

Phonemic Awareness: Rhyming

Introduction

A set of optional lessons has been written for teaching the concept of rhyming using vocabulary words from MEville to WEville. The chosen words and words that rhyme with them are listed below.

Target Rhyming Words and MEville to WEville Unit**Rime: ook**Vocabulary/Word Wall Word

book.....Unit 1 Part 3

look.....Unit 1 Part 1

look.....Unit 3 Part 3

Additional Rhyming Words

hook, cook

Rime: adVocabulary

sad.....Unit 1 Part 2

mad.....Unit 1 Part 2

Additional Rhyming Words

dad, pad

Rime: atVocabulary

cat.....Unit 2 Part 1

Additional Rhyming Words

hat, rat, bat

Rime: ogVocabulary

dog.....Unit 2 Part 1

Additional Rhyming Words

log, frog, jog

Rime: eat, eetVocabulary

eat.....Unit 2 Part 2

Additional Rhyming Words

feet, meat, heat

Rime: ayVocabulary

play.....Unit 2 Part 2

Additional Rhyming Words

day, hay, May

Rime: oolVocabulary

school.....Unit 3 Part 2

Additional Rhyming Words

cool, tool, pool

Rime: awVocabulary

draw.....Unit 3 Part 3

Additional Rhyming Words

paw, claw, saw

Rime: ingVocabulary Word

sing.....Unit 3 Part 3

Additional Rhyming Words

king, ring, wing

Rime: anWord Wall Word

can.....Unit 3 Part 1

Additional Rhyming Words

fan, man, van

Rime: igWord Wall Word

big.....Unit 3 Part 1

Additional Rhyming Words

pig, dig, wig

Rime: akeWord Wall Word

make.....Unit 3 Part 3

Additional Rhyming Words

bake, cake, lake

Phonological Awareness: Rhyming Words Introduction

Rhyming lessons were written to provide students with a context (learned vocabulary and/or word wall word) for learning the sounds associated with rhyming words. This is an early experience with phonemic/phonological awareness, with the emphasis placed on rhyming sounds and how rhyming words sound alike. It is not expected that students learn word families or write them at this stage. The use of these lessons is at the discretion of the teacher. If you choose to teach these lessons, you may choose which rhyming words to teach. It is recommended that you teach the lessons associated with a vocabulary or word wall word right after the word has been taught or during the lesson.

You will note each lesson objective names the rime. Onset and rime are sound units of a syllable. A syllable is made of two parts, onset and rime. The onset is the initial consonant or blend, and the rime is the vowel plus final consonants. For example, in *cat*, *c* is the onset and *at* is the rime.

There is a structured lesson provided for each set of rhyming words. The lesson contents are written in a predictable format but rhyming word-specific activities are provided as well. In addition, there is an opportunity to choose one or more other activities from the Activity Box. The Activity Box contains games and sensory activities to be used with any rhyming word. The Activity Box is specifically called out in the lesson in the *Learn About* section but may be used anytime with any set of rhyming words. Activity Box materials have been included after the Activity Box section.

Once you have chosen a rime to teach based on the current MEville to WEville lesson you are teaching, gather items from the materials list, including items to print as indicated. Reproducibles called out in the materials list are located after each rhyming word lesson. Note: rhyming word cards include one set printed with the word and one set without. Choose to use one or both sets. The set without the words helps students focus on the rhyming sound without the visual clues found in the written word.

When reading the Rhyming Words Lessons and the Activity Box, notice the bold words. These words are found in the Action Dictionary on your Members Only website. The Action Dictionary provides alternatives when a student is unable to perform an action in a lesson in a typical way. Teachers can find the action, or a similar one, in the Action Dictionary with one or two pages of adaptation ideas. Use the ideas as a springboard for your own ideas, use them as is, or tweak the adaptation to fit the student's needs best.

How often you teach rhyming, which rimes you choose, and/or whether or not you teach them is up to you and your IEP team. It will be beneficial to discuss the choices with each student's speech and language clinician and occupational therapist. They can help you choose rimes that will be more successful for the students to imitate and write, whether by verbal speech, writing with a pencil, or by alternatives that help your students be successful, active literacy learners.

Remember, MEville to WEville is primarily designed as a first literacy experience for students to learn concepts of print and build strong first impressions of what it means to be a competent reader. Rhyming word lessons add to that knowledge as students learn their function and use in literacy and build their phonological awareness.

Phonological Awareness: Rhyming Words Activity Box

8. Rhyme All the Time

Cut out magazine/Internet pictures of words that rhyme. Laminate them to make an interactive rhyming board. Fasten soft side hook-and-loop material on the back of each picture. Laminate chart paper to fasten on the board or cupboard door and place hard-side pieces of the hook-and-loop material in random places on the laminated paper. Fasten one word at the top of the chart. Students **take turns choosing** and **placing** one word at a time that rhymes with the target word. **Say** them altogether. Option: **write** a poem, song, or rap together using the words.

Note: you can make several sets of these with a variety of rhyming words.

9. My Rhyming Bag

Send home a paper or cloth bag with a note (Parent Letter Activity Box #9) to send a picture or item that fits in the bag. Parent helps student think of a word that rhymes with it and **writes** it on the blank. Students **bring** the item and note to school to **show** and **say** the rhyming words.

10. Let's Be Authors!

Students **write** a simple repetitive line book with cloze sentences together (e.g. Mom sees a ____; Mom sees a ____). Give a target word for rhyming and choices of three rhyming words or two rhyming words and a distractor, e.g. *cat, rat, bat* or *cat, rat, dog*. Students **choose** a word for the sentence that rhymes with the target word. Students **fasten** photos, clip art, or picture symbols to illustrate. **Read** the finished book together. Option: create the book on presentation slides on the computer and narrate it. Students **read** the books using the spacebar on the keyboard or with interface and switch.

11. Let's Read and Rhyme!

Scan and narrate rhyming books on presentation slides on the computer. Students **read** the books using the spacebar on the keyboard or with interface and switch.

12. How Lyrical!

Search for lyrics of favorite pop songs. Read the lyrics and talk about the rhyming words. Write the lyrics on the board. Write the rhyming words on individual index cards. Assign partners. Students **choose** the type and color of decorations, e.g. paint, glitter, neon glue, glitter glue, stamps, etc. for each set of rhyming words. Give each student pair the same rhyming words. Students **decorate** the words that rhyme the same way. For example, student pairs **decorate** the words *town* and *down* with glitter glue while another student pair **decorates** *look* and *cook* with star stamps.

13. Multiple Rhyming Sort

Use sorting mat templates #4 or #5 to create sorting mats for sorting rhyming words with two or three different rimes. Fasten the rhyming mat template on each sheet of construction paper. Make one for each student pair. Laminate for durability.

Write one rhyming word on each index card with a photo or clip art. Give two or three different sets of rhyming words to assigned student pairs. Students **rhyme** to **sort** the words by rhyme. Option: give only pictures to **sort** by **listening**.

Rhyming Bingo

	free space	