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## ***Drills on Wheels 1* Objectives and Activities**

Drills on Wheels 1 was written to give children multiple imitation practices for specific sounds in a variety of combinations from consonant-vowel structures to words and phrases. We have focused this CD on specific sounds per song including vowels, vowel combinations, and the consonants /h/, /k/, /m/, /w/, /j/, /ch/, /t/, /n/, /f/, /sh/, /s/, /n/, and /d/. Our songs on ***Drills on Wheels 1*** are a bit longer than most of the songs on our other CDs. We wanted to give children more practice items for each song.

***Drills on Wheels 1*** utilizes a variety of pictures included on the **CD ROM Pix for Drills on Wheels 1 & 2**, and also involves our puppy, Tiny Tony in a song named after him. Listed below are the objectives, suggestions, and activities that can be done with these songs to enhance speech and language learning.

### **1. Jump on the Choo Choo**

#### **Objectives**

1. Imitation of /ch/ and /j/ sounds in isolation, consonant-vowel structures (CV), words, and phrases.
2. Excellent song for opening group time.
3. Great for increasing vocabulary of words related to a choo choo train.

#### **Activities and Suggestions**

- a) When you use this song for opening group time, have the children "jump" during that portion of the song. Insert children's names after the word, "Hello" so that every child is greeted.
- b) Use a picture of a train with passenger cars attached. Place photos of each of the children in the train as you sing their names during the song. This can be the "attendance sheet" for children to know who is present for school.
- c) Using a toy train set and little people or animals, sing this song as you put the little characters in the train. This encourages imaginative play and further emphasizes vocabulary learning.

- d) Create an art activity. Give a picture of a train to each child. Draw faces or glue faces of children in the windows of the train.

## **2. Vowels**

### **Objectives**

a) Imitation of single vowel sounds and vowel combinations. Vowel blending is excellent for getting children ready to produce two-syllable words. If producing two vowels sequentially is difficult, the ability to say two-syllable words is severely compromised. That is why this song was created.

### **Activities and Suggestions**

- a) This song would be excellent to sing in front of a mirror, either sitting down or lying on your tummy with your chin stabilized with your hands. Encourage your child to move his/her lips “really big” as he/she sings.
- b) Use the large follow along sheets to give children the visual cue of how to move their lips to produce these vowel sounds. Also use hand gestures up to your face when singing these vowel sounds.

## **3. Happy Birthday Cake and Cookies**

### **Objectives**

- a) Imitation of /k/ sounds in consonant-vowel sounds and single words.
- b) Vocabulary related to snacks at a birthday party.

### **Activities and Suggestions**

- a) The words, “happy birthday” are motivating words for children to learn, but because they are 2 syllables in length, they are too difficult for some children. We have sung these words by extending the first vowel of the word, “happy”, making it easier to complete the second syllable of the word.
- b) Decorate a cardboard box like a birthday cake. Cut holes in the top of the box big enough to fit straws with red tissue paper stuck in the top. Those will be the candles. Have children put “candles in the cake” as they practice /k/ sounds with the song or without. Also count the candles. Pretend to blow out the candles.
- c) Expand on the birthday party concept and wrap a box like a big present. Cut holes around the sides of the box, big enough so that scarves can be pulled through the holes. This would be an excellent game for imitation tasks!
- d) Use the large follow along sheets and laminate them for a complete book for children to read while they sing.

## **4. Ha, Ha, Ha**

### **Objectives**

- a) Imitation of the /h/ sound in consonant-vowel structures.
- b) Encourages children to laugh, laugh, laugh in a variety of ways to get variations of pitch, loudness, and consonant-vowel combinations with the /h/ sound.

### **Activities and Suggestions**

- a) This song also comes with follow along sheets that give the facial cues of how to shape your mouth to produce these sounds.
- b) Show pictures from magazines of people laughing or smiling, and think about how that person may laugh. Pretend to laugh like others. This task can especially help children with autism who are less aware of emotions in others.
- c) This song is especially festive and begs to use other percussive instruments while singing. Give children shakers to use during this song.

## **5. A Monkey, A Moose, A Mouse**

### **Objectives**

- a) Imitation of consonant-vowel structures and single words beginning with the /m/ sound.
- b) Imitation of 2 word phrases beginning with the carrier word, “my”.
- c) Imitation of words encouraging sound blending of 2 consonants which results in production of /sm/ blends.

### **Activities and Suggestions**

- a) The song sheet for this song can be used as an interactive activity while singing. Laminate the picture and use either Velcro or Aleene’s Tack it Over and Over glue to stick the moose, mouse, and monkey in the house.
- b) The song sheet with the animals pictured can also be used as a speech practice sheet. Practice saying the words three times on one breath, “mouse, mouse, mouse”. This helps children learn the process of producing “sm” blends.
- c) Using a paper plate, cut eyes out of the plate and color it with the color of a monkey, mouse, or moose. Add ears or antlers, depending on what animal your child wants to be. If you are working with a group of children, have each child make a paper plate animal. Children can wave the animal during the song and shout, “me, me, me” when the song asks, “Who sees a \_\_\_\_\_?”
- d) Discuss how realistic it is to have these animals for pets. Ask children if they have pets. Discuss types of pets people have. Practice additional two-word phrases, “My dog” or the child’s name, “John’s cat.” when discussing specific children’s pets.
- e) Put additional pictures of animals in the house picture.

- f) Get a variety of small stuffed animals or pictures of animals and play the game “Can this be a pet?” Put the “pets” in a box decorated as a house.
- g) Print 3 houses, black and white, and color them with three different colors. Print one mouse. Play a hiding game where you hide the mouse in one of the houses. Then say this poem, asking children to choose a house where they think the mouse might be hiding.

Little mouse, little mouse  
Are you in the Yellow house?

## 6. Wheels

### Objectives

- a) Imitation of the vowel combinations “oo + ee”, “oo + eye”, and “oo + ah” which also creates a /w/ and /y/ sound.
- b) Sound blending of consonants in the phrases, “Bus-wheels”, “Bike wheels”, and “One wheel”.

### Activities and Suggestions

- a) Using our picture sheets, laminate the vehicles and wheels. Put Velcro on the wheels and attach them to the car, bus, and bike. The Velcro allows you to turn the wheels in a circle, just like a real wheel.
- b) Using a tube such as PVC pipe and a variety of small cars, send the cars back and forth down the tube as you sing about “wheels.”
- c) Do you have any old toy cars hanging around? Take the wheels off (be careful about wheels that are too small for young children!), and stack them on a dowel - making a stacking task easier.
- d) Play a “go find the wheels” game where some wheels are hidden around the room. Children go search for the wheels and bring them back to the car, bus, or truck that needs them.
- e) Turn some of the car wheels into picture frames. Put a magnet on the back and place on the refrigerator. You could even put the phrase, “Wheely cute!” or “Wheely special!” on the frame as a pun, if you like.

## 7. Tiny Tony

### Objectives

- a) Imitation of beginning /t/, /d/, and /n/ sounds as well as the middle /n/ sound in words.
- b) Sound blending of the consonant-vowel structures “do + ya”.
- c) Vocabulary of body parts using our puppy, Tiny Tony.

### Activities and Suggestions

- a) Our follow along song sheet illustrates the body parts described in this song. Have children follow along as the song is being sung.

- b) Have children point to body parts while singing those verses of the song. Point to those parts on our Tiny Tony puppy (although he does not have teeth or tongue that are showing) on the picture of Tiny Tony, or on themselves.
- c) While singing, “Do ya”, hold your hands up to your face to encourage children to watch your mouth movements and encourage them to sing also.
- d) Have a large picture of Tiny Tony, and attach his tongue, teeth, toes, nose, and tail on him. Or place stickers on those body parts as you sing.

## **8. Howls and Hoots**

### **Objectives**

- a) Imitation of vowel sounds and vowels combined with the /h/ sound.
- b) This song is excellent for increasing breath support for children who have compromised respiratory systems such as children with Cerebral Palsy.
- c) Increases the ability to follow a story while actively participating in the story with vowel imitation.

### **Activities and Suggestions**

- a) Our **large follow along sheets** illustrate this story beautifully and can be laminated and used as a book for children to “read” as they listen to the story.
- b) Make owl and wolf masks out of tagboard or paper plates. Give children a choice of whether they want to be owls or wolves.
- c) Use the forest picture on our CD ROM with no owls or wolves, and add the animals gradually, as you sing the song.

## **9. Fish, Sharks, and Shells**

### **Objectives**

- a) Imitation of /f/ and /sh/ at the beginning of words and in consonant-vowel structures.
- b) Increasing vocabulary of items in the ocean.

### **Activities and Suggestions**

- a) Follow along with our song sheets as the song is sung.
- b) Using clear contact paper, cut out our fish, sharks, and shells, and have children stick them to the contact paper. Turn the contact paper over and stick it to a piece of blue paper. This will create fish, sharks, and shells in the ocean.
- c) Get shells and hide them in the sand table. Give each child a bucket to find the treasured shells.

- d) You can also have a water table with fish and sharks. Use a colander as a net to catch the fish.
- e) Make a fish out of a paper plate by painting the painting the plate. Cut a large mouth out of the side of the plate (triangular shape) and glue, staple, or tape that to the opposite end of the fish as a tail fin. Add an eye (a round sticker).

## **10. Hissing Snake**

### **Objectives**

- a) Imitating the beginning /s/ sound in isolation, consonant-vowel structures and in words and phrases.

### **Activities and Suggestions**

- a) Our snake activity sheet contains printed sounds and words of all of the practice items in this song. Children can circle the sound or words as they complete the practice.
- b) To get more accurate production of the /s/ sound, it is sometimes helpful to use a straw up to the teeth (don't let the tongue sneak out). The sound will be amplified as it goes through the straw.

## **11. No, No, Nigh, Night**

### **Objectives**

- a) Imitation of the beginning /n/ sounds.
- b) Vocabulary related to getting ready for bed.

### **Activities and Suggestions**

- a) Going to bed can be a challenging task at times for young children. This song can be used as that "bedtime" song to rehearse the steps in getting ready for bed.
- b) The follow along sheets contain the signs for yes and no. Practice these signs as well as the sign "sleep" when singing "nigh night".
- c) This song is excellent for an imaginative play activity with baby dolls and pretending to put them to bed. Chant the phrases "no, no, nigh, night" and "nigh, night, nigh, night to you." while putting the babies to bed.
- d) Using a dark blue sheet of construction paper, have children glue a moon and stars on the paper to make a night time picture. Do a contrast picture of a daytime scene where you put clouds in the sky and a sun.

## **12. All Done Playing**

### **Objectives**

- a) The beginning /d/ sound and especially targeting the words "all done".

- b) Transition song for being “all done” with an activity and needing to “clean up.” Simple vocabulary for clean up and transition time.

**Activities and Suggestions**

- a) Teach the sign for “all done” and continue to do that sign while singing this song.
- b) Some children have difficulty switching activities. Begin singing this song as a warning for children to “clean up” and put toys away. This song is long enough to be played during the whole “clean up time” before ending an activity.
- c) Print out the follow along song sheets to have children follow along while singing.
- d) We encourage you to sing this song without our CD at times and adapt the lyrics and the speed of singing as much as you need to.