

This silly book is about a group of sheep and their adventure with their jeep. There are several rhyming pairs within the text that you can exaggerate through the intonation of your voice.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Demonstrate phonological awareness

#### Teachers will:

- ◆ Comment and ask questions about similarities and differences of sound patterns in words

### TEACHING TIP

It can be hard for young children to guess a word from a hint about its sound (e.g., the first sound). Yet, when they can do this, they have hit a milestone. It means that young children are not only noticing how words sound but are using this information to organize words mentally. In fact, research shows that young children's brains are actively changing to form connections between words with shared sound patterns (as well as connections between word meanings). As you try this activity, you may notice a wide range in children's abilities. For those who can guess the words, great. For those who cannot, continue to reinforce the beginning/end of rhyming words and it will eventually click.

### 1. INTRODUCE

- ◆ "This book is called *Sheep in A Jeep*. As I read, listen for words that rhyme or sound the same at the end. Then we'll think about some more words that rhyme with these words."

### 2. READ THE BOOK

- ◆ 3-5 times, ask children to identify the rhyming words. Provide hints if needed.
- ◆ Identify the initial (rime) sound and the rime (end sound).
- ◆ Encourage children to say these sounds with you.

### Comment and Ask Questions about Sound Patterns

**Read:** "Sheep in a *jeep* on a hill that's *steep*."

**Identify:** "Jeep/steep rhyme. Let me think of other words that rhyme – sheep, keep."

**Reinforce:** "Jeep, steep, sheep, keep all rhyme because they sound the same at the end. Listen /j/ (*pause*) 'eep,' 'st-' (*pause*) 'eep,' 'sh-' (*pause*) 'eep,' /k/ (*pause*) 'eep.' They all have the same 'eep' sound at the end."

**Read:** "Jeep goes splash! Jeep goes *thud*! Jeep goes deep in gooey *mud*."

**Identify:** "Thud/mud rhyme. Let me think of other words that rhyme. A young flower is called a bud, bud rhymes with thud, mud, and dud."

**Reinforce:** "Thud, mud, bud, dud all rhyme because they sound the same at the end. Listen 'th-' (*pause*) 'ud,' /m/ (*pause*) 'ud,' /b/ (*pause*) 'ud,' /d/ (*pause*) 'ud.' They all have the same 'ud' sound at the end."

**Read:** "Sheep *cheer*. Oh *dear*! The driver sheep forgets to *steer*."

**Identify:** "Cheer/dear/steer rhyme. Let me think of other words that rhyme. The door is far, but this book is... That's right, near!"

**Reinforce:** "Cheer, dear, steer, near all rhyme because they sound the same at the end. Listen 'ch' (*pause*) 'eer,' /d/ (*pause*) 'ear,' 'st-' (*pause*) 'er,' /n/ (*pause*) 'ear.' They all have the same 'eer' sound at the end."

### 3. REVIEW

- ◆ "In this book, I heard rhyming words, and we added some more words that rhyme: jeep/steep/sheep/keep; thud/mud/bud/dud; and cheer/dear/steer/near. These words rhyme because they sound the same at the end."

### 4. KEEP IT GOING

- ◆ Use transition times to support phonological awareness skills like rhyming and alliteration. For example, when lining up, prompt children to walk to the door when they hear a word that rhymes with their name. Or, during unexpected wait time, challenge children to look around the room for words that begin with a target sound.