

SHARED READING – PARENT GROUPS

Session 3: Rhyme

Preparation:

1. Welcoming room with suitable number of chairs for parents, presenters and children.
2. Selection of modern rhyme books.
3. Suitable rhyming book for Role Play eg.
Don't Put Your Finger in the Jelly Nelly – Picture Hippos.
4. Feely Bag containing an assortment of everyday objects for rhyme game, eg.
 - Ball
 - Pencil
 - Spoon
 - Toy car
 - Toy cat
 - Toy dog
 - String of beads
 - Small book
 - Comb etc.
5. Pack of picture cards for rhyme game. Early Learning Centre do a rhyming lotto game.
6. Selection of books for children to borrow.
7. Handout: **Rhyme**
Handout: **Bookstart Rhymes**
8. Tea and coffee.

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

- 1.1** This session we will be looking at the importance of rhyme and practising some rhyming games. Later the children will be joining us to play games round the group and to choose a new book.
- 1.2** Any questions or issues relating to Ways of Sharing a Book and Vocabulary Building that we did last week?
- 1.3** Did parents feel that their child had chosen a suitable book last session? How did the children do with their homework sheets?

2. Rhyme

- 2.1** Rhyme is important for reading. Children need to be comfortable with rhyme before they can break words down further. In the early stage and in the nurseries, teachers spend a lot of time working with children on rhyme. As they get older, their knowledge of rhyming sounds can be developed into reading skills and knowledge of spelling patterns.
- 2.2** Children enjoy playing around with the sounds of words and will often spontaneously rhyme. Many adults, when playing with and talking with young children also spontaneously rhyme eg. Doggy woggy, horsey worsey.
- 2.3** In the past a child's early experience of language included nursery rhymes which were passed down through the generations. Many of these nursery rhymes are still enjoyed today despite some old fashioned words. Children often don't understand the meaning of the rhymes, but enjoy the sound of them.
- 2.4** There are now many more rhyming books available. Show examples of these books, giving parents a chance to look through them too.
- 2.5** When reading these books we are helping our children to learn more about sounds and improve their rhyming skill. It is important to read nursery rhymes and poetry together regularly.
- 2.6** It is good to do a 'bookwalk' through a new rhyming book before you start to read it with your child. This means that you are more likely to be able to read uninterrupted through the rhyme, helping your child to hear the rhymes and take part in the reading of it. Stop occasionally at the rhyming words and see if your child can fill in the rhyme.

SHARED READING – PARENT GROUPS

3. Role Play

Parent and child role play using a rhyming story book. The parents could all take the part of the child calling out the missing words.

Highlight words which ‘sound the same at the end’ asking the ‘child’ to try to guess what the missing rhyme is. Extend this by making up other rhyming words to make the rhyme really silly.

4. Demonstration of Games

4.1 Feely bag – each member of the group picks an object from the feely bag, names it and gives a word which rhymes with it e.g. ball – tall. Nonsense words are acceptable. Emphasise to parents that children all develop at different rates and that this does not have any bearing on how clever they are. Children all have different skills, and with lots of praise when they get it right, they will soon learn.

4.2 Extend this game by generating further rhyming words round the group eg. Cat – bat – fat – tat – mat etc. Get the children to set a target for the number of words they want to try to get to rhyme with it, say five or ten. Or keep rhyming until no more words can be found. Count how many you got. See if you can get more using another word.

4.3 Use pictures instead of objects in feely bag.

4.4 Give out Handout : **Rhyme.**
Give out Handout: **Bookstart Rhymes.**
Discuss.

4.5 Talk over the rhyming exercise sheets. Remind parents that we want this to be a very positive and happy experience and if their child is not interested, then don’t go on. Never force your child at this stage because it will result in a resentful and uncooperative child. Remind them to praise when their child makes a good effort.

5. Games Practice

5.1 Bring children to the group. Introduce yourself by name, trying to find a real or made up word that rhymes with it. Ask the parents and the children to do the same.

5.2 Play games described in 4.1 with parents help. Encourage them to praise their children and other children in the group.

5.3 If children are participating well, the games in 4.2 and 4.3 can also be used.

6. Book Choosing

6.1 Parent and child choose a book, giving details to presenter. Children are then returned to the nursery class.

6.2 Follow up discussion over tea and biscuits.