

Rhyme Recognition

Objective: Students will learn how to recognize rhyming words.

Review: onset-rime

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 Recognizing Rhyme:**
 - Say two words that rhyme: *cat*, *rat*. Display two felt squares side by side.
 - Say, “I’m going to ask myself, do these words sound alike at the end? Do they rhyme? /b/ /ăt/, /r/ /ăt/ (touch a felt square each time you segment the onset and rime). Yes, they rhyme because they both have the /ăt/ sound at the end.” Touch the second felt square to indicate the ending sound is the same.
 - Next, say two words that do not rhyme: *lake*, *bike*.
 - Say, “I’m going to ask myself again, do these words sound alike at the end? Do they rhyme? /l/ /āk/, /b/ /ik/ (touch a felt square each time you segment onset-rime). No, they do not rhyme because they do not have the same sound at the end.” Touch the second felt square to indicate the ending sound is not the same.
 - Repeat the modeling process with *read/bead* and *rug/sag*.

WE DO

- 4. Guided Practice:** Tell students, “Now you’ll try some rhyming words together.” Share pairs of CVC words with students as a group. Ask them if the pairs rhyme.

Words for Practice: *fur/sir*, *met/let*

YOU DO

- 5. Independent Practice:** Tell students, “Now it’s your turn.” Give them two words that rhyme. Call on individual students to answer whether the words rhyme. Other students can think of the answer in their heads and help out if needed. Repeat the activity with a pair of words that do not rhyme.

Words for Practice: *car/tar*, *fix/mix*

Once children are accurate with recognizing rhyming words, use the Clip It Rhyming activity 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 recognition. 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.*