

## Domain and goal

- Begins to notice when words rhyme
- Remembers and recites favorite nursery rhymes



## Activities

For the next two weeks you expose your child to words that rhyme. Initially, your child may not grasp the concept of rhyming. Eventually, with exposure and practice, rhyming will 'click' and your child will begin to hear when the endings of words sound the same. Keep the process fun and light.

### Rhymes at Home

Find objects or toys at home that rhyme. Gather them together and start with a closed set of objects. Start out by putting out three objects at a time where two words rhyme and one word is distinctly different and does not have the same number of syllables or middle vowel as the two words that rhyme. Be sure to mix up the placement of the objects that rhyme. Playfully say each of the three words, and then select the two that rhyme. Give your child a turn to repeat what you did. Initially, he/she may simply imitate your actions, but soon they will be selecting based on how the words sound. Some examples of objects to use include:

- cat, hat, balloon
- rice, ice, kitty
- cake, rake, ball
- dog, log, bike
- mail, nail, dish
- coat, goat, glove
- map, cap, truck
- tea, key, duck
- ball, doll, book



### Nursery Rhymes

Nursery rhymes were introduced in Sound Foundation for Babies and Sound Foundation for Toddlers. Go back to these resources and review ideas and activities for teaching nursery rhymes. Use some props and act out and recite nursery rhymes. Allow your child to practice and play with these toys as you feed in the missing words.

You will need:

- ✓ Jack Be Nimble: toy boy, unlit candle
- ✓ Hickory Dickory Dock: clock, mouse
- ✓ Humpty Dumpty: wall (use a box, rock, ledge, etc.), real or plastic egg
- ✓ Hey Diddle Diddle: cow, cat, dog, dish, spoon
- ✓ Jack and Jill: pail, hill (go outside so your child can roll down a hill).

Date	What did your child do?

# Receptive & Expressive Language

Theme: Rhyming

WEEK 24

## Domain and goal

- Uses language for humor
- Asks: How about?
- Uses pronouns: someone, somebody

## Activities

### Silly Rhymes

Teach your child to make up words that rhyme. As you are driving in the car, riding on the bus or train, or sitting in a waiting room, name something you see and make up words that rhyme. The rhymes can be real or pretend words. As you are playing this game, ask the question, 'How about \_\_\_?'.

For example:

- key: How about jee, dee, pea, lee, wee, fee, me, bee, dee, gee?
- car: How about dar, nar, star, far, jar, nar, var, war, bar, tar, zar?
- ring: How about ling, ting, ping, sing, sting, wing, bing, fing, ding?
- dog: How about rog, hog, fog, cog, wog, log, bog, mog, tog, nog?
- door: How about loor, tore, wore, shore, roar, zoor, core, four, more, vooor?

You know when your child understands the concept of rhyming when they begin to make up silly rhyme pairs versus saying rhymes they have learned through auditory memory. Expect your child to find humor in their made-up rhymes. It is likely your child will want to share their funny rhymes with you as they think of them.

### Somebody Think of a Rhyme

This is a game played with friends or family members. One person says any word and then says, 'Somebody say a rhyme' or 'Someone think of a word.' When someone (or somebody) thinks of a word that rhymes, they say the word out loud and follow with, 'Somebody (or someone) think of another word.'

### Helpers

Think of ways your child and others can help out throughout the day. Target the words 'somebody' and 'someone', and use these words as you request help. 'I need someone to carry this bag for me. Can somebody help me?' 'Somebody can peel the banana. Does someone want to do that?'



Date	What did your child do?



### Domain and goal

- Imitates strings of rhyming nonsense syllables
- Uses many consonants in final position on words



### Activities

#### Rhyming Strings

Your child must hear and produce final consonants in order to make up rhyming words. Rhyming supports speech production, and speech production assists with rhyming.

This week you and your child make up silly rhymes for the language lesson. Extend this activity by randomly creating rhyming strings which your child imitates. Listen for his/her production of the final consonants. Try some rhyming strings such as:

- pet, tet, ret, set, bet, thet, fet, det, wet, vet, met, net
- sag, dag, pag, rag, tag, vag, mag, wag, bag, kag
- week, beek, feek, teek, deek, meek, neek, sheek, cheek.

#### Rhyming Short Stories

Make up short stories using toys that rhyme. Encourage your child to retell the stories. Model the correct production of final consonants if necessary, and encourage your child to say the rhyme story like you said it.

- The dog...jumped over the log...and saw a frog...in the bog.
- The cat...put on a hat...and sat on the mat...how about that?
- I have a tip...use a straw to dip...before you take a sip.
- Get a big sack...get your clothes to pack...and carry it on your back.
- Look at what I made...I hope it doesn't fade...when I go in the water to wade.
- Look at Bob...he ate corn on the cob...and began to sob...it was a messy job.
- The dog was bad...and made dad mad...that's so sad.



Date	What did your child do?

### Domain and goal

- Willoughby Wallaby Woo, by Raffi
- This Old Man

### Activities

Willoughby Wallaby Woo, The Raffi Singable Songbook, Chappell, Don Mills, Ontario, CA, (no date)

Your child learns to rhyme nonsense words in this fun and repetitive song.

*Willoughby wallaby woo, an elephant sat on you.  
Willoughby wallaby wee, an elephant sat on me.  
Willoughby wallaby wustin, an elephant sat on Justin.  
Willoughby wallaby wary, an elephant sat on Mary.  
Willoughby wallaby won, an elephant sat on John.  
Willoughby wallaby wuzzy, an elephant sat on Suzzy.*

- Substitute different names and see if your child can guess who is mentioned in the song.
- Stop before finishing the rhyme to allow your child an opportunity to use auditory closure to complete the song with the rhyming name.



### This Old Man

This old man, he played one. He played knick knack on my thumb.

(Chorus ) With a knick knack patty wack, give a dog a bone, this old man came rolling home.

Repeat the rhyme using numbers through ten.

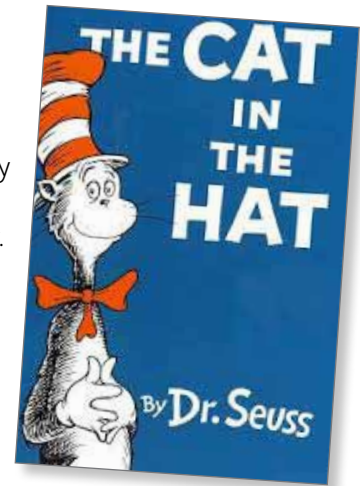
*This old man, he played two. He played knick knack on my shoe. Chorus  
This old man, he played three. He played knick knack on my knee. Chorus  
This old man, he played four. He played knick knack on my door. Chorus  
This old man, he played five He played knick knack on a beehive. Chorus  
This old man, he played six. He played knick knack on the sticks. Chorus  
This old man, he played seven. He played knick knack in heaven. Chorus  
This old man, he played eight. He played knick knack on my gate. Chorus  
This old man, he played nine. He played knick knack very fine. Chorus  
This old man, he played ten. He played knick knack on a hen. Chorus*



Date	What did your child do?

**Cat in the Hat**, Dr. Seuss (Author), Random House Books for Young Readers, 1957  
 The Cat in the Hat Comes Back, Dr. Seuss (Author), Theodore Seuss Geisel (Author), Random House Books for Young Readers, 1958

These books are classics and introduce children to phrases that rhyme to tell a simple and entertaining story. A small boy and his sister are at home by themselves on a rainy day (Cat in the Hat) and snowy day (The Cat in the Hat Comes Back). The Cat in the Hat arrives and the day is filled with adventures where one silly thing leads to another. Fortunately, they get everything cleaned up before their mother arrives home.



- Read this book over and over again with your child. With repetition, your child naturally begins to memorize favorite phrases in the book. Your child's auditory memory continues to grow.
- Talk about the beginning, middle, and end of the book. Model how to retell the story using the format of beginning, middle, and end.
- Sequence the story by acting out what happened. Reread the story and as you go encourage your child to recall what happened next. Keep adding onto the sequence of events to build memory, prediction, and cause and effect.
- Compare and contrast these stories with the stories from Weeks 16 and 17, *If You Give a Mouse a Cookie*, *If You Give a Moose a Muffin* and *If You Give a Pig a Pancake*. The similarities in the stories are that one absurd action leads into something else. This is known as cause and effect. Differences are that the *Cat in the Hat* stories rhyme and they do not rhyme in the *If You Give a \_\_\_\_\_* books. The main characters are different, although there is an animal in all the books which creates havoc.
- Encourage auditory closure by pausing before the last word in a phrase or sentence and letting your child finish the sentence with the word that rhymes.
- Make up your own story using rhyming words. Write down the story as you and your child verbally create silly scenarios.  
 For example, you might change these words in *The Cat in the Hat Comes Back*, 'This was no time for play. This was no time for fun. This was no time for games. There was work to be done.' You might come up with something like this, 'It's time to play. It's time for fun. It's time for games. It's time to run.'

**TIP:** ★ Do paired reading with your child. Use books with rhythm, rhyme, and repetition. Read the book at least five times to your child, then take turns 'reading' aloud. Your child might be reciting the story from memory rather than actually reading the book. Paired reading builds your child's auditory memory, confidence in 'reading', and active and shared participation in the joy of reading.

