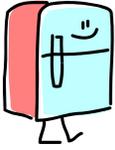


Rhymin' Simon Game Modifications

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Most early childhood skills and concepts develop along a “cool” spectrum, from:



Familiarity to
Recognition to
Identification to
Generation

Rhyming does too; it can begin as early as three years of age.

The Rhymin' Simon game in both *Before They Read* and *Anytime Reading Readiness* (Activity #9) is easily adapted to children anywhere in the spectrum. View author Cathy Puett Miller and two of her rhymin'friends playing the game at www.maupinhouse.com or on YouTube at <http://tiny.cc/foorG>.

Modification #1: For children just being introduced to rhymes

Children may have heard rhymes in stories and songs. However, they may not yet know how to talk about words for their parts and sounds within them instead of whole words for meaning (i.e., that thing that says “meow” and is fuzzy is a cat). Introduce the Rhymin' Simon game to them like this:

1. Show them how to hold their hands in the neutral position as you see in the video.
2. Use a simple introduction (“let’s use our ears to see how words sound alike or different”).
3. Start with single syllable three-letter words such as *cat* or *mop* to maximize success.
4. As you say word pairs (rhyming or not), overemphasize your mouth’s movement when you say each. Explicitly tell children to look for whether the movement at the end is the same for both words or different. Separate out the end that sounds the same or different (c – **at** and m – **at**, with the emphasis on the end of the word, known as the rime).
5. Give a “hint” with your thumbs. Begin to move them up or down. “I think those sound the same at the end (repeat the words with an overemphasis on the rime) . . . What do you think? . . . Watch my thumbs.” Let children join in the correct response. Don’t worry about “showing them the answer.” You are modeling how *you* know when words rhyme so they can learn.

Modification #2: Children whose parents or teachers share lots of rhymes, point out and model them in isolation (i.e., “Oh, those words rhyme” with a quick explanation) can begin to understand the concept.

1. They still need support and encouragement with continued modeling.
2. Option: Create a grab bag of objects whose name rhymes (i.e., mouse and house) and explore theme together, talking about how their “names” sound.
3. Once children can easily generate single-syllable, three-letter words that rhyme, they can quickly rhyme more complex, multisyllabic words. At that point, change the words you use in the Rhymin' Simon game to match their growing sophistication.
4. Later let the child or children take the lead and provide the words that rhyme or don’t rhyme.