

Reader's Theater Exercise 12: Rhyming Patterns for Faster Learning



This classroom exercise will help young students to learn and practice proper enunciation of words with the use of text or stories in rhyme.

When students are presented with reading material in rhyme, they will quickly notice the pattern. Children's book author Bill Martin states, "It should not surprise you to know that even at the first grade level, a child is already something of an expert in analyzing language, a fact overlooked in most reading programs. The aim is to help him become aware of what he intuitively knows about language, and to help him explore and verbalize old and new learnings." Throughout his stories he strives to use this premise by employing rhyme and repetition.

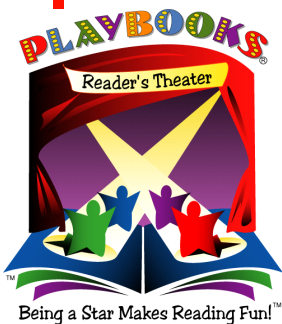
Once students hear one of a pair of rhyming words and learn how to say it properly, they will be more likely to read the second rhyming word correctly, because they will know what it is supposed to sound like. Rhyming words are also easier for kids to remember, and the entire text will be mastered more easily than a non-rhyming piece. Reading in groups is another effective method for improving fluency, making Reader's Theater a great way to incorporate rhyming words into your teaching. Using Reader's Theater written in rhyme is not only effective, but a lot of fun! **This exercise will include excerpts from a rhyming Playbook® story, Babbles Bizarre, as well as a lesson on rhymes.**

First, give a copy of the attached story excerpts and worksheet on rhymes to each student. Divide your class into small groups and have each student in the group read aloud a line or two from each excerpt. The lines are numbered for easy assignment. Make sure the students know not to read the numbers aloud. Once they have completed the reading, **instruct your students to fill out the question under Part A of the worksheet, asking if they notice anything about the sound or pattern of the words they just read.** Ask for volunteers to share what they observed with the class.

Next, explain the lesson on rhymes found on the worksheet and have your students complete the exercises in Parts B and C. You will probably need to read the instructions to them.

Return to the excerpts from Babbles Bizarre and have your students read the text again in their groups, with the new information they have learned in mind. **Repetition of a text is very important for improving reading fluency, and kids will be eager to perform character parts again when using Reader's Theater.** Direct students to focus on the sound each rhyming word makes and to make sure they say the word correctly, so it rhymes with the word it is supposed to!

Finally, read the sample poem from Part D of the worksheet aloud and have your students complete the sentences to make their own rhymes. After they have finished, if time allows, have them share their poems. It is sure to bring a lot of fun and laughter to the classroom!



Provided by: Playbooks® Multi-Leveled & Colorized Reader's Theater. www.playbooks.com
For past exercises, visit: www.playbooks.com/NewsArchive.shtml



Reader's Theater Exercise 12 (continued)

Excerpts from the Playbook®, *Babbles Bizarre* (page 1)

Babbles: (1) Hello! Hello! Hello!
(2) My name is Babbles Bizarre.
(3) I like to call my friends,
(4) To see just how they are.
(5) Sometimes they are near.
(6) Sometimes they are far.
(7) I keep all their numbers,
(8) Here in my secret jar.

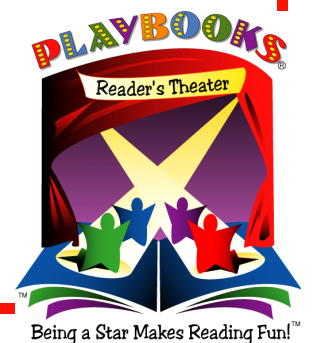
Babbles: (9) Ring! Ring! Ring!
(10) You'll always hear me sing.
(11) It's time for me to dial,
(12) So I can talk awhile.
(13) I like to make my calls,
(14) Most each and every day.
(15) I wonder who I'll call,
(16) Of all my friends today.

Kit Kat: (17) A big red bug,
(18) Ran on the rug.
(19) I got the bug.
(20) It is in a jug.

Babbles: (21) Eek! I don't like bugs.
(22) Keep it in your jug!
(23) Don't let it get away.
(24) I'll call another day.
(25) Kit Kat O.K., Babs, my pal.
(26) You are a fun gal.
(27) I will go and play.
(28) You have a fun day!

Dan: (29) Dan, Dan, the Hot Dog Man.
(30) Yes, yes, Dan I am.

(continued on next page)



Excerpts from the Playbook®, *Babbles Bizarre* (page 2)



Babbles: (31) It's Babbles, and I'm hungry, Dan.
(32) Bring me a hot dog, if you can.
(33) I'll even use my favorite plate.
(34) Please hurry, Dan, and don't be late!

Dan: (35) Okay, Babs, let me run.
(36) I have a hot dog on a bun.
(37) We can sit and eat just one.
(38) It will be a lot of fun.

Babbles: (39) O.K., Dan, I'll wait for you.
(40) Could you bring some corn chips, too?
(41) And mustard would be really nice,
(42) To give our hot dogs extra spice.

Babbles: (43) Hello! Hello! Hello!
(44) Is this the candy store?

Zy Fly Mor (45) This no store, me Zy-fly-mor.
(46) Me on Planet Yor-Nex-Dor.

Babbles (47) Oh my, oh my,
(48) I've called the sky!
(49) Hi there, Zy.
(50) Can you fly?

Zy Fly Mor (51) Me no feet, yes me fly.
(52) I am purple, got one eye.
(53) You call me, in the sky.
(54) We be pals, you and Zy.

Babbles: (55) Maybe next time, you'll call me.
(56) It's getting late, so I must flee.
(57) Bye-bye for now, it's time to fly,
(58) Up to the sky with my friend, Zy!
(59) I'd love to gab and talk some more,
(60) But I'm on my way to Yor-Nex-Dor.
(61) I'll be with Zy for a little while,
(62) Cuz making friends is just my style!



Rhyming (page 1)



Part A: When you read the lines about Babbles Bizarre, did you notice anything interesting about the way the words sounded? Write down anything you noticed about the story on the lines below.

What are Rhymes?

The poem you read about Babbles Bizarre has **rhyming words**. Two words rhyme when they end in the same sound, like **day** and **clay**. Words that do not look the same at the end but still sound the same can rhyme, too, like **lose** and **news**. Rhyming words are often used in poems. That means that the last word of a line rhymes with the last word of another line. The lines with rhyming words sometimes have to make a pattern. In the poem example on the next page, the first line needs to rhyme with the third line and the second line needs to rhyme with the fourth line.

Part B: Read aloud the words below. Underline the word endings that rhyme in each pair.

A big red bug,
Ran on the rug.

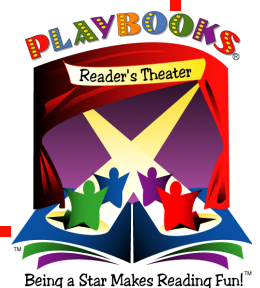
Well just how nice is that,
To sit and pet your cat?

I got the bug.
It is in a jug.

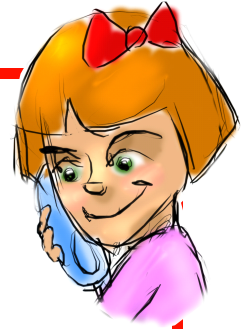
I just took off my hat,
And now my hair is flat.

Part C: Read aloud the words below and decide if the words rhyme or not. If they rhyme, circle yes. If they don't rhyme, circle no.

- | | | |
|--------------|-----|----|
| 1. cat/fat | yes | no |
| 2. bin/cat | yes | no |
| 3. fan/tan | yes | no |
| 4. top/sat | yes | no |
| 5. sit/fit | yes | no |
| 6. map/mop | yes | no |
| 7. rip/can | yes | no |
| 8. ring/sing | yes | no |



Rhyming (page 2)



Sample Poem:

(1) My pet is _____ a great big snake _____ !

(2) Said _____ Meg _____ .

(3) The dad said, there are some muffins that I will bake .

(4) Does it like _____ to eat an egg _____ ?

Part D: Write your own poem! Listen to the teacher read the example at the top of the page. Then, fill in the blanks for the four lines below. The poem does not have to make sense as long as it rhymes.

(1) My pet is _____ !

(The last word you write in the blank needs to rhyme with the last word in line three.)

(2) Said _____ .

(Write in any person's name.)

(3) The dad said, _____ .

(The last word you write in the blank rhymes with last word in line one.)

(4) Does it like _____ ?

(The last word you write in the blank rhymes with the name written in line two.)

