

Parent Education Activity

Lesson Title: Rooted in Rhyme and Rhythm	Topic: Rhyme and Rhythm in literacy
Level: (ABE, ASE, ESL, multi-) Multi-	Time: 1:05
College and Career Readiness Standard: Language, Anchor #3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Level B: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
NELP Predictors of Later Success: Phonological awareness: the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning. Oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar.	
Parent Education Lesson Objectives: (<i>Adapt the objectives from the NCFL lesson to meet the needs of your learners. Use action verbs from the CCRS level descriptor above.</i>) At the end of this lesson, participants will be able to: <ul style="list-style-type: none">• use knowledge of language to identify rhyming patterns and rhythm from <i>A Tree for Me</i> by Nancy Van Laan; and• explain the importance of rhythm and rhyme in early childhood literacy.	
Materials: The following materials will be needed: <ul style="list-style-type: none">• <i>A Tree for Me</i> by Nancy Van Laan; copies for all participants, if possible• A Tree for Me text handout for each participant• Highlighters• Counting-out Rhymes handout for each participant	

Activity	Notes to the teacher	Grouping	Time
<p>Welcome/Icebreaker: Begin by having a brief discussion about the participants' favorite childhood rhymes. What do they remember from their own childhood? These may be jumping rope songs, counting-out rhymes, or favorite nursery rhymes. What do they have in common?</p> <p>The repetitive nature of these rhymes and repeated sound patterns make them easier to memorize. Children benefit from repetition and will often ask to play the same song, read the same book, or repeat the same pattern of the day. Just as participants remember rhythm and rhyme from their childhood, their children will, too.</p>	<p>Examples of childhood rhymes:</p> <ul style="list-style-type: none"> • Miss Mary Mack • Fuzzy Wuzzy • One Potato, Two Potato • The Wheels on the Bus • Twinkle Twinkle Little Star • Ten in a Bed • One, Toe, Buckle My Shoe • Yi, er, san, si, wu – Chinese • A Ram Sam Sam – Arabic, Moroccan • Los Pollitos Dicen – Latin American • Chunnu Munnu The Do Bhai – Hindi • Kye Kye Kule – Ghanaian 	whole group	5 minutes
<p>Review Objectives: Rhyming and rhythmic patterns are a fundamental part of language acquisition and literacy. By the end of this session, you will be able to use your knowledge of language to identify the rhyming patterns and rhythm within <i>A Tree for Me</i> by Nancy Van Laan. In addition, you will be able to explain the importance of rhyme and rhythm in early childhood literacy.</p>	<ul style="list-style-type: none"> • use knowledge of language to identify rhyming patterns and rhythm from <i>A Tree for Me</i> by Nancy Van Laan; and • explain the importance of rhythm and rhyme in early childhood literacy. 	whole group	5 minutes
<p>Opening Activity: Distribute a copy of the book, <i>A Tree for Me</i> by Nancy Van Laan, to each of the parents. This book is a perfect choice for helping children to listen to the rhythm of speech and to recognize rhyming words.</p> <p>Invite parents to review <i>A Tree for Me</i> silently to themselves.</p> <p>To help participants understand the rhythm of <i>A Tree for Me</i>, start by reading an excerpt of the book aloud. As you read,</p>	<p>If there are not enough copies of the book for all participants, the A Tree for Me text handout contains the full text.</p> <p>Tap your foot or hand while as you read aloud an excerpt from <i>A Tree for Me</i>. Words in bold are to assist in expressive, rhythmic reading:</p> <p style="text-align: center;">I look, look, look for a tree for me. Big one, small one, skinny one, tall one, old one, fat one, I choose that one.</p>	whole group/ pairs	10 minutes

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<p>emphasize the rhythm of the text by pausing and emphasizing the repeated phrases. Prompt participants to join in and repeat some of the phrases with you as you read.</p> <p>Once you've established the rhythm of the text, invite participants to practice reading the text aloud to each other in pairs, taking turns during reading: one may read aloud while another taps, drums, or claps. Circulate to listen for the rhythm in their reading.</p> <p>Nursery rhymes, clapping games, jumping rope, and rhythmic movement (e.g., marching, tapping, bouncing, drumming) help to support language development. Before learning to read words on a page, children learn to identify predictable patterns. Parents can help to develop auditory perception through fun songs, nursery rhymes, and rhythmic books/poems.</p>	<p>Up I go to the tippy tiptop. Uh-oh! Oh, no! Wait a minute. STOP! I'm mistaken. This one's taken</p> <p>Consider the number of repetitive, rhythmic songs for children:</p> <ul style="list-style-type: none"> • B-I-N-G-O, B-I-N-G-O, B-I-N-G-O and Bingo was his name-o • We're going on a bear hunt • If you're happy and you know it, clap your hands • Old MacDonald had a farm • The itsy-bitsy spider • La Vaca Lola – Latin American • Donguri Korokoro – Japanese • Frère Jacques - French 		
<p>Central Ideas and Practice:</p> <p>Rhythm and rhyme work together to create the framework for poetry, music, and much of children's literature. Rhythm refers to a repeated pattern of movement or sound – the beat of language. Rhyme is the repetition of similar sounds, particularly in the final syllables of words.</p> <p>By creating a predictable pattern, rhythm and rhyme can help early readers to recognize and reproduce patterns in language. Children, like all of us, are more likely to remember a story that is presented in an engaging way.</p>		whole group	5 minutes
<p>Direct Instruction:</p> <p>Learning rhythm and rhyme are part of phonemic awareness. Phonemes are distinct units of sound. Through rhyme, children learn to identify phonemes and eventually to recognize syllables.</p> <p>When children pay attention to the letter sounds within words, we say they have phonemic awareness. This skill can be practiced</p>	<p>Phonemic awareness is the ability to identify and work with individual sounds (phonemes). There are about 44 phonemes in the English language.</p> <p>A syllable is a unit of pronunciation having one vowel sound.</p>	whole group	10 minutes

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<p>by reading aloud and focusing on the structure of words and sounds. Having a strong phonemic awareness is shown to predict the child's later success with reading comprehension.</p> <p>The text of <i>A Tree for Me</i> contains both a clear rhythm and a predictable rhyme. Like rhythm, rhyme plays with the sound of words. Rhyme helps early readers to understand that similar sounds often have similar letters.</p> <p>Ask parents if they noticed any rhyming words as they read the story. Encourage the discussion by turning to a page in the book and asking if they noticed how ____ and _____ words rhyme. For example, on the first page, ask, "Did anyone notice how <i>free</i> and <i>me</i> have matching sounds? Does anybody remember any other words that rhyme?"</p>	<p>Word families share common features. These may be common root words or phenomes. Teaching children word families through rhyming games helps to build vocabulary and develop spelling skills.</p> <p>-at: cat, bat, sat, mat, rat, hat -in: pin, bin, tin, win, chin, grin -op: hop, top, shop, crop, mop, pop</p> <p>If necessary, provide guidance in identifying words such as <i>tree/me/free</i>; <i>tiptop/stop</i>; <i>mistaken/taken</i>.</p>		
<p>Guided Practice:</p> <p>Rhyme also helps to make reading playful and fun. A repetitive rhyme provides a clue for an upcoming word. When reading to children, pause and provide time for them to guess the next "matching" word. This can also help to develop new vocabulary. Demonstrate this technique by reading the page with the owl in the tree. Point under the print as you read:</p> <p>One owl nesting, golly gee! No room for me in this ol' . . .</p> <p>Model how to prompt children by starting the initial sound of the word. For example, say "t-r-__" and wait for participants to fill in the missing "ee" sound to complete the word "tree." This approach promotes the development of phonological awareness and recognition of the sounds and patterns of language. It also</p>	<p>An echo reading involves the reading of a short segment of text and encouraging the early reader to echo it back.</p> <p>Parents can support their children's literacy development in a variety of ways. One strategy is to use partial echoic prompting, where they begin to sound out a word and wait for the child to respond (modelled in guided practice).</p> <p>Parents can also write down the word and ask the child to read the written word. This can help reinforce spelling and word recognition.</p> <p>Parents can say the entire word and ask the child to repeat the rhyme sequence for additional practice and reinforcement. This approach can help children develop their phonological awareness and recognize the patterns and sounds of language.</p>	whole group	10 minutes

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<p>promotes active listening and participation, making the reading experience more engaging and interactive.</p> <p>Remind parents always to praise and affirm their children when they are reading and pointing out rhyming words correctly. Give them examples they can use, such as: “Wow! You read that word!” “Yes, what word did you read?” “Yes, me and tree rhyme.”</p>			
<p>Independent Practice/Formative Assessment: Distribute A Tree for Me text handout and a highlighter. Ask parents to highlight the words that rhyme. Be sure to praise their efforts and correct them as needed. After finishing the activity, review the story again, going over the answers and emphasizing the rhythm and rhyme.</p> <p>Turn to a partner and explain how rhythm and rhyme support early childhood literacy.</p> <p>During ILA, parents will read <i>A Tree for Me</i> to their children in a manner that highlights the rhyme and rhythm of the text.</p>		Independent/ partner	10 minutes
<p>Review Objectives: We applied our understanding of language to identify rhyme and rhythm in <i>A Tree for Me</i>, and discussed how these elements contribute to developing literacy and oral language skills. We've explored various techniques, such as repetition, encouragement, and prompting cues, that support children in building their phonological awareness and confidence in reading and speaking. By incorporating these strategies into our daily interactions with children, we can help them develop a love for language and learning.</p>	<ul style="list-style-type: none"> • use knowledge of language to identify rhyming patterns and rhythm from <i>A Tree for Me</i> by Nancy Van Laan; and • explain the importance of rhythm and rhyme in early childhood literacy. 	whole group	5 minutes

<p>Wrap-Up/Closure: Wordplay activities help emergent readers to read with expression. Expressive reading develops into the internal voice that one hears while reading and aids in comprehension.</p> <p>Encourage parents to play with rhyme in daily activities. Some suggestions:</p> <ul style="list-style-type: none"> • Play I Spy: "I spy with my little eye, something that rhymes with ____;" • Create nonsensical stories together by starting a rhyme and taking turns extending the story: Pat the cat went up to bat and what do you know... there sat a rat... wearing a hat! ...And he yelled "scat;" • Use nonsensical words in conversation like "higgledy-piggeldy," "hocus pocus," or "razzle dazzle;" • Jumping rope songs: Teddy bear, teddy bear; Miss Mary Mack; Cinderella dressed in yella; • Tongue twisters: Fuzzy Wuzzy was a bear; How much wood could a woodchuck chuck; • Nursery Rhymes: Pat-a-cake, pat-a-cake baker's man; Hickory dickory dock; Hey diddle diddle; • Raffi's <i>Down by the Bay</i> <p>Share the Counting-out Rhymes handout. These short rhymes can be used in selecting teams or a person to be "it" in a game.</p>		whole group	5 minutes
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