

Session 4: Rhythm

Preparation:

1. Welcoming room with suitable number of chairs for parents, children and presenters.
2. Role Play (A): Suitable book, eg. **Hairy Maclary from Donaldson's Dairy.**
3. Sheets with two words (Appendix9).
4. Feely Bag containing an assortment of everyday objects of 1 – 3 syllables for rhythm game, eg.
 - Small ball
 - Pencil
 - Rubber
 - Sellotape
 - Teddy
 - Toy dog
 - String of beads
 - Toy cow
 - Handkerchief
 - Toy lorry etc.
5. Pack of picture cards.
6. Selection of books for children to borrow.
7. Handout: **Rhythm.**
8. Tea and coffee.

SHARED READING – PARENT GROUPS**Procedure:****1. Introduction**

- 1.1** This session we will be looking at the importance of rhythm and practising some rhythm games. Later the children will be joining us to play games around the group and to choose a new book.
- 1.2** Any questions or issues relating to rhyme and the rhyme games that we played last session? How did you go about doing this – for example, were there good opportunities such as in the car, while peeling potatoes! etc.
- 1.3** Did parents feel that their child had chosen a suitable book last session?

2. Rhythm

- 2.1** Rhythm as well as rhyme, is important for reading. A good sense of rhythm helps to boost reading and writing skills. Some children's books make use of both rhyme and rhythm very effectively.
- 2.2** Role Play A: Rhythmical books.
Using a rhythmical book such as **Hairy Maclary from Donaldson's Dairy** adult leads a brief 'bookwalk' through the book and discusses with child.
Adult then reads the book straight through.
When reading a rhythmical book, we may not wish to break the rhythm. Can be useful to discuss before reading rather than during reading.
- 2.3** The ability to feel the rhythm of language and split words into syllables is necessary before we can break words down into individual letter sounds. If a child can hear the syllables in a word, it helps when they come to read themselves and write. When they are faced with a new word, they don't have to read or write it all at one time. If they break it up into syllables, they can concentrate on working on manageably sized bits of a word.

Just as a child needs to learn that a phrase or a sentence is made up of individual words, they need to learn that most words are made up of groups of letters forming syllables.

The length of the word does not necessarily give us a clue as to how many syllables may be in it. For example, you can have long words with only one syllable and shorter words with more than one syllable.

- 2.4** Demonstrate this using sheets - see Appendix 9.

3. Demonstration of Games

- 3.1** Presenters say own name whilst clapping the number of syllables. Invite parents to take turns to clap own name round the group.
- 3.2** Feely bag with everyday objects. 'How many claps in.....' Take turns to take an object from the bag and clap out its name.
- 3.3** Sort them into groups of like number of syllables.
- 3.4** As above but using the picture cards.
- 3.5** Give out Handout: **Rhythm**. Discuss.

4. Games Practice

- 4.1** Bring children to the group and clap children's name round the group with parent's help.
- 4.2** Repeat game described in 3.2 with parents assisting.
- 4.3** Set out objects or pictures which have either one, two or three syllables in their names and tell the children you are going to clap one of them. Children shout out which one it is.

5. Book Choosing

- 5.1** Parent and child exchange books, giving details to presenter.
- 5.2** Children are returned to the nursery class, having been thanked for taking part in the group.
- 5.3** Parents are invited to bring any favourite books they have enjoyed with their child next week.
- 5.4** Follow up discussion over tea and biscuits.