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Drills on Wheels 2 - Objectives and Activities

Drills on Wheels 2 contains a variety of “raps” from simple word imitation to phonemic awareness activities. We call them “raps” because they contain no singing but are filled with rhythm, instrumental, and spoken-word repetition that is kid-friendly.

Drills on Wheels 2 utilizes not only the pictures included on the CD ROM Pix for Drills on Wheels 1 and 2, but also tools including our 12 magnets and our adorable puppy named Tiny Tony. Listed below are some of the objectives, suggestions, and activities that can be done with these raps to enhance speech and language learning.

1. Bus, Boat, Bike

Objectives

- a) Vocabulary related to vehicles
- b) Increasing imitation of words beginning with /b/.
- c) Increasing imitation of final consonants in words.

Activities and Suggestions

- d) If you have developed a Vehicle/Transportation unit for your classroom or home, this is an excellent song for you. Use our small follow along picture sheets of a bus, boat, and bike when “rapping” with this song. Use gestures in different places in the rap such as during “big _____”, “the wheels are rolling”, “beep, beep” and “bump”. Using the signs of the words bus, boat, and bike may also be helpful in having your child retain the words.
- e) Phonemic Awareness and Initial /b/ practice.
Using our flashcard pictures of a bus, boat, and bike, color the letter B with a different color on each of the words. You can print those same words on other cards and have your child match the printed words. To give added emphasis to the beginning /b/ sounds, hold your hand up to your face when producing the /b/ and move it forward when blowing

the air outward for that sound. This gives the visual cue needed sometimes for your child to imitate beginning /b/ sounds.

- f) Final consonant productions.
When “rapping” the single word practice at the end of this song, use finger cues to emphasize the final sounds. For the /s/ in **bus**, move your pointer finger straight from your mouth slowly. For the /t/ in **boat**, use your pointer finger up to your mouth but jerk it quickly when producing the /t/. For the /k/ in **bike**, move your finger quickly under your chin.
- g) Show your child a real bus, boat, and bike. Begin chanting that rap spontaneously so that he/she begins to get the connection between the rap and the words in the song. When you can relate words and our raps to the actual objects, you will be bringing the power of music to life.

2. Fish, Birds, Bunnies

Objectives

Increasing gross motor movement and imitation using music.

Activities and Suggestions

- a) This song involves our scarves. A set of scarves is included in our **Drills on Wheels** set. Every child should have a scarf to wave. Listen to the lyrics as they will guide you in how to move your scarf. You will want to encourage spontaneous movement of children, but you also want your child to imitate your movements as well as listen to the directions of the song.
- b) Use our flashcards of a fish, bird, and bunny to give the visual for what animals they are imitating. You will want children to connect the motor movements with the animals.

3. Ride the Horsie

Objectives

- a) Imitation of gross motor movements of clapping hands and stomping feet.
- b) Imitation of Vowel 1 + Vowel 2 and /w/ and /y/ sounds.

Activities and Suggestions

- a) If you have a stick horse, use it to act out this song. Teach your child to move his hand in a circular motion as if he was swinging a lasso. Wear a cowboy hat and wave it in the air while imitating the vowel combinations in this rap.
- b) This rap encourages, not only verbal imitation, but also motor imitation of hand clapping and foot stomping. During the speech practice time,

put your hands up to your face to give children the visual cues to imitate.

- c) Print out and laminate the Ride the Horsie activity sheet, and cut holes in the circles on the picture. While imitating the simple vowel and /w/ and /y/ sounds during the song, take turns pulling the scarf through the holes. You can certainly do this verbal practice without the CD, and we encourage you to do that as well.

4. Talk and Look

Objectives

- a) Single word repetition
- b) Two word phrase imitation using carrier words of my, one, and bye_____.
- c) Receptive identification of pictures of common objects.

Activities and Suggestions

- a) Using our 12 magnets included in our Drills on Wheels 1 and 2 Set, place them on a refrigerator or metal tray. As the song is played, find the objects. When the rap requests you to imitate the words, hold the object up to your face, helping your child see the object and the visual cue on your face on how to say the word.
- b) Use a bag or the backpack that is included with our dog Tiny Tony, to put the magnets in as you say each word and phrase. Take one object out at a time, and match it to the small follow along sheet included in our CD ROM. This rap contains 2 steps:
 1. imitating the words
 2. looking for the objects while saying 2 word phrases. Take turns finding the objects.
- c) Collect a set of objects to correspond with these pictures. Teach children to match the picture to the object.

5. I See a Bug

Objectives

- a) Imitation of consonant-vowel-consonant-vowel structures (C₁V₁C₁V₂), where the vowel and consonant both change. This is a challenging but excellent practice task for children needing oral motor imitation practice.
- b) Imitation of 2 word phrases including adjective + noun.
- c) Identification and naming of colors.

Activities and Suggestions

- a) Using the large black and white follow along sheets, color the bugs with the same colors included in this rap.

- b) Cut out the bugs and attach them to popsicle sticks or tongue blades. Poke holes in a cardboard box or foam, and have children place bugs on sticks into the holes - as if they were standing in the dirt. Decorate the box as if it were a Bug Town.
- c) Get plastic bugs and hide them in a sand table. Give children scoops to hunt for bugs as you rhythmically chant this rap.
- d) Pretend to be bugs and crawl on the ground.
- e) When practicing this rap, use a lot of facial expressions - especially during the “oo yuck” portion of each verse. These types of “sound effects” are enticing for many children to imitate.

6. Let Me Hear You Say

Objectives

- a) Imitation of consonant-vowel-consonant-vowel structures (C₁V₁C₁V₂), where the vowel and consonant both change.
- b) Sound blending of consonants to get children prepared for consonant-blends /sm/, /sp/, /kr/, /sw/, and /sk/.
- c) Imitation of 2 word phrases and 2 syllable words.

Activities and Suggestions

- a) This rap lends itself to using a microphone or small tube (toilet paper roll) used as a microphone. Pretend you are a “rock star” as you imitate these words and phrases.
- b) Using the small follow along sheet, point to the pictures as you say the words. Occasionally practice these words without the CD. This allows you to slow down as needed to help your child accurately produce the sounds and words.
- c) Chains of 3 – Consonant blends can be taught through the use of “chains of three”. Words such as “mess, mess, mess” are excellent to repeat three times on one breath. This creates a production of the /sm/ consonant blend. At times, consonant blends are easier to produce when presented in this way.

7. In, Out, Up, Down

Objectives

- a) Comprehension and imitation of the prepositions including in, out, up, down, over, under.
- b) Imitation of 2 word phrases.
- c) Following directions using prepositions.
- d) Encouraging imaginative play using stuff animals.

Activities and Suggestions

- a) This rap features our Tiny Tony Puppy and our scarf. Get a box as well, or a basket that Tony can sleep in. Act out the song using Tony.

- b) The large follow along song sheet illustrates the movements to copy during this rap.
- c) If Tony is not available, teach your child the signs of in, out, up, down, over, under, and all around. Encourage imitation of those signs.
- d) *Imaginative play*. Some children have difficulty playing imaginatively with toys. This rap can encourage growth in that area. Be even more creative with Tiny Tony and have him eat, drink, sleep, jump, etc.

8. Shake and Wave

Objectives

- a) Imitation of motor movements.
- b) Comprehension of directions using the concepts high, low, side and other side

Activities and Suggestions

- a) Our scarves (included in our Set B for *Drills on Wheels* 1 and 2) are featured in this song. Fine motor finger plays can often be too difficult for some children to imitate. That is why this song was written – to encourage imitation of motor movements with the goal of progressing to more complex finger plays.

9. Sounds Make Words

Objectives

- a) Increasing awareness of sound segmenting – separating sounds to make words.
- b) Imitation of single words.

Activities and Suggestions

- a) Strong phonemic awareness of sounds within words is a predictor of stronger readers. It is never too early to teach children about sounds that letters make, how to combine sounds to make words, and about sound similarities. Use this rap as a training tape for teaching those skills.
- b) This rap uses the same 12 magnets included in the Drills on Wheels CD Set. You can also use the flashcards as you listen and practice saying these words.
- c) Collect a set of objects to correspond with these pictures. Teach children to match the picture to the object.
- d) Have children match the magnet pictures with the flashcard pictures (size differences can confuse children at times, but is excellent training for them.)

10. What's That?

Objectives

- a) Common object names
- b) Understanding and answering the Wh question, "What's that?"

Activities and Suggestions

- a) Each common word (12 objects) is said 5 times on this song and corresponds with the magnets included in the Drills on Wheels 1 and 2 set. The objects in this song were chosen to contain a variety of different consonant sounds in single syllable and two syllable words. Our Push - Pull Puzzle has been designed to correspond with this song, making it an excellent auditory and visual activity.
- b) This song would be excellent as a picture book where the question, "What's that?" is printed on the bottom, followed by "It's a _____." underneath the picture of each object.
- c) Gather actual objects for this song or use the pictures of objects or magnets and place them in a bag or in Tiny Tony's backpack as you sing each verse.

11. Hippopotamus

Objectives

- a) Understanding and following a story line.
- b) Imitation of chains of sounds, words, and phrases.

Activities and Suggestions

- a) Laminate the pictures from the Activity sheet included on *Pix for Drills on Wheels* CD ROM. Tell the story by attaching either flannel, Velcro, or a magnet to the back of the pictures and stick them to the apple tree Activity Sheet. You can also use a sticky glue called Aleene's Tack it Over and Over glue. This glue dries sticky and as a result, pictures can stick but be moved easily.
- b) Use actions to act out this rap. For example, when saying "Hip, hip, hip" slap your hands on your upper legs as if the hippos were walking. Teach your child the signs for apple, up, and tree.
- c) Using the apple pictures, count the apples as you attach them to the tree.

12. Instrumental Track from Rap # 2

Objectives

- a) Facilitates transitions with this soft, soothing instrumental music.
- b) Encourages vocal production using this relaxing tune.

Activities and Suggestions

- a) Anything goes with this song in creating gross and fine motor movements. Use your imagination in how to encourage movement. Children should make up their own motions as they listen. Use shakers, streamers, or scarves to move with the song.
- b) This song could be used as a warning for many things: play time is almost over, time to leave the gym when this song is done, etc.
- c) For some children, relaxing and soothing music may create more verbalizing than more upbeat, faster paced songs. Begin humming, singing vowels, and singing simple consonant-vowel productions while listening to this song. Encourage your child to do the same.

13. Instrumental Track from Rap #6

Objectives

- a) Instrumental-only to create your own vocal productions.

Activities and Suggestions

- a) There is no limit to the words and/or phrases you can encourage a child to imitate using the phrase "Let me hear you say....". Play this instrumental tune as background rhythm and music for whatever sound or word practice your child needs.
- b) Military Chant – This tune is also the same as the military chant, "I don't know what you've been told." Our song, Scrambled Eggs from our Conversation Station CD uses this same tune. We challenge all of you to think about what words or phrases or sequences to an activity you would like to practice using this tune. This chant has no limits. It is one of the best speech practice songs you could ever get. Try something like this:

Going to the grocery store. (Going to the grocery store.)
Buying food and lots, lots more. (Buying food and lots, lots, more)
Tell me now. What did you buy? (Tell me now. What did you buy?)
Say these words now. Really try.

(Say any food or item you would buy at the grocery store.)
Use a paper bag full of items you could buy at the grocery store.