**RHYME Instruction** (prepared by Susan Keehn, Ph.D.)

**1. Nursery Rhymes**

* Act out nursery rhymes
* Sing nursery rhymes (Use CD or use the tune of “99 bottles of beer on the wall”)
* Chant repeatedly, emphasizing the rhyming words
* Once the children can recite the rhyme, use the nursery rhyme to teach the concept of rhyme.
* Divide the class into two groups—one half says the rhyme but stops when they get to the last rhyming word. The other half waits to shout the rhyme at the appropriate moment:
* First half: There was an old woman who lived in a shoe. She had so many children, she didn’t know what to
* Second half: do.
* First half: She gave them some broth without any bread, and spanked them all soundly and put them to
* Second half: bed.

**2. Language Play**—rhyming chants, jingles and songs

* “Silly talk”—Create rhyming names for the children: Shante-Bante Susan-Wusan
* Line up children to go outside or to lunch using “silly talk”: I’m looking for Penny, Wenny, Tenny (“Jenny” shout the children, and Jenny gets in line.)
* Sing rhyming songs (Willoughby Walloby; Down by the Bay; Five Little Ducks; Going to the Zoo; I’m a Little Teapot)
* Recite poems, finger plays and changes with rhyme:
  + Make rhyming chants that are part of daily routine (See ya later, alligator. After While, crocodile.)
  + Have several ACTION RHYMES at the ready for when children are restless (See Teddy Bear attachment)

**3. Rhyming Books**

* Read to students daily from books with rhyming elements.
* Find books that the children “fall in love with”
  + *To Market, To Market*
  + *Ain’t Gonna Paint No More*
  + *There’s a Wocket in my Pocket* (Dr. Seuss)
* Read the book together many times. Tell the children you are going to stop and have them fill in the rhyming word.
* Engage children in acting out *The Hungry Thing*  (see p. 41 attachment from Cunningham’s *Phonics They Use*)

**4. Direct instruction**

* Rhyming objects games: I have a cat. Who has something that rhymes with *cat?*
* Rhyming picture pairs game: I have a pig. Who has a picture that rhymes with *pig*?
* Rhyming pictures: Which does not belong? Use three pictures, two that rhyme, one that does not. Give pictures to children to hold. “Find the rhyming pair.”
* Do riddles with body parts (Young children are kinesthetic learners!)

EXAMPLE: Children touch either head or feet .

First use individual words:

meet, seat, bed, dead, red, greet, thread, shed, etc.

Later move to “riddles”:

What can you toast to eat for breakfast? (bread)

What do you call something that’s not alive anymore (dead)

Where do you sleep? (bed)