

This book features just five words, three of which rhyme. This lends itself to focusing children’s attention on words that rhyme.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

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

#### Teachers will:

- ◆ Stress the rime endings of rhyming words

### TEACHING TIP

Toddlers may not quite understand what it means to have words that 'sound the same at the end.' However, they may begin *using* the way words sound as a way of linking or guessing words. You may notice children repeating words that sound alike (from a book or just in conversations). With familiar or repetitive text, they also can typically guess the 'missing word' in a rhyming pair. These behaviors show that young children are beginning to mentally organize words flexibly – both by what they mean and by how they sound. This mental awareness of the sounds of words will gradually become more skilled and more sophisticated across the toddler, preschool, and even elementary school years.

### 1. INTRODUCE

- ◆ “We’re going to read *Orange Bear Apple Pear* and listen for the rhyming words.”

### 2. READ THE BOOK

- ◆ Stretch and emphasize the rhyme parts of rhyming words when reading.
- ◆ Repeat words again to see if children naturally say the word or fill it in.

### Stress the Rime Endings of Rhyming Words

**Read:** “Orange. Pear. Apple. Bear.”

**Do:** Stretch and emphasize the rhyming part of the words.

**Repeat:** “Pear... (pause) bear.”

**Read:** “Orange pear. Apple bear.”

**Do:** Stretch and emphasize the rhyming part of the words.

**Repeat:** “Pear... (pause) bear.”

**Read:** “Apple, bear, orange, pear.”

**Do:** Stretch and emphasize the rhyming part of the words.

**Repeat:** “Bear... (pause) pear.”

### 3. REVIEW

- ◆ “That’s a fun book! I heard rhyming words: *pear, bear, there*. They rhyme because they sound the same at the end.”

### 4. KEEP IT GOING

- ◆ Songs, fingerplays, and nursery rhymes are a fun and engaging way to involve young children in rhyming. While singing, be sure to emphasize and stress the rime ending of words. Pause throughout to give children the opportunity to fill in the rhyming word. Draw attention to its rime when you repeat and exaggerate the sounds. For example, “...went up the *waterspout*. Down came the rain and washed the spider... (pause) yes, *out!*” After singing, “I heard (*stretch and emphasize*) *spout* and *out* in this song. They sound the same at the end!”