

Rhyme, Rhythm, Repetition, & More!

Supporting Emergent Readers

(Musselwhite, 2007)

What	Why?	Why Not?
<p>Rhyme: words (typically at the end of the line) that sound the same <i>Ex:</i> I went for a walk yesterday And saw a purple butterfly, on my way.</p>	<p>Focuses attention on word endings</p> <ul style="list-style-type: none"> - rimes (printed) - rhymes (oral) 	<p>Even minimal rhyming can make text sound 'babyish'</p>
<p>Rhythm: lines that 'play to the ear' <i>Ex:</i> Brown bear, brown bear, what do you see? I see a yellow duck looking at me.</p>	<p>Holds attention Aids memory Supports 'right brain' learning</p>	<p>Overuse can sound sing-song or childish Tip: use rap style for older students</p>
<p>Repetition: words / phrases / sentences that are exactly the same <i>Ex:</i> ... looking at me Slap, slap, slap Wear a helmet!</p>	<p>Support 'feeling of success' (emergent) Support student participation (ex: using device to speak repeated line- emerg) Support word recognition (trans. & conventional readers)</p>	<p>Too much repetition can seem 'obvious' and therefore can feel young</p>
<p>Alliteration: word beginnings that are the same <i>Ex:</i> brown bear crawly caterpillar buzzing bumblebee wishy washy wishy washy wash wash wash</p>	<p>Focuses attention on word beginnings</p> <ul style="list-style-type: none"> - initial letters the same (print) - onsets such as: k/ c (sound) 	<p>A small amount of alliteration can sound clever (as used in advertising), while too much can seem young (as in tongue twisters)</p>
<p>Predictability: 'slot-filler' pattern; can diagram the sentences <i>Ex:</i> I see a <u>color</u> <u>animal</u> looking at me I need <u>water</u> / <u>air</u> / <u>food</u> / <u>sun</u> And saw a <u>adj</u> <u>critter</u> on my way</p>	<p>Students can learn the pattern, then use strategies (pictures, first letters, etc.) to determine what word or words fill the slot</p>	<p>If story is too predictable, student does not need to look at the text. For conventional readers, important to move on</p>