

Rhyme Time

Primary Objectives

15a. Notices and discriminates rhyme

Why It's Important

Children enjoy reciting, reading, and singing nursery rhymes and songs. This activity challenges your child to identify rhyming words and make up his own silly rhymes.

Materials

Paper; markers; simple rhymes such as poems, chants, songs, or those found in rhyming books

What You Do

1. Introduce rhyming words to your child by reciting a rhyme or reading a rhyming book. Explain that rhyming words are words that sound alike at the end. Peep *sounds like* sheep. *They both end with the same sound: -eep. So peep and sheep rhyme.* Discuss many examples of rhyming words to help your name recognize and identify rhymes.
2. Read or recite a familiar rhyme. Emphasize the rhyming words with your voice as you read. When you are finished, read it again and ask your child to fill in the missing rhyming word. *Little Jack Horner sat in a _____.*
3. Vary the activity by reciting a familiar rhyme and inserting a word that does not rhyme. Ask your child to replace the incorrect word with the correct rhyming word. *Little Miss Muffet sat on a log, eating her curds and whey.*
4. Encourage your child to create new rhymes for a familiar verse. Begin the new rhyme and ask him to supply a rhyming word when you pause. *Hickory, dickory, dog. The mouse sat on a _____. The mouse did jump and hit a _____, Hickory, dickory, dog!*
5. Write any new rhymes on the paper to be read later. Encourage your child to share the new rhymes with friends and other family members.