Rhyme and Beat

Students listen for rhyming endings and repeating beat patterns.

K.8.B "discuss rhyme and rhythm in nursery rhymes and a variety of poems;"

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 RHYME TIME

a	ball	fall	tall
b	clock	rock	block
c	school	pool	wool

2 BEAT PATTERN

a	stomp	tap	clap
b	tap	stomp	clap
c	clap	tap	stomp

ANSWER KEY # Rhyme and Beat

HOW TO RUN THIS PAGE

Teach or review the complete familiar nursery-rhyme excerpts first. Read choices aloud; pupils select the familiar completion, then discuss the named rhyme pair. Part 2 continues and discusses repeating beats.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · RHYME TIME

SAY "Choose the word that completes the familiar nursery rhyme. Then listen to the named pair and tell me how their ending sounds are alike."

ROW	SAY	STUDENTS CIRCLE
a	Listen: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great..." Choose ball, fall or tall to finish the familiar rhyme. Then say fall and wall. How are their ending sounds alike?	**fall**
b	Listen: "Hickory dickory dock. The mouse ran up the..." Choose clock, rock or block to finish the familiar rhyme. Then say clock and dock. How are their ending sounds alike?	**clock**
c	Listen: "Baa, baa, black sheep, have you any..." Choose school, pool or wool. Then listen: "Yes sir, yes sir, three bags full." Say wool and full. How are their ending sounds alike?	**wool**

PART 2 · BEAT PATTERN

SAY "Listen while I say each little poem and make a beat pattern. I will stop the pattern, and you will circle the action that comes next. After each one, tell me whether the beat pattern repeated."

ROW	SAY	STUDENTS CIRCLE
a	Listen: "Little raindrops tap the ground. Little raindrops make a sound." I make this pattern: clap, tap, clap. I pause. I will read stomp, tap, and clap. Which action continues the beat pattern?	**tap**
b	Listen: "Wind is blowing through the tree. Leaves dance lightly, one, two, three." I make this pattern: tap, tap, clap, tap, tap. I pause. I will read tap, stomp, and clap. Which action continues the beat pattern?	**clap**
c	Listen: "Morning sun is warm and bright. Birds sing songs in golden light." I make this pattern: stomp, clap, stomp. I pause. I will read clap, tap, and stomp. Which action continues the beat pattern?	**clap**

WHAT TO ACCEPT

Part 1 familiar completions: fall, clock, wool. Discuss fall/wall, clock/dock, wool/full; other choices may rhyme too, so rhyme alone does not select the familiar wording. Part 2: tap, clap, clap. Accept supported descriptions of matching endings or repeating beats and pupils demonstrating the pattern.