

WHOSE TOES ARE THOSE?

Sound and Rhyme Awareness

Toddler

This simple rhyming book is a great introduction to words that sound similar and rhyme. The repeating words in the story provide many opportunities for children to join in with rhyming.

CORE SKILL OBJECTIVES

COMMUNICATE



Children will:

- ◆ Say or repeat familiar rhymes and phrases from the story

INTENTIONAL TEACHING PRACTICES

Teachers will:

- ◆ Say rhyming words or repeated text together
- ◆ Comment on words that sound similar or rhyme

TEACHING TIP

For toddlers, noticing how language and words sound is an important part of early rhyming. Incorporating language that has different or interesting sounds in it, like silly sentences, poems, and songs, brings toddlers' attention to the wide variety of sounds within words. This awareness is the foundation that leads to the ability to think about how the sounds in words work. In turn, knowledge of sound parts is essential to communication skills later on. These skills can begin with daily routines that are as simple and fun as rhyming or singing songs together.

1. INTRODUCE

- ◆ “*Those... toes!* Do you hear something special about these words? *Those* and *toes* rhyme! Today we are going to read this book, *Whose Toes Are Those?*, and say some rhyming words together.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children to say the rhyming words and repeated text with you.
- ◆ Comment on the words that sound similar or rhyme.

Say Rhyming Words or Repeated Text Together

Read: “So brown and sweet. Who could have such darling feet?”

Prompt: “We have a new rhyme to say together – sweet, *feet*. Will you try it with me? Sweet feet!”

Comment: “Sweet and *feet* rhyme. They have the same sound at the end. Listen: Sw-eet. F-eet.”

Read: “Tell me, won’t you please? Tell me, tell me, whose toes are these?”

Prompt: “Tell me, won’t you *please*? Tell me tell me whose toes are... (pause) say it with me, *these!*”

Comment: “*Please* and *these* are rhyming words. They have the same sound at the end: Pl-ease, Th-ese.”

Read: “Why, those are YOUR toes. Now everyone knows!”

Prompt: “We’ve heard this rhyme before! Ready? Those are your *toes*, now everyone... (pause) knows!”

Comment: “Did you hear the other rhyming word? *Nose*. *Nose*, *toes*, and *those* all sound the same at the end. They rhyme!”

3. REVIEW

- ◆ “We found a lot of words to rhyme within this story. *Toes/ those/nose*, *sweet/feet*, and *please/these*! We listened closely to hear which words rhymed or sound the same at the end.”

4. KEEP IT GOING

- ◆ As children become more familiar with books, poems, and songs, they can more easily join in saying rhymes with you. Intentionally incorporate simple rhyming songs and poems during your daily routine, to signal transitions or parts of the day. Keep in mind that in the early years, toddlers may join in “rhyming” with words that don’t actually sound similar. It’s important to keep encouraging these attempts and providing examples. Literacy development will follow as you infuse your days with silly words and favorite rhyming songs.