

Word Wonders Activity 9: Where is Bear Rhyming Challenge

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 practice recognizing and repeating familiar rhymes. Secondly, this activity offers children exposure to new vocabulary (action words and positional words). An understanding of spatial (positional) language is also an emerging math skill and helps children describe the precise location of an object in space.

MATERIALS NEEDED:

Book: *There's a Bear on My Chair* by Ross Collins

For Activity 1 (Engage):

- Teddy bear
- Child-sized chair
- Small toy car

For Activity 2 (Expand):

Handout 1: Activity Images

PREPARATION:

For Activity 1 (Engage):

- Have the teddy bear, car, and chair close by for this activity.

For Activity 2 (Expand):

- Print **Handout 1**. Choose an area of the room for Activity 2 that will offer enough space for children to run, jump, and move according to the rhyming challenges. Keep this set of handouts close by as you run the activity.

Activity Instructions

EXPLORE

Share the following book and extension activity with children as an opportunity to practice identifying rhymes.

Book: *There's a Bear on My Chair* by Ross Collins

As You Read:

- **Introduce the book and its key ideas.** After reading the title, explain: *I see a mouse and a bear, and the bear is in the mouse's chair! Does the mouse look happy? No, he doesn't! I wonder if he will be able to get him out of the chair? What do you think will happen?*
- **Define new words and phrases.** For example, a nasty *glare* (an angry look; encourage children to copy yours); *flair* (or a fashionable style); *lair* (a den or resting place for an animal); *rare* (not many or very few); and *despair* (great unhappiness).
- **Support phonemic awareness.** This is a very funny book with many clever rhymes. Explain to children that rhyming words are words that sound the same at the end. Pause and emphasize the rhymes, such as bear/chair/glare/there/underwear. On subsequent readings, ask the children to raise their hand if they hear a rhyme. If they "miss" a rhyme, repeat the rhyming pair with an emphasis on the ending sounds. Pause occasionally to let children participate by filling in the rhymes. Remember that recognizing rhymes is a skill that begins to emerge at age three years and is more consistent around age four years. For younger children, focus on the repetition and exposure to these silly rhymes.
- **Encourage prediction.** The story ends with a clever turnaround when the mouse leaves the bear and moves to an igloo, falling asleep on a cozy bed that belongs to...the bear. Ask children: *Do they think the bear will get his bed back?* What do they think might happen next?
- **Identify and explore emotions.** On the page where the mouse has a tantrum (*"This bear has led to me to despair! It is not fair! It is not fair!"*), ask children how they think the mouse is feeling. Have they ever felt that way? What happened? Perhaps the children want to chant the text with you: *It is not fair! It is not fair!*
- **Support early math learning.** Notice with children that the bear is on the chair. Then, as you share the story, notice and name the position of the mouse on each page: in **front** of the bear, on **top** of the ladder, holding the pear **over** his head, jumping **up** in the air and **out** of the box, lying **on** the bed. Using and understanding positional words is part of an early math skill set related to spatial awareness.
- **Make connections to children's lives.** Explain that the mouse was angry because someone was in his chair. Ask the children if they have ever been angry when someone used something of theirs. What did they do?

ENGAGE – ACTIVITY 1

Explain the game: *I have a bear just like in the story. (Show children the bear you have selected.) My bear wants to be silly just like the bear in the story. Who would like to help me play?*

Play the game: Select a child. Give them the bear and tell them: *Bear wants to sit on the chair.* Give the child a chance to position the bear. Ask the children to tell you where the bear is or what the bear is doing. Prompt as needed until all children have had 1-2 turns:

- Put the bear **next to** the chair.
- Put the bear **behind** the chair
- The bear wants to fly **over** the chair
- Let the bear nap **under** the chair
- Stand the bear **on top** of the chair
- Roll the bear **alongside** the chair

- Put the bear **between** the car and the chair (place a toy car next to the chair)
- Dance the bear in **front of** the chair
- Hold the bear **above** the chair
- Let the bear look **below** the chair

Summarize: You all did such a great job helping our bear move around the chair! Have you ever seen a bear who liked playing with a chair this much?

EXPAND – ACTIVITY 2

Introduce: Our story had so many rhymes while that little mouse tried to get his chair back from the bear. And in our game, we got to move the bear all around the chair. Now we're going to play a game where we get to move our bodies in a rhyming way. Let's play!

For children 18 to 30 months old:

1. **Lead the Game:**
2. **Explain:** I am going to put a picture on the floor. Let's see what it is!
3. **Place** the **ball** picture on the floor.
4. **Ask:** Who knows what this is? Yes, it's a ball. Let's all say it: **Ball**.
5. **Choose** a child to go first (you can also have children work in pairs).
6. **Explain:** I'm going to read a rhyming challenge and then your job is to do what my rhyme says. Are you ready?
7. **Read the rhyming challenge:** Crawl/ball – now you **crawl around the ball**.
8. **Repeat the rhyme:** Do you hear the rhyme? **Crawl** and **ball**, they rhyme! Can you say it with me: **Crawl, Ball**. You **crawl around the ball**. Prompt the child or pair to perform the action. Let the other children follow and perform this action as well.

Repeat: Continue through the ten images, with children taking turns to perform actions in the rhymes. Be sure to continue prompting children to repeat the rhyming words with you, if they are able.

Share the following rhyming challenges:

- Crawl/ball. Now you **crawl around the ball**!
- Stand/hand. Now you **stand on top of the hand**.
- Pat/cat. Now you **pat the cat**.
- Dance/pants. Now you **dance around the pants**.
- Walk/chalk. Now you **walk next to the chalk**.
- Look/book. Now you **look under the book**.
- Tap/cap. Now you **tap the cap**.
- Shake/rake. Now you **shake next to the rake**.
- Hop/mop. Now you **hop over the mop**.
- Go/snow. Now you **go around the snow**.

MAKING MATH CONNECTIONS

Use movement and counting together to build understanding of quantity and one-to-one correspondence. Place the images from Handout 1 in a pile. Give one child an image and name the action (for example: "crawl around the ball" or "hop over the mop"). Roll a die and count the dots together. Then invite the child to do the action that number of times, counting each movement: "1, 2, 3..." Repeat using all of the cards.

For children 30 to 48 months old:

Implement the activity as outlined above. See below for a slight challenge for this older group.

Play the Game: As you share the challenge for this age range, pause to let the children fill in the name of the object on the picture: *You **crawl around the** ... [pause, point to picture]...that's right, **ball!** You will **crawl around the ball!** **Crawl** and **ball** rhyme: Can you say it with me, **crawl, ball!** Now you can **crawl around the ball.***

Repeat: Be sure to prompt the group to repeat the rhyming pairs for each challenge. Continue playing until you have completed all ten images. Take the images with you as you move into the reflection.

REFLECT

Return to a gathering area with the children. To close the activity, hold up each image one by one.

Focus on encouraging children to say the **noun/picture name** in the rhyming pair. Share the challenge: *We did a **crawl** around the...who remembers the rhyming word for this picture? That's right: We did a **crawl around the ball.** **Crawl** and **ball** rhyme because **they have the same ending sound.*** Continue until you have completed all 10 rhyming pairs.

For children 30 to 48 months old:

In addition to naming the picture, you might see if they can recall create their own rhyme for the picture word (like *tall* for the word *ball*.)

SUMMARIZE: *Today we learned about how to listen for and make rhymes. Rhymes are words that sound the same at the end. We did an awesome job with our rhyming challenges!*

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In both activities, you can differentiate by giving children more challenging positional words (like *between, underneath, next to, or alongside*) if this activity is too easy for them.
- In Activity 1, you can also ask them to tell you where to put the bear. This will challenge them to create a sentence using a positional word.
- In Activity 1, you can transition to making this a partner activity. Have children take turns telling a peer what to do with the bear and the chair. This will challenge children to create sentences using a position word, and repeat the bear/chair rhyme.
- In Activity 2 (rhyming challenges), you can make a second copy of the images and for each challenge, offer 2 choices of objects. Children have to choose the picture that rhymes with the action word. For example, you might place the ball and rake images next to each other. You can say: *You **crawl** around the... Now we have to find something that rhymes with **crawl.** **Crawl, rake:** do they rhyme? Noooo. They don't sound the same at the end. **Crawl, ball:** do they rhyme? Yes! They sound the same at the end. You **crawl** around the **ball.***

Make it less challenging:

- For both activities, focus on more familiar positional terms like: on top of, in front of, and behind. Make sure children understand these before moving on to more complex terms.
- Modify the rhyming challenges that use more complex positional words and substitute simpler terms.

MAKING CONNECTIONS ACROSS THE DAY:

- To review spatial terms, use this game while children are waiting or as a transition between activities: *Put your hand **on top** of the snack table.* Or: *Look **underneath** the table—tell me what you see.* Use terms like: on top of/above, below/underneath, in front of/behind, next to/alongside, between, inside/outside, etc.
- Share stories and songs with simple and repetitive rhyming sequences. Have children raise their hands when they hear a rhyme.
- Share nursery rhymes before naptime as a transitional routine. For example, try this favorite: *Star light, Star bright, First star I see tonight, I wish I may, I wish I might, Have the wish I wish tonight.* Dim the lights and prompt children to open/shut their hands like a twinkling star. As you say the rhyme, encourage children to join in when they become familiar with the words.
- Play the Rhyming Challenges game during outdoor time to give children more space to move and play while performing these challenges. You can create additional challenges by adding new pictures: *Do a kick over the stick, or make a trail to the pail,* etc.

Song: *The Rhyming Dance*

Bahm- Bahm – Bahm.... Here we go (breathe)

Hey everybody, gather around

From near and far, all around the town.

Put some spring in your step and some boogie in your pants,

Cuz' we're gonna do the rhyming dance!

(model hands waving in children to join)

(put hand up to eyes and look around)

(bounce a few times, then wiggle hips)

(sway side to side)

Jump high, high high, high to the sky!

Crouch low, low, low, as low as you can go!

(jump several times and reach arms up high)

(crouch down low to the floor)

Hey everybody, gather around

From near and far, all around the town.

Put some spring in your step and some boogie in your pants,

Cuz' we're gonna do the rhyming dance!

(model hands waving in children to join)

(put hand up to eyes and look around)

(bounce a few times, then wiggle hips)

(sway side to side)

Now stomp, stomp, stomp like a grizzly bear;

Reach your arms out; wave them in the air.

(Growl, little grizzlies!)

(stomp feet)

(keep stomping, reach arms out and wave)

(growl)

Hey everybody, gather around

From near and far, all around the town.

Put some spring in your step and some boogie in your pants,

Cuz' we're gonna do the rhyming dance!

(model hands waving in children to join)

(put hand up to eyes and look around)

(bounce a few times, then wiggle hips)

(sway side to side)

Step left and right, moving side to side

Slide on the floor and you'll really glide!

(step left and right)

(keep stepping side to side, pretend to slide)

Well thanks everybody, for gathering around

From near and far, all around the town.

We put some spring in our step and some boogie in our pants,

And we all did the rhyming dance!

Yes, we all did the rhyming dance!

(wave to everyone)

(put hand up to eyes and look around)

(bounce a few times, then wiggle hips)

(sway side to side – free dance!)

Handout 1: Activity Images



Ball



Hand



Cat



Pants



Chalk



Book



Cap



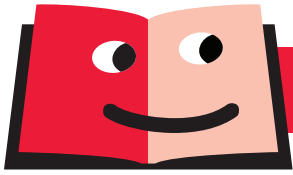
Rake



Mop



Snow



Bear Sits on a Chair

This week, children practiced listening for rhymes and position words. You can play a fun game that helps children practice rhyming at home. All you need is a teddy bear and a chair!

Your child gets to put the teddy bear in each position you say the rhyme:

*Teddy bear, teddy bear sits **IN** the chair.*

Where?

IN the chair! (Let your child put the teddy in the chair)

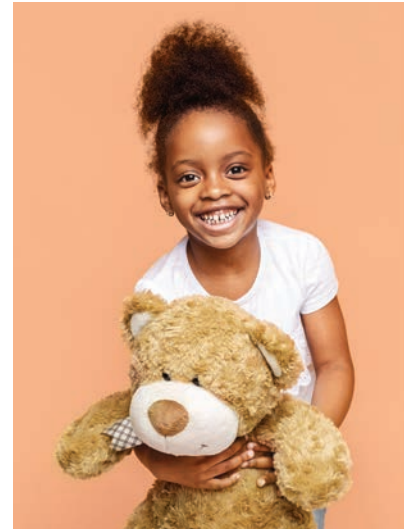
*Teddy bear, teddy bear runs **AROUND** the chair.*

Where?

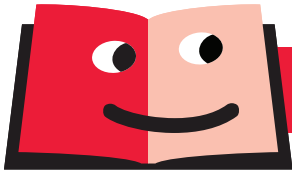
AROUND the chair!

Here are some other teddy bear movements you can try:

- Stands **on top of** the chair
- Hides **behind** the chair
- Dances **in front of** the chair
- Looks **below** the chair
- Jumps **over** the chair
- Walks **next to/beside** the chair



Don't forget to give your child a chance to tell you where to put the teddy bear!



Solo para familias

Oso sentado en una silla

Esta semana, los niños practicaron la escucha de rimas. Puede organizar un juego divertido que ayude a los niños a practicar las rimas en casa. Solo necesita un osito de peluche y una silla.

El niño tiene que colocar el osito en cada posición que usted menciona en la rima:

*Osito, osito se sienta **EN** la sillita.*

¿Dónde?

*¡**EN** la sillita!* (Haga que el niño ponga el osito en la silla)

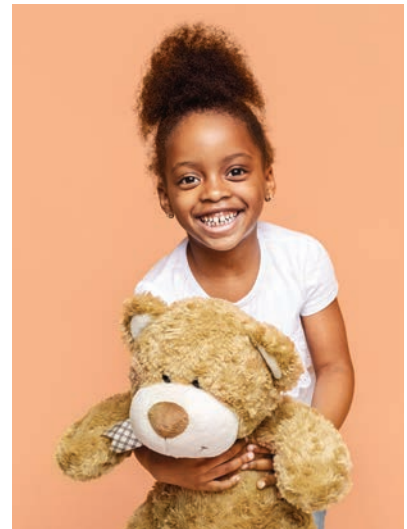
*Osito, osito corre **ALREDEDOR** de la sillita.*

¿Dónde?

*¡**ALREDEDOR** de la sillita!*

Los que siguen son otros movimientos del osito que puede probar:

- Está de pie **en la parte de arriba** de la sillita
- Se esconde **detrás** de la sillita
- Baila **delante** de la sillita
- Mira **debajo** de la sillita
- Salta **por encima** de la sillita
- Camina **cerca /al lado de** la sillita



Recuerde de darle a su niño la oportunidad de decirle dónde puede poner el osito de peluche.