

Adventures of an SLP in FDK



Here's a tip from your Speech-Language Pathologist for your communication toolbox. We hope you find this useful in your classroom.

Activity Focus:

Rhyming (a phonological awareness skill) = the ability to *hear, identify and match similar sounding word patterns*. It is a KEY pre-literacy skill!

Activity:

Rhyming activities can be “playful and engaging, interactive and social” within the context of language and literacy learning in the classroom. Young children will learn to PLAY with speech sounds and discover by changing a sound they can make a new word!

Here are a few ideas to teach and reinforce this skill “throughout the day in many a way”!

- Introduce “A TIME TO RHYME”: Choose a favourite rhyming book to read aloud (e.g. “There’s a Wocket in my Pocket” (Dr. Seuss), Rufus and Friends Rhyme Time (Iza Trapani). While reading *to the class stress the rhyming words* (e.g. with voice volume or pitch, slowing stretching them out). Say the rhyming words after a page and have the children *listen and watch your mouth* to hear/see how the two words are alike. Give them a name – “those are rhyming words”! You can also call out the first word of the pair and have the children ‘chime in’ with the rhyming word.
- Continue the SOUND PLAY fun: Choose rhyming books to read and reread a few times during each week to provide many opportunities for the students to become familiar and have lots of fun such as adding new words that rhyme with the pairs – both ‘silly’ (nonsense) words and ‘real’ words! (Suggested websites for books below)
- SING SONGS (or recite poems to a familiar tune) throughout the day (e.g. Down by the Bay, Ten Little Monkeys Jumping on the Bed). Many songs have picture books to match (e.g. See the Iza Trapani website). Always try to *stress the words* through gestures and voice. Students soon learn to discover and let you know that “those are rhyming words”!

- **POCKET RHYMES:** make a “pocket chart” with a picture on each pocket (e.g. BUG, CAT, PAIL, BEE). Laminate pictures of words that rhyme with these (jug, rug; bat, fat; tail, nail, jail, snail; sea, three knee, tea. (Refer to Sounds Skills Binder for pictures.) Start with one pocket (e.g. BUG) and have the children name a picture (note: they don’t need to know how to read) and decide if it should go in the pocket (i.e. if it rhymes). Increase the pockets to four and beyond.
- **SORT** rhyme pictures into the container that they rhyme with e.g. a POT (hot, knot), a HAT (rat, mat), a SACK (pack etc.), a PAN, a MUG, a BOX, a CUP.

Once your students understand rhyming there are many spontaneous opportunities to embed rhyming into daily classroom play and activity such as:

- Make up their own “rhyming nick name” (e.g. Larah/Sarah, Posh/Josh,) and the teacher uses these at times during the day (e.g. for lining up, for partners)
- The teacher “pretends” not to hear an answer and instead makes up a rhyme (e.g. what do you have for snack today? Student: “crackers”, Teacher: “Did you say *smackers?*” Student: “No! CRACKERS! (A natural way for them to emphasize their sounds!)
- When talking about colours (and numbers) think of ways to rhyme e.g. It’s a green machine; I will draw a red bed; You’re a blue shoe; It’s the white knight!

Extension Activities:

- Have a rhyming-time area (or mini bookstore) for students to write words or draw pictures for later sorting (into rhyming pockets or containers).
- Decorate the area with Rhyming art: a Ned on my bread!, a green machine!; Make personal rhyming books: a black cat, having tea on the sea etc.
- Provide 2 magnetic letters or a card (e.g. ____AT) along with a set of letters e.g. **C M P R H** (in a ziplock) for word building activity; have them build words in small groups; provide a small black or white board for them to make a list of these to show you and others.
- Encourage them to build a Rhyme-Time ‘word wall’ in this special space.

Materials:

- A variety of Rhyming books and songs
- Picture cards of rhyming words (from the Sound Skill Binder)
- Pocket chart and/or containers for sorting
- Cards, markers, art materials for creating words and pictures
- Magnetic letters and ziplock bags

FDK Curriculum Links:

Language 1 - To communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts

Language 1.1 – Explore sounds, rhythms, and language structures with guidance on their own

Language 1.11 – Demonstrate an awareness that words can rhyme, can begin or end with the same sound and are composed of phonemes that can be manipulated to create new words

Resources:

Blaxley, L., Kyte, C., Legget, J., McWhirter, S., and Minor-Corriveau, M. (2014). *Oral-Language at Your Fingertips*. OSLA, Toronto

Catts, H., & Williamson, T. (1993). *Sounds Abound: Listening, Rhyming and Reading and Storybook Activities*. Linguisystems.

Good Reads. (2014). *Rhyming Picture Books*. Retrieved from

<http://www.goodreads.com/shelf/show/rhyming-picture-books>

McDonald, A. (2013). *25 Great Picture Books that Rhyme*. Retrieved from

<http://www.notimeforflashcards.com/2013/02/picture-books-that-rhyme.html>

Scholastic. (2014). *Time to Rhyme*. Retrieved from

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/time-to-rhyme>

Trapani, I. (2013). *The Books*. Retrieved from http://www.izatrapani.com/Books_2.html