

Sound and Rhyme Awareness

Brown Bear, Brown Bear, What Do You See? is about a bear and the different animals that he sees. The rhyming pair “see” and “me” occurs throughout the book. You can exaggerate the intonation of your voice each time this pair is read.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Attend to, repeat, and use rhymes/phrases

Teachers will:

- ◆ Comment on words that sound similar or rhyme

TEACHING TIP

Recognizing the connection in our brains between what we can *hear* (perception) and what we can *say* (articulation) is something that we can use when we teach about rhyme. Providing children cues about articulation (such as over-emphasizing word endings or commenting on lip and tongue placement when talking) not only makes the *idea* of word sounds interesting, but may actually help them focus on recognizing individual sound parts of words – such as initial sounds or rhyme endings.

1. INTRODUCE

- ◆ “I’m going to read *Brown Bear, Brown Bear, What Do You See?* Listen for some special words that rhyme, or sound the same at the end – ‘see/me.’ I’ll make a big smile when I say them!”

2. READ THE BOOK

- ◆ Read rhyming text that includes the long 'E' sound.
- ◆ 3-5 times, repeat the rhyming pair and note how your mouth makes a 'big smile' at the ends of these words (e.g., you make a big smile when saying “see” or “me”).

Comment on Words That Sound Similar or Rhyme

Read: “Brown Bear, Brown Bear, what do you see? I see a red bird looking at *me*.”

Point and emphasize: “S-ee! M-e! Look at how my mouth makes a big smile when I say ‘s-ee,’ ‘m-ee!’ Listen for the words with a big smile!”

Read: “Green Frog, Green Frog, what do you see? I see a cat looking at *me*.”

Point and emphasize: “S-ee! M-e! Look at how my mouth makes a big smile when I say ‘s-ee,’ ‘m-ee!’”

Read: “I see a teacher looking at *me*.”

Point and emphasize: “S-ee! M-e! Do you see the big smile my mouth makes when I say ‘s-ee,’ ‘m-ee?’ My mouth makes a big smile!”

3. REVIEW

- ◆ “My mouth made a big smile when I said words that rhyme or sound the same at the end – ‘see,’ and ‘me.’”

4. KEEP IT GOING

- ◆ Throughout the day, draw children’s attention to words that rhyme by commenting on their sounds. Words that are short (i.e., consonant-vowel, or vowel-consonant) such as *go*, *bee*, *say*, or *hi*, *up*, *it*, *on*, and *eat*, are great words to comment on because it’s easy to hear the rhyme and comment on the articulation. For example, “Oh *no*! Let’s *go*! Oh – *no* and *go* rhyme! Look at how my mouth made a circle when I say ‘no’ and ‘go.’ They sound the same at the end.”