Phonological Awareness: Rhyming

Title: Rhyme Time

Objective: The student will match words that rhyme.

Materials: Rhyming picture cards (Separate pairs of rhyming cards into two stacks. Shuffle each stack.)

Activity: Students play a game by matching rhyming picture cards.

Instructions:
- Place the Rhyme and Time cards in two separate stacks face down on a flat surface.
- Working in pairs, student one turns over a card from each stack and names the pictures.
- If a match is made, the student says, "rhyme time" and keeps the pair. If a match is not made, the student returns the cards randomly to the appropriate stack and student two takes a turn.
- Continue until all matches are made.
- Peer evaluation

Example 1: “Yes, house and mouse rhyme! Rhyme time!” (Keep the cards.)

Example 2. “No, dog and cat do not rhyme!” (Return cards to the stacks.)

Extensions and Adaptations:
State a word or draw a picture that rhymes with the match.
duck, truck, frog, dog, sock, fox
cat, hat, bee, key, cake, snake
whale, snail, mouse, house, car, star
sun, run, sing, king, rake, steak
mail, pail, thumb, drum, chair, bear
<table>
<thead>
<tr>
<th>Chain</th>
<th>Rain</th>
<th>Peach</th>
<th>Beach</th>
<th>Nose</th>
<th>Toes</th>
</tr>
</thead>
</table>

chain, rain, peach, beach, nose, toes
Title: Rhyme Closed Sort

Objective: The student will place together words that rhyme.

Materials: Board, Rhyming picture cards, Box

Activity: Students sort rhyming picture cards on a board.

Instructions:
- Place one picture card from each rhyme on the top row of the board. (Place the remaining picture cards in the box under the chart)
- Taking turns, students select a card from the box, name the picture, and look for the word that rhymes on the board.
- The student places the card in the correct column of the word(s) that rhyme.
- Peer evaluation

Extensions and Adaptations:
Use other rhyming pictures.
Complete closed sort with initial sounds
<table>
<thead>
<tr>
<th>mail</th>
<th>snail</th>
<th>jail</th>
<th>whale</th>
<th>raccoon</th>
<th>pail</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>

mail, snail, jail, whale, raccoon, pail
dog, frog, log, fog, tree, hog
rake, snake, cake, lake, steak, flame
cat, hat, bat, mat, bat, boat
bee, knee, tree, key, pea, tea
rug, bug, mug, plug, hug, goat
<table>
<thead>
<tr>
<th>fox</th>
<th>socks</th>
<th>lock</th>
<th>clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>block</td>
<td>rock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
chair, bear, pear, hair, peach, beach
mice, dice, rice, ice, sheep, jeep
snake, star, sock, snail, sub, spoon
hat, house, horse, hammer, hand, heart
peanut, pail, pea, pear, panda, penguin
Phonological Awareness:
Rhyming

Title: Nine Rhymes

Objective: The student will recognize rhyming words.


Activity: Students match rhyming picture cards to picture boards.

Instructions:
Provide each student with a Nine Rhymes board. Place rhyming picture cards face down in a stack.

Taking turns, students choose a picture card from the stack, say the name, and look on their rhyming boards for a match.

If there is a match, say the rhyming word and place the picture on top of the picture on the board. If there is no match, or if the picture is already covered, return the picture card to the bottom of the stack.

Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.

Peer evaluation

Extensions: Use corresponding word cards.
<table>
<thead>
<tr>
<th>Row 1</th>
<th>Row 2</th>
<th>Row 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duck</td>
<td>Lock</td>
<td>Horn</td>
</tr>
<tr>
<td>Chair</td>
<td>Goat</td>
<td>Car</td>
</tr>
<tr>
<td>Alarm</td>
<td>Bed</td>
<td>Soap</td>
</tr>
<tr>
<td>Nine Rhymes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Card 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image8.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Nine Rhymes

## Card 3

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass</td>
<td>Ice cream</td>
<td>Snail</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>Map</td>
<td>Fan</td>
</tr>
<tr>
<td>Frog</td>
<td>Beetle</td>
<td>Ring</td>
</tr>
</tbody>
</table>
Nine Rhymes

Card 4

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Pear" /></td>
<td><img src="image2.png" alt="Rose" /></td>
<td><img src="image3.png" alt="Peas" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Bee" /></td>
<td><img src="image5.png" alt="Lamp" /></td>
<td><img src="image6.png" alt="Shark" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Letters" /></td>
<td><img src="image8.png" alt="Bat" /></td>
<td><img src="image9.png" alt="Peach" /></td>
</tr>
</tbody>
</table>
Nine Rhymes
Card 5

1. Runner
2. Fox
3. Cake
4. Manhole
5. Bride and Groom
6. Sink
7. House
8. Grill
9. Basketball player
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Man</td>
<td>Babycrib</td>
</tr>
<tr>
<td>Pop</td>
<td>Skunk</td>
<td>Rainy day</td>
</tr>
<tr>
<td>Rope</td>
<td>Battery</td>
<td>Whale</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Nine Rhymes Picture Cards</td>
<td>For card 1:</td>
<td></td>
</tr>
</tbody>
</table>
# Nine Rhymes Picture Cards

For card 2:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
<td><img src="image6.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image7.jpg" alt="Image" /></td>
<td><img src="image8.jpg" alt="Image" /></td>
<td><img src="image9.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image10.jpg" alt="Image" /></td>
<td><img src="image11.jpg" alt="Image" /></td>
<td><img src="image12.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image13.jpg" alt="Image" /></td>
<td><img src="image14.jpg" alt="Image" /></td>
<td><img src="image15.jpg" alt="Image" /></td>
</tr>
<tr>
<td><img src="image16.jpg" alt="Image" /></td>
<td><img src="image17.jpg" alt="Image" /></td>
<td><img src="image18.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>
### Nine Rhymes Picture Cards

For card 3:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Image" alt="Dog" /></td>
<td><img src="Image" alt="Piano" /></td>
<td><img src="Image" alt="Drum" /></td>
</tr>
<tr>
<td><img src="Image" alt="Booster" /></td>
<td><img src="Image" alt="Grass" /></td>
<td><img src="Image" alt="Dog Tag" /></td>
</tr>
<tr>
<td><img src="Image" alt="Pan" /></td>
<td><img src="Image" alt="Fish" /></td>
<td><img src="Image" alt="Bone" /></td>
</tr>
<tr>
<td><img src="Image" alt="King" /></td>
<td><img src="Image" alt="Dolphin" /></td>
<td><img src="Image" alt="Spider" /></td>
</tr>
<tr>
<td><img src="Image" alt="Baseball" /></td>
<td><img src="Image" alt="Clap" /></td>
<td><img src="Image" alt="Battery" /></td>
</tr>
</tbody>
</table>
**Nine Rhymes Picture Cards**

For card 4:

<table>
<thead>
<tr>
<th>Guitar</th>
<th>Pen</th>
<th>Cheese</th>
<th>Bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Bus</td>
<td>Envelope</td>
<td>Hand</td>
</tr>
<tr>
<td>Nail</td>
<td>Woman</td>
<td>Cap</td>
<td>Nose</td>
</tr>
<tr>
<td>Shovel</td>
<td>Tree</td>
<td>Snake</td>
<td>Chin</td>
</tr>
</tbody>
</table>
Nine Rhymes Picture Cards

For card 5:
**Nine Rhymes Picture Cards**

For card 5:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Book" /></td>
<td><img src="image2" alt="Umbrella" /></td>
<td><img src="image3" alt="Chair" /></td>
</tr>
<tr>
<td><img src="image4" alt="Lanyard" /></td>
<td><img src="image5" alt="Fire Truck" /></td>
<td><img src="image6" alt="Mountains" /></td>
</tr>
<tr>
<td><img src="image7" alt="Chicken" /></td>
<td><img src="image8" alt="Truck" /></td>
<td><img src="image9" alt="Hippo" /></td>
</tr>
<tr>
<td><img src="image10" alt="Soap" /></td>
<td><img src="image11" alt="Zebra" /></td>
<td><img src="image12" alt="Ladybugs" /></td>
</tr>
</tbody>
</table>

---

![Clock](image13)
Phonological Awareness: Rhyming

Title: Rhyming Game

Objective: The student will recognize rhyming words.

Materials: Rhyming Game board, Rhyming picture cards, Cube, Copy on card stock, Game pieces (e.g., counters)

Activity: Students play a game by matching rhyming words.

Instructions:
- Place Rhyming Game board, cube, and cards face up in a stack on a flat surface. Place game pieces at the START space on the game board.

- Taking turns, the students roll the cube and move game piece according to the number shown.

- Name the picture where the game piece lands and look through the stack of cards to find a rhyming match.

- If a match is made, say the match and leave the game piece on the space. If a match is not made, then return the game piece to its previous space.

- Place all cards back in the stack.

- Continue until all students are at the END.

- Peer evaluation

Extensions: Use print media or illustrate additional picture cards.
Rhyming Game Board
Rhyming Game Board
<table>
<thead>
<tr>
<th>Card</th>
<th>Board Match</th>
<th>Card</th>
<th>Board Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye</td>
<td>Pie</td>
<td>Row 3</td>
<td>Stamp</td>
</tr>
<tr>
<td>Brick</td>
<td>Chick</td>
<td>Box</td>
<td>Lamp</td>
</tr>
<tr>
<td>Ring</td>
<td>King</td>
<td>Thumb</td>
<td>Fox</td>
</tr>
<tr>
<td>Ten</td>
<td>Pen</td>
<td>Straw</td>
<td>Drum</td>
</tr>
<tr>
<td>Row 2</td>
<td>House</td>
<td>Bow</td>
<td>Paw</td>
</tr>
<tr>
<td>Sleep</td>
<td>Mouse</td>
<td>Sink</td>
<td>Wink</td>
</tr>
<tr>
<td>Spoon</td>
<td>Sheep</td>
<td>Sink</td>
<td>Snake</td>
</tr>
<tr>
<td>Coat</td>
<td>Moon</td>
<td>Rake</td>
<td>Bat</td>
</tr>
<tr>
<td></td>
<td>Boat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rhyming Cube

1. Cut along solid line
2. Fold along dotted line
Phonological Awareness: Rhyming

Title: Fingerplays

Objective: The student will recognize rhyming words.

Materials: Oral activity – No additional materials needed.

Activity: Students participate in fingerplays using poems.

Instructions:
- Change the rhyme using alliteration with student names (e.g. Silly Super Susan runs through the town…)

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Rapping at the window, crying through the lock,
“Are the children all in bed, for now it's eight o' clock!”

Five little ducks that I once knew
Big ones, little ones, skinny ones, too.
But the one little duck with a feather on his back,
All he could say was, “Quack, Quack, Quack.”
Down to the river they would go,
Wibble, wobble, wibble, wobble to and fro,
But the one little duck with the feather on his back,
All he could say was, “Quack, Quack, Quack.”
Up from the river they would come,
With Ho, Ho, Ho and Hum, Hum, Hum,
But the one little duck with the feather on his back
All he could say was, “Quack, Quack, Quack.”

Teddy Bear, Teddy Bear turn around.
Teddy Bear, Teddy Bear touch the ground.
Teddy Bear, Teddy Bear show your shoe.
Teddy Bear, Teddy Bear that will do.
Teddy Bear, Teddy Bear go up stairs.
Teddy Bear, Teddy Bear turn out the light.
Teddy Bear, Teddy Bear say goodnight.

Two little feet go tap, tap, tap.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little child turns around and
One little child sits quietly down.
Open – Shut them
Open – Shut them
Give a little clap.
Open – Shut them
Lay them in your lap.
Title: Rhyming Basket

Objective: The student will recognize rhyming words.

Materials: Rhyming objects, Basket

Activity: Students collect and identify objects that rhyme.

Instructions:

- Place rhyming objects in the basket. Discuss the names of the objects with the students before passing the basket around the room. Introduce the activity by saying, "A tisket, a tasket, let’s play the rhyming basket."

- Have the students take turns in locating a pair of objects that rhyme as the basket is being passed around the group.

- Alternatively, each child can pick out one object from the basket and find the student with their rhyming object.

- Special Needs students should be given four objects and locate the two pairs that rhyme.

- Increase the number of pairs as understanding develops.
Phonological Awareness: Rhyming

Title: Rhyming pictures

Objective: The student will recognize rhyming words.

Materials: Pictures of rhyming objects, Pocket chart

Activity: Students identify pairs of pictures that rhyme.

Instructions:
- Collect pairs of pictures that rhyme and pass out one part of the pairs to the students.
- Using the rhyming words song, have the students become familiar with the names of the picture objects.

   **Rhyming Words Song (tune: Loopty Loo)**
   Rhyming words sound the same (clap, clap)
   Rhyming words sound the same (clap, clap)
   Rhyming words sound the same (clap, clap)
   Oh, rhyming words sound the same (clap, clap)
   Box (picture provided by teacher) sounds like fox (picture provided by children)
   Hat sounds like cat.
   Clock sounds like rock.
   Oh, rhyming words sound the same. (clap, clap)

   **Do You Know Two Rhyming Words? (tune: Mary Had A Little Lamb)**
   Do you know 2 rhyming words, 2 rhyming words, 2 rhyming words?
   Do you know 2 rhyming words? They sound a lot alike.
   _______________ and _______________ are rhyming words,
   are rhyming words, are rhyming words.
   _______________ and _______________ are rhyming words.
   They sound a lot alike.

- Place 3 pictures in a pocket chart, 2 that rhyme and 1 that doesn’t.
- Have the students name the items in the picture, identify the 2 that rhyme, and turn over the 1 that doesn’t rhyme.
Phonological Awareness: Rhyming

Title: Rhyming Books, Poems, and Songs

Objective: The students will attend to the similarities and differences of the sounds of language, use meaning and rhythm to predict rhyming words, and generate rhymes and alliteration.

Materials: Books and Poems (Nursery Rhymes work very well)

Activity: Frequently read books and poems that include rhyming words with the children.

Instructions:

- When introducing a rhyming book or poem, read or recite it first for the children while emphasizing its rhythm and rhyme.

- While reading the book, emphasize the rhyming words by whispering or saying them louder than the other text.

- Use the cloze technique during re-reading to prompt children to provide the rhyming word. (Cloze technique: While reading a familiar book or poem, the teacher deliberately pauses at a rhyming or new vocabulary word, allowing time for the children to supply the word.)
Phonological Awareness: Alliteration

Title: Fingerplays and Poems

Objective: The student will use fingerplays and poems as theme connections, literature selections, transitions, and to promote phonological awareness.

Materials: Poem

Instructions:
- Change a rhyme using alliteration with student names.

For example:

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Rapping at the window, crying through the lock,
“Are the children all in bed, for now it’s eight o’clock!”
(Eg. Silly Super Susan runs through the town…)
Phonological Awareness:  
Alliteration

Title: My Name is Kathy and I Like Candy

Objective: The student will recognize words that begin with the same sound.

Materials: Paper dolls, Pencils

Activity: Students draw pictures of objects that begin with the same sound as their name.

Instructions:

- Write each student’s name, followed by the word “likes” on the middle section of the paper doll (e.g. Barbara likes).

- Hand out the dolls, and ask the students to think of something or someone they like that begins with the same sound as their name (e.g. Kathy likes candy).

- Have the students draw a picture of what they like on the paper doll.

- The teacher can either write what the student likes on his paper doll, or the rest of the class can try to guess based on the students’ names and the picture they drew.
Phonological Awareness: Alliteration

Title: Alligator with Apples

Objective: The student will recognize words that begin with the same sound.

Materials: Alligator Arrived with Apples book, Chart/paper

Activity: Students think of food items that begin with the same sound as their name.

Instructions:

- Read Alligator Arrived with Apples to the students.

- Ask the students to think of something they could bring to a feast that starts with the same sound as their name. For example: Susan brought sunflower seeds, squash, and soup.

- Record each student’s sentence on a chart.

  - Alternatively, make a class book by letting each student draw what they would bring on a sheet of paper. Collect the papers, staple them together, and place the book in the classroom library.
Phonological Awareness: Alliteration

Title: Alliterative Picture Book

Objective: Students will recognize words that begin with the same sound.

Materials: Pictures with different beginning sounds, Paper or Pocket chart

Activity: Students choose pictures that begin with the same sound as their name.

Instructions:
- Provide pictures that represent different beginning sounds.
- Have the students choose 2-3 pictures that begin with the same sound as their name.
- Then allow the students to create a book using the pictures.

Example: Dorothy’s book would have her picture on page 1. Other pages would include pictures that start with the /d/ sound (e.g. dog, dish, etc.)
  - Alternatively, this activity could be done in a pocket chart.
Phonological Awareness: Rhyming

Title: Silly Sentence Big Book

Objective: The student will produce alliterative phrases.

Materials: 12" by 18" construction paper, "A-Z" pictures (glue each "A-Z" picture on separate pieces of construction paper), Markers and/or crayons, Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.) Binder (e.g., plastic spirals or book rings). Create a Big Book using 28 pieces of 12" by 18" construction paper—one for the cover, one for the backing, and one for each letter that the student illustrates.

Activity: Students illustrate a picture depicting an alliterative phrase.

Instructions:
• Provide the student with a piece of construction paper labeled with a target sound picture.
• The student creates an alliterative sentence for the sound of the letter on her page.
• The student decorates her paper as an illustration of the sentence. For example, if the student’s target sound picture begins with /b/ she might make an illustration for the sentence, “Baker Bob bakes brown bread.”
• Teacher evaluation

Example:

/h/ -Student receives a picture of a hammer.

Student may write “Harry horse hops on holidays” and draw a horse.
pear, peach, monkey, banana, bat, moose, rose, cat
wink, snake, fairy, cook, hat, corn, train, clown
vest, fish, squirrel, ring, goose (or duck), star, flags, frog
Phonological Awareness: Sentence Segmenting

Title: Nursery Rhymes

Objective: The student will segment sentences into words.

Materials: Nursery rhyme cards, Blocks

Activity: Students count the words in sentences and stack blocks to equal the number of words counted.

Instructions:
- Place nursery rhyme cards and blocks in the center.
- Student selects a nursery rhyme card, says the rhyme, and stacks the number of blocks to equal the number of words in the first sentence.
  - For example, "Humpty Dumpty sat on a wall." There are six words in the sentence and the student stacks six blocks.
- Student places the stack of blocks on the matching picture.
- Student continues the activity choosing other nursery rhyme cards.
- Student names the card that has more words.
- Self-check

Extensions:
- Write a nursery rhyme sentence.
- Make other nursery rhyme cards to use in the activity.
<table>
<thead>
<tr>
<th>“Humpty Dumpty sat on a wall.”</th>
<th>“The itsy, bitsy spider went up the water spout.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“London bridge is falling down.”</td>
<td>“Twinkle, twinkle little star.”</td>
</tr>
</tbody>
</table>
Jack and Jill went up the hill.

“Jack be nimble, jack be quick.”

“The dish ran away with the spoon.”
Phonological Awareness: Sentence Segmenting

Title: Overhead Silly Sentences

Objective: The students will segment sentences into words.

Materials: Overhead projector, Student photographs (or boy and girl picture card (see appendix), Copy on overhead transparencies, Action picture cards (see appendix), Copy on overhead transparencies (cut into individual pictures, and outlined in red permanent marker), Naming picture cards, Copy on overhead transparencies (cut into individual pictures, and outlined in blue permanent marker), Silly Sentence Stick (made using a pencil and a decorative eraser)

Activity: Students make silly sentences on the overhead projector.

Instructions:
- Place student photographs, picture cards and the overhead in the center.
- Student chooses his photograph, an action picture card (red) and a naming picture card (blue).
- Places pictures in sequence to form a silly sentence (picture card, red card, blue card). Example below: Bobby kicks lollipops.
- Taps the number of words in the sentence using the “Silly Sentence Stick.”
- Continues the activity.

Self-check:

Extensions: Write and illustrate silly sentences
Action Picture Cards
See, Touch, Smell, Hear, Taste
Naming Picture Cards

snowman, car, clown, cow, fish, mermaid
<table>
<thead>
<tr>
<th>banana</th>
<th>monkey</th>
<th>pizza</th>
<th>guitar</th>
<th>boy</th>
<th>girl</th>
</tr>
</thead>
</table>

Title: Be a Word

Objective: Divide and unite words in a sentence.

Materials: None – oral activity

Activity: Students will combine words to form a sentence, and sentences to form a rhyme.

Instructions:
- Select a familiar rhyme.
- Recite the first line and ask the students to help figure out how many words it has.
- Assign each word in the line to a student.
- Ask them to line up from left to right and recite their assigned word.
- Continue adding more lines from the poem and more students to the line.
- Have students repeat the poem until they can say it with fluency.
- Students can use rhythm sticks, tap knees, etc. for each word of a familiar sentence. (Be sure to use a motion different from the one used with syllables.)

Variation: Students throw a ball to someone for each word of a familiar sentence.
Title: How Many Words in a Sentence?

Objective: This activity shows students that longer sentences have more words.

Materials: Construction paper (4” x 4” squares, 5-8 squares per student)

Activity: Students combine words to form a sentence.

Instructions:

- Cut 4” x 4” squares out of colored construction paper (5-8 squares per student).
- As the students sit in a circle, say a short two or three word sentence.
- Repeat the sentence as you display a square for each spoken word.
- Ask the students to join you as you model more sentences. Once the students are familiar with the activity, longer sentences can be introduced.
Phonological Awareness: Sentence Segmenting

Title: Which is Longer, Car or Ambulance?

Objective: Students compare words and discover which is longer.

Materials: Printed words

Activity: Students listen to two words and choose the longer words.

Instructions:
- Pronounce a pair of words.
- Ask the students which one is longer.
- When the children have answered, show them the words in print so they can see if their answers were correct.
- Useful pairs of words:
  - Ant – Brontosaurus
  - Bee – Butterfly
  - Bus – Motorcycle
  - Car – Automobile
  - Cow – Ladybug
  - Dog – Giraffe
  - Elephant – Cat
  - Mosquito – Truck
  - Tree - Flower
Title: How Many Syllables in a Name

Objective: Students will learn to count syllables by clapping.

Materials: Chrysanthemum by Kevin Henkes

Activity: Students will clap to the syllables in their name, and the names of classmates.

Instructions:
- Read Chrysanthemum, by Kevin Henkes, aloud to your students. (This story is about a little girl who loved her name until she started school. Then one day the children were introduced to Mrs. Twinkle, the music teacher. Mrs. Delphinium Twinkle, who wanted to name her babe Chrysanthemum.)
- After reading and discussing the story, encourage the students to say the names of the students and teacher in the story.
- Continue to repeat the names.
- When the students are comfortable saying the names, start to clap with each syllable that is said. Chrysanthemum will have 4 claps, Jo will have 1, Victoria will have 4, and Delphinium will have 4.

Extension:
- Ask the students to try clapping the syllables in their own names. (As a group, say each child’s name and clap as you separate the syllables.)
- A fun song to use with this game is from the Creative Teaching Press Fall Phonemic Awareness Songs & Rhymes p. 48 (tune: “Are You Sleeping?”)
  Clap a friend’s name.
  Clap a friend’s name.
  After me.
  After me.
  Clapping names is so much fun
  Especially clapping this new one:
  Sa-man-tha
  Sa-man-tha

Extension 2:
- Place colored paper Squares in a center along with white drawing paper.
- Ask students to draw a self-portrait and glue the appropriate number of colored squares (1 for each syllable in their name) at the top of their picture.
- Let the students form groups according to the number of colored squares glued to their pictures.
- Encourage all students to say the syllables as they each say their name.
Title: Feed the Animals

Objective: The student will segment syllables in words.

Materials: Two-to-four syllable picture cards (see attached), Shoe boxes or containers, Basket. Attach the included picture cards (i.e. lion, octopus, alligator) to three shoeboxes. Place picture cards in the basket.

Activity: Students count the syllables in words and place cards in the corresponding boxes.

Instructions:
- Place the shoeboxes and basket of cards on a flat surface.
- Taking turns, students choose a picture card from the basket, say the word, and clap the syllables.
- Feed the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the lettuce in the lion box).
- Continue until all the picture cards are fed to the animals.
- Peer evaluation

Extensions: Make other two-to-four syllable picture cards.
hot dog-2, sundae/dessert/ice cream-2, turkey-2, cauliflower-4, baked potato-4, strawberry-3
bubble gum-3, apple-2, broccoli-3, hamburger-3, sandwich-2, watermelon-4
cookies-2, candy-2, banana-3, octopus-3, lion-2, alligator-4
Title: Pass The Pail

Objective: Students will learn syllables of beach-related items.

Materials: A pail and beach related items.

Activity: Students will pass around the pail and name the items chosen and the group will segment it into syllables.

Instructions:
- Have the children sit in a circle.
- Fill a pail with items related to the beach while identifying/naming each item with the children.
- Pass the pail to a child and have him/her choose and name the item.
- Have the group segment the word into syllables.
- Invite the children to sort the items into groups based on the number of syllables.

Extension:
- Use different objects connected to themes to enhance vocabulary development and syllabication.
- As children become more proficient, have a child
  - secretly choose an item
  - segment it into syllables
  - ask other children to blend the word
- Show the item and ask children to say the word while clapping the syllables.
Phonological Awareness: Onset-Rime

Title: Hear it All!

Objective: For children to hear and learn how to segment and blend words.

Activity: The teacher segments and blends a word.

Instructions:
- The teacher says a word.
- Teacher verbally segments the word and displays how they blend.

  E.g. The teacher says, “Let’s stretch the word cat out.”
  /c/ (the teacher can hold 1 hand out)
  /at/ (hold the other hand out)

  Cat

  (Place hands together to represent blending the 2 sounds.)
Title: Mystery word

Objective: For children to listen and blend the onset and the rime.

Activity: The teacher will have a picture and say the onset and rime for children to guess.

Materials: Pictures of 1 syllable animals.

Instructions:
- The teacher has a picture of a 1 syllable animal (dog, pig, cat, etc.).
- She tells the children, “I have a mystery word. Listen carefully and see if you can guess it.”
- Teacher says the onset and rime (e.g. /d/ /og/) and the children guess.
- Teacher then shows the picture to tell if they were correct.
Title: Mail a package

Objective: For children to blend one syllable words.

Materials: A cardboard box and a picture card for each child with a one syllable object.

Activity: Children play a game to blend an onset and a rime.

Instructions:
- Use a large box with a lid to serve as a mailbox. Cut a slit in the lid through which cards can be deposited into the box.
- Give each child a picture card of an object. Let each child show his picture and name the object. (The objects should be single syllable words.)
- The teacher says the name of an object by segmenting it into its onset and rime components.
- The student who has the picture of the object named holds the card in the air, blends the sounds to say the word, and brings the card forward to mail.
Title: Who Did You Catch?

Objective: For children to practice onsets and rimes.

Activity: Students will sing a song about onsets and rimes.

Instructions:

- Have the children sing the following verse to the tune of “A Hunting We Will Go”.

  A searching we will go, a searching we will go,

  We’ll find a /h/ and add a /orse/

  And now we have a horse.

- Repeat the verse using other onsets and rimes. (To begin, use animal names because they will be more familiar to the students, then switch to word families such as bat, hat, sat.)
Phonological Awareness: Onset-Rime

Title: Quick Draw

Objective: Students will segment and blend onsets and rimes in words.

Materials: You will need the rime picture cards and the onset.

Activity: Students use the picture card to guess the onset clues.

Instructions:
- Place the cards face down in a stack on the table.
- Students will take turns, each placing three cards face up on the table.
- The student then says the onset for one of the picture cards. For example, “This word begins with /b/.”
- The other students should then find the picture for that onset and say the rime (e.g., “/ed/”).
- The first student to correctly name the picture gets the card. All students should say the full name of the target picture (e.g., “bed”).
- The remaining cards should be placed at the bottom of the stack.
- Play using all the cards, mix, and repeat the game.
- Peer evaluation

Extension: Play by naming a matching rhyming word.
cat, skunk, bed, ring, duck, lamp
kite, jam, map, pan, hop, tub
<table>
<thead>
<tr>
<th>nut, game, fork, queen, wall, vase</th>
<th>nut, game, fork, queen, wall, vase</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Nut" /></td>
<td><img src="image2.png" alt="Game" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Fork" /></td>
<td><img src="image4.png" alt="Queen" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Wall" /></td>
<td><img src="image6.png" alt="Vase" /></td>
</tr>
</tbody>
</table>

**Explanation:**
- **Nut:** A round, hard seed with a crunchy skin.
- **Game:** A recreational activity with rules, often for enjoyment.
- **Fork:** A tool with a handle and tines used for eating.
- **Queen:** A female monarch, specifically the female leader of a species.
- **Wall:** A vertical barrier, usually solid and made of materials like brick.
- **Vase:** A container with a neck, often used for flowers.

**Diagram:**
- A cartoon image of a nut.
- A game involving dice and checkers.
- A fork with tines.
- A Queen wearing a crown.
- A character peeking out from behind a wall.
- A vase with a narrow neck.
Title: “We’re Going on a Bear Hunt”

Objective: Students learn to blend words given their onset and rime.

Activity: Students and teacher sing together to blend words.

Instructions:
- Read the book We’re Going on a Bear Hunt by Michael Rosen.
- Tell the students that they are going on a word hunt.
- Have them sit on the floor with their feet together and their knees bent up.
- Everyone slaps their toes, then slaps their knees with the beat of the chant.
- Keep the rhythm going throughout the chant.
- The teacher begins and the students echo.

  Teacher: Going on a word hunt
  Students: Going on a word hunt
  Teacher: What’s this word?
  Students: What’s this word?
  Teacher: /m/ (pause) /ap/ (pause)
  Students: /m/ (pause) /ap/ (pause)
  Together: mmmmmmmmmmmmap map!
Phonological Awareness:  
Onset-Rime

Title: Rime House

Objective: The student will segment, blend, and match onsets and rimes in words.

Materials: Rime House
- Copy six times on card stock, laminate to use as work boards, and make a copy for student use.
- Rime cards, Onset and rime picture cards
- Place one card in the top section of each of the six Rime House work boards.

Activity: Students will match the picture cards to the target rime on each Rime House.

Instructions:
- Place the six Rime Houses, as well as the onset and rime picture cards, on a flat surface. Place a target rime on each rime house.
- The student chooses a picture card, says the word, and then segments the onset and rime (e.g., hat, /h/ /at/).
- The student repeats the rime (e.g., /at/), looks at the target rime pictures, and places the picture on the matching rime house.
- The student should continue until all rime cards are matched on the corresponding rime houses.
- Teacher evaluation

Extension: Illustrate and label Rime House using other word families
Rime House
bug, map, dog, cat, mop, pig
bat, rat, hat, mat, jog, fog, frog, log
<table>
<thead>
<tr>
<th>chop</th>
<th>top</th>
<th>hug</th>
<th>rug</th>
<th>hop</th>
<th>stop</th>
<th>plug</th>
<th>jug</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="chop" /></td>
<td><img src="image2.png" alt="top" /></td>
<td><img src="image3.png" alt="hug" /></td>
<td><img src="image4.png" alt="rug" /></td>
<td><img src="image5.png" alt="hop" /></td>
<td><img src="image6.png" alt="stop" /></td>
<td><img src="image7.png" alt="plug" /></td>
<td><img src="image8.png" alt="jug" /></td>
</tr>
</tbody>
</table>
hat, clap, lap, tap, dig, wig, twig, big
Title: Onset and Rime Guessing Game

Objective: Manipulate onsets and rimes in words.

Materials: Onset and rime picture cards

Activity: Students use onset and rime clues to guess words.

Instructions:
- Place mixed picture cards on a flat surface. Each student is given six cards face down.
- Students work in pairs. The first student should pick a card so that the second student cannot see it.
- Student one should give student two clues describing onset and rime. For example, for rug “It begins with /r/ and rhymes with bug.”
- Student two should guess the word and student one will show the picture card.
- Reverse roles and repeat the activity until all picture cards have been used.
- Peer evaluation

Extension: Illustrate the word based on onset and rime or other phonemic clues. Make other picture cards (e.g., draw or cut pictures from print resources).
<table>
<thead>
<tr>
<th>mop</th>
<th>bat</th>
<th>fox</th>
<th>ball</th>
<th>book</th>
<th>cake</th>
</tr>
</thead>
</table>

mop, bat, fox, ball, book, cake
Bear, duck, rug, moon, nail, pot