

Rhyme

Let's get some butter
and some bread. "And
make a sandwich, Sis,"
he said.



Rhyme Development

(EI 5.3a Recognizes Rhyme)

- Sing songs that have rhyming words.
- Read books that have rhyming words.

Matching Rhymes

(EI 5.3a Recognizes Rhyme)

- Rhyme children's names when getting their attention.

Producing Rhymes

(EI 5.3a/b Rhyme/Letter-Sound Correspondence)

- Change the beginning sounds in words for thing you refer to.
 - o (EX: "We are having *weeze wamwiches*.")
 - o Then ask children to identify words that rhyme with them.
- Read "There's a Wocket in my Pocket" by Dr. Seuss
 - o Children can make their own characters, draw pictures of that character with a rhyming object and write brief sentences to match their writings.
- Read "Sam's Sandwich" by David Pelham.

Recognition

(EI 5.3 a/b Rhyme/Letter-Sound Correspondence)

- Read books that begin with the same sound and highlight those words.
 - o (EX: Super Sally)
- Play with kid's names and point out things that begin with the same sound.
- Onset/Rhyme Speech
 - o (EX: say "P-am" or "I see a b-lock")
- Bounce beginnings
 - o (EX: say, "I see R-R-R-Randy.")

Matching

(EI 5.3 a/b Rhyme/Letter-Sound Correspondence)

- In a guessing game, say "I'm thinking of something (or someone) that starts with a (say speech sound)."

Production

(EI 5.3 a/b Rhyme/Letter-Sound Correspondence)

- While showing an animal puppet, tell the kids the puppet only likes to eat things that start with the same sound, then have them identify foods (EX: Cheetas like to eat cheese.)

Alliteration

Please note: Alliteration would likely appear in late PreK or early Kindergarten. These activities would likely not be appropriate for a 3Y student.

"Funny firemen flee
fancy fireworks."