

Date: _____


Rhyme Production: Alphabet Rhymes


PLAN

Component: Phonological Awareness

Instructional Activity: Rhyme Production: Alphabet Rhymes

Materials Needed: Alphabet wall cards

 **Approximate Time:**
5 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Let's learn a new way to make a rhyming word. You will know you have it when you can make a rhyming word all by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Today we are going to use the alphabet to help us build words that rhyme.

Make sure students are seated so all can see the alphabet wall cards.

If two words *rhyme*, it means the beginning sound in both words is different, but the rest of the word is the same. Say these words slowly, stretching the sounds and emphasizing the beginning sounds: /mmměěět/ (met); /lllěěět/ (let). **Both of those words end in /ěěět/. But *met* begins with /mmm/ and *let* begins with /lll/.**

You have learned the sounds of these letters. Point to the alphabet wall cards. Use only the letters students have been taught so far.

I will point to a letter and you will say its sound. Then, I will tell you the end of the rhyme. You will put the two parts together and say the rhyming word. Let me show you.

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I DO IT!

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

My turn. Point to Ss and say its sound: /sss/.

The ending of the rhyme is /äääd/.

I blend /sss/ and /äääd/ together: /sssäääd/. The word is *sad*.

To make a word that rhymes with *sad*, I say the sound another letter makes. Point to Mm and say /mmm/. I use the same ending: /äääd/.

I blend /mmm/ and /äääd/: /mmmäääd/. The word is *mad*.

Sad and mad rhyme! Listen: *sad; mad*.

I'll make one more word that rhymes with *sad* and *mad*.

Point to Bb. Say /b/. /b/ /äääd/, *bad*! *Sad, mad, and bad* all rhyme!

I can also make a nonsense word that rhymes! Point to Nn: /nnn/ /äääd/, *nad*! As long as the words have the same ending but a different beginning, they *rhyme*! They don't even have to be real words.

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WE DO IT!

Provide guided practice.

Let's practice one together. I will say each step and we will do it together.

The ending of the rhyming words will be /ěěěd/ (-ed). What's the ending? Students and teacher: -ed

Point to the Ff card and say, **Sound?** Students and teacher: /fff/
/fff/ /ěěěd/ What's the word? Students and teacher: *fed*

Point to the Rr card and say, **Sound?** Students and teacher: /rrr/
/rrr/ /ěěěd/ What's the word? Students and teacher: *red*

Point to the Ss card and say, **Sound?** Students and teacher: /sss/
/sss/ /ěěěd/ What's the word? Students and teacher: *said*

Repeat each word after me:

fed Students: *fed*

red Students: *red*

said Students: *said*

What's special about those words? Students and teacher: They *rhyme!*



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

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YOU DO IT!

Provide independent practice.

Your turn. The ending of the rhyming words will be /īīp/ (-ip). What's the ending? Students: -ip

Point to the Ll card and say, **Sound?** Students: /lll/

/lll/ /īīp/ **What's the word?** Students: *lip*

Point to the Mm card and say, **Sound?** Students: /mmm/

/mmm/ /īīp/ **What's the word?** Students: *mip*

Remind students, if needed, that rhyming words don't have to be real words--they can be nonsense words.

Point to the Tt card and say, **Sound?** Students: /t/

/t/ /īīp/ **What's the word?** Students: *tip*

Repeat each word after me:

lip Students: *lip*

mip Students: *mip*

tip Students: *tip*

What's special about those words? Students: They *rhyme!*

Repeat the routine with words in the list.

Wasn't it fun making rhyming words together? You're so good at it!

Word List:

-un: sun, fun, run

-ake: rake, lake, bake

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 praise for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/
EXTEND

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

Make it a contest! See how many words (real and nonsense) that students can come up with given the ending sound you provide!

