

Word Wonders Activity 8: Rhyme Collectors

CHILDREN ARE LEARNING TO...

- Enjoy rhymes and rhyming stories (18 to 24 months)
- Recognize rhyming words (36 to 48 months)

ACTIVITY SUMMARY:

In this activity, children will be “rhyme collectors” who listen to and (for older children) identify the rhyming words they hear in a field of three choices. The rhymes provided for this game give children exposure to words with the same ending sound and a different beginning sound.

MATERIALS NEEDED:

Book: *Dozens of Doughnuts* by Carrie Finson

For Activity 1 (Engage):

Handout 1: Rhyming Doughnuts

- Toy dump truck or plastic basket that children can push along the floor
- Manila folder, cut in half
- Envelope
- Optional—feltboard and hook-and-loop fasteners
- Optional: manila folders, glue/stapler (if you want to make images sturdier for reuse)

For Activity 2 (Expand):

Handout 2: Rhyming Sets (note that this handout is several pages long)

- Envelope
- Optional: index cards, glue/stapler (if you want to make images sturdier for reuse)

PREPARATION:

For Activity 1 (Engage):

- Print and cut out the doughnut image on **Handout 1**; glue it to a manila folder so it's sturdy.
- Print the rhyming pairs (“toppings”) from **Handout 1** and cut out. Store toppings in an envelope with pairs held together with paper clips. You can also glue these to index cards to make them sturdier.
- Alternatively, you can implement this activity on a feltboard. To do so, place hook-and-loop fasteners on the back of the doughnut and toppings.

For Activity 2 (Expand):

- Print image sets from **Handout 2**. If desired, glue each to an index card to make them sturdier for re-use.
- Place the images in sets of three (see below) in 7 locations around the room. Vary the order of images in each set; that is, don't place the rhyming pairs next to each other every time.
 - Cat, Mat, Fish
 - Cake, Rake, Ball
 - Sled, Bed, Cup
 - Sheep, Sleep, Bug
 - Sock, Rock, Rain
 - Coat, Boat, Sun
 - Kite, Bite, Bird
 - Kick, Stick, Pool
- Have the toy dump truck handy.

Activity Instructions

EXPLORE

Share the following book and extension activity with children as an opportunity to be exposed to (18-36 months) and begin to identify rhymes (36 to 48 months).

Book: *Dozens of Doughnuts* by Carrie Finson

As You Read:

- **Introduce the book and its key ideas.** Begin by explaining that each winter, bears do something called *hibernate*. *Hibernate means that as winter begins, they go into a deep sleep in a warm cave, hollow tree, or other safe place. Hibernation helps bears survive the long, cold winter. Before bears hibernate, they eat a lot of food, and that's what this story is about!*
- **Support phonological awareness.** Tell the children that rhyming words are words that sound the same at the end, like share and chair. As you read, emphasize rhymes as they come up on each two-page spread: *share/chair, plateful/grateful, swallow/hollow*, etc. Ask children to raise their hands when they hear a rhyme. If they have difficulty "finding" them by listening, repeat the rhyme and notice aloud how the two words "*sound the same at the end.*" Have the children repeat the rhymes.
- **Encourage prediction.** At key moments in the story, pause to ask children what they think will happen next. As friend after friend arrives at Louann's house to share the doughnuts, do the children think Louann will be able to eat any doughnuts? What makes them think that? When Louann's friends arrive at her house, notice with the children what each animal is holding. What do the children think Louann's friends will do with the flour, milk, eggs and other ingredients?
- **Prompt children to repeat key phrases and pause for children to fill-in-the-blank.** Point out the words *ding-dong* in red text. Encourage the children to join in chanting "ding-dong" when you point to this text.

- **Identify and explore emotions.** Take opportunities to highlight emotions shown through illustrations and text. When Louann roars, what do the children think she is feeling? Have they ever felt angry? What do the children think Louann is feeling when she finally gets to eat doughnuts? How do they feel when they eat something delicious?
- **Support early math learning.** For older children (36 to 48 months), you can define a dozen as 12 items in a set. You can count the dozen doughnuts in the illustration with children by pointing to each one. You can also offer manipulatives (like small blocks) for children to count out one dozen, or 12. For younger children, focus on counting the doughnuts on each animal's plate (usually sets of 3 to 6) as you move through the pages.
- **Make connections to children's lives.** Ask whether the children have ever had doughnuts. What flavor do they like best? What did the doughnuts taste like? Where did they get them? Does their house have a doorbell? What does it sound like?

ENGAGE – ACTIVITY 1

For children 18 to 30 months old:

Explain the game: *We will be making silly doughnuts that rhyme! Place the doughnut image on the table and keep the bat and hat images close by. Look at my doughnut – it is OK, but it is so plain! Maybe it needs some rhyming sprinkles! Rhyming words sound the same at the end, like bat and hat!*

Share the chant below:

Silly Doughnuts, Silly Doughnuts!

What silly sprinkles should we choose?

First, we'll sprinkle a...BAT (hold up the BAT image, pause for children to say the word, then place it on the doughnut),

And next, we'll sprinkle a... (hold up the HAT, pause for children to fill in the word, then place on doughnut).

Silly Doughnuts, Silly Doughnuts, eat them up!! (Prompt children to pretend to eat, then place toppings aside.)

Repeat the rhyme with the pairs/images below. Encourage children to join in the rhyme and guess the rhyming image. Choose a child each time to place the rhyming image on the doughnut.

- WIG / PIG
- LOG / DOG
- MOP / STOP
- BUG / MUG
- BOW / TOE

For children 30 to 48 months old:

Place three rhyming cards in front of children (2 rhyming pairs and a third card from the next set of rhyming pairs—for example, bat, hat, and wig).

Ask children to say what they see in each card. Label the card if they need help (such as for wig or log).

Encourage children to use their “listening ears” to listen for two words that rhyme, or sound the same at the end. Coach them using language like:

- *Hmmm, do bat and wig sound the same at the end?*
- *Bat ends with an /at/ sound. Wig ends with an /ig/ sound.*

- They sound like: /B/-/at/ and /W/-/ig/. I don't think they sound the same at the end.
- Let's try: Bat and Hat. Do they sound the same at the end?
- Yes! They both end with the /at/ sound.
- They sound like: /B/-/at/ and /H/-/at/. Bat and hat! They rhyme!

Share the chant below, prompting children to fill in the rhyming words by holding up each card as a visual cue:

Silly Doughnuts, Silly Doughnuts!

What silly sprinkles should we choose?

First, we'll sprinkle a...BAT (pause for children to say the word as you hold up the BAT image, then place it on the doughnut),

And next, we'll sprinkle a... (hold up the HAT, pause for children to fill in the word, then place on doughnut).

Silly Doughnuts, Silly Doughnuts, eat them up!! (Pretend to eat, then place toppings aside.)

Continue presenting sets of 3 cards and having children select the two rhymes with support from you as needed. Encourage children to join in the rhyme, fill in the rhyming words, and pretend to eat the doughnut. Continue until you have completed all the pairs below. Each time, choose a child to put the rhyming images on the doughnut.

- WIG / PIG
- LOG / DOG
- MOP / STOP
- BUG / MUG
- BOW / TOE

EXPAND – ACTIVITY 2

Introduce: *Let's play another rhyming game. Rhyming words are words that sound the same at the end, like bear and chair, or cheese and please.*

In our game, we are going to be rhyme collectors. We are going to take our truck to different rhyme stops all around our room. When we get to the rhyme stop, we're going to listen for the rhyme. Then we'll collect all the pictures that rhyme in our truck. (Show children the dump truck.)

Let's be rhyme collectors and find the rhymes that are hiding in our room!

For children 18 to 30 months old:

Roll the truck/walk with children to the first set of images you have placed in the room.

Explain: *I am going to say each word, then we will all say each word. Are you ready?*

Say: *Cat, mat. Now you say it.* (Prompt children to repeat these words with you as you tap on the images.)

Ask: *Now, let's listen carefully to these two words. They are very special because they rhyme, or sound the same at the end. Are you ready? Cat, Mat! Cat, Mat! Cat, Mat! Cat and Mat rhyme! (Prompt children to join in if they can. Clap as you chant.)*

Ask: *What about cat and fish? (Prompt children to repeat cat and fish). No! Cat and fish don't sound the same at the end; they do NOT rhyme. But cat and mat do! They rhyme because they sound the same at the end.*

Collect: Ask a child (or two children if you want to split the task) to collect the two words that rhyme and put them in the dump truck. Say the words as the child puts them in the truck.

Continue: Continue and repeat with the other 7 rhyme pairs.

For children 30 to 48 months old:

Roll the truck/walk with children to the first set of images you have placed in the room.

Explain: *Here's our first challenge. We have to listen for the words that rhyme! We will collect the two words that rhyme. Are you ready?*

Say: *Cat, fish, mat.* (Prompt children to repeat these words as you tap on the image. Then ask for a volunteer(s) to say the words as they tap on the image.)

Ask: *Now, let's be rhyme collectors. We will listen really carefully for two words that rhyme, or sound the same at the end. Are you ready? Cat, mat, fish. Did anyone hear two words that sound the same at the end? (Take volunteers to identify the two words that rhyme.)*

Provide support if needed: Model how to listen for the rhymes using coaching like that suggested below:

- *Rhyming words sound the same at the end. Let's turn on our listening ears to listen for the ending sounds.*
- *Cat. Cat sounds like /C/ - /at/.*
- *Mat. Mat sounds like /M/ - /at/.*
- *Fish. Fish sounds like /F/ - /ish/.*
- *Do you hear two words that have the same ending sound?*
- *Cat and Mat both end with the sound /at/ so they rhyme! /C/-/at/ and /M/-/at/, Cat and Mat, they rhyme!*

Review: Let each child hop or clap as you chant the rhyming words one more time.

Collect: Select a child (or two children) to collect the two words that rhyme and put them in the truck.

Continue: Continue and repeat with the other 7 rhyme pairs.

REFLECT

Return to a gathering area with the children and truck.

For 18 to 30 month olds: To close the activity, pull rhyming pairs out of the truck. Invite two children to stand with the picture cards as they say the rhyming words (or you say them, if children are not yet talking). Prompt the children to repeat the words, if able.

For 30 to 48 month olds: To close the activity, invite children to form pairs of rhyming words by pulling rhyming pictures out of the truck. Ask a child to say each rhyming pair and then have the group repeat.

SUMMARIZE: *Today we learned about how to listen for rhymes. Rhymes are words that sound the same at the end. We collected rhymes by using our listening skills!*

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In Activity 1, add a fourth (non-rhyming) image to the choice of “sprinkles” and ask children to only choose “sprinkles” that rhyme.
- In Activity 2, after identifying the rhyming pair, invite children to make their own rhyming word that would go with the pair.
- Print additional pictures so you can introduce another word that goes with the target rhymes – in the cat, mat, and fish set, add the picture of a bat. Ask children to find *all* the pictures that rhyme.
- Print additional pictures and introduce another picture in the set that rhymes with the “odd” image – like in the cat, mat, and fish set, add the picture of a “dish.” Ask children to sort all the pictures that rhyme. Model how to make two piles to separate the different rhyming sounds.

Make it less challenging:

- In Activity 1, offer more repetitions of the words so children have greater exposure to the sounds.
- In Activity 2, sequence the pictures so you say the two rhyming words together (cat, mat, fish).
- Introduce the rhyming words first and then introduce the non-rhyming word. Remove the Fish image and first say, *cat and mat: Do these words rhyme, or sound the same at the end? Now let's add the fish. Does Fish sound the same as Cat and Mat? So, fish does NOT rhyme with cat and mat.*

MAKING MATH CONNECTIONS

Go on a shape hunt to build skills in identifying shapes. Cut out 4 circles and 4 squares from brightly colored paper. (For older children, consider adding triangles to the hunt.) Place these shapes around the room. Begin by introducing a circle. Draw a large circle on a piece of paper. Say: “A circle is round, with no corners. A circle looks like the doughnuts in our book!” Take out the doughnut image from Activity 1. Invite children to trace the circle of the doughnut with their fingers.

Invite children to be “shape detectives” as you walk around the room looking for circles. Each time you find one, have children trace it with their finger. Notice how it is one curved line. It doesn’t have any pointy corners. If/when children spot a square, compare the shapes. Have them trace the square with their fingers. Discover how squares have four points or corners and four straight lines.

Learning to recognize shapes and notice their attributes is an important early math skill.

MAKING CONNECTIONS ACROSS THE DAY:

- Use and make rhymes as you go about daily routines: *This is the **spot** for your **cot**. Or, what do you **say**! It's time to **play**!*
- Use nursery rhymes (like *Hickory Dickory Dock*) during times that children have to wait in line or for meals, or before story time. Notice and emphasize the rhymes as you say them.
- Share stories with strong rhyming patterns to increase children’s exposure to rhyming pairs.
- Make pretend rhymes using children’s names: “What do you have for lunch, *Natalie Batalie*?” Or, “I’d like someone whose name rhymes with *Batalie* to join me at the lunch table.”
- Provide children with the rhyming images from this activity as an option during free play periods across the day.

Song: *Rhyme Detectives*

Play the song for children and model the actions noted below. If desired, pause the song to give children enough time to respond.

Let's be rhyme detectives! Let's be rhyme detectives! (Sing and clap along & encourage children to join as they are able)
Let's be rhyme detectives! Finding rhymes is fun.

Spoken: Oh no! A bunch of animals have gotten loose on the farm. (Encourage listening – hand to ear)
Let's see if we can round them up by their rhyme partner!
Here are three animals behind the barn!
Can you tell which two are rhyme partners?

Cat Rat Horse / Cat Rat Horse (Stomp your feet/March as you hear each animal name)
Cat and Rat are rhyming partners – good rhyming, detectives! (Wave your hands to celebrate)

Spoken: Look, there are three animals under the trough!
Can you tell which two are rhyme partners? (Encourage listening – hand to ear)

Hog Frog Sheep / Hog Frog Sheep (Stomp your feet/March as you hear each animal name)
Hog and Frog are rhyming partners – good rhyming, detectives! (Wave your hands to celebrate)

Let's be rhyme detectives! Let's be rhyme detectives! (Clap along and dance)
Let's be rhyme detectives! Finding rhymes is fun.

Spoken: I found three more animals on top of the tractor!
Can you tell which two are rhyme partners? (Encourage listening- hand to ear)

Flea Bee Goat / Flea Bee Goat (Stomp your feet/March as you hear each animal name)
Flea and Bee are rhyming partners – good rhyming, detectives! (Wave your hands to celebrate)

Spoken: Let's round up these three animals beside the pond!
Can you tell which two are rhyme partners? (Encourage listening- hand to ear)

Moose Goose Cow/ Moose Goose Cow (Stomp your feet/March as you hear each animal name)
Moose and Goose are rhyming partners – good rhyming, detectives! (Wave your hands to celebrate)

Let's be rhyme detectives! Let's be rhyme detectives! (Sing and clap along & encourage children to join as able)
Let's be rhyme detectives! Finding rhymes is fun.

Handout 1: Rhyming Doughnuts





Handout 2: Rhyming Sets

SET 1





Fish

SET 2



Cake



SET 3



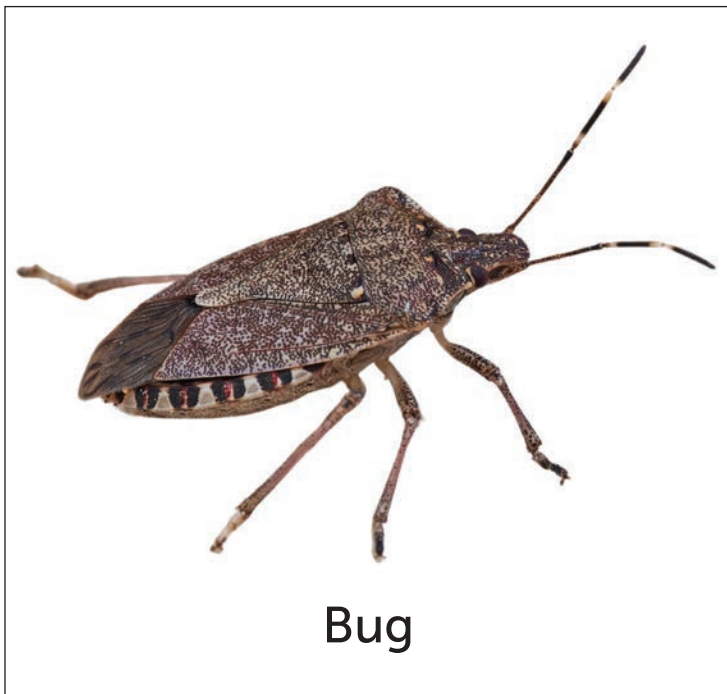


SET 4





Sleep



Bug

SET 5



Sock



Rock



Rain

SET 6



Coat



Boat



Sun

SET 7





Bird

SET 8



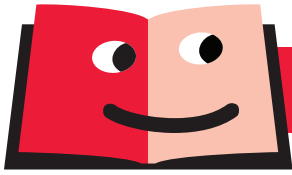
Kick



Stick



Pool



Just for Families

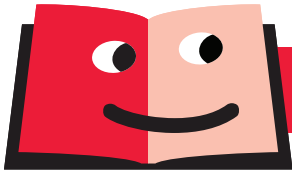
Can You Find a Rhyme?

This week, look for ways to notice and share rhymes with children. Learning to hear and identify rhyming words is an early literacy skill.

Here are some ideas to try:

- Listen to *The Name Game* song by Shirley Ellis—a classic song where they rhyme various names like *Shirley, Shirley, bo-Birley, Bonana-fanna fo-Firley, Fee fi mo-Mirley, Shirley!* Use your child's name to make silly rhymes.
- During meal-time, play a game where you say a rhyming word of something on the table and your child points to the "real" item and says its "real" name. For example, you might say: "I am eating with a *mork*. Can you find what I'm talking about? Yes, that's right—it's a fork."
- Make rhymes with your child's name, your own name and others' names—like, "Want to go to the park, *Dylan Bylan?*" Or, "I need to feed *Spot Blot*, can you get his bowl?" Or, let's put on your *flues shoes*."





Solo para familias

¿Puede encontrar una rima?

Esta semana, busque maneras de destacar las rimas y de compartirlas con los niños. Aprender a oír y a identificar palabras que riman es una habilidad del lenguaje y la lectoescritura temprana.

Estas son algunas de las ideas que puede probar:

- Escuche la canción* *Pin Pon es un muñeco* —una canción clásica en español donde hay rimas con varias palabras como *cartón, jabón, apretón*, que riman con el nombre del personaje, *Pin Pon*. Utilice el nombre del niño para crear rimas divertidas.
- A la hora de la comida, hagan un juego en el que usted dice una palabra que rima con alguno de los objetos que está en la mesa y el niño señala cuál es el objeto y dice cómo se llama. Por ejemplo, usted podría decir: "Estoy bebiendo de mi casa. ¿Puedes encontrar de qué estoy hablando? Sí, tienes razón — esta es una taza".
- Haga rimas con el nombre del niño, su propio nombre y los nombres de los demás, como "¿Quieres ir al parque *Ana Banana*?" O, "Tengo que darle la comida a Lolo Polo, ¿puedes buscar su plato?" O, "Ven para ponerte tus *botas tontas*".

