

# Task 1:

# Rhyming

# PRODUCING RHYMES

## What's a Wocket?

### Target

- Producing rhyming words

### Materials

- Book—*There's a Wocket in my Pocket* by Dr. Seuss, 1974, New York: Random House

### Procedure

1. Read the story so children become familiar with the pattern.
2. Read the story a second time, without showing the pages to children and omit the rhyming word that completes each sentence (e.g., reading, "Sometimes I feel quite certain there's a jurtain in the ..." pausing for children to say "curtain"). Prompt children to complete the sentences by filling in the rhymes.
3. After children have guessed each rhyming word to complete a sentence, show them the page in the book and talk about the three rhyming words in each sentence.
4. Continue until the entire book has been read.

### Notes

- Vary whether children are asked to provide a response that matches exactly to the one in the storybook or whether silly rhyming alternatives are the desired target. For example, "Sometimes I feel quite certain there's a jurtain in the (curtain)" when an exact match is the objective and, "Sometimes I feel quite certain there's a jurtain in the (burtain)" when a silly rhyme is requested.
- Conduct the activity with other rhyming books such as:

*Fox in Socks* by Dr. Suess, 1965, New York: Random House

*Green Eggs and Ham* by Dr. Suess, 1960, New York: Random House

## ..... ACTIVITY 4: Do You Know?

**SKILL:** rhyme



**W**rite the song "Do You Know?" on chart paper. Sing it to the tune of "Muffin Man." Track the print as you sing. Sing the song several times, having children suggest one-syllable rhyming words to replace the words *king* and *ring*. Write the words on stick-on notes and place them in the appropriate places in the song.

### Do You Know?

Do you know two rhyming words,

Two rhyming words,

Two rhyming words?

Oh, do you know two rhyming words?

They sound a lot alike.

King and ring are two rhyming words,

Two rhyming words,

Two rhyming words.

King and ring are two rhyming words.

They sound a lot alike.

## ..... ACTIVITY 5: Extend the Rhyme

**SKILL:** rhyme

**E**xplain to children that you are going to say three rhyming words, such as *cat*, *hat*, and *sat*. You want them to listen carefully to the words and then suggest other words that rhyme. For example, children might respond with *bat*, *fat*, *mat*, and *pat*. Continue with these and other sets of rhyming words:

- tip, sip, rip
- bell, sell, well
- pan, man, van
- top, hop, stop
- bug, tug, rug

**SUGGESTION BOX:** After children begin learning sound-spelling correspondences, use a pocket chart and letter cards to extend this activity. After completing the exercise orally, place the common phonogram in the pocket chart. A phonogram is the part of a one-syllable word that includes the vowel and everything after it. For example, *-at* is the phonogram in the words *cat*, *sat*, and *hat*. A phonogram is also referred to by linguists as a *rime*. Then, one at a time, add an initial consonant to the phonogram to form a new word. Help children to blend each word formed. Point out that the words rhyme because their ending parts sound the same.

# ACTIVITY 6: Make a Rhyme.....

**SKILL:** rhyme

Using the following incomplete poems, have children create rhymes. In each poem, children will suggest words to fill in each blank. Write the words on stick-on notes and place them in the rhyme. Then help the class to read the rhyme they created.

You can do the same activity with rhymes from your classroom collection. Write the rhyme on chart paper, replacing the second word in a rhyming pair with a blank.

## TEDDY BEAR

Teddy Bear, Teddy Bear,

Jump around

Teddy Bear, Teddy Bear,

Touch the \_\_\_\_\_.

Teddy Bear, Teddy Bear,

Open the box.

Teddy Bear, Teddy Bear,

Pull out the \_\_\_\_\_.

Teddy Bear, Teddy Bear,

Bake a cake.

Teddy Bear, Teddy Bear,

Swim in the \_\_\_\_\_.



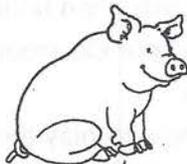
## ONCE I SAW

Once I saw a cat,

And it wore a funny little \_\_\_\_\_.

Tra-la-la, La-la-la-la-la-la

Silly little cat.



Once I saw a pig,

And it wore a funny little \_\_\_\_\_.

Tra-la-la, La-la-la-la-la-la

Silly little pig.



Once I saw a goat,

And it wore a funny little \_\_\_\_\_.

Tra-la-la, La-la-la-la-la-la

Silly little goat.

# ACTIVITY 9: Mouse House \* Game included

**SKILL:** rhyme (game)

## Materials

- game board (pages 24 and 25)
- place marker for each player
- number die (see page 26)

## Set-Up

- Make a copy of the game board and number die. Construct the die by folding along the dotted lines and using tape to attach the die tabs to the die squares.

## To Play

1. Each player chooses a place marker and puts it on START (the mouse).
2. The first player throws the die and moves his or her marker along the game board path the number of spaces on the die. (The object of the game is to help the mouse find its house.)
3. If the player lands on a picture square, he or she then states the name of the picture and a word that rhymes with the picture's name. For example, if the player lands on the picture of a pig, he or she might say pig/big.

If the player is unable to state a rhyming word, he or she skips a turn. If the player lands on a piece of cheese, he or she doesn't have to say anything.

4. Each player continues in turn. The first player to reach FINISH (the mouse house) wins.

You might wish to vary the activity by replacing the picture squares with new pictures.

**SUGGESTION BOX:** The games throughout the book are not intended to introduce a concept, rather they are designed for practice and review. The following suggestions will help you adapt the games for your class:

1. Enlarge game boards, game cards, and other game pieces on a photocopier, if desired.
2. Paste game boards onto larger pieces of colored construction paper before decorating and laminating. (When game boards are on two pages, tape the halves together.)
3. Paste picture cards onto colored index cards, then laminate.
4. Place the games in an accessible area in your classroom and encourage children to play during free time.

One of the best ways to teach children how to play the games—and maximize their gains—is to model when you first use them. This can be achieved by playing for both players, playing against children while assisting them, or teaching one group of children how to play and then having them demonstrate it for their classmates.