Objective
The student will recognize rhyming words.

Materials
- CD or tape player
- CD or tape with rhyming songs
- Headphones
- Gloves
  Optional: Use paper hands on popsicle sticks (Activity Master PA.016.AM2)
- Paper
- Crayons or markers

Activity
Students interact with rhyming songs.
1. Place the tape player, headphones, and the rhyming tape at the center. Provide each student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Listens to a rhyming song.
4. Interacts with the song (claps when the words rhyme).
5. Shakes head “no” when the words do not rhyme.
6. Draws pictures of one of the rhyming pairs in the song (e.g., cat and hat) on paper.
7. Teacher evaluation

Extensions and Adaptations
- Draw additional rhyming pictures to match the rhyme pair (e.g., rat).
- Illustrate other rhyming pairs.
Objective
The student will recognize rhyming words.

Materials
- Rhyme and time picture cards (Activity Master PA.002.AM1a - PA.002.AM1f)
  Select target rhymes.

Activity
Students match rhyming picture cards.
1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each stack and names the pictures (e.g., “fox, box”).
3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation

Extensions and Adaptations
- State a word or draw a picture that rhymes with the match.
- Match words with the same initial sound.
<table>
<thead>
<tr>
<th>rhyme</th>
<th>time</th>
<th>rhyme</th>
<th>time</th>
<th>rhyme</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>jar</td>
<td>boat</td>
<td>cook</td>
<td>car</td>
<td>goat</td>
</tr>
</tbody>
</table>

**rhyme and time picture cards:** hook, jar, boat, cook, car, goat
Matching Rhyme Time

rhyme and time picture cards: box, frog, house, fox, dog, mouse
Matching Rhyme Time

Rhyme and time picture cards: cake, chain, sun, snake, train, run
<table>
<thead>
<tr>
<th>rhyme</th>
<th>time</th>
<th>rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>hide</td>
<td>mop</td>
</tr>
<tr>
<td>pan</td>
<td>slide</td>
<td>hop</td>
</tr>
</tbody>
</table>

rhyme and time picture cards: fan, hide, mop, pan, slide, hop
rhyme and time picture cards: stick, truck, rug, chick, duck, bug
Matching Rhyme Time

rhyme and time picture cards: bee, whale, hat, tree, tail, cat
Objective
The student will recognize rhyming words.

Materials
- Rhyming A-LOT-OH! boards (Activity Master PA.003.AM1a - PA.003.AM1f)
  *Copy on card stock, cut out, and laminate.*
- Rhyming picture cards (Activity Master PA.003.AM2a - PA.003.AM2c)

Activity
Students match rhyming picture cards to picture boards.
1. Provide each student with a different Rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, student one selects the top picture card from the stack, names it (e.g., “coat”) and looks on his rhyming board for a match (i.e., boat).
3. If there is a match, says the rhyming word and places the picture on top of the picture on the board. If there is no match, or if the rhyming picture is already covered, returns the picture card to the bottom of the stack.
4. Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
5. Peer evaluation

Extensions and Adaptations
- Exchange rhyming boards and play again.
- Play using other picture cards.
Rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose
Rhyming A–LOT–OH!

rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold
rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick
Rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook
RHYMING A – LOT – OH!

rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp
Rhyming A – LOT – OH!

<table>
<thead>
<tr>
<th>Coat</th>
<th>Crab</th>
<th>Hair</th>
<th>Rock</th>
<th>Drum</th>
<th>Corn</th>
<th>Rope</th>
<th>Snap</th>
<th>Goose</th>
<th>Float</th>
<th>Sock</th>
<th>Bread</th>
<th>Truck</th>
<th>Light</th>
<th>Clown</th>
<th>Paw</th>
<th>Beet</th>
<th>Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Coat" /></td>
<td><img src="image2.png" alt="Crab" /></td>
<td><img src="image3.png" alt="Hair" /></td>
<td><img src="image4.png" alt="Rock" /></td>
<td><img src="image5.png" alt="Drum" /></td>
<td><img src="image6.png" alt="Corn" /></td>
<td><img src="image7.png" alt="Rope" /></td>
<td><img src="image8.png" alt="Snap" /></td>
<td><img src="image9.png" alt="Goose" /></td>
<td><img src="image10.png" alt="Float" /></td>
<td><img src="image11.png" alt="Sock" /></td>
<td><img src="image12.png" alt="Bread" /></td>
<td><img src="image13.png" alt="Truck" /></td>
<td><img src="image14.png" alt="Light" /></td>
<td><img src="image15.png" alt="Clown" /></td>
<td><img src="image16.png" alt="Paw" /></td>
<td><img src="image17.png" alt="Beet" /></td>
<td><img src="image18.png" alt="Bell" /></td>
</tr>
</tbody>
</table>

rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell
rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick
Rhyming picture cards: tap, roach, tea, trunk, hill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp
Objective
The student will recognize rhyming words.

Materials
- Pocket chart
- Rhyming picture cards (Activity Master PA.004.AM1a - PA.004.AM1g)
  Separate into two sets by the circle and triangle icons on the cards.
- Bag
  Place circle set in the bag.

Activity
Students match rhyming picture cards on a pocket chart.
1. Place the bag containing the circle set of rhyming picture cards next to the pocket chart.
   Display the triangle set of rhyming picture cards on the pocket chart.
2. Taking turns, student one selects a card from the bag, names the picture (e.g., “cook”), and
   looks for the rhyming match on the pocket chart.
3. Places it next to the rhyming picture on the pocket chart and names both pictures (i.e.,
   “cook, hook”).
4. Reverse roles and continue until all matches are made.
5. Peer evaluation

Extensions and Adaptations
- Segment the onset and rime of matching pairs (e.g., /d/ /og/ and /l/ /og/).
- Sort pictures by initial sound.
rhyming picture cards: dog, bag, can, log, flag, fan
rhyming picture cards: fire, hook, school, tire, cook, pool
Pocket Rhymes

rhyming picture cards: dish, groom, bone, fish, broom, cone
Phonological Awareness

**PA.004.AM1d**

**Pocket Rhymes**

rhyming picture cards: map, bear, door, cap, chair, four
rhyming picture cards: duck, cry, horn, truck, fly, corn
rhyming picture cards: crumb, tie, rake, thumb, pie, snake
Phonological Awareness

Pocket Rhymes

rhyming picture cards: ice, skate, dice, plate
Objective

The student will recognize rhyming words.

Materials

- Pocket chart
- Rhyming picture header cards (Activity Master PA.005.AM1)
- Rhyming picture cards (Activity Master PA.005.AM2a - PA.005.AM2d)

Activity

Students sort rhyming picture cards on a pocket chart.

1. Place the four rhyming picture header cards across the top row of the pocket chart. Place the rhyming picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the picture (e.g., “mail”), and look for the rhyme match on the pocket chart.
3. Place the card in the correct column. Name all of the pictures in that column (i.e., “snail, pail, mail”).
4. Continue until all cards are sorted.
5. Peer evaluation

Extensions and Adaptations

- Play using other rhyming pictures (Activity Master PA.005.AM3a - PA.005.AM3d).
- Complete closed sort using initial sound picture cards (Activity Master PA.005.AM4a - PA.005.AM4d).
Rhyme Closed Sort

Rhyming picture header cards: snake, bat, tree, snail
rhyming picture cards: steak, rake, cake, lake, bake
Rhyme Closed Sort

rhyming picture cards: knee, bee, tea, key, pea
Rhyme Closed Sort

Rhyming picture cards: cat, hat, mat, rat, pat
Rhyming picture cards: nail, pail, tail, sail, mail
rhyming picture cards: bug, rug, jug, plug, sheep, jeep
Rhyme Closed Sort

rhyming picture cards: sleep, dice, rice, mice, cab, crab
Rhyme Closed Sort

rhyming picture cards: lab, block, clock, lock, rock, sock
Phonological Awareness

Rhyme Closed Sort

rhyming picture cards: dog, frog, fog, log, jog
initial sound picture cards: peanut, purse, present, popcorn, peach, bee
initial sound picture cards: bat, bag, basket, bottle, gate, gum
initial sound picture cards: glue, goat, hair, hat, house, hamburger
Phonological Awareness

Rhyme Closed Sort – Extension (initial sound)

initial sound picture cards: hammer, horse, snail, star, submarine, spoon
Objective
The student will recognize rhyming words.

Materials
- Rhyming picture cards (Activity Master PA.006.AM1a - PA.006.AM1c)
- Paper plates or construction paper circles
- Scissors
- Glue
- Markers

Activity
Students group picture cards into rhyming sets.
1. Provide the student with the rhyming picture card pages, paper plates, scissors, glue, and a marker.
2. The student cuts out the pictures.
3. Groups rhyming pictures and glues in sets on paper plates.
4. Circles the matching rhyming picture sets.
5. Teacher evaluation

Extensions and Adaptations
- Use rhyming pictures from print media.
- Draw objects that rhyme.
Rhyme Pie

rhyming picture cards: bag, flag, tag, crown, clown, bell, shell, well
rhyming picture cards: moose, goose, caboose, hand, band, sand, ring, wing
## Rhyme Pie

<table>
<thead>
<tr>
<th><img src="image1.png" alt="King" /></th>
<th><img src="image2.png" alt="Hose" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Nose" /></td>
<td><img src="image4.png" alt="Rose" /></td>
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<td><img src="image4.png" alt="Rose" /></td>
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</tbody>
</table>

**Rhyming picture cards:** king, hose, nose, rose
Objective
The student will recognize rhyming words.

Materials
- Rhyming picture cards (Activity Master PA.007.AM1a - PA.007.AM1g)
  Select target rhymes.

Activity
Students match rhyming pairs of picture cards.
1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., “crown, clown”), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation

Extensions and Adaptations:
- Sort cards on a pocket chart and review rhyming pairs.
- Play using initial sound picture cards (Activity Master PA.007.AM2a - PA.007.AM2e).
Rhyme Memory Match

Rhyming picture cards: cat, moon, book, hat, spoon, cook
rhyming picture cards: bread, beach, can, thread, peach, pan
Rhyme Memory Match

rhyming picture cards: bee, star, sock, knee, car, lock
rhyming picture cards: clown, mouse, sheep, crown, house, jeep
Rhyme Memory Match

Rhyming picture cards: egg, one, bow, leg, sun, toe
Rhyme Memory Match

rhyming picture cards: mitten, key, bed, kitten, pea, sled
Rhyming picture cards: pie, dish, hose, tie, fish, nose
Rhyme Memory Match – Extension (initial sound)

initial sound picture cards: pig, penguin, monkey, motorcycle, kangaroo, key
Rhyme Memory Match – Extension (initial sound)

initial sound picture cards: toothbrush, tea, sock, soccerball, nail, net
initial sound picture cards: cupcake, comb, jump, jeans, uniform, United States
Rhyme Memory Match – Extension (initial sound)

initial sound picture cards: desk, doll, ox, octopus, dragon, deer
Rhyme Memory Match – Extension (initial sound)

Initial sound picture cards: guitar, gate, eagle, ear, horse, head
**Objective**
The student will recognize rhyming words.

**Materials**
- Rhyming Game board (Activity Master PA.008.AM1a - PA.008.AM1b)  
  *Copy on card stock, assemble, and laminate.*
- Rhyming picture cards (Activity Master PA.008.AM2a - PA.008.AM2d)
- Number cube (Activity Master PA.008.AM3)  
  *Copy on card stock and assemble.*
- Game pieces (e.g., counters)

**Activity**
Students match rhyming words while playing a game.
1. Place Rhyming Game board, number cube, and rhyming picture cards face up in rows on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece according to the number shown.
3. Name the picture where the game piece lands (e.g., “lamp”) and look at the cards to find a rhyming match.
4. If a match is made, say the match (i.e., “stamp, lamp”). If unable to make a match, then return the game piece to its previous space.
5. Continue until all students reach the END space.
6. Peer evaluation

**Extensions and Adaptations**
- Play using print media or illustrate additional picture cards.
- Play by stating rhyming words.
Phonological Awareness

Rhyming Game

START

PA.008.AM1a

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Rhyming Game

pictures on the game board: pie, hand, hen, king, dish, jam
rhyming picture cards: eye, sand, pen, ring, fish, ham
pictures on the game board: sheep, nut, wink, walk, skate, bow
rhyming picture cards: sleep, hut, sink, chalk, gate, snow
pictures on the game board: cat, lip, lamp, crib, lock, mop
rhyming picture cards: hat, ship, stamp, bib, dock, hop
Rhyming Game

pictures on the game board: gum, paw, ball, mail, fox, bag
rhyming picture cards: drum, straw, wall, sail, box, tag
Rhyming Game

1. Cut along solid line
2. Fold along dotted lines
Objective

The student will recognize and produce rhyming words.

Materials

- Rhyme picture book pages (Activity Master PA.009.AM1a - PA.009.AM1g)
- Stapler
- Crayons or markers

Activity

Students find two rhyming pictures and illustrate a third picture.

1. Place stapler and crayons at the center. Provide the student with a set of rhyme picture book pages.
3. Flips through the pages in the book and finds two pictures that rhyme.
4. Draws a picture of a word that rhymes with the two pictures on a blank page.
5. Chooses a crayon and marks a line across all three rhyming pictures (Note: Uses a different color for each set of rhyming pictures).
6. Continues until there are three pictures for each rhyme.
7. Teacher evaluation

Extensions and Adaptations

- Exchange books with a partner and compare rhyming words.
- Make additional flip book pages (Activity Master PA.009.AM2).
Rhyme picture book pages: pig, hat
Rhyme picture book pages: fan, jar
Rhyme Flip Book

rhyme picture book pages: bell, frog
Rhyme picture book pages: star, net
rhyme picture book pages: wet, wig
Rhyme picture book pages: dog, can
rhyme picture book pages: cat, well
Objective
The student will repeat and produce alliterative phrases.

Materials
- CD or tape player
- CD or tape with alliterative songs
- Headphones
- Gloves
  Optional: Use paper hands on popsicle sticks (Activity Master PA.016.AM1)
- Paper
- Crayons or markers

Activity
Students interact with alliterative music.
1. Place the tape player, headphones, and the alliterative tape at the center. Provide student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Claps hands or finger taps to the beat.
4. Interacts with the song (repeats alliterative sentences).
5. Draws a picture illustrating an alliterative sentence on paper.
6. Teacher evaluation

Extensions and Adaptations
- Write and illustrate silly sentences.
- Develop an alliterative tape.
- Listen to and repeat alliterative (or silly) sentences with a partner.
- Change the initial sound to make another silly sentence (e.g., Seter Siper sicked a seck of sickled seppers.).
Objective
The student will produce alliterative phrases.

Materials
- Popular Pal cut-out (Activity Master PA.011.AM1)
- Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- Scissors
- Glue
- Crayons or markers

Activity
Students use their names and alliterative phrases to describe themselves and decorate their pals.
1. Provide the student with a Popular Pal cut-out, crayons, decorative items, scissors, and glue.
2. The student produces an alliterative phrase that matches her name and describes a self characteristic (e.g., “Happy Holly”). Students may also use “likes” to describe themselves (e.g., “Mikey likes milkshakes.”).
3. Decorates Popular Pal cut-out to illustrate the description or statement.
4. Teacher evaluation

Extensions and Adaptations
- Add other adjectives.
- Describe a friend.
Phonological Awareness

Alliteration

Silly Sentence Big Book

Objective

The student will produce alliterative phrases.

Materials

- 12” by 18” construction paper
- Alphabet picture cards (Activity Master PA.012.AM1a - PA.012.AM1d)
- Glue each alphabet picture card on separate pieces of construction paper.
- Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- Binder (e.g., plastic spirals or book rings)

Create a Big Book using 28 pieces of 12” by 18” construction paper—one for the cover, one for the backing, and one for each letter that the student illustrates.

- Scissors
- Glue
- Crayons or markers

Activity

Students say and illustrate an alliterative phrase based on a target sound picture.

1. Provide the student with a piece of construction paper labeled with a target initial sound picture card, crayons or markers, items for decorating, scissors, and glue.
2. The student names picture and says initial sound (e.g., “banana, /b/”).
3. Creates an alliterative sentence for the sound of the letter on her page.
4. Illustrates the sentence using decorative items. For example, if the student’s target sound picture begins with /b/ she might make an illustration for the sentence, “Baker Bob bakes brown bread.”
5. Teacher evaluation

“Baker Bob bakes brown bread.”

Extensions and Adaptations

- Extend the alliterative descriptions to include words using other target sounds (e.g., /sh/, /ch/).
alphabet picture cards:
alligator, banana, carrot, dog, elephant, feather, goat, hammer
alphabet picture cards:
inch, jam, kite, ladder, mirror, necklace, octopus, pillow
alphabet picture cards:
quarter, rabbit, sandwich, triangle, unicorn, volcano, watch, x-ray
alphabet picture cards: yarn, zebra