

Date: \_\_\_\_\_

## Rhyme Identification: Rhyming Pairs

PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Rhyme Identification: Rhyming Pairs

**Materials Needed:** N/A



**Approximate Time:**

5 minutes



**Click here for video example**

Individual

Small Group

Large Group

OBJECTIVE

**State the objective(s).**

You're going to learn how to identify rhyming words. Listening for rhyming words is another way to practice hearing sounds. Being able to hear sounds is important for reading and spelling. You'll know you have it when you can say if two words rhyme or not and why.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Let's learn about the word *rhyme*. What word? Students respond: *rhyme*.

When words *rhyme* they have the same ending chunk of sounds. *Rhyming* words have a part of the word that sounds the same at the end, like *-at* in *bat* and *sat*, or *-ug* in *bug* and *rug*. Only the beginning of the words—the sound or sounds that come before the vowel sound—are different. Today you will listen to the ending chunks of words to see if they *rhyme* or not.

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I DO IT!

**Demonstrate.** *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

**I will say two words. If the two words rhyme, we will high five around the table. You will give a high five to the people sitting next to you. If the words do not rhyme, we will keep our hands in our laps.**

**Listen carefully.**

**The chunk is /ook/.** Note: /oo/ is the short oo sound as in *book*.

**What's the chunk?** Students: /ook/

**My turn.**

**The words are *look* and *book*.** Say the onset and rime of each word: /l...ook/, /b...ook/. Put your right fist in front of you as you say the onset, and then move your left fist in front of you as you say the rime.

***Look* and *book* both end in the chunk /ook/. They rhyme. I give a high five to the kids who sit near me.** Model.

*Teacher tip: If you are facing the students, move your right fist first, then your left. That way, students will see the word being built from left to right. Students move their fists beginning with the left. In other words, you will use your right hand for the onset and your left hand for the rime, but students will use their left hand for the onset and their right hand for the rime. Consider putting something on your right wrist (e.g., stamp, soft elastic hair tie, wide rubber band, etc.) to help remind you which hand to move first.*

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WE DO IT!

**Provide guided practice.**

**Let's try it together!**

**The chunk is /ick/.**

**The words are *sick* and *sat*.** Teacher says the onset and rime of each word using the hand motions.

**Repeat the words.** Teacher and students repeat the onset and rime of *sick* and *sat* using the hand motions.

**Do these words both have the /ick/ chunk? Do these words rhyme?** Allow students to respond.

**No, these words do not rhyme. We keep our hands in our laps.**

**Now, you will do it. I will help you if you need me to.**

**The chunk is /all/.**

**The words are *call* and *ball*.** Teacher says the onset and rime of each word using the hand motions.

**Repeat the words.** Students repeat the onset and rime of *call* and *ball* using the hand motions.

**Do *call* and *ball* both have the chunk /all/? Do *call* and *ball* rhyme?** Allow students to respond.

**Yes! High fives all around!**

**Let's try some more.**

*Repeat the routine with words in the list.*



If students need support with:	Then try this:
Recognizing rhymes...	Give them more than two words that rhyme to start so they can hear the pattern across multiple words (car, star, far, par), then narrow it to two words.

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YOU DO IT!

**Provide independent practice.**

Now, I'm going to call on one student to listen for rhyming words. The rest of you will think the answer in your head, but don't say anything out loud.

Call on one student: \_\_\_\_.

The chunk is /üb/.

Listen as I say two words: **tub, rub**. Say the onset and rime of each word, using the hand motions.

Repeat the words. Student says the onset and rime of each word, using the hand motions

Do the words **tub** and **rub** rhyme? Student high fives.

Yes! **Tub** and **rub** both end in **-ub**!

*Repeat the routine with 2-3 students using the words in the list.*

**Great job listening for rhyming words – maybe you'll hear some in the next book we read together!**

**Word List:**

chunk /ight/: night and sight

chunk /it/: pit and sit

chunk /op/: hop and hat

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

If students are ready to move on in the middle of the lesson you can start to leave out the step identifying the chunk for them and move straight into asking if the words rhyme or not. Students can also begin to provide additional rhyming words if extension is needed.

ENRICH/  
EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

If students already have rhyming words 'down pat' give them three words (two that rhyme and one that does not) and see if they can identify the one that does not rhyme!