

Identify and Create Rhyming Words

Summary

Students will listen and recognize rhyming words using poetry or rhyming books.

Main Core Tie

English Language Arts Kindergarten

[Reading: Foundational Skills Standard 2 a.](#)

Additional Core Ties

English Language Arts Kindergarten

[Reading: Foundational Skills Standard 2 b.](#)

English Language Arts Kindergarten

[Reading: Foundational Skills Standard 2 c.](#)

Time Frame

5 class periods of 15 minutes each

Group Size

Large Groups

Materials

- Poems or rhyming books (big books if possible)
- Pocket chart and strips
- Highlighter tape or other method of highlighting (Wikki Stix)
- Letter tiles
- Anchor word chart

Background for Teachers

[Phonogram list](#)(pdf)

Intended Learning Outcomes

Students will recognize and identify rhyming words using a poetry selection or rhyming book.

Instructional Procedures

This is a generic lesson plan for teaching rhyming words using a word family or chunk. It includes three steps:

- An Introduction with the whole group instruction using modeling and practice
- Guided Practice with a small group
- Independent activities

Introduction

- Introduce the rhyming word family /at/ by saying the word "cat" and having the children listen for the ending sound /at/.
- Repeat several words using the onset and rhyme method. (Saying the first sound and then the ending part.)
- Read the poem or rhyming book to the children emphasizing the words that rhyme.
- Reread the poem or book and allow the children to fill in the word that rhymes.

Reread the poem or book and highlight the words that rhyme. (A big book or chart with the poem written on it would be helpful to do this task.)

Copy the poem on sentence strips and place in a pocket chart.

Allow the children to find a word that rhymes and place it appropriate pocket.

Guided Practice

Using the chunk or phonogram complete the following activities:

In small groups do a picture sort of the words that rhyme.

Have students rhyme words using a song. (ie. If you're happy and you know it say a rhyme.)

Teacher has a picture and the student that has the picture that rhymes holds it up and says the rhyme.

Students can find the rhyme from their picture and pick up the picture that rhymes.

Other rhyming songs or poems can be adapted in similar ways.

Say two words and let the children decide if they rhyme. If children have difficulty, segment the word or do onset and rhyme to help the children.

Show a strip with three or more pictures that all rhyme, except for one. Give each child a turn at finding the word that does not rhyme. This activity could be used in a center (make sure the strip is laminated) and the children can say the pictures and circle the words that rhyme or the word that does not rhyme.

As additional phonograms are learned more differentiation could be used.

Independent Activities

(Could be center activities.)

Students can glue picture sorts in appropriate phonogram labeled pages.

Circle the pictures on a strip that rhyme.

Match rhyming words as additional phonograms are introduced. This would be continued throughout the year for review.

Strategies for Diverse Learners

Those children who have difficulty can have additional practice in small group instruction. Those children who need a challenge can match rhyming words instead of pictures.

Assessment Plan

The teacher observes the student's performance on the various activities. As children glue their word sorts the teacher can use this as an assessment.

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