

## Poetry Activities

Back to Rhyme



### Materials

1. A familiar nursery rhyme or poem
2. Chart paper

▶ Virginia SOLs: K.4, K.7, 1.4

### Procedure

1. Copy a familiar poem, such as “Higglety, Pigglety, Pop” on chart paper.

Higglety, Pigglety, Pop  
The dog has eaten the mop.  
The pig’s in a hurry,  
The cat’s in a flurry  
Higglety, pigglety, pop.

2. Read it aloud as you track the print.
3. Reread the poem doing one or all of the following:

Have the children point out the rhyming words in the poem. Then frame the rhyming words as you read the poem. Have the children clap every time you read one of the rhyming words. In later readings, pause before the rhyming words (mop and flurry) to allow children to provide the words.

Substitute words to make a new poem. For example, using a stick-on note, substitute the word pop with the nonsense word pag. Write the word on a stick-on note and place it in the appropriate place in the poem. Help children to reread the new poem.

Have the children clap the rhythm of the poem as you read it aloud.

Explain to the children that rhyming words are words that sound the same at the end, such as pop and mop. Model for children how to make a rhyme. For example, you might say, “The words pop and mop rhyme because they sound the same at the end. They both end with /op/. I can make another word that rhymes with pop and mop. This word begins with /h/ and ends with /op/. It is hop. Can you make a word that rhymes with pop and mop?”

### Source:

Blevins, W. (1997). *Phonemic awareness activities for early reading success* (pp. 15). New York: Scholastic Professional Books.