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Jolly Old Santa

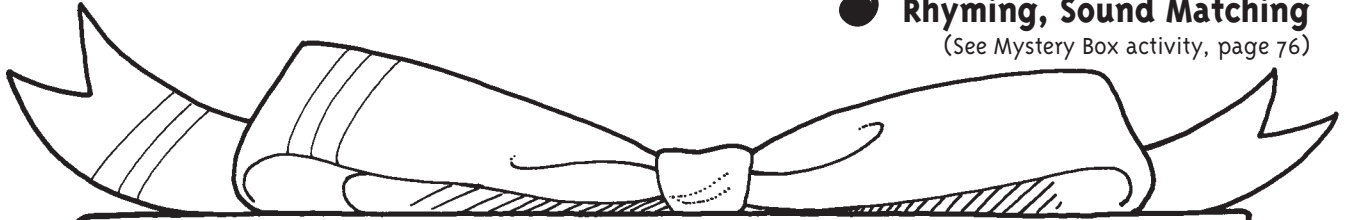


(sing to the tune of "I'm a Little Teapot")

I'm a little Santa, jolly and fat.
Here is my beard, and here is my hat.
Early Christmas evening, I will pack
Lots of goodies in my sack.
Put the **/s/** toys in the back.
What are some that I might lack?

Note: Have students respond with toys that begin with the bolded sound.

Additional verses: Replace the bolded sound to continue the song. For example, *Put the **/b/** toys in the back.*



Pretty Package



(sing to the tune of "Where, Oh, Where Has My Little Dog Gone?")

I wonder what's in the pretty package.

I wonder what's in it for me.

It starts with **/b/**

And it rhymes with **hair**.

What do you think it could be?

I wonder what's in the pretty package.

I wonder what's in it for me.

It starts with **/t/**

And it rhymes with **boy**.

What do you think it could be?

I wonder what's in the pretty package.

I wonder what's in it for me.

It starts with **/w/**

And it rhymes with **dragon**.

What do you think it could be?

Additional verses: Replace the bolded sounds and words to continue the song. For example, *It starts with /b/ and it rhymes with tall. What do you think it could be?*

Mystery Box

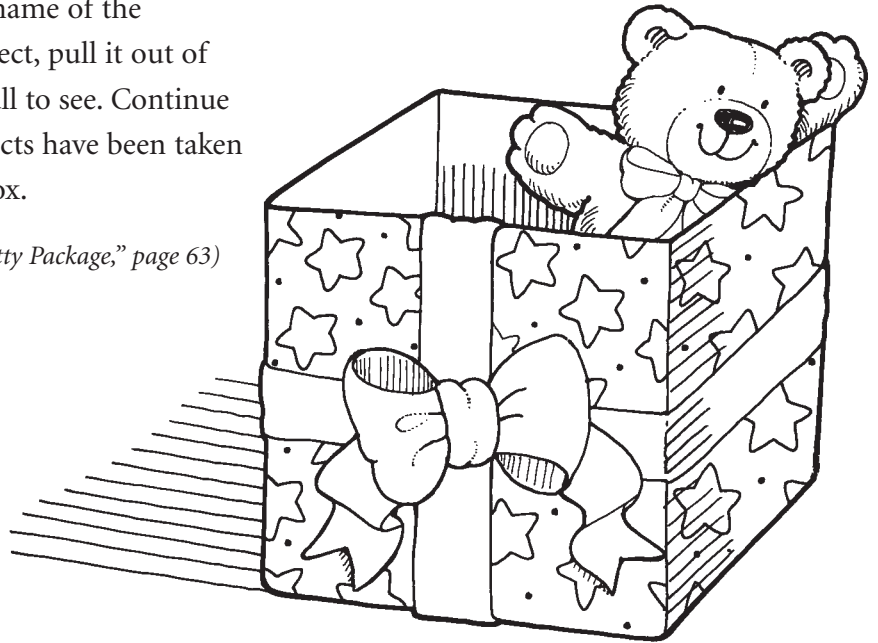
Rhyming, Sound Matching

Materials

- “Pretty Package” song (page 63)
- plastic animals or toys
- fancy box with removable top

Hide plastic animals or toys in a fancy box with a removable top. Sing “Pretty Package,” providing a rhyming word clue to one of the objects. When students tell you the name of the rhyming object, pull it out of the box for all to see. Continue until all objects have been taken out of the box.

(Use with “Pretty Package,” page 63)



Santa Syllables

Sound Matching, Syllable Counting, Phoneme Counting

Materials

- “Jolly Old Santa” song (page 64)
- scrap paper
- beans or poker chips (optional)

Have students sing “Jolly Old Santa.” List on the board the toys students contribute at the end of the song. Ask students to draw on scrap paper a line for each syllable they hear in a toy name. Then have students make a dot (or place a bean or poker chip) under each line for each sound they hear in each syllable. Walk around the room to monitor students’ work. Tell students to “stretch” out the sounds in the word to hear each sound. Have students do the activity again with another word from the song.

(Use with “Jolly Old Santa,” page 64)

