Riotous Rhymes
Start Students on the Road to Reading with the Fun of Working with Rhymes

52 Rhymes, Reproducible Patterns, and Extension Activities

Includes:
- act-it-out poems
- play and skit poems
- flannel-board rhymes
- stick-puppet rhymes
- choral chants
- finger plays
- poetry minibooks

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Introduction

One of the most important skills in early reading development is the recognition of patterns. The power of word patterns is clear: when a student recognizes a word pattern, such as a word-family member, it is the key that unlocks sight recognition for an entire group of words. One of the best ways to start students on this road to reading mastery is to work with rhyming words. And the big advantage of rhyming words? They’re fun! Attuning students to rhyming sounds prepares them for reading in an enjoyable way.

This book offers groups of fun rhymes that connect with other lessons in the classroom: animals, Mother Goose, weather, colors, and special days rhymes. Different types of activities lend variety to the rhyming fun. Act-it-out poems and play/skits bring action and movement to the rhymes. Flannel-board rhymes and stick-puppet rhymes double as story-time events. Choral chants let students connect rhymes with familiar tunes. Finger plays and minibooks create quieter activity times, while still offering rhyming fun! You will also find follow-up activities that extend word-family learning or connect with other curriculum areas. Use this book to help your students start a lifelong love of words and reading.

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WHY I BARK!
(An Act-it-Out Poem)

I want to go in!
*Students pretend they are jumping up and down in front of a door.*

I want to go out!
*Students “paddle” at door with their “paws” to show they want to go out.*

I bark, bark, bark,
*Students bark loudly. Suggested noises: yip, yap, bow-wow, and arf. Encourage a variety!*

Then you shout, shout, shout!
*Students cover their ears and hunch down, as if they are being scolded.*

I'm only barking
*Students should raise their hands up in an “explaining” gesture.*

To tell you this:
*Students point with finger, as if making a point.*

I want a walk.
*Students bounce around like they are puppies excited about going on a walk.*

I want a kiss.
*Students pretend to leap up and give dog kisses to someone.*

I want to run.
*Students run a few steps or run in place.*

I want to play.
*Students jump up and down or pretend to chase something.*

I want to stay,
*Students press hands together and look up pleadingly.*

With you all day.
*Students point to teacher or reader of poem.*

I want to play
*Students pretend to chase or do a “play bow,” where they bend and stretch out arms.*

Until it’s dark.
*Students point up to the sky.*

That’s what I mean,
*Students hold out hands and arms in a “summing-up” gesture.*

When I bark, bark, bark!
*Students bark loudly!*

**Act-it-Out Poem Directions:** Read the poem aloud while students perform the suggested actions.
Directions: Students can wear this mask for the Act-it-Out poem, “Why I Bark!” Reproduce the mask on card stock for each student. Have the students cut out and color their masks however they wish.

Then carefully cut out the eyeholes and the holes on each edge of the mask. Thread yarn or shoelaces through the holes so that the mask can be gently tied around the back of the head.

Follow-up Activity
Ask the students to draw a picture of a dog that they have always wanted. Put the drawings in a classroom book called *Dog Dreams.*
TWINKLE, TWINKLE LITTLE PIG
(A Choral Chant)

Twinkle, twinkle, little pig!
You are pink and you are big.
How I wonder what you eat,
Corn and clover, plums and beets!
Twinkle, twinkle, little pig!
You are pink and you are big.

Choral Chant Directions
First teach the words of “Twinkle, Twinkle Little Pig” to the students. Then have everyone sing the song to the tune of “Twinkle, Twinkle Little Star.”

Follow-up Activity
Have a pet pig-naming contest! Encourage the students to think up funny names for their pigs. Help them write the selected choices on name tags for their pets.

TWINKLE, TWINKLE: Pet Pigs for Everybody!

You will need: Sheets of cardboard; two spring-action clothespins per student; one pipe cleaner per student (optional); pink crayons or paint.

Directions: Use the pattern below to cut out a cardboard pig shape for each student. Have the students color and draw faces on their pigs. Punch a hole for each pig's pipe cleaner tail. Have students thread the tail through the hole and wind it around a pencil to get a curly tail. (Alternative: draw a tail in black crayon or marker.) Attach one clothespin for the front legs and one for the back legs.
**Play/Skit Directions**

This can be acted out as a play or read as a “readers’ theater” poem. The teacher can take the part of Little Bear, or assign the part to a student with a good memory. Student actors may alternate reading the remaining lines. For nonreaders, a visual script has been included on page 8.

**Follow-up Activity**

Share a bedtime snack to help Little Bear get back to sleep. How about instant hot cocoa and honey graham crackers? While the students enjoy the snack, talk about hibernation.
LITTLE BEAR: Script for Nonreaders

Directions: This picture-based script will help nonreaders remember their lines.

First Person: Little bear, little bear, where are you going?

Little Bear: I’m going outside where it is snowing!

Second Person: Little bear, little bear, you should be asleep!

Little Bear: But my alarm just went, “Beep, beep, beep.”

Third Person: Little bear, little bear, your bed is soft and nice.

Little Bear: But I want to play in the snow and the ice!

Fourth Person: Little bear, little bear, close your eyes again.

Little Bear: I’ll go back to sleep now in my nice, warm den.
ROCK-A-BYE, LITTLE SQUIRREL

(A Flannel-Board Rhyme)

Rock-a-bye, little squirrel, in the treetop.
When the wind blows, your nest, it will rock.
When the bough shakes, the acorns will drop,
After you eat them, off you will hop!

Rock-a-bye, little squirrel, looking for treats.
Acorns and walnuts, seeds you can eat.
When it gets dark, climb back to your nest,
And sleep until morning, the time you love best!

Flannel-Board Rhyme Directions

Read this rhyme aloud or sing the words to the tune of “Rock-a-Bye Baby,” as you use pieces on the flannel board to reinforce different vocabulary words. Flannel-board patterns and complete directions can be found on page 10.

Follow-up Activity

Play some acorn games! Acorns are great objects to use for counting games. You can paint tiny squirrel faces on acorns for a craft idea. You can also use a hot-glue gun to help students create patterns with acorn caps on fiberboard or cardboard. Another idea is to use the acorn caps and acorns as Xs and Os for tic-tac-toe.
ROCK-A-BYE, LITTLE SQUIRREL:
Flannel-Board Patterns

Directions: Use these patterns to make flannel-board storytelling pieces for the rhyme. Copy the patterns onto card stock, color, cut-out, and laminate for durability. Then glue sandpaper or place self-stick Velcro™ on the back of each pattern.