**Completing Rhyming Couplets**

STRETCH\* Lesson Plan by Holly DiBella-McCarthy

\*Story Time Ready Extension Tools for Children

a differentiated lesson plan: Start at the level your child is currently at.

**English Language Arts Standards>Reading; Foundational Skills>Kindergarten>Phonological Awareness: CCSS.ELA-Literacy.RF.K.2.A: Recognize and Produce Rhyming Words**

Rhyming is an important pre-reading skill, and one of the best predictors of how easily a child will learn to read because good rhymers are better prepared to notice that rhyming words have shared letter sequences, such as *–all* in *call, fall*, and *small,*which in turn gives them a head start in learning to read.

***Dilly Duck Plays All Day* is a story written in Rhyming Couplets. Couplet poems are comprised of two rhyming lines of verse. Couplets can be as short as one two-line verse or can include many sets of two verses to tell a longer story.**

**Learning Objective:** Students will independently produce a word that rhymes with another to complete a rhyming couplet given sentence starters in 3 out of 4 opportunities.

**Pre-Lesson Activities:** Young children generally go through three stages before they can produce a word that rhymes with another. In **Stage 1** they need to hear and repeat rhymes. In **Stage 2** they will be able to identify two words that rhyme. Provide many opportunities to hear, repeat and recognize rhymes before moving to **Stage 3** which is the ability to produce rhyming words.

**Stage 1 Pre-lesson Activities:** Read rhyming picture books! There are hundreds of terrific rhyming books available such as *Dilly Duck Plays All Day* by Holly DiBella-McCarthy.

* There are many Dr. Suess books too, and also these: Rhyming Dust Bunnies by Jan Thomas, The Snatchabook by Helen Docherty, The Gruffalo by Julia Donaldson, Ada Twist Scientist by Andrea Beaty, Barnyard Dance by Sandra Boynton, Big Red Barn by Margaret Wise Brown Fox, Walked Alone by Barbara Reid, Guess Again! by Mac Barnett, If I Were a Lion by Sarah Weeks, Madeline by Ludwig Bemelmans, Over in the Meadow by Olive A. Wadsworth, Ten on the Sled by Kim Norman.

**Search online for ‘Rhyming Picture Books’ and wonderful sites such as this one will give you more book ideas:** <https://www.pbs.org/parents/thrive/27-beloved-rhyming-books-for-kids>

* Actions while reading can include pointing out examples of words that rhyme because they share the same letters at the end; Inviting them to ‘read’ the rhymes with you; Leaving off the second rhyming word when reading or supplying just the first sound of the second rhyme. These activities will help children listen for sounds in words and begin manipulating those sounds to create new words.
* Recite nursery rhymes and songs that rhyme regularly! Examples include Hickory, dickory dock, Jack and Jill, Twinkle Twinkle Little Star, Itsy Bitsy Spider, Five Little Speckled Frogs, Pat a Cake, Three Little Kittens, It’s Raining, It’s Pouring, I’m a Little Teapot, Five Little Ducks, Hush Little Baby, Baa Baa Black Sheep, Five little Monkeys.

**Stage 2 Pre-lesson Activities:** Your child has listened to many rhymes in stories and has repeated couplets and songs that rhyme. Stage 2 activities encourage them to recognize when 2 words rhyme. Keep reading, and add fun activities like these:

* Play a *“Get Out of There!”* game. Gather word family picture cards in sets of 3 where 2 of the words rhyme, and one does not. You can begin with pictures on each card and move to pictures and words on cards and finally to words only. Allow the child to choose an object where cards will be placed in during play. It may be a toy such as a shopping cart or wagon, or a household item like a bowl or pan from the kitchen, or it could be a large piece of paper shaped like a lake, or paper plate painted blue! Place and name 3 cards in the chosen object, 2 rhyme, one does not. The child repeats the words that rhyme and says “Get out of there!” to the word that does not rhyme removing it.
* Play *Memory* with pairs of rhyming words. Place 6 pairs of rhyming word cards face down. Take turns turning one card over at a time and saying it. The child determines if the 2 words rhyme and if so, keeps the cards. If the 2 words do not rhyme, they are returned face down, and then it’s the next person’s turn.

**Download free Rhyming Word Cards** **for both games at** [www.hollydibellamccarthy.com](http://www.hollydibellamccarthy.com)

* What’s In My Box? Place household items in a shoebox or bag. Have the child reach in and pull out an item. Encourage them to produce as many words that rhyme with the item as they can. Their words may include real or nonsense words as long as the ending sound is the same. Items may include cup, pen, shoe, brush, spoon, plate, or a toy car, train, doll, or ball.
* Recite simple rhyming couplets on the go! While driving, shopping or in the park…

I see a bee, I wonder if it will land on \_\_\_. (me, a tree, my knee, a vee-yes nonsense words are okay too!)

* Get silly! Play a game during a meal or while dressing.

We are having mancakes! Child says “No they are pancakes!”

Put on you nocks. Child says “No they are socks!” Are you sure they are not pocks, or

tocks or locks?

* Add Exercise! Jump on the rhyming words placed on the carpet, Use a fly swatter to swat the rhyming words on the floor or driveway, or sing rhyming songs while swinging!

**Stage 3 Completing Rhyming Couplets Lesson Sequence**

**Materials Needed:** Finish the Rhyme worksheets, and Wonderful Word Families lists- Download both at [www.hollydibellamccarthy.com](http://www.hollydibellamccarthy.com) pencil, crayons or markers.

1. Discuss the picture ‘A’
2. Have child read the words by read/repeat, shared reading, or independent reading.
3. Have child choose a word that rhymes from the list. Reinforce that the words have same ending sound.
4. Child re-reads the completed rhyming couplet.
5. Discuss picture ‘B’. Assist reading the couplet if needed.
6. Child supplies an ending rhyme, writes the word, and reads their story! Add different rhyming words to change the poem. Invite child to draw a matching picture.
7. Continue completing more rhyming couplets using additional starters provided. Child can add a matching picture.
8. Refer to the *Wonderful Word Families: a parent/teacher reference chart* at: [www.hollydibellamccarthy.com](http://www.hollydibellamccarthy.com) to encourage the creation of additional rhyming couplets and longer stories. Here are more word family resources to download for free. 21 Free Word Family Printables to Help Beginning Readers: <https://www.storytimestandouts.com/free-early-literacy-printables-children/word-family-printables/>
9. Get Silly! Have Fun!

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