

Rhyme Production

Objective: Students will learn how to produce rhyming words.

Review: onset-rime, rhyme recognition

I DO

- 1. Define:** Rhyming words are words that sound the same at the end (rime level).
- 2. Introduce:**
 - Display picture cards of a bed and a head.
 - Say, “Today we are going to listen for parts of words that sound the same at the end, which means they rhyme.”
 - “The words *bed* and *head* rhyme because they sound the same at the end. Listen: /b/ /ěd/, /h/ /ěd/. The part that says /ěd/ is the same in both words. This makes them rhyming words.”

3. Model Producing Rhyme:

- Say, “I am going to think of a word that rhymes with *boat*.” Display the boat picture card.
- Display two felt squares. Touch a felt square as you segment the onset and rime.
- “A word that rhymes has to sound the same at the end: /b/ /ōt/. So, the word I think of has to end with /ōt/.” Touch the second felt to emphasize the ending sound.
- “I’m thinking of a word that begins with /g/ and ends with /ōt/- *goat* (display the goat picture card). *Boat* and *goat* rhyme because they both end with /ōt/.”
- Change the first felt squares to show that the beginning sound changes, but the ending sound remains the same.
- Repeat the modeling process with *sheep/jeep* and *path/math*.

WE DO

- 4. Guided Practice:** Give students a CVC word and ask them to produce a word that rhymes with it. Say, “Can you think of a word that rhymes with *mat*?” Provide prompts and feedback as needed.

Words for Practice: *rib/dib, tub/hub*

YOU DO

- 5. Individual Practice:** Tell students, “Now it’s your turn.” Call on individual students. Ask them to think of a word that rhymes with a CVC word you give them. Other students can think of the answer in their heads and help out if needed.

Words for Practice: *bit/lit, bid/kid*

Once children are accurate with producing rhyming words, use the Body Part Rhyme activity on ReadingUniverse.org for independent practice.

Manipulatives:

- Reading Universe Picture Cards
- Felt squares

Teaching Strategy:

Touch and Say

Student Practice Activity:

Clip-the-Strip

About This Plan:

1. You can adapt this lesson to fit into your district’s planning template
2. Use this lesson when introducing rhyme production. The strategy incorporates manipulatives as a scaffold to explicitly teach the skill. These should be removed once students show an understanding of how to perform the task accurately.