

# Identify and Produce Rhyming Words

## Language Objectives

- Identify and produce rhyming words.
- Recognize and produce rhyming words.

## Building Literacy

Rhyming teaches children how language works.

- It calls children's attention to the sounds in words, which helps develop phonological awareness and phonics skills.
- Rhyming also helps develop reading comprehension. When children hear familiar or unfamiliar nursery rhymes, they learn to anticipate the rhyming word.
- This anticipation gets them ready to make predictions when they read.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

rain	boat	swing
mat	ring	snail
pin	goat	tail
cat	bowl	skate
man	key	mail
pan	coat	hug
cake	hen	cup
hop	ten	bug
bed	pen	rug
mop	hat	car
dog	king	sock
log	kite	nap
sun	wing	



### ENGLISH LANGUAGE LEARNERS

Teaching English language learners skills such as rhyming takes strategic teaching. It needs to be based on the knowledge that some phonemes will not be present in a student's first language. For example, Spanish speakers use half the number of phonemes as English speakers. Because of this, vocabulary, context of the word, and pronunciation (including mouth positioning) must be considered to make rhyming practice meaningful and productive.

# 1 Identify and Produce Rhyming Words



## show me

Have children point to the star with the 1 in it on p. 1 of the Targeted Lessons Student Book and look at the illustration. Recite this part of a nursery rhyme to children:

Rain, rain, go away.  
Come again some other day.  
We want to go outside and play.  
So, come again some other day.

Ask children to say the rhyme with you. Tell them that the last word in each line rhymes (*away, day, play, day*). When the ending parts of the words sound alike, the words rhyme. The words *away, day, and play* all have the same sound /ā/ at the end. Repeat the rhyme, emphasizing the rhyming words. What words do you hear that rhyme with *play*? Today we will learn more about rhyming words.



## guide me

**Identify Rhyming Words** Have children point to the apple with the number 2 in it. To find rhyming words, I say the words and listen to their middle and ending parts. I'm going to say three words. Two of the words rhyme. One does not. Listen carefully and point to each picture as I say its name. Slowly say *mat, pin, cat*. Listen and pay attention to the how each word ends as I say them again.

Say *mat*. The word *mat* ends with /at/. Say *pin*. The word *pin* ends with /in/. Say *mat, pin*. Those two words do not have the same sounds at the end, so they do not rhyme.

Say *cat*. The word *cat* ends with /at/. Say *mat, cat*. Those two words have the same sounds at the end. *Mat* and *cat* rhyme. Circle the pictures of the mat and the cat.


It's your turn to find rhyming words. Put your finger on the fish with the 3 in it. Let's name the pictures that are by the fish: *man, pan, cake*. Find the two words that rhyme and draw circles around them. Guide children to determine that *man* and *pan* rhyme because they have the same ending sounds.

# 1

## Identify and Produce Rhyming Words




➔ show me

1






➔ guide me

2



3



PHONOLOGICAL AND PRINT AWARENESS 1

### TEACHING STRATEGIES

Help children separate the initial consonant in each word so that they can identify the ending part of the word as the part that rhymes.



## work time

**Task 1** Have children look at p. 2 from the Targeted Lessons Student Book. Point to the heart with the 4 in it. The picture next to the heart shows the action word *hop*. Ask them to name the other two pictures (*bed*, *mop*) and circle the word that rhymes with *hop*.

Continue the activity by having children point to the hand with the 5 in it and circle the word that rhymes with *dog* (*log* or *sun*).

**Task 2** Have children point to the mug with the 6 in it. What picture do you see by the mug? Correct, the picture is a boat. Name the other pictures. (*ring*, *goat*, *bowl*, *key*, *coat*) Have children draw lines from the boat to the two words that rhyme with *boat*.

1
Identify and Produce Rhyming Words

work time

4

5

6

2
PHONOLOGICAL AND PRINT AWARENESS

## TEACHING STRATEGIES

If children cannot identify the rhyming words, then say each word and stretch the ending part, for example: /h/ /o/ /o/ /o/ /p/ and /m/ /o/ /o/ /o/ /p/.

# 1 Identify and Produce Rhyming Words

## ➔ guide me

Have children look at p. 3 from the Targeted Lessons Student Book. Point to the tree with the number 7 in it. The first picture is a hen. Say *hen*. Now put your finger on each picture in the row as I say its name: *ten, pen, hat*. Which words rhyme with *hen*? Listen as I say them: *hen, ten*. Do *hen* and *ten* rhyme? Circle the *ten*. Say *hen, pen*. Do *hen* and *pen* rhyme? Circle the *pen*. Say *hen, hat*. Do *hen* and *hat* rhyme? No, they do not. Continue similarly with row 8 (*king, kite, wing, swing*). Ask children to find and circle the two words that rhyme with *king*.








## ➔ work time

It's your turn to find words that rhyme. Point to the kite with the number 9 in it. Help children name the pictures (*snail, tail, skate, mail*). Then have them find and circle the two words that rhyme with *snail*.









Continue with row 10 (*hug, cup, bug, rug*), having children find and circle the two words that rhyme with *hug*.

Identify and Produce Rhyming Words **1**

➔ guide me

7		10		
8				

➔ work time

9				
10				

PHONOLOGICAL AND PRINT AWARENESS 3

➤ **guide me**

**Produce Rhyming Words** Have children look at p. 4 from the Targeted Lessons Student Book and point to the flower with 11 in it. We learned earlier that *mat* and *cat* are rhyming words. There are many other words that rhyme with *mat* and *cat*. I can think of a word: *bat*. What other words do you know that rhyme with *mat*, *cat*, and *bat*? (Possible responses: *fat*, *flat*, *hat*, *pat*, *rat*, *sat*)

➤ **work time**

Have children point to the mitten with 12 in it. What picture do you see by the mitten? (car) Draw a picture of a word that rhymes with *car*. (possible responses: *bar*, *far*, *jar*, *star*)

Continue by having children draw a picture of a word that rhymes with *sock* (possible responses: *clock*, *lock*, *block*, *rock*) and *nap* (possible responses: *cap*, *lap*, *map*, *tap*).

➤ **check for understanding**

Today we learned that rhyming words are words with the same middle and ending sounds. Listen as I say some words. If the words rhyme, show me thumbs up. If the words do not rhyme, show me thumbs down. Listen: *hat/cat*. (thumbs up) Listen: *bad/tip*. (thumbs down) Continue with these word pairs: *bell/cab*, *back/tack*, *pass/grass*.

Who can tell me a word that rhymes with *book*? Have children think of words that rhyme with *book*, such as *brook*, *cook*, *hook*, *look*, *shook*, and *took*.


➤ **reflect**

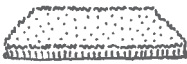
Ask children to think about what they have learned about rhyming words. Have children turn to a partner and take turns explaining what they know about rhyming words. If time permits, have partners choose a word and see how many rhyming words they can think of.

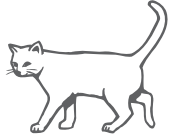
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Identify and Produce Rhyming Words

➤ guide me









➤ work time

12




Children's pictures will vary but should rhyme with car.

13



Children's pictures will vary but should rhyme with sock.

14



Children's pictures will vary but should rhyme with nap.

4

PHONOLOGICAL AND PRINT AWARENESS

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# Identify and Produce Rhyming Words

➤ show me

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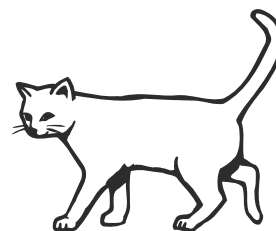
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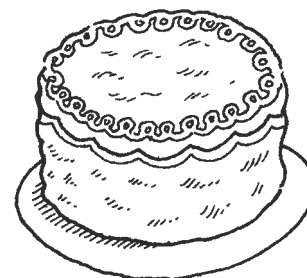
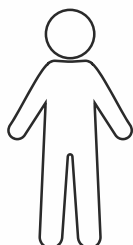
➤ guide me

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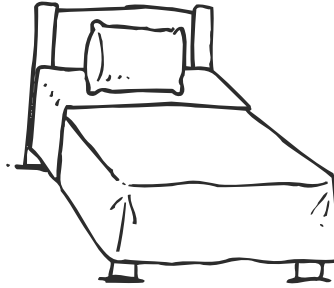
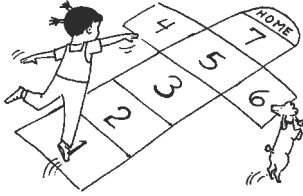


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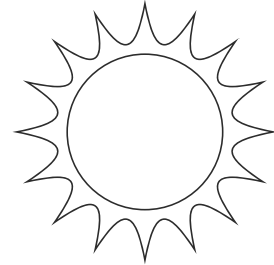
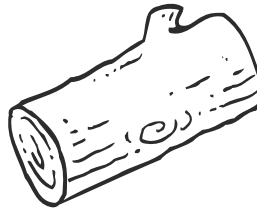
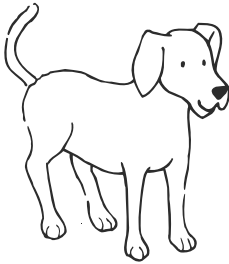


## work time

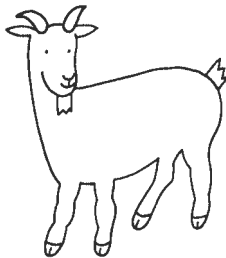
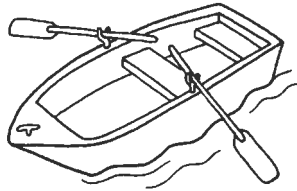
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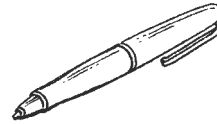


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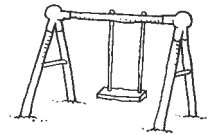
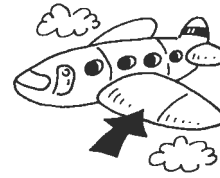
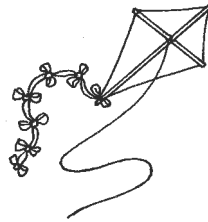
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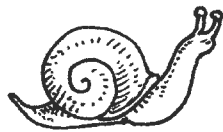


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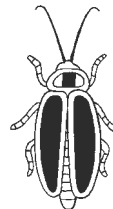


➤ work time

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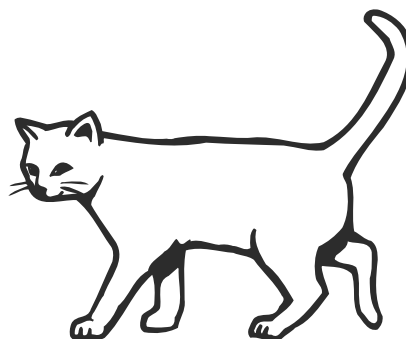
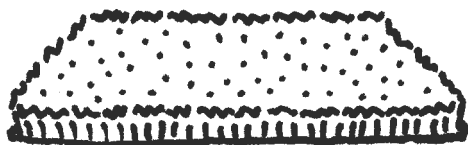




# 1 Identify and Produce Rhyming Words

➤ guide me

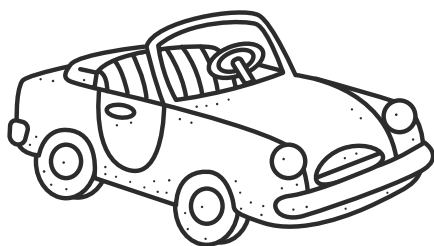
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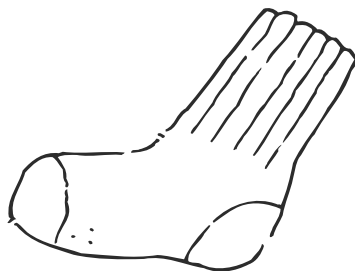
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