Nursery Rhyme Time

Inform students that you will be reading a nursery rhyme, and they need to listen for rhyming words in the story. Remind students that a rhyming word has the same middle and ending sound. Read the nursery rhyme, stopping after a group of stanzas that have a set of rhyming words. Say the pair of rhyming words together, accentuating the ending sounds in the words. Reread the nursery rhyme and have the students supply the second word in the set of rhyming pairs. Repeat as necessary.

When ready, have individual students use felt squares to segment each pair of rhyming words into onset and rime. Place a green and red felt side by side, then place another set of green and red felts underneath. The top set of felts will correspond to the first rhyming word, while the second set represents the second rhyming word. Divide each pair of words into onset and rime, using the felt squares. (ex. Jack and Jill went up the hill. Say “Jill-hill.” The teacher will touch the green felt in the first row and say “/j/,” then touch the red felt and say “/ill/.” Allow the child to repeat. Tell the child that hill also has the /ill/ sound. Touch the green felt in the second row and say “/h/,” then touch the red felt and say “/ill/.” Have the child repeat. Practice the set of words several times. Point out to the child that each time you touch the red felt, you say “ill.” Do the same with the next pair of rhyming words. Always model one word, allow the child to repeat, and then model the next rhyming word.