

Rhyme Time – Handout

During music time, children are playing instruments and singing along to a song. The teacher stops the children and explains that she is going to choose a word from the song and ask for a rhyming word. She records the following responses:

| Song Word | Rhyme | Student |
|-----------|-------|---------|
| Chair | Bear | Neil |
| Cat | Gato | Maria |
| Ball | Fall | Shayl |
| Mat | Bat | Ethan |
| Eat | Food | Suki |
| Tree | Arbol | Gabi |
| Pig | Sig | John |

An alternative data collection tool would have the words across the top and the children's names along the side so that the teacher is only writing a single word into the documentation tool for each child/word combination; this would allow more children to offer a rhyme for the same word. It would also mean that the teacher could keep the children's names in the same order as the files, making it easier to locate information on a specific child. In addition, other patterns may become evident. Look for example, at Shayl's responses in the chart below:

| | Chair | Cat | Ball | Mat | Eat | Tree | Pig |
|-------|-------|------|------|-----|------|-------|-----|
| Ethan | | | | bat | heat | | |
| Gabi | | | | | | arbol | |
| John | | | | | | | sig |
| Maria | | gato | | | | | |
| Neil | bear | | | cat | | | |
| Shayl | | fat | fall | | feet | | fig |
| Suki | | | | | food | | |