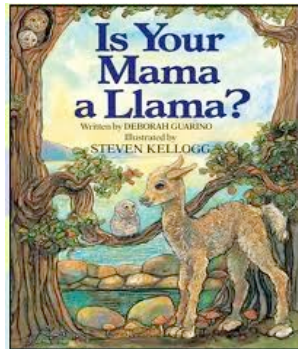


Play with Rhyming Words

Is Your Mama a Llama?

Written by Deborah Buarino...Illustrated by Steven Kellogg



Description:

Lloyd, the llama, wants his mama. Rhyming words abound as Lloyd talks to each of his friends on his search.

Connections:

Young children enjoy stories about babies and their mommas so this is sure to be a hit. For something different, use rhyming words to predict which momma comes next. Begin by reading just the text without showing the pictures. See if the children can guess the animal from hearing its rhyming word match. Tell the children to wait to say the name until you point to the class.

“Is your mama a llama?” I asked my friend Jane.

“No she is not,” Jane politely explained.

She grazes on grass, and she likes to say, ‘Moo!’

I don’t think that is what a llama would do.”

“Oh,” I said. “I understand now.

I think that your mama must be a...

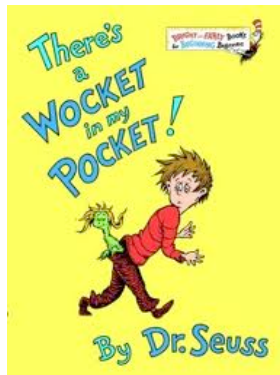
Point out that rhyming words can sometimes help us figure out another words.

This book is packed with so many rhyming words it might be fun to keep track by making tally marks during a reread for each rhyming pair heard.

Play with Rhyming Words

There's a Wocket in my Pocket!

Written and Illustrated by Dr. Seuss



Description:

Any book by Dr. Seuss would be appropriate to illustrate the concept of rhyming. In this particular story, the boy's home is filled with animals whose names rhyme with ordinary objects. There's a zelf on the shelf, a yot in a pot and yeps on the steps.

Connections:

Sound and word manipulation is an important part of phonemic awareness that support reading skills. Practicing can be fun by having students repeat back sentences from the book. This gives the children another chance to hear the rhymes.

It can be fun to call made-up words "Dr. Seuss" words. Certainly, there are many examples in his books to read to the children.

Challenge students to think up imaginary names for various things in the room. That would make an interesting list!

Play with Rhyming Words

Rhyming Dust Bunnies

Written and Illustrated by Jan Thomas



Description:

Four dust bunnies live to rhyme...or at least three of them do. The fourth dust bunny is always looking out for disaster in the way of brooms.

Connections:

Before you read this book, be sure to have a discussion on exactly what is a dust bunny so children have some background knowledge about who is talking in the story, where you find dust bunnies and what we generally do with them.

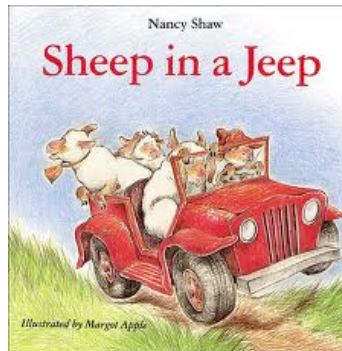
As soon as the book begins, so does the rhyming. Most of the rhyming is done with word families so this book would come in handy when studying “ar,” “ug,” “og,” and “at” rimes.

For fun, have the children make dust bunnies with puff balls from the craft store. Glue on googly eyes and brown puff balls noses. Students can work with a partner and their dust bunnies to create rhyming words. Find a new partner and think of even more.

Play with Rhyming Words

Sheep in a Jeep

Written and Illustrated by Nancy Shaw



Description:

The lovable, bumbling sheep find themselves stuck in the mud with their jeep. What to do? With the help of some mud experts, the sheep push their jeep out. Watch out, the sheep forget to steer and the jeep winds up in a heap.

Connections:

Before you read the book, turn your students into “Rhyming Reporters.” Have them create a list of words that rhyme with “sheep.” As you read the book, students can give a thumbs-up when they hear a word from the list. After the reading, determine if all words from the list were in the story. Were there any rhyming words in the book that were not on the list?

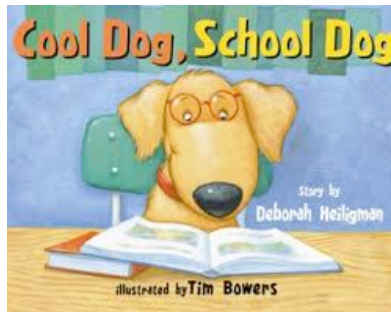
Other books from the series:

- Sheep On a Ship
- Sheep Out to Eat
- Sheep Take a Hike
- Sheep In a Shop
- Sheep Trick or Treat
- Sheep Blast Off

Play with Rhyming Words

Cool Dog, School Dog

Written by Deborah Heiligman...Illustrated by Tim Bowers



Description:

Tinka, the dog, is sad and lonely when her boy goes to school so she sets out to find him. What will happen when Tinka arrives at school?

Connections:

This story is told in rhyme. What's different is that the rhyming words are in the middle of each sentence rather than at the end. So instead of something like this:

I like to read books that rhyme.
I read them all the time.

The book sounds like this:

“Tinka is a sweet dog, a treat dog, a sitting-in-her-seat dog.”

After reading the book, try asking the students if they can determine why these rhymes sound different.

Perhaps the class could try to make a rhyme using a similar format. Think of three words that rhyme. Then you need a repeating “ending” word. Add together, stir and shake and out pops a poem.

We have such a bright class, a write class, we try with all our might class.
A need class, to read class, we always will succeed class.