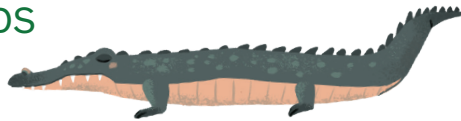


Rhyming Rainforest

LEARNING RHYMING WORDS



VIDEO CONNECTION:

In this video, students travel with Kayla and Scarlett to a rainforest, where they **hop**, **pop**, and **drop** like a tree frog; **glide**, **hide**, and **ride** like a caiman; and **creep**, **leap**, and **sleep** like a jaguar!

COMPONENT:

Phonological Awareness



SUBCOMPONENT FOCUS:

- Rhyming words

DEL DANCE FRAMEWORK COMPONENTS:

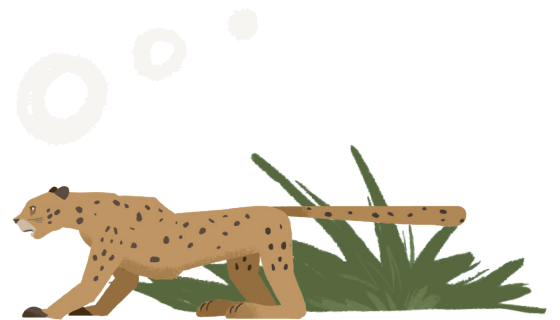
- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship
- Movement Sentence
- Making Connections to the rainforest

LEARNING OBJECTIVES:

Students will...



- Recognize rhyming patterns in one-syllable word pairs (e.g., hop, pop).



ACTIVITY STATEMENT:

Students will explore rhyming **Action Words** through **Guided Exploration** and perform rhyming **Movement Sentences**.

PHONICS CARDS:

Rhyming Rainforest Cards:
Rhyming Words



NOTE TO TEACHERS:

For this activity, invite your students to create their own rhyming rainforest adventure - or transport them to an entirely different environment where they can dance their way through rhyming words!

ACTIVITY STEPS:



1. Review guidelines for students moving safely in your classroom.
2. Facilitate a **Guided Exploration** of the action words (verbs) **hop**, **pop**, and **drop**:
 - a. Intersperse moments of stillness, asking students to freeze and make a shape (a still pose).
 - b. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas.
 - c. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. Alternate often between the three words. For example, you might say:

*Can you **hop** like a tree frog? Can you **hop** forward? Backward? Can you **hop** and turn? Can you **hop** in a twisted shape? Can you **hop** very quickly? Can you find a partner and **hop** together while holding hands? How else can you **hop**?*

*When a tree frog croaks, its throat expands and **pops** out! Can you **pop** like a tree frog? Can you hide behind your hands like a tree frog behind a bush, and **pop** out? **Pop** with just your head! **Pop** with just your hands. **Pop** with your whole body. Can you **pop** in an energetic way? Start from a low level and **pop** up high. Can you **pop** to the beat of the music? How else can you **pop**?*

*A tree frog **drops** from a tree branch down to the forest floor! Can you **drop** from a high level to a low level? Can you **drop** quickly? Can you **drop** in slow motion? Watch a partner **drop**. Copy the way that they **drop**. Now, your partner will watch you and copy your **drop**. How else can you **drop**?*
 - d. Throughout the **Guided Exploration**, narrate students' movement choices. For example, *I see Maria **hop** sideways. I see Eric **drop** slowly.*
 - e. Highlight certain movement choices and have the whole class try them. For example, *Maria can **hop** sideways! Let's all watch and learn. Can you try it?*
3. Invite your students to say the Action Words—**hop, pop, drop**—together and notice how they rhyme.
4. Make a **Hop Pop Drop Movement Sentence**! A **Movement Sentence** is a combination of two or more **Action Words** (verbs). It has a beginning, middle, and end, like a sentence. It starts still and ends still. For example, begin still; **hop, pop, drop**; end still. Invite students to read the **Movement Sentence** with you or echo each word—**hop, pop, drop**—and then ask them to count how many actions are in the dance.
5. Help your students recall all the different ways that they explored each Action Word. Encourage them to make choices about how they will perform each action in the **Movement Sentence**, either as a class or individually. For example, your class can all **drop** slowly, or each student can **drop** in their own favorite way. Consider these **Tips to Vary a Movement Sentence**.
6. Repeat steps 2-5 with other sets of rhyming action words such as:
 - a. **glide, hide, ride** like a caiman
 - b. **creep, leap, sleep** like a jaguar
 - c. And more!

ADDITIONAL LITERACY APPLICATIONS:

- Display the words (e.g., write on large cards, whiteboard, or project) to support sound to print connection (phonics application).
- Facilitate **Guided Exploration** and create **Movement Sentences** using additional **rhyming Action Words** (i.e., verbs) from your current ELA unit or module.
- For more advanced students, expand to **multisyllabic rhyming Action Words**.

ACTIVITY EXTENSION: RHYMING DANCE

- Give students a word and invite them to create a gesture or action to represent that word (e.g., made).
- Next, invite students to create a rhyming word - either a real word or a nonsense word (e.g., paid, stayed, cade, or vade). Then, invite them to create a gesture or action to represent the new rhyming word.
- Repeat this multiple times.
- Together, create a **Movement Sentence** using the new rhyming words. Invite students to perform their actions/gestures in sequence: E.g., **made, paid, cade**.

Note: This activity is not focused on word meaning, but rather on developing the reading-enabling skill of hearing and recognizing rhyming sounds. Therefore, nonsense words are acceptable.

