctor,  
Who gave her a pill.

