



Activity: Recognizing and Producing Rhyming Words

“Reading Rope” Strand: Phonological Awareness

Rationale

Sentences are composed of individual words. This early step in the developmental continuum of phonological awareness skills involves basic awareness of speech sounds at the word level. Students can recognize and produce rhyming words, and they can identify the number of words that make up a given sentence by segmenting the sentence into individual words.

- Materials:**
- Activity 1: None
 - Activity 2: None
 - Activity 3: Pictures
 - Activity 4: Nursery Rhymes
 - Activity 5: Talking piece or ball

Description of Activities:

Activity 1

- To get students accustomed to hearing rhyming words, say rhyming words two at a time and have the students repeat you.

mat - hat	dog - log	flake - snake	flip - snip	close - nose
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Activity 2

- Say two words, have the students identify if the words rhyme or do not rhyme using their bodies.
 - thumbs up - rhyme / thumbs down - do not rhyme
 - stand up - rhyme / sit down - do not rhyme
 - hands on their heads - rhyme / hands on their toes - do not rhyme

Activity 3

- Show students a picture that represents a word.
- Students have to come up with a word that rhymes with the pictured word.



**Description
of Activities:**

Activity 4

- Recite a familiar nursery rhyme, song, poem, etc.
- Students give a thumbs up or stand up when they hear the rhymes in the song.
- Students repeat the rhyming phrases.

Note: For an unfamiliar nursery rhyme or song, students can come up with their own rhyming words for the song.

Activity 5

- The teacher gives a word.
- Students pass around a talking piece or roll a ball to take turns coming up with words that rhyme with the teacher's word.