

first5
forever

RHYME TIME

The first five years last a lifetime



ISAAC
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FIRST 5 FOREVER RHYME TIME

Isaac Libraries Rhyme Time sessions help your child's pre-literacy, communication, language and social skills through action, rhymes and songs. This booklet allows you to take Rhyme Time sessions home and enjoy anytime, anywhere!

First 5 Forever is a family literacy program delivered by public libraries and Indigenous Knowledge Centres (IKCs) with the primary aim of providing strong early literacy foundations for all Queensland children aged 0-5 years.

First 5 Forever connects families to the information, resources and support they need to build the best foundation for their child's future language and literacy development.



PARENTS AND CAREGIVERS PLAY A VALUABLE ROLE

You are their first and most important teacher.

Babies and young children learn best by listening and interacting with the important adults in their lives during everyday activities – whether that's talking about what you can see on the way to the park, singing nursery rhymes, pointing out something you both view out the window, or learning new words while shopping for groceries.

Spend time everyday nurturing your child's love of language by sharing rhymes, singing songs, telling stories or playing with them.

By attending free First 5 Forever Baby Time, Rhyme Time and Story Time sessions at your local library you can also meet other families and have fun finding old and new favourite rhymes and stories that you can share with your child at home.



WHY ARE THE FIRST FIVE YEARS SO IMPORTANT?

DID YOU KNOW?

- ★ More than a million new connections are forming in your child's brain every second during their first few years of life.
- ★ Research tells us that when babies and children get what they need it can have a lasting effect on their future.
- ★ Sharing stories, singing, talking and playing with your child from birth builds a foundation for your child's future development that can last a lifetime.

WHAT THE RESEARCH TELLS US

- ★ Children are born ready to learn and some of the best learning comes from nurturing relationships¹.
- ★ During the first few years after birth, more than 1 million new synapses (connections between neurons) form every second. Early experiences affect the nature and quality of the brain's developing architecture².
- ★ Shared activities at home and out and about in the early years are important in the development of language skills later on, and research highlights the significant role that parents play in helping their babies build a strong foundation for future learning³.

1. Ministerial Council for Education, Early Childhood Development and Youth Affairs (2010). Engaging Families in the Early Childhood Development Story.
2. Center on the Developing Child, Harvard University (2016). From Best Practices to Breakthrough Impacts.
3. Australian Institute of Family Studies (2014). Children's Early Home Learning Environment and Learning Outcomes in the Early Years of School.



TWINKLE TWINKLE LITTLE STAR

Twinkle, twinkle little star
(hands face out in front, wiggling fingers)

How I wonder what you are!
(hands face up, to the side, shrugging)

Up above the world so high,
(move wiggling fingers up above head)

Like a diamond in the sky.
(make diamond shape with hands)

Twinkle, twinkle little star,
(bring hands back down wiggling fingers)

How I wonder what you are!
(hands face up, to the side, shrugging)



TIP!

THAT DOESN'T RHYME

Try to 'trick' your child by switching a word that rhymes out for a word that doesn't. For example, 'Up above the world so high, like a diamond in the tree'. Make the alternative words as ridiculous as you like.



THE WHEELS ON THE BUS

The wheels on the bus go round and round,
Round and round, round and round.

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

(Arms by side and roll them in a forward circle)

The wipers on the bus go swish, swish swish,
Swish, swish, swish, swish, swish, swish.

The wipers on the bus go swish, swish, swish,
All day long!

(“Swish hands in front of you like a windshield)

The horn on the bus goes beep, beep, beep,
Beep, beep, beep, beep, beep, beep...

(Slap your palm onto fist of opposite hand)

The doors on the bus go open and shut,
Open and shut, Open and shut...

(open hands wide apart then clap)

The driver on the bus says “Move on back,
Move on back, move on back...

(Point thumb over your shoulder)

TIP!

ROAD TRIP FUN!

Do you sing in the car? Singing is a fun way to connect with your child. Burst into song and build the foundations of language. It doesn't matter if you're out of tune.



The wheels on the bus



OLD MACDONALD



Old Macdonald had a farm, E-I-E-I-O
And on his farm, he had a cow, E-I-E-I-O
With a “moo-moo” here and a “moo-moo” there

Here a “moo” there a “moo”

Everywhere a “moo-moo”

Old Macdonald had a farm, E-I-E-I-O

Old Macdonald had a farm, E-I-E-I-O
And on his farm, he had a horse, E-I-E-I-O
With a “neigh-neigh” here and a “neigh-neigh” there

Here a “neigh” there a “neigh”

Everywhere a “neigh-neigh”

Old Macdonald had a farm, E-I-E-I-O

Old Macdonald had a farm, E-I-E-I-O
And on his farm, he had a pig, E-I-E-I-O
With a “oink-oink” here and a “oink-oink” there.....

Old Macdonald had a farm, E-I-E-I-O
And on his farm, he had a chicken, E-I-E-I-O
With a “cluck-cluck” here and a “cluck-cluck” there.....

Old Macdonald had a farm, E-I-E-I-O
And on his farm, he had a sheep, E-I-E-I-O
With a “baa-baa” here and a “baa-baa” there

TIP!

ROCK THE MICROPHONE

Use spoons or hairbrushes as microphones and have karaoke session. Face one another and perform a duet!



DINGLE DANGLE SCARECROW

When all the cows are sleeping, and the sun has gone to bed.

(Lying down/rest hand on head)

Up jumps the scarecrow and this is what he said,

(Jump up, stand straight, arms outstretched)

I'm a dingle dangle scarecrow with a floppy floppy hat,

(Dance/Jiggle, flop hands like a hat)

I can shake my hands like this and shake my feet like that.

(Dance/jiggle, shake hands then feet)

When the cows are in the meadow, and the pigeons are in the loft.

(Lay back down/pretend to sleep)

Up jumps the scarecrow and whispered very soft,

(Jump up, stand straight, arms outstretched)

I'm a dingle dangle scarecrow with a floppy floppy hat,

(Dance/Jiggle, flop hands like a hat)

I can shake my hands like this and shake my feet like that.

(Dance/jiggle, shake hands then feet)

When all the hens are roosting, and the moon's behind the cloud.

(Lay back down/pretend to sleep)

Up jumps the scarecrow and shouted very loud,

(Jump up, stand straight, arms outstretched)

I'm a dingle dangle scarecrow with a floppy floppy hat,

(Dance/Jiggle, flop hands like a hat)

I can shake my hands like this and shake my feet like that.

(Dance/jiggle, shake hands then feet)

TIP!

VARY YOUR SINGING VOICE

Try singing in different ways. Use a loud singing voice, then a whisper voice. Sing in character voices or make your voice go really high and really low.





ROW YOUR BOAT

Row, row, row your boat, gently down the stream,

(Rock your body back and forward)

Merrily, merrily, merrily, merrily, life is but a dream

(Rock your body back and forward)

Row, row, row your boat, gently down the stream,

(Rock your body back and forward)

If you see a crocodile, don't forget to scream!

(Hold hand above eye looking, snap hands like crocodile, Scream!)

Row, row, row your boat, gently to the shore,

(Rock your body back and forward)

If you see a lion, don't forget to roar!

(Hold hands up like claws, Roar!)



TIP!

MUSICAL FREEZE

Play a game of musical freeze where your child stops moving when the singing or music stops. Stop and go games are great for building listening and self-regulation skills.



ROUND AND ROUND THE GARDEN

Round and round the garden, like a teddy bear.

(Hold child's hand and swirl finger in circle on palm/ or on belly)

One step...two step....tickle you under there!

(Step fingers up arm/chest and tickle under chin or armpit)

Repeat or swap with child and let them take the lead.

TIP!

TICKLE TUNES AND HUG HARMONIES

Choose songs that end with a tickle. Singing together boosts your child's confidence and builds their self-esteem.

OPEN SHUT THEM

Open, shut them, open, shut them
(Open hands, make fists, open hands, make fists)

Give a little clap

(Clap)

Open, shut them, open, shut them
(Open hands, make fists, open hands, make fists)

Lay them in your lap

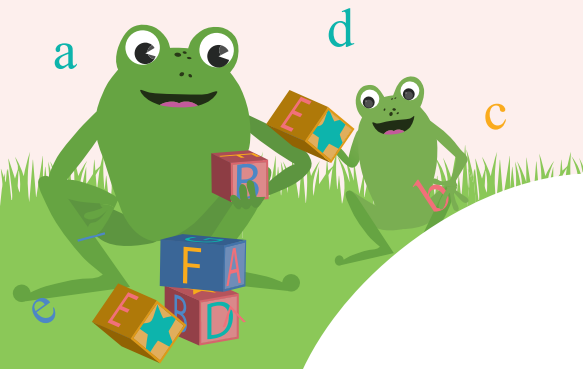
(Place hands in lap)

Creep them, creep them, creep them, creep them, right up to your chin
(Walk fingers up chest to under chin)

Open wide your little mouth, but do not let them in
(Open mouth wide, pretend to put fingers in then pull them away)

Shake them, shake them, shake them, shake them, shake them just like this
(Shake hands)

Roll them, roll them, roll them, roll them, blow a little kiss!
(Roll hands over each other, blow a kiss)



TIP!

FACE EACH OTHER

*When you can, be face to face when singing.
Your child can see how your mouth moves to
produce the different sounds in the song.*

HEADS SHOULDERS KNEES AND TOES

Heads, shoulders, knees and toes, knees and toes.

Heads, shoulders, knees and toes, knees and toes.

Eyes and ears and mouth and nose

Heads, shoulders, knees and toes, knees and toes.

Repeat – this time sing it slower or faster.



TIP! FREESTYLING

Make up a rap about what you are doing, or about your day. Get your child to help you come up with words that rhyme.

INCY WINCY SPIDER

Incy Wincy spider climbed up the water spout

(Put finger and thumbs of both hands together and walk them upwards)

Down came the rain and washed poor Incy out

(Run wiggling fingers downwards like rain falling)

Out came the sunshine and dried out all the rain

(Arms to side and rise to meet above head)

Incy Wincy spider climbed up the spout again

(Put finger and thumbs of both hands together and walk them upwards)



TIP!

HOW FINGER RHYMES HELP WITH WRITING

Action songs like Incy Wincy Spider help build the fine motor control that your child needs to hold a pencil to draw and write. By joining in with the actions they will gain more control over all the little muscles in their wrists, hand and fingers.

JELLY ON A PLATE

(Wibble wobble like jelly on a plate)

Jelly on a plate, jelly on a plate
Wibble wobble, wibble wobble, jelly on a plate

(Hold an imaginary fry pan and shake it)

Sausage in a pan, sausage in a pan
Sizzle sizzle, sizzle sizzle, sizzle sizzle bang!

(Hold a pretend pot and shake from side to side)

Popcorn in a pot, popcorn in a pot
Popping, popping, never stopping, popcorn in a pot

(Hold a pretend fork and twirl the noodles)

Noodles on a fork, noodles on a fork
Twirly wirly, twirly wirly, noodles on a fork

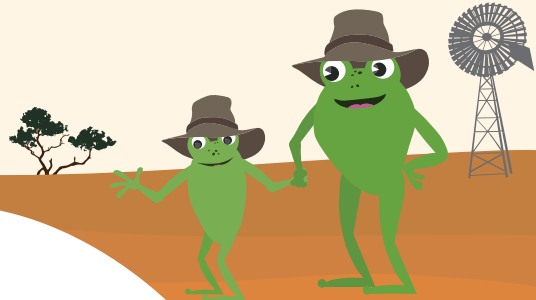
(Pretend to shake a jar of lollies)

Lollies in a jar, lollies in a jar
Shake them, shake them, shake them, shake them
Lollies in a jar

TIP!

PARACHUTE PLAY

Grab a bed sheet and hold an edge each. Use it like a parachute and sing while you make it go up and down, side to side and around together. Try singing *Jelly on a Plate* or the *Grand Old Duke of York* while you play.





I'M A LITTLE TEAPOT

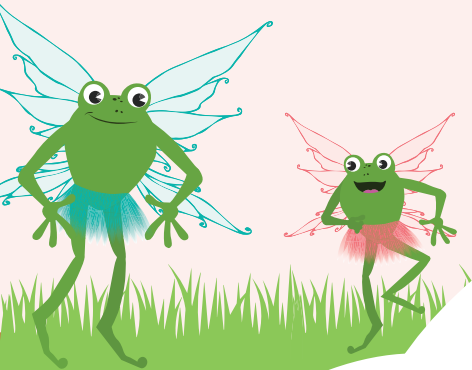


I'm a little teapot, short and stout
(Stand up straight, bouncing on feet to beat arms by side)

Here is my handle, here is my spout
(one hand on hip, one hand held up like a spout)

When I get all steamed up then I shout!
(Stay as teapot and nod head to beat)

Tip me over and pour me out.
(Tip to the side your spout arm is)



TIP!

HOW FINGER RHYMES HELP WITH WRITING

There are lots of songs that involve counting back from five! Five Speckled Frogs, Five Little Ducks, Five Little Monkeys Jumping on the Bed, Five Cheeky Monkeys Swinging in the Tree. Hold up fingers to show the numbers as you count backwards.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it clap your hands
(Clap, clap)

If you're happy and you know it clap your hands
(Clap, clap)

If you're happy and you know it, then you really ought to show it
If you're happy and you know it clap your hands
(Clap, Clap)

If you're happy and you know it stomp your feet
(Stomp, stomp)

If you're happy and you know it stomp your feet
(Stomp, stomp)

If you're happy and you know it, then you really ought to show it
If you're happy and you know it stomp your feet
(Stomp, stomp)

If you're happy and you know it pat your head
(pat your head)

If you're happy and you know it turn around
(turn around)

If you're happy and you know it shout hooray
(jump and shout hooray)

TIP! BODY PERCUSSION

Use your body to make sound while you sing your favourite songs. Clap, tap and stomp along to the rhythm.



SHARING STORIES

It's never too early to share stories with your child and it's great to do it every day. Reading books, telling stories and making up tales about your adventures when out and about are all fun for you and your child.



It's a great idea to share stories that interest your child. Repeat favourites, again and again! It's Ok to read slowly, skip pages, talk about pictures or not even finish the book. It's the time you spend together that makes all the difference.

Reading can happen anywhere, anytime. When out and about, talk about street signs, posters or labels when shopping.








MORE RHYMES YOU CAN SHARE

- ★ 5 Cheeky Monkeys
 - ★ 1, 2, 3, 4, 5, Once I Caught a Fish Alive
 - ★ 5 Little Ducks
 - ★ Der Glumph Went the Little Green Frog
 - ★ Humpty Dumpty
 - ★ Hickory Dickory Dock
 - ★ Miss Polly
 - ★ Grand Old Duke of York
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RECOMMENDED READS:

Your local Isaac Library has a wide range of wonderful picture books to share with your child. Drop in and visit today! You can also search and reserve titles on our online catalogue.

Here are just a few fun titles to enjoy with your toddler –

- ★ Each Peach Pear Plum – Janet and Allan Ahlberg
 - ★ Mopoke – Phillip Bunting
 - ★ The Very Hungry Caterpillar – Eric Carle
 - ★ Hairy Maclary from Donaldson's Dairy – Lynley Dodd
 - ★ Jump and Shout – Mike Dumbleton
 - ★ Where's the Green Sheep? – Mem Fox
 - ★ Not a Box – Antoinette Portis
 - ★ We're Going on a Bear Hunt – Michael Rosen
 - ★ This is a Ball – Beck Stanton
 - ★ Wombat Stew – Marcia Vaughan
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WEBSITES AND MORE INFORMATION

For more information or to sign up for weekly tips, visit the First 5 Forever page at

<https://www.slq.qld.gov.au/first5forever>

For more information on free First 5 Forever sessions and the wide range of programs, services and digital resources Isaac Libraries has to offer visit Isaac.qld.gov.au or phone 1300 ISAACS (1300 472 227)





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