



Letters and Sounds - Phase 1 - Aspect 4

Rhythm and Rhyme

Tuning into sounds



Main purpose: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

Preparation

Consider how you can use the room to your advantage. If you can split the children up into smaller groups the session will be more intimate and enable practitioners to understand and support the development needs of each child.

Take advantage, man the book area at every opportunity.

Resources

A selection of stories, which contain a rhyming text.



Look, listen and note how well children:

- Understand the pattern of syllables in the words presented to them
- Sing or chant the rhyming string along with the adult
- Recognise that the words rhyme
- Join in with simple or complex rhythms
- Copy the rhythm
- Keep to the beat



Activity 1: Rhyming books

Regularly include rhyming books as part of the daily book sharing session. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in with repetitive phrases such as *'Run, run as fast as fast as you can, You can't catch me, I'm the Gingerbread man.'* Wherever possible make the activity multi-sensory to intensify learning and enjoyment.

Share with Parents

Actively encourage parent helpers.

A book loan service would enable children and parents to access rhyming texts.





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Preparation

None required

Resources

None required



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Activity 2: Learning songs and rhymes

Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. *It's raining, it's pouring* as the children get ready to go outdoors in wet weather). Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage the children to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw,' march to the beat of 'Tom, Tom the Piper's Son' and the 'The Grand Old Duke of York, skip to the beat of 'Here we go round the Mulberry Bush').

Share with Parents

It would be very difficult to inform parents of incidental songs, however the children will support this because they will begin to sing at appropriate times e.g. when going out in the rain, if they see a bird sitting on a wall, on the see-saw in the park.





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Resources

Book or file to add to.

Bag or box to add items too, e.g. a bus, frogs, ducks, star, spider, bucket.



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Activity 3: Our favourite rhymes

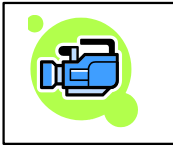
Support a group of children to compile a book of their favourite rhymes and songs. They could represent the rhymes in any way they choose. The book can be used to make choices about which rhyme to say during singing time, or used for making independent choices in the book corner. Children may choose to act as teacher selecting rhymes for others to perform, individually or as a group.

Have a bag of objects which represent rhymes and invite the children to choose their favourite.

Share with Parents

Ensure parents can access the book





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Preparation

A quiet area with space for a circle of children

Collect a selection of rhyming objects e.g. cat, hat, bat, mat or fox, box, socks.

Resources

Bowl
Wooden spoon
Selection of rhyming objects



Look, listen and note how well children:

- Sing or chant the rhyming string along with the adult
- Recognise that the words rhyme

Activity 4: Rhyming soup (see appendix 2)

- Ask a small group of children to sit in a circle so they can see a selection of rhyming objects placed on the floor
- Use a bowl and spoon as props to act out the song
- Invite the children, in turn to choose an object to put in the soup and place in the bowl
- After each turn, stir the soup and sing the following song to the tune of 'Pop, goes the Weasel' to recite the growing list of things that end up in the soup.

I'm making lots of silly soup, I'm making soup that's silly, I'm going to cook it in the fridge, To make it nice and chilly. In goes...a fox...a box...some socks...

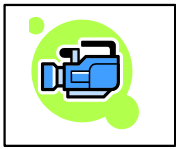
Share with Parents

Parents can play a game of rhyming I spy.

*I spy with my little eye.
Something that rhymes with hat...cat*

*Chair...stair
Jar...car
Spoon...moon
Bed...ted*





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Preparation

An extra member of staff may be useful to support this activity as the children are required to give and take from each other.

Resources

Set of rhyming pictures
Drawstring bag
Objects or pictures, which rhyme



Look, listen and note how well children:

- Sing or chant the rhyming string along with the adult
- Recognise that the words rhyme



Activity 5: Rhyming bingo

- Give each child in a small group a set of three pictures of objects with rhyming names (available commercially).
- Hide in a bag a set of pictures or objects matching the pictures you have given to the children.
- The children take turns to draw out of the bag one object or picture at a time.
- Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it out of the bag
- After each rhyming set is completed chant together and list the rhyming names. As you name objects give emphasis to the rhyming pattern

Share with Parents

Parents can play a game of rhyming I spy.

I spy with my little eye.

Something that rhymes with hat....cat

Chair...stair

Jar...car

Spoon...moon

Bed...ted





Letters and Sounds - Phase 1 - Aspect 4

Rhythm and Rhyme

Listening and Remembering Sounds



Main purpose: To increase awareness of words that rhyme and to develop knowledge about rhyme

Preparation

Children need to be familiar with the rhyming word families before they can use them in a game - spend time looking at the pictures and talking about the pairs.

Resources

Pictures of objects that rhyme



Look, listen and note how well children:

- Recognise rhyming words
- Listen and attend to the rhyming strings



Activity 6: Rhyming pairs

- In a pairs game, use pictures of objects with names that rhyme
- The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair
- If they are not a rhyming pair the cards are turned face down again and the next person has a turn.

Start with a small core set of words that can then be extended

Share with Parents

The 'I spy' game explained in Activity 5 'Share with parents' column is still relevant.





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Rhythm and Rhyme

Listening and Remembering Sounds

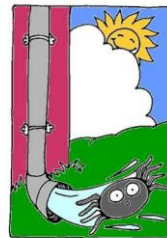


Main purpose: To increase awareness of words that rhyme and to develop knowledge about rhyme

Preparation

Resources

Nursery rhyme books
Books with rhyming texts



Look, listen and note how well children:

- Recognise rhyming words
- Listen and attend to the rhyming strings



Activity 7: Songs and rhymes

Include a selection of songs within the daily singing session, which involve children in experimenting with their voices. Simple nursery rhymes, such as 'Hickory, Dickory Dock' provide an opportunity for children to join in with 'wheeeee' as the mouse falls down. Use this to find related words that rhyme: dock, clock, tick-tock. Substitute alternative rhyming sounds to maintain children's interest and enjoyment.

Finish the rhyme

Use books with predictable rhymes that children are familiar with and stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.

Share with Parents

Inform of any new rhymes

Make up appropriate rhymes to go with a task e.g.

Rub-a-dub-dub

Give the dolly a scrub

We're off to the shop

With a hop, hop, hop.





Letters and Sounds - Phase 1 - Aspect 4

Rhythm and Rhyme

Talking about Sounds



Main purpose: To talk about words that rhyme and to produce rhyming words

Preparation

Prepare yourself by thinking of names for your puppets to ensure you can make up rhyming strings with the children

Resources

Puppets or soft toys



Look, listen and note how well children:

- Generate their own rhymes
- Complete sentences using appropriate rhyming words
- Make a series of words that rhyme



Activity 8: Rhyming puppets

Make up silly rhyming names for a pair of puppets (e.g. *Fizzy, Wizzy Lizzy_ and Hob Tob Bob*). Introduce the puppets to a small group and invite them to join in story telling, leaving gaps for the children to fill in rhyming words, for example;

Are you poorly Lizzy? Oh dear.

Fizzy, Wizzy, Lizzy is feeling sick and.... Dizzy.

Bob is very excited. Today he is going to be a builder.

Hob Tob Bob has got a new...job.

Share with Parents

Explain to parents about the activity, they may be able to make up funny sentences about members of the family

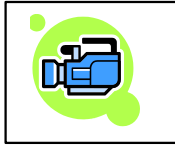
Mummy has a poorly ... tummy

Dad is feeling...mad

Ted wants to go to ...bed

Molly wants to find her...dolly





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Rhythm and Rhyme

Talking about Sounds

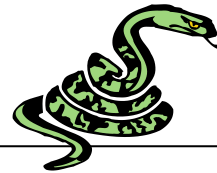


Main purpose: To talk about words that rhyme and to produce rhyming words

Preparation

Resources

A collection of objects or pictures, which rhyme and one that does not



Look, listen and note how well children:

- Generate their own rhymes
- Complete sentences using appropriate rhyming words
- Make a series of words that rhyme

Activity 9: Odd one out

- Ask the child to identify the 'odd one out': the name that does not rhyme.
- Start with a small set of words that can be extended
- The children need to be familiar with the rhyming word families before they can use them in a game - spend time looking at the pictures and talking about the pairs

Share with Parents

When saying nursery rhymes or poems change the rhyming word occasionally and wait for the child's response. Sometimes use a different rhyming word, other times use a word that doesn't rhyme e.g. Hickory dickory dock, the mouse ran up the lamp!! Then change to Hickory, dickory, lamp, the mouse ran up the lamp.





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Rhythm and Rhyme

Talking about Sounds



Main purpose: To talk about words that rhyme and to produce rhyming words

Preparation

Try to think of rhyming words for each child's name, if this is difficult the surname may be easier.

Resources

None required



Look, listen and note how well children:

- Generate their own rhymes
- Complete sentences using appropriate rhyming words
- Make a series of words that rhyme



Activity 10: I know a word

Throughout the course of daily activities, encourage the children to think about and play with rhyming words.

The adult begins with the prompt, *I know a word that rhymes with cat, you need to put one on your head and the word is...hat.*

This can be used for all sorts of situations and also with some children's names: *I know a girl who is holding a dolly, she is in the book corner and her name is...Molly.* As children become familiar with rhyme, they will supply the missing word themselves



Share with Parents

Parents may enjoy thinking up rhyming words when on a journey in the car.
e.g. A little girl with curly hair, is sitting nicely on a ...chair.

Jolly Molly likes to ride in a ...trolley.

Jake Brown likes to run around the town