Why is Alliteration and Rhyming Important in Preschool?

**Alliteration:** the repetition of the same sound at the beginning of a word, such as the repetition of *b* sounds in Keats's "beaded bubbles winking at the brim" ("Ode to a Nightingale") or Coleridge's "Five miles meandering in a mazy motion" ("Kubla Khan"). A common use for alliteration is emphasis. It occurs in everyday speech in such phrases as "tittle-tattle," "bag and baggage," "bed and board," "primrose path," and "through thick and thin" and in sayings like "look before you leap."

**Why Alliteration is Helpful?**

Your child will benefit from lessons in alliteration because, by learning to identify and pay close attention to the sounds in words, they'll be able to discern how different words vary in their pronunciation. Also, alliteration helps children think about reading in a different way -- they will pay closer attention to the sounds that certain letters make when grouped together, and this will help them sound out difficult words and, eventually, become faster readers.

**How can you teach alliteration at home?**

Color Game: When you're driving, look out to what is within your view and shout-out a color. Ask your child to come up with a person, place or thing that has the same beginning sound as that color. For example, if you are at a red light, yell out red. Your child should say something like "red robin" or "red rose." Allow your child's imagination to go wild with this exercise and let them make up any combination of words as long as they use alliteration.

Name Game: This is another activity that can be done while in the car. You will work with your child to come up with the name's of people he knows. A great way to start off and get them excited is to begin with their own name, then your name, his sibling's names, etc. Once you've got a name, ask your child to come up with as many words as he can that use alliteration with the name of the person you've chosen. For example, if your name is Cindy, your child can say words like "scissors, sand, super, and soil."

Animal Game: If your child likes animals, this will be a great way to sneak in learning while having fun. Ask your child to come up with an animal and then to name the animal using a name that has the same beginning sound. Do the first exercise yourself to show them the way by saying, "I have a horse name Harry. Harry the Horse." Don't worry about going in alphabetical order, but try to cover as many different letters of the alphabet as you can think of.

**Rhyme:** A rhyme is a repetition of similar sounds in two or more words.

**Why is Rhyming Important?**

Rhyme is important to emergent literacy and learning to read because it teaches children about the language. Rhyming helps children learn about word families such as let, met, pet, wet, and get. Rhyming also teaches children the sound of the language. Other important skills include phonological awareness, the ability to notice and work with the sounds in language. Rhymes help children with phonemic awareness, which is the knowledge that phonemes are the smallest units of sounds that make up words. This awareness leads to reading and writing success.
Rhyme also teaches children who are learning to read about the patterns and structures of both spoken and written language. Songs and rhymes expose your child to the rhythm of the language. This will help them read with some animation in their voice instead of just a monotone. Rhyme also prepares children to make predictions while learning words and gives them crucial decoding skills.

How Can You Teach Rhyming At Home?

**Matching Pictures** : Find pairs of pictures that rhyme. Place one set of pictures in a container and all of the rhyming pairs in another container. Have the children draw out two pictures (one from each container) and ask them if the two words rhyme. If they don’t, continue pulling out pictures from the second container until the child finds a matching rhyme. Continue with all remaining cards.

“Did You Ever See?" : Sing the following lyrics to the tune “If You’re Happy and You Know It.”

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Did you ever see a (cat) in a (hat)?
    Did you ever see a (cat) in a (hat)?
        No, I never, no, I never, no, I never, no I never,
            No, I never saw a (cat) in a (hat).
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Repeat with duck/truck, dog/log, ring/swing, rake/cake, or any other rhyming pairs. After singing these verses, challenge the children to come up with their own rhyming pairs to create new verses.

**Active Reading** : Read stories with rhymes. Talk about the rhyming words and how they sound the same. Mention that they rhyme because the ends of the words sound the same. Recite the rhymes yourself, leaving off the rhyming word. Have the children fill in the missing word.

**Nursery Rhyme Time** : Have the children listen to and recite nursery rhymes. Talk about the rhyming words and how they sound the same. Mention that they rhyme because the ends of the words sound the same. After the children are familiar with a particular nursery rhyme, recite the rhyme but leave off the rhyming word. Have the children fill in the missing word.