Developing Print Referencing, Phonemic Awareness, and Rhyming in Children Through Reading

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**Introduction**

Instilling a love of reading is one of the most essential and engaging activities that parents can share with their children. Involving children in joint storybook reading enables them to develop many of the requisite language skills that will facilitate their child’s journey toward literacy. Early literacy is predicated on the acquisition of solid listening and oral language skills. Eventually early literacy skills promote higher level communication skills such as reading and writing acquisition (Justice & Ezell 2000). In 2000, the National Reading Panel (NRP) identified key skills and methods that are essential to reading achievement (Armbruster, Lehr, & Osborn, 2003). Throughout this paper, an explanation will be offered on how reading to children using authentic children’s literature can assist them to develop literacy skills. Three important emergent literacy skills in children are discussed by the National Reading Panel: print referencing, phonological awareness, and rhyming. This research is meant to not only assist students, but to also assist parents as it provides tips for them to utilize while reading to their children.

**Print Referencing**

Print referencing is the use of verbal and nonverbal cues to encourage interaction with print (Justice & Ezell, 2004). From birth to around preschool age, children are developing skills in written language awareness. This time period is known as emergent literacy. The next level is early literacy. These skills help children transition from the emergent literacy period to the early literacy period (Justice & Ezell, 2004). Using techniques such as print referencing can aid in the development and transition of these skills.
Print referencing also helps with the development of print awareness. Print awareness is the ability to recognize print and the relationship between written and oral language (Justice & Ezell, 2000). An example of this is when a child recognizes that *c-a-t* is not just a series of letters. Shared storybook reading between parents and their children is a great way to facilitate literacy learning. Even though there is not much known about how to enhance emergent literary abilities, storybook reading offers potential (Justice & Ezell, 2000). Storybook reading with a parent provides a functional, natural environment where literacy skills can be enhanced.

In order to make print referencing an effective tool, parents need to meet individual child needs intellectually and developmentally. Print referencing needs to be tailored to the child’s skill needs. The parent needs to be able to be instructional and make the reading time a positive experience. For this to be an effective tool, the print referencing needs to target skills that are in the child’s “zone of proximal development.” This zone refers to a level at which children cannot perform a task independently but they can accomplish it with some assistance (Justice & Ezell, 2004). Such training will help children to continue to move forward with their knowledge about print.

Justice and Ezell (2000) measured the effectiveness of a home intervention program designed to enhance parents’ use of print referencing during reading. Twenty eight parents were paired with their typically developing children. Fourteen pairs comprised the experimental group and the other fourteen pairs were placed in the control group. The parent-child groups read two books per week for four weeks in the naturalistic home setting. The books contained colorful pictures, medium and large print, and print that was embedded within pictures. The parents in the experimental group watched a video called “Adults Reading to Young Children: Directing Focus on Written Language” which demonstrated five types of print-referencing behaviors.
The parents then began to read to their children. During reading, they were taught to use both verbal and non-verbal references to print. For example, parents were taught to make comments about print (“This word says splash”), ask questions about print (“What do you think this word says?”), and make requests about print (“Show me where it says splash”). Parents were also taught to use “non-verbal references” such as pointing to print (adult points to the word splash) and tracking print (adults run their fingers under the words when they read to the child).

The following five measures were used to investigate children’s word and print awareness and to measure the extent to which participation during shared book reading influenced children’s early literacy: a) words in print; b) alphabet knowledge; c) print recognition; d) word segmentation, and; e) print concepts. Parents’ perceptions regarding the efficacy of this intervention were also assessed through a questionnaire to complete. They were asked to rate whether or not they felt that the home program improved their children’s literacy skills in the present measures.

The results supported the premise that using the print referencing during shared reading is beneficial to the development of children’s print awareness. The parent’s in the experimental group revealed great improvement of verbal and nonverbal print referencing during reading and displayed higher levels of satisfaction with the effect of the book reading sessions had on children’s alphabet knowledge and print concepts. Results show that parents who use print referencing strategies can improve children’s development of print concepts.

**Summing up Print Referencing Points**

- Print referencing is using both verbal and nonverbal cues to encourage interaction with print.
• Print referencing helps to develop print awareness which is the ability to recognize print and the relationship between written and oral language.

• Storybook reading with a parent provides a functional, natural environment where these skills can be enhanced.

• For print referencing to be effective, parents need to do activities that their child is capable of doing with some assistance.

• Children of parents who use these print referencing techniques show gains in print concepts, word concepts, and word segmentation abilities.

• Some print referencing techniques parents could use are:
  o Asking questions about print
  o Make comments about print
  o Make requests of the child related to the print

**Phonemic Awareness**

When children are able to recognize, think about, and work with individual sounds separate from their meaning, they are demonstrating phonemic awareness skills, the most complex level of phonological awareness. The smallest unit of sound that children recognize in phonemic awareness the phoneme. Phonemic awareness is the ability to share a sensitivity to any size unit of sound. Being able to recognize how sound works in one language is a crucial step in language development. Before children are able to read, they need to have phonemic awareness. (Armbruster et al. 2003).

Reading is related to phonemic awareness are related. Phonemic awareness is a very highly recommended aspect of early reading instruction for all children, and an essential
benchmark for reading (Ukrainetz, Ross, & Harm, 2009). Phonemic awareness facilitates the reading process and serves as a predictor of literacy learning. The alphabet is used to represent speech sounds at the word level. Alphabet knowledge demonstrates that we must understand how these sounds work before we are able to spell and read. Research suggests reading to a child will assist them acquiring the skill of phonemic awareness. They are able to hear the words spoken to them and see the words spelled on the pages.

There are many different ways to determine if a child has phonemic awareness skills. One way is to see if the child recognizes which words in a set begin with the same sound. An example of this is if the child knows that “bike,” “book,” and “boots” begin with the /b/ sound. Another skill is if the child is able to isolate and say the first or last sound in a word, then s/he has acquired another aspect of phonemic awareness. For instance the child can say that the word “cat” ends with the /t/ sound or the word “fish” begins with the /f/ sound. Being able to blend sounds together to form words is another way to determine if a child has acquired phonemic awareness. Doing the opposite of this, “breaking a word up into separate sounds,” is also a skill that children who have phonemic awareness can do (Armbruster et al. 2003).

A number of studies have been conducted to test the efficacy of phonemic awareness training. For example, Ulkrainetz, Ross, & Harm (2009) investigated two schedules of treatment for phonemic awareness. Between the years 1990-1999, the number of children with speech-language impairments had increased by 10%. There was a need for evidence-based services so that the best treatment can be provided to the children with impairments. Because past studies on phonemic awareness did not focus on “dosage strength,” this was the primary purpose of the study.
The two schedules of treatment that were investigated in this study involved a concentrated phonemic awareness schedule and a dispersed schedule, that is, the schedule was spread out over a period of time. Some variables were held constant such as group concentration and treatment quality. The primary focus was phonemic awareness instruction on phonemic awareness itself, not on other areas such as word decoding.

There were forty-one children in this study ranging from five years old to six years and three months. All of the children in this study were at risk for reading difficulties. The children were below grade level according to the total DIBELS (Dynamic Indicators of Basic Early Literacy Skills) score and the Initial Sound Fluency subtests. None of the children were on Individualized Education Plans (IEPs) for language or academics and they had all passed their fall hearing screenings. The teachers of these children all said that they taught each area of reading daily in their classroom. They specifically taught letter names and phonemic awareness skills. The only supplemental information that was given to the teachers was the DIBELS study. They were also instructed in an English language class. The English language class focused on facilitating oral communication.

During this study, four areas of phonemic awareness were observed. They included first and last phoneme isolating, phoneme blending, and segmenting. Sessions lasted around thirty minutes each. During the sessions for both treatment conditions, the same activities were performed. These activities were done in three-session units consisting of (a) one session of sound talk around names and sound talk in a rhyming book; (b) one session of sound talk around names and three object activities; and (c) one session of sound talk around names, sound talk in shared writing, and one object activity. The goal was to conduct twenty-four sessions of intervention one or three times a week during school.
Before this study, it was thought that a more intense treatment method would result in significantly improved effects. This would mean that intensity of treatment plays a large role in children developing phonemic awareness. However treatment that was nearly three times as intense as another treatment did not reveal corresponding benefits in the development of phonemic awareness. Four hours of treatment was just as effective as eleven hours of treatment over the same period of time. Thus, this study revealed that a short period of intense treatment yielded an improvement in the development of phonemic awareness. The gains that were made in these treatment sessions were comparable to those conducted in a more dispersed schedule. Further, children tended to lose phonemic awareness skills when it was taught in concentrated treatment. However, children who were taught this skill in over a period of time tend to have continued development in this skill.

**Summing up Phonemic Awareness Points**

- Phonemic awareness is the ability to recognize, think about, and work with individual sounds.
- Phonemic awareness not only helps children learn to read but is also learned through reading.
- Reading to children helps them to acquire the skill of phonemic awareness.
- If a child can recognize which words begin with the same sound, isolate and say the first or last sound in a word, blend sounds to make a word as well as break words down into separate sounds, then s/he shows a knowledge of phonemic awareness.
- The intensity of teaching phonemic awareness can vary but children taught this skill over a period of time tend to have continued development in this skill.
**Rhyming**

One component of phonological awareness includes rhyme. Being able to rhyme requires children to be able to recognize and understand rhyme. If the child is lacking in these areas, it could prevent them from becoming successful in reading and spelling (Adams, Foorman, Lundberg & Beeler 1998). This suggests that rhyming is an indicator for future abilities in reading and in spelling. Many times, children are able to rhyme before they can read, but are not aware that what they are doing is rhyme. Shared storybook reading can aid in developing the concept of rhyme in children (Cabell et al., 2009).

While learning rhyme, children develop an ear for language (Bauer, Dietzschol, Drew, Fries, & Peterson, 1997). They are able to categorize the words that they hear because they share similar sound patterns. This categorizing can also help children learn how to spell. This is because many words that rhyme have similar spellings, such as *cat* and *hat*. Many children enjoy reading passages that have rhymes or a rhyme-like rhythm. This makes it easier for children to notice phonemes and to discover their existence (Catts & Vartianinen, 1993).

Rhyme is an enjoyable opportunity to introduce phonemic awareness to children. Rhyme usually comes very easily to children. Because this is an easy concept for children to grasp, it is also a primary level of phonological awareness. However, it functions as a critical step for children to learn in order to fully grasp the sensitivity to phonological awareness skill. Many activities are available for children to develop rhyming skill. These activities can include tasks such as judgment and production of rhyme and rhyme play (Adams et al. 1998).

An example of rhyme play is using multisensory play, in which children can combine rhyme with physical play. The children sit around in a circle with their fists out in front of them.
There is one child who is “it.” This child goes around and taps each child’s fist on a stressed syllable. If a child’s fist is tapped on the last or rhyming word of each line, then they have to put that fist behind their back. Once a child has both hands behind their back, then they are out of the game. The last child standing becomes the new child who is “it.” A rhyme that could be used for this game is “Eeny Meeny Miney Mo.” The words that would make the child have to put their fist behind their back would be “Mo, toe, go, Mo”. This game has children pay attention to the words that are being verbalized. They also have to know which words rhyme if they want to advance in the game (Adams et al. 1998).

A for practicing production of s rhyme would be to simply say a word and have the child come up with a word that rhymes. This activity allows children to see that any words can rhyme, not just the words that are written in storybooks and poems. All that the adult would have to do in this activity is provide the stimulus word (cat) and ask the child come up with a word that rhymes with it (hat). It is possible that the words that the child will come up with may not be a “real” word, that is, they may be nonsense words. This is permissible, however, because it still demonstrates that the child understands the concept of rhyme. The words that the child generates do not necessarily have to be related to the word that the adult gives. This is a very simple way to help children understand the concept of rhyme (Adams et al. 1998).

Judgment of rhyme can be accomplished through reading rhyme stories to children. Rhyme stories can help children predict and judge which words rhyme. When reading these stories to children, exaggerating the rhyming words assists in conveying this concept. This helps to keep the child’s attention and to encourage them to listen. It also aids in the child being able to predict when an upcoming word is going to rhyme. A great strategy to use when reading rhyming books is to pause before the second word in a rhyming pair and have the child try to
predict what the word is going to be. This assists the child in being able to judge rhyming words (Adams et al 1998).

A study done by Justice, Chow, Capellini, Kevin Flanigan, and Sarah Colton looked at two approaches to emergent literacy intervention. Emergent literacy is the perspective that there is no clear boundary between prereading and reading. Literacy begins early in life and there are literacy accomplishments that happen prior to formal instruction. One emergent literacy skill that is a step towards early literacy is rhyming. In this study, three aims were addressed. These aims included the following; a) to determine the extent to which 12 weeks of emergent literacy intervention influenced the emergent literacy skills of at-risk preschool children; b) to characterize the efficacy of an experimental explicit intervention program relative to a comparison program for promoting the preschooler’s skills and; c) to identify child characteristics most predictive of emergent literacy outcome following intervention.

The first type of intervention program was the “experimental explicit intervention program.” Each child in this program participated in a six week program. There were 12 thirty-minute small group sessions. The sessions were to be engaging to the children to focus their attention to orthographic features of written language and the phonologic features of oral language. Each session had three components: a) name writing; b) alphabet recitation and, c) phonological awareness games. The sessions started out with a name writing activity. The children were told to sign in by tracing their names with crayon. They then had laminated cards with alphabet letters and corresponding pictures. They sang the alphabet song and pointed to pictures. The last thing they did was to do a phonological game.
The second intervention type was a “comparison intervention program.” This intervention was also conducted over a six week time span. These sessions contained adult-child shared story reading. The goal was to engage the children in reading-based activities while focusing on oral and written language. In each session there was adult-child shared storybook reading and a story retelling activity. At the start of these session the children were read a storybook. Then, dialogic strategies were used to encourage verbal involvement. They would ask open-ended questions, responding to children’s interests, and giving praise. After the story, the children participated in a retelling activity.

The children in this study all demonstrated significant growth during the twelve week period. The improvements included both oral and written language. The most growth was seen in alphabet knowledge, phonological segmentation, and rhyme production. In these areas, the children doubled their performance. The children seemed to respond more during the experimental explicit program, though both were effective. The activities that the children participated in throughout these studies proved to be effective activities to promote not only rhyming, but other emergent literacy skills as well.

**Summing up Rhyming Points**

- Rhyme is a component of phonemic awareness.
• Children need to be able to recognize and understand rhyme as well as being able to segment, delete, substitute, and blend words.

• This shows that rhyming is an indicator for future abilities in reading and in spelling.

• Rhyme usually comes easily for children so it is a great way to introduce phonemic awareness to children.

• Some activities to help aid in the development of rhyme are judgment and production of rhyme and rhyme play.

• Name writing activities, alphabet recitation, storybook reading, and phonemic awareness games help children gain the rhyme skill.

**Conclusion**

Print referencing, phonemic awareness, and rhyme awareness are all essential emergent literacy skills that are perquisites for the development of higher level communication and literacy skills. Shared storybook reading facilitates the development of these various skill sets. Shared reading between parent and child not only aids the child in the development of these skills, but it also provides an emotional bond between the parent and child. The research that I have reviewed in this paper supports the belief that storybook reading significantly benefits children in listening and oral communication. The resources that are provided in the next section of this document not only offer parents tips to make reading to their children more beneficial but also provides them with lists of children’s books that will further promote the development of the skills discussed in this research. Children share an enthusiasm toward always learning to read. Storybook reading is one effective way to facilitate the essential skills that can result in achieving that outcome.

**References**


Print Referencing

What is Print Referencing?

- Print referencing is using both verbal and nonverbal cues to encourage interaction with print.

Why is Print Referencing Important?

- Print referencing helps to develop print awareness which is the ability to recognize print and the relationship between written and oral language.

Print Referencing Tips:

- Storybook reading with a parent provides a functional, natural environment where these skills can be enhanced.
- For print referencing to be effective, parents need to do activities that their child is capable of doing with some assistance.
- Children of parents who use these print referencing techniques show gains in print concepts, word concepts, and word segmentation abilities.
- Some print referencing techniques parents could use are:
  - Asking questions about print
  - Make comments about print
  - Make requests of the child related to the print

Books to Promote Print Referencing

- **Pouch** by David Stein – This book is great for print awareness because it uses the word *pouch* numerous times. The word is also put in bold font so it is easy for the child to point it out. They are able to recognize that the letters p-o-u-c-h make the word pouch. The parent can have the child say this word every time it is brought up in the book.
- **Dear Zoo** by Rod Campbell – This book contains flaps which the children can open and see hidden pictures and words. This makes it more interactive to keep the children interested. There is also a great deal of signs in the book. This helps the children realize
that print, when put together, forms words. In helps the children generalize this into the real world. Then can see a sign and realize that the letters on it make a word.

- **I’m Taking a Trip on My Train** by Shirley Neitzel – This book is a starting book for the development of early literacy. Throughout the story, some of the words are replaced with pictures. The child can say the word that is represented by the picture. This allows children to realize that pictures represent words. This is a starting point for children to later realize that print also represents words.

- **Eats** by Marthe Jocelyn – This is a book with very large colorful pictures and with large bold print. On each page, there are only two large print words. These words are some animal and a food (monkey, banana). These words match what is shown in the picture. The child does not have to focus on many words on a page. They know that the words “match” the picture; they do not have to search for long on the page before finding the word that matches what their parent is saying.

- **A Truck Goes Rattley-Bumpa** by Jonathan London – This is another book where the print is located on things such as signs and vehicles. The children are able to recognize these things from their everyday life so it makes it easier for the child to generalize this information. They are able to see the milk truck and know that the print on it says the word “milk”.

- **Five Little Monkeys Jumping on the Bed** by Eileen Christelow – This is a great book to assist in print referencing. The print on the pages is large with colorful pictures to help illustrate the story. The repetitive nature of the book will also help kids predict what words are the next to be read.

- **Jamberry** by Bruce Degan – This is a story about a boy and a bear who take a trip through Berryland. The print in this book is large and there are only a few words on each page. One of the pages reads “One berry, two berry, pick me a blue berry”. The word “berry” is repeated numerous times throughout the book which will help the child realize that b-e-r-r-y is not just a bunch of letters on a page; that they actually mean something.

- **Alphabet Under Construction** by Denise Fleming – This is another book that goes through the alphabet letter by letter. This alphabet is being constructed by a mouse and he constructs the letters using different tools. He “airbrushes the A” and “buttons the B”.
This will help children not only recognize the alphabet but also recognize words that begins with that letter.

- **Alphabears** by Kathleen Hague – In this alphabet book, each letter is represented by a bear. For example, A is for a bear named Amanda who likes to eat apples. Each bear is illustrated in great detail and are portrayed with things that begin with their letter. There is only one to two sentences per page and the words are at the bottom of the page. The children will have to look somewhere other than the top of the page to find the words.

- **Give the Dog a Bone** by Steven Kellogg – This is the story of “this old man” but with a twist. Each page is filled with elaborate illustration. The first page says “This old man, he played one, he played nick-nack on his drum”. This is accompanied by a man playing a drum with the words “nickity nackity nacity nickity” coming from the drum. This helps to draw the child’s attention to the “sound” coming from the drum and helps them to pay attention to the print. Print is cleverly placed throughout the book for the child to find.

**Additional Books:**

- **Wheels on the Bus** by Raffi
- **Aaarrgghh! Spider!** By Lydia Monks
- **Angus and the Ducks** by Marjorie Flack
- **Beetle Bop** by Denise Flemming
- **Go to Bed, Monster!** By Natasha Wing

**Digby Takes Charge** by Caroline Jayn
**Phonemic Awareness**

**What is Phonemic Awareness?**

- Phonemic awareness is the ability to recognize, think about, and work with individual sounds.

**Why is Phonemic Awareness Important?**

- Phonemic awareness not only helps children learn to read but is also learned through reading.
- Phonemic awareness also helps children learn to spell.

**Phonemic Awareness Tips:**

- Reading to children helps them to acquire the skill of phonemic awareness.
- If a child can recognize which words begin with the same sound, isolate and say the first or last sound in a word, blending sounds to make a word as well as breaking words down into separate sounds shows a knowledge of phonemic awareness.
- The intensity of teaching phonemic awareness can vary but children taught this skill in a continued fashion tend to have continued development in this skill.

**Books to Promote Phonemic Awareness**

- *All about Arthur (an absolutely absurd ape)* by Eric Carle – This book follows Arthur on his many travels. Arthur meets many friends throughout his travels. This book is great to facilitate phonemic awareness. The friends that he meets have names that begin with the same letter as the city that Arthur is in. For example, Arthur meets a banjo playing bear in Baltimore.
• **A my name is Alice** by Jane Bayer – This book follows a group of characters while going through the letters of the alphabet. There is a character for each letter of their alphabet. The book describes the character’s name, where they live, and their job.

• **Tikki Tikki Tembo** by Arlene Mosel – This book helps to promote the rhyming portion of phonemic awareness. It also emphasizes initial sound in words. It also has great illustrations to keep the child’s attention while reading.

• **If I had a Paka** by Charlotte Pomerantz – This book is a compilation of children’s rhymes from around the world. This book is great for developing the rhyming portion of phonemic awareness. It also brings attention to different sounds by using different languages.

• **Dr. Seuss’s ABC** by Dr. Seuss – This book goes through the alphabet. For each letter of the alphabet, there is a silly sentence written using words that begin with the letter that is being focused on. An example of this is the sentence “Many mumbling mice are making midnight music in the moonlight...mighty nice.”

• **A is for Salad** by Mike Lester – This book goes through the alphabet. For each letter, there is an animal that begins with that letter. The text that goes along with the picture does not discuss this letter to animal relationship however. The letter A is accompanied by the text “A is for salad” and a picture of an alligator eating a salad. The child will realize that salad does not begin with the letter “a”. The adult can encourage the child to find the picture that does begin with that letter.

• **Wiggle Waggle Fun** by Margaret Mayo – This book is a collection of short stories that all rhyme. Different illustrators illustrated each of the stories. This book will have a rhyme for all interests and helps to promote the rhyming portion of phonemic awareness.

• **Chicka Chicka Boom Boom** by Bill Martin Jr. – This book follows all of the lower case letters up a coconut tree. Once all of the letters are in the tree, they fall out and wait for the uppercase letters to come help them. This not only rhymes and goes through the alphabet, but it introduces the concept of uppercase and lowercase letters and their relationship.

• **Busy Buzzing Bumblebees and Other Tongue Twisters** by Alvin Schwartz – This is a book that contains forty-six tongue twisters. These tongue twisters will help emphasize initial sound with such tongue twisters as “six sharp smart sharks”. Children will be able
to see that there are all kinds of words that begin with the same letter and that they all have different meanings.

- **Sheep on a Ship** by Nancy Shaw – This is a book that is filled with fun rhyme and alliteration. It is a rhyming story about “sheep sail a ship on a deep sea trip”. This is a fun story that will keep the child’s interest while teaching them about words and sounds.

**Additional Books:**

- **Dinosaur Roar!** By Paul and Henrietta Stickland
- **Down by the Cool of the Pool** by Tony Mitton
- **Down the Back of the Chair** by Margaret Mahy
- **Edwina the Emu** by Sheena Knowles
- **Bear Snores On** by Karma Wilson
- **Bubble Gum, Bubble Gum** by Lisa Wheeler
Rhyming

What is Rhyme?

- Rhyme is a component of phonemic awareness.
- Children need to be able to recognize and understand rhyme as well as being able to segment, delete, substitute, and blend words.

Why is Rhyme Important?

- Rhyme usually comes easily for children so it is a great way to introduce phonemic awareness to children.
- This shows that rhyming is an indicator for future abilities in reading and in spelling.

Rhyme Tips:

- Some activities to help aid in the development of rhyme are judgment and production of rhyme and rhyme play.
- Name writing activities, alphabet recitation, storybook reading, and phonemic awareness games help children gain the rhyme skill.

Books that Promote Rhyme

- **Popcorn** by Helen More – This is a poem about popcorn that many children will enjoy. When reading this, the parents can point out that the words sound alike. When reading this a second time after the children are aware of what rhyming is, pause before the second word in the rhyming pair and have the children guess what the word is going to be. The children will know that the word will have to do with popcorn and they will be able

- **Ten Little Dinosaurs** by Pattie Schnetzler – This is a book that contains scenarios of different dinosaurs that could backwards from ten to one. Each scenario that the dinosaurs go through contains a rhyming sequence. This is a great book to not only
teach rhyming to children with a subject that interests them (dinosaurs) but it also teaches counting to them.

- **A Giraffe and a Half** by Shel Silverstein – As with all of Shel Silverstein’s books, this one is filled with rhymes. Children will get to hear rhyming sounds all throughout this fun, imaginative book.

- **Big Cat, Small Cat** by Ami Rubinger – This is a great book to help children learn to rhyme. The last word on each page is left out so the child is able to guess what the next word is based on rhyme. It is also written in a sing-song style which could make it easier for the child to understand the concept of rhyme.

- **Monsters Don’t Eat Broccoli** by Barbara Jean Hicks – This is a very colorful, imaginative story about monsters and their diets. There are many repetitive rhymes in this book which helps with the predictability of the story and it’s rhymes.

- **Each Peach Pear Plum** by Janet and Allan Ahlberg – This is a book and a game all in one. The book states “In this book with your little eye take a look and play I spy”. This book takes nursery rhyme characters and uses rhyme in an “I spy” fashion.

- **Duck, Duck, Goose! A Coyote is on the Loose** by Karen Beaumont – This book follows a bunch of barnyard animals through rhyme as they run away from an unknown animal. “Duck, duck, goose, a coyote’s on the loose! Goose, goose, pig and he’s really, really big!” This is a fun story that will keep kids guessing about the mysterious animal and is filled with fun rhyme.

- **Tumble Bumble** by Felicia Bond – This is a counting story about an ant who goes for a walk and the many different animals that he meets along the way. There are few words on a page which will help the child focus on the print as well as the rhyme. “A tiny bug went for a walk. He met a cat and stopped to talk” is an example of a page from this book. The illustrations in this book are very well done and greatly illustrate the rhyme in the book.

- **Jesse Bear, What Will You Wear** by Nancy White Carlstrom – This book follows a little bear through his day and the many things that he wears. He not only wears his normal clothes, but he wears the sun, his food, and the bubbles in the bath. This is a fun book with plenty of rhyme to keep a child interesting and guessing what Jesse is going to wear next.
• **Who’s Sick Today** by Lynne Cherry – This book goes through a classroom of animals to see who is absent. Each animal that is absent has a different rhyming ailment as to why they are not in school. A chimp has a limp and the beaver has a fever. This is a great book to help illustrate rhyme to children.

**Additional Books:**

- **Is Your Mama a Llama?** By Deborah Guarino
- **The Seals on the Bus** by Lenny Hort
- **Roar and More** by Karla Kushin
- **The Day the Goose Got Loose** by Reeve Lindbergh
- **17 Kings and 42 Elephants** by Margaret Mahy
- **One Sun** by Bruce McMillan