



# Phonological Awareness

PA.001

Rhyme

Rhyme or No Rhyme



## Objective

The student will recognize rhyming words.



## Materials

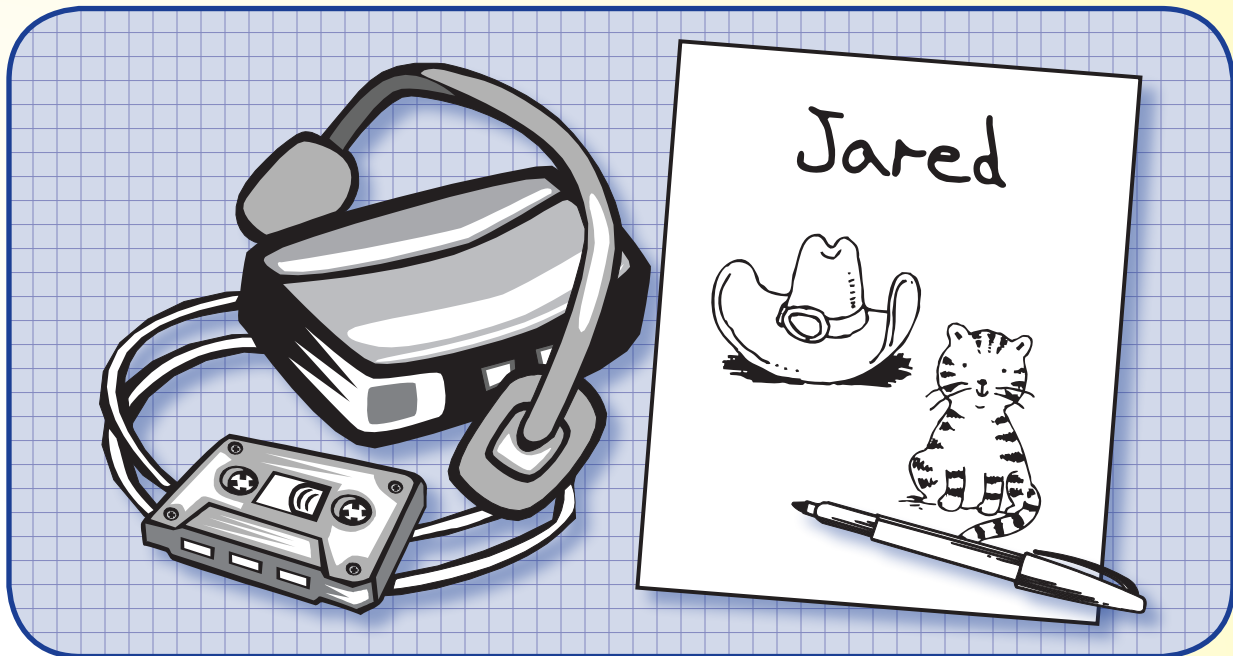
- ▶ CD or tape player
- ▶ CD or tape with rhyming songs
- ▶ Headphones
- ▶ Gloves
- Optional: Use paper hands on popsicle sticks (Activity Master PA.016.AM2)*
- ▶ Paper
- ▶ Crayons or markers



## Activity

Students interact with rhyming songs.

1. Place the tape player, headphones, and the rhyming tape at the center. Provide each student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Listens to a rhyming song.
4. Interacts with the song (claps when the words rhyme).
5. Shakes head “no” when the words do not rhyme.
6. Draws pictures of one of the rhyming pairs in the song (e.g., cat and hat) on paper.
7. Teacher evaluation



## Extensions and Adaptations

- ▶ Draw additional rhyming pictures to match the rhyme pair (e.g., rat).
- ▶ Illustrate other rhyming pairs.

# Phonological Awareness



## Rhyme

PA.002

### Matching Rhyme Time

#### Objective

The student will recognize rhyming words.

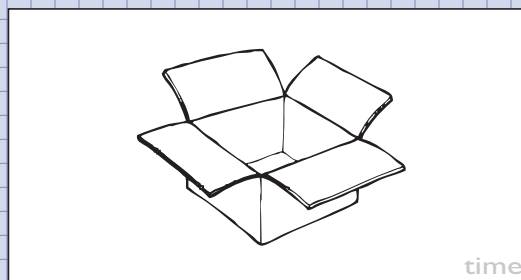
#### Materials

- ▶ Rhyme and time picture cards (Activity Master PA.002.AM1a - PA.002.AM1f)  
*Select target rhymes.*

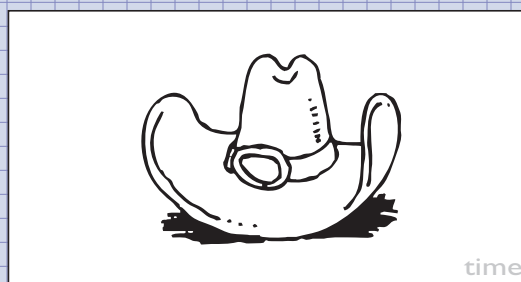
#### Activity

Students match rhyming picture cards.

1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each stack and names the pictures (e.g., "fox, box").
3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation



"Yes, fox and box rhyme! Rhyme time!"



"No, dog and hat do not rhyme!"

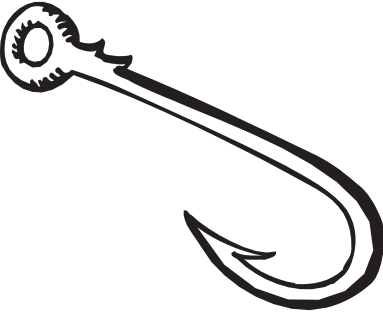
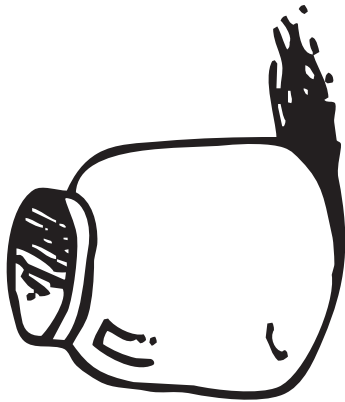
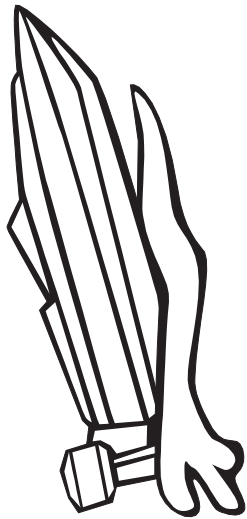
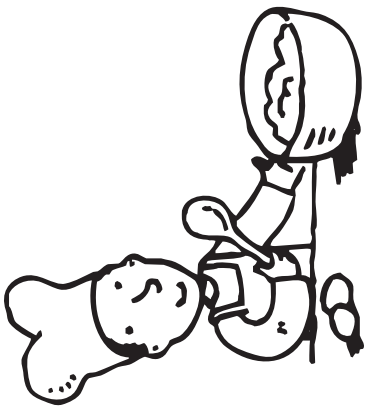
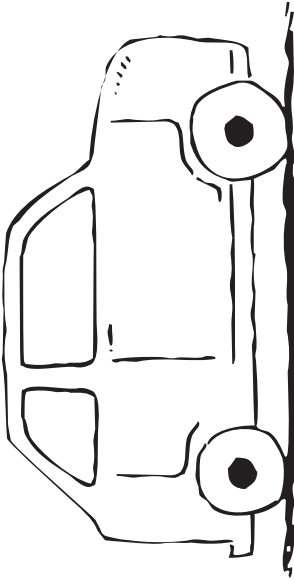
#### Extensions and Adaptations

- ▶ State a word or draw a picture that rhymes with the match.
- ▶ Match words with the same initial sound.

# Phonological Awareness

PA.002.AM1a

Matching Rhyme Time

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>   |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

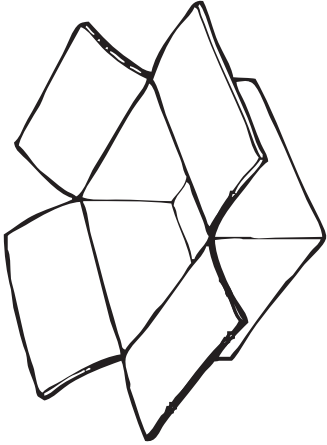
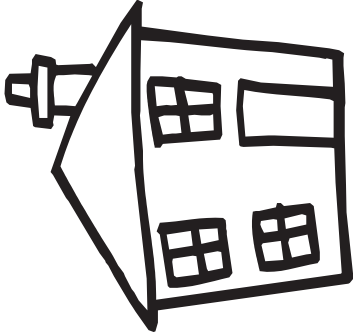
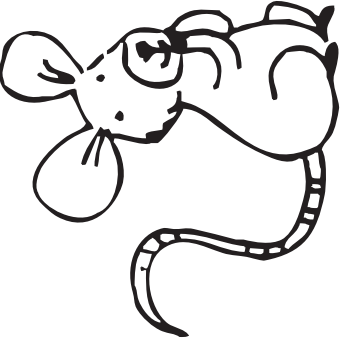
rhyme and time picture cards: hook, jar, boat, cook, car, goat



# Phonological Awareness

Matching Rhyme Time

PA.002.AM1b

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>    |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

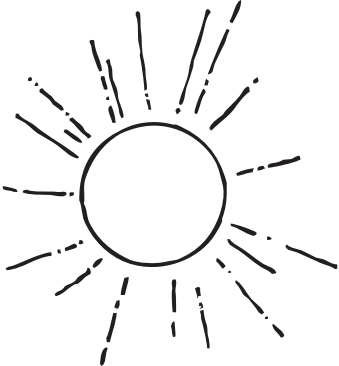
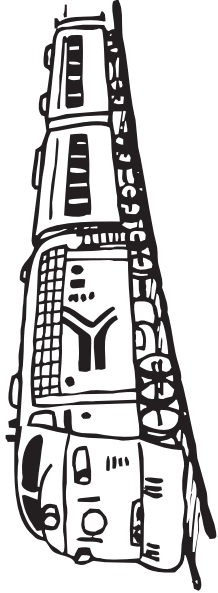
rhyme and time picture cards: box, frog, house, fox, dog, mouse



# Phonological Awareness

PA.002.AM1c

Matching Rhyme Time

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>  |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

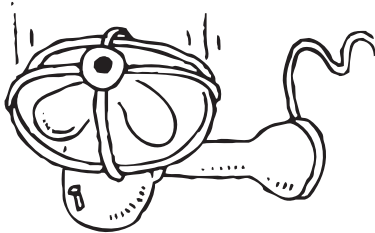
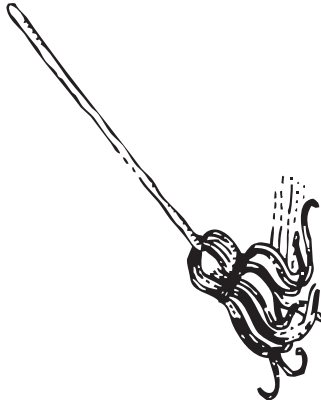
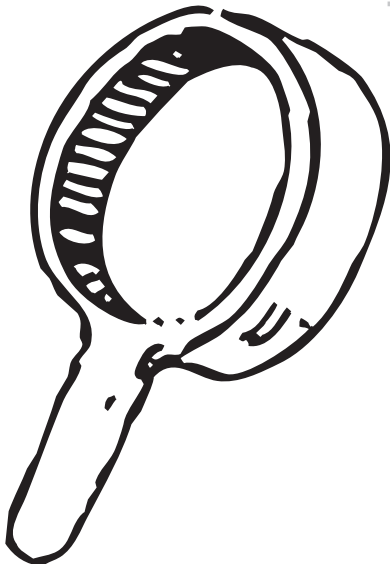
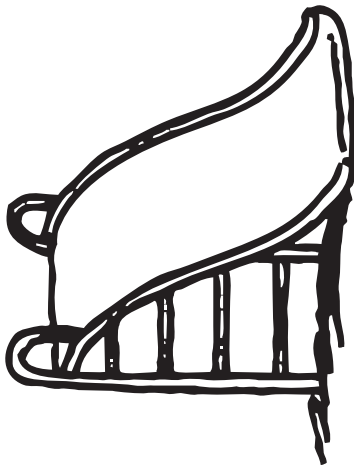
rhyme and time picture cards: cake, chain, sun, snake, train, run



# Phonological Awareness

Matching Rhyme Time

PA.002.AM1d

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>    |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

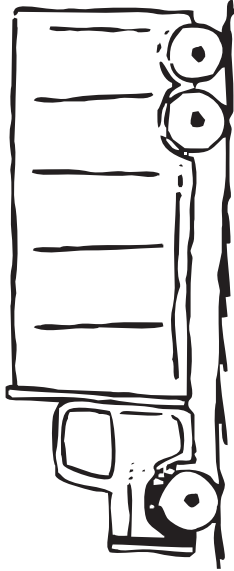
rhyme and time picture cards: fan, hide, mop, pan, slide, hop



# Phonological Awareness

PA.002.AM1e

Matching Rhyme Time

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>    |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

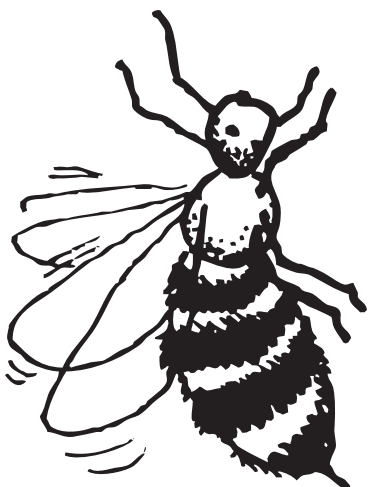
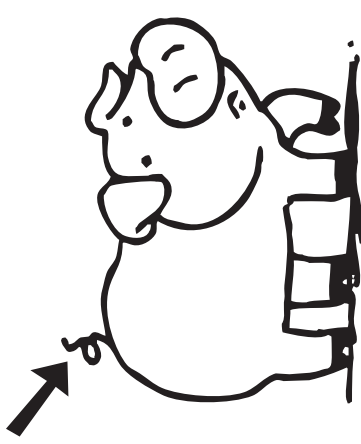
rhyme and time picture cards: stick, truck, rug, chick, duck, bug



# Phonological Awareness

Matching Rhyme Time

PA.002.AM If

|                                                                                                  |                                                                                                  |                                                                                                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  <p>time</p>    |  <p>time</p>    |  <p>time</p>    |
|  <p>rhyme</p> |  <p>rhyme</p> |  <p>rhyme</p> |

rhyme and time picture cards: bee, whale, hat, tree, tail, cat





# Phonological Awareness

PA.003

Rhyme

Rhyming A – LOT – OH!

## Objective

The student will recognize rhyming words.

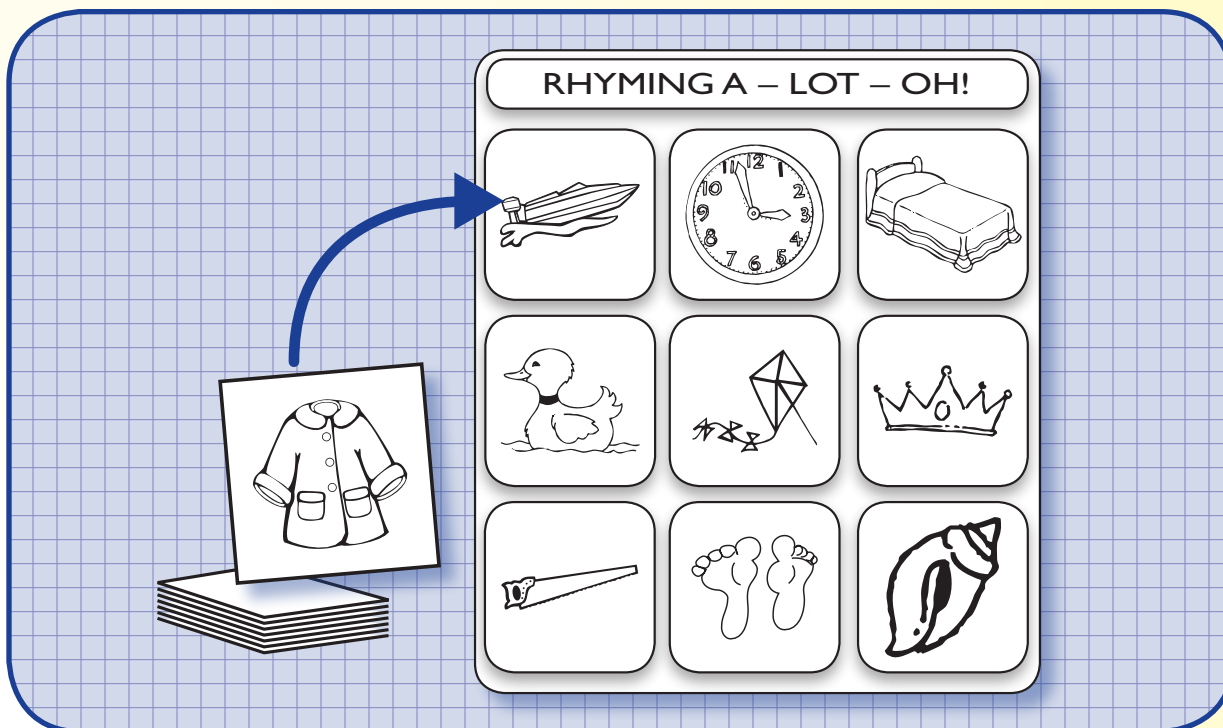
## Materials

- ▶ Rhyming A-LOT-OH! boards (Activity Master PA.003.AM1a - PA.003.AM1f)  
*Copy on card stock, cut out, and laminate.*
- ▶ Rhyming picture cards (Activity Master PA.003.AM2a - PA.003.AM2c)

## Activity

Students match rhyming picture cards to picture boards.

1. Provide each student with a different Rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, student one selects the top picture card from the stack, names it (e.g., “coat”) and looks on his rhyming board for a match (i.e., boat).
3. If there is a match, says the rhyming word and places the picture on top of the picture on the board. If there is no match, or if the rhyming picture is already covered, returns the picture card to the bottom of the stack.
4. Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
5. Peer evaluation



## Extensions and Adaptations

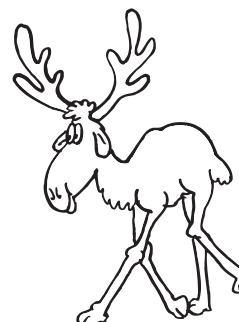
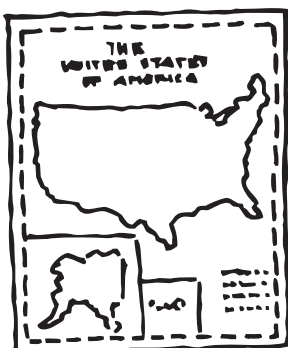
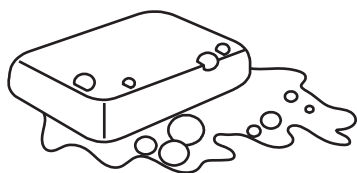
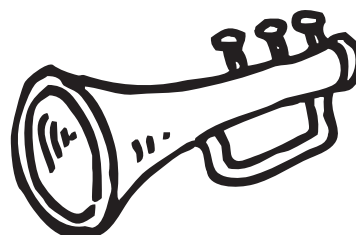
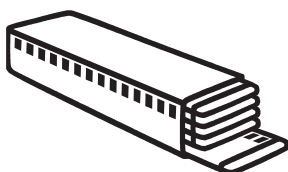
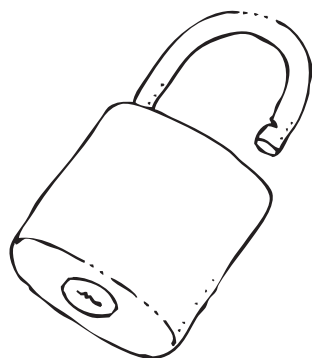
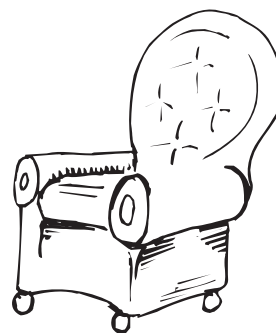
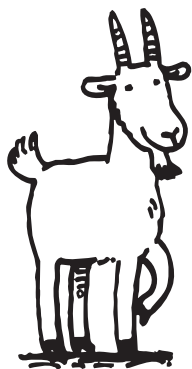
- ▶ Exchange rhyming boards and play again.
- ▶ Play using other picture cards.

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1a

## RHYMING A – LOT – OH!



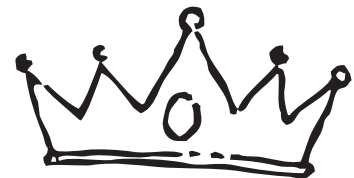
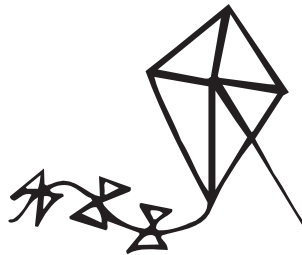
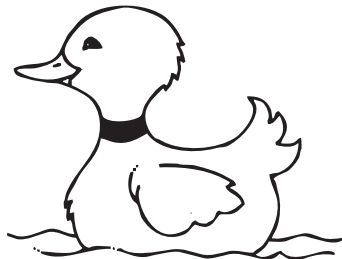
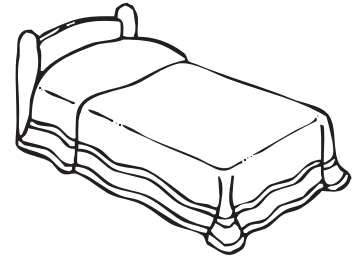
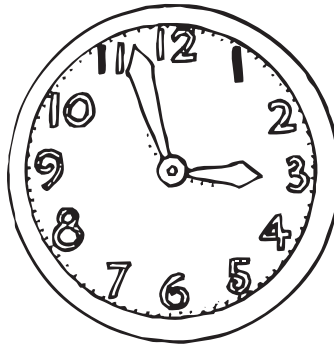
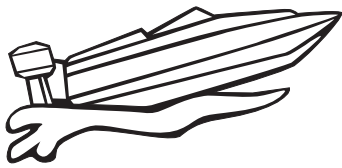
rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose

# Phonological Awareness

PA.003.AM1b

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



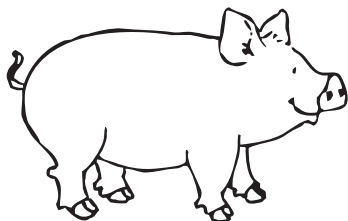
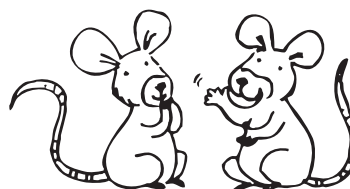
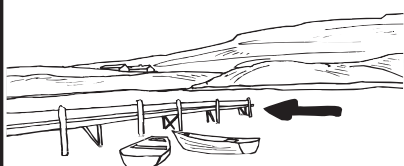
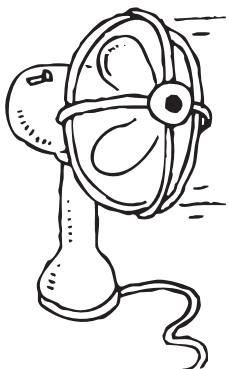
rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM1c

## RHYMING A – LOT – OH!



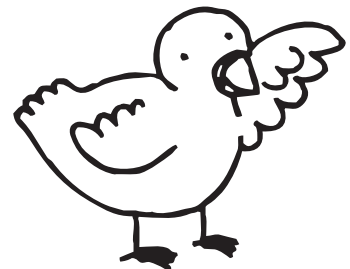
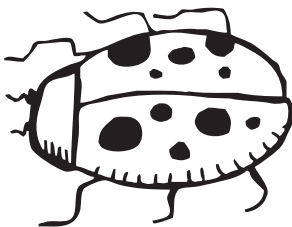
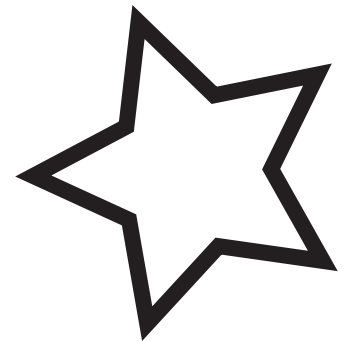
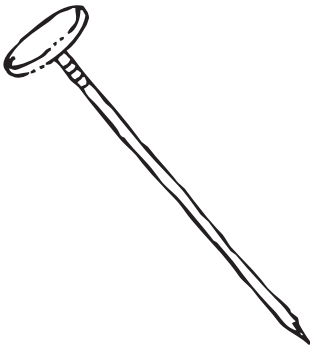
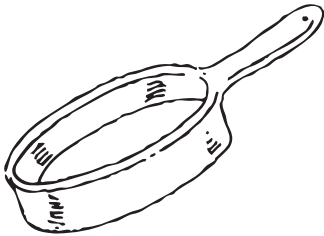
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold

# Phonological Awareness

PA.003.AMId

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!



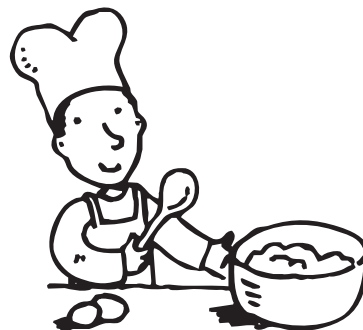
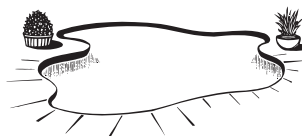
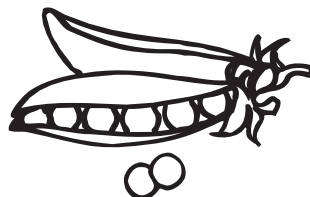
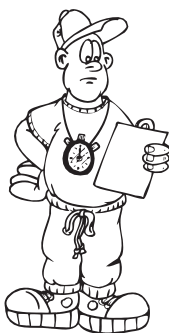
rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AMIe

## RHYMING A – LOT – OH!



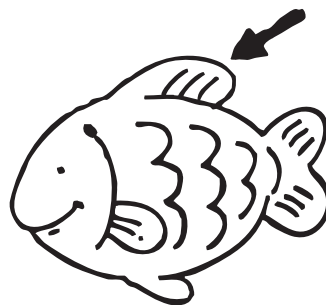
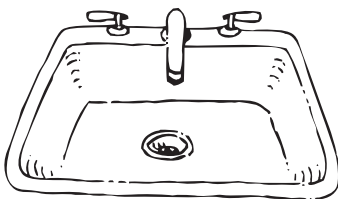
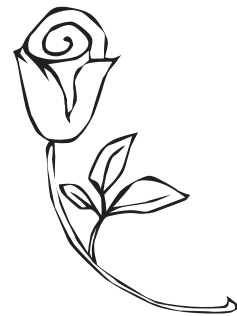
rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook

# Phonological Awareness

PA.003.AM1f

Rhyming A – LOT – OH!

## RHYMING A – LOT – OH!

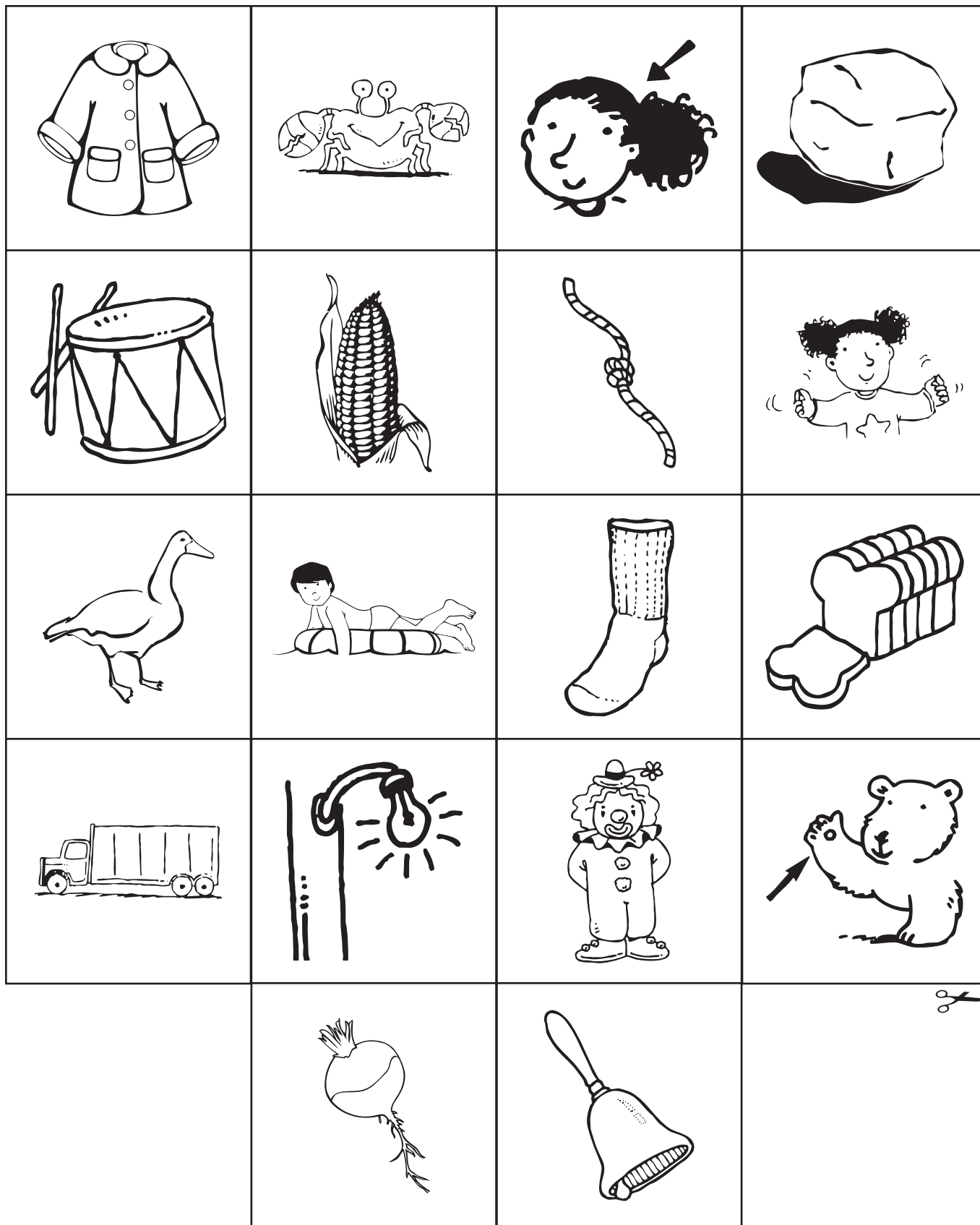


rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM2a

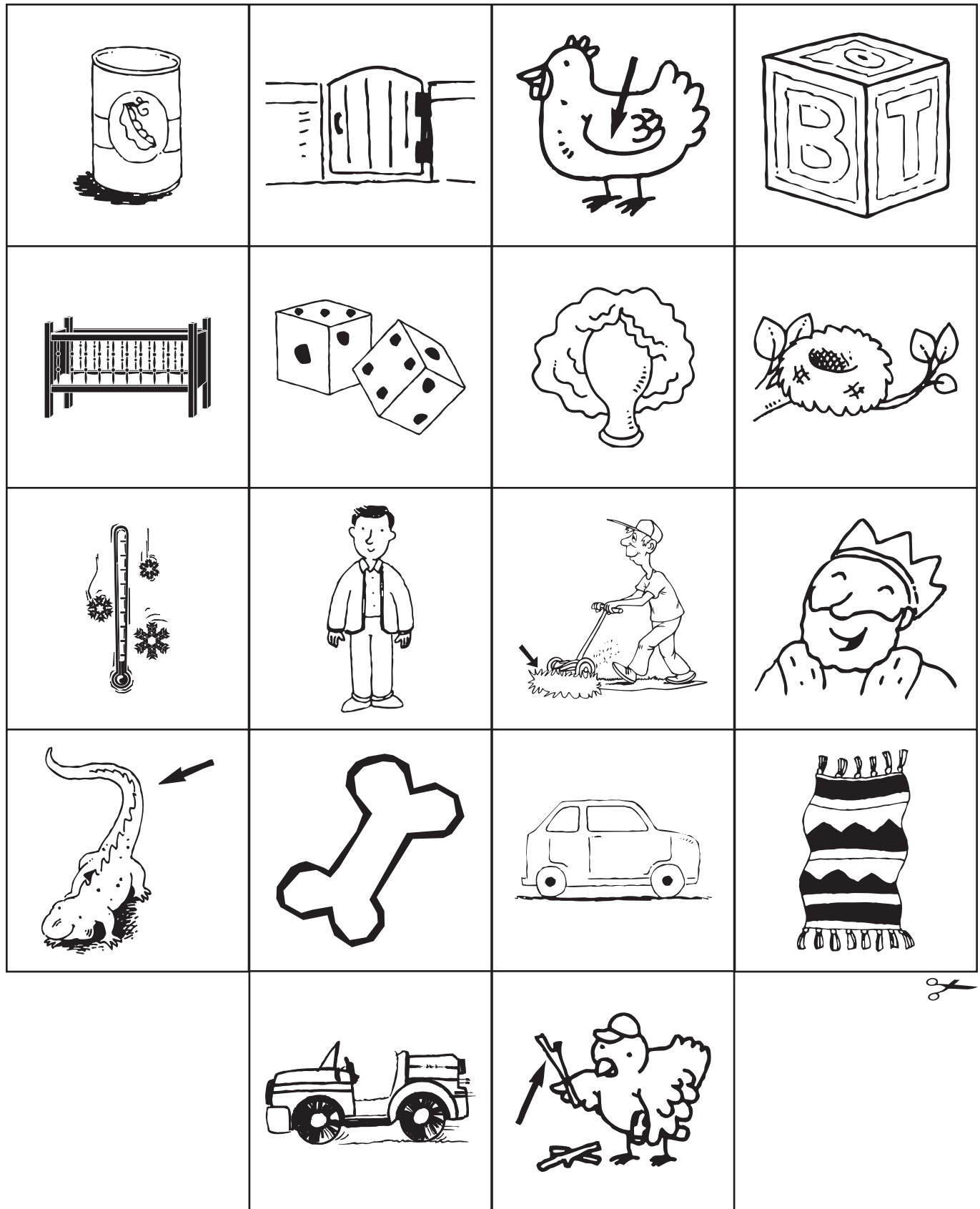


rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell

# Phonological Awareness

PA.003.AM2b

Rhyming A – LOT – OH!

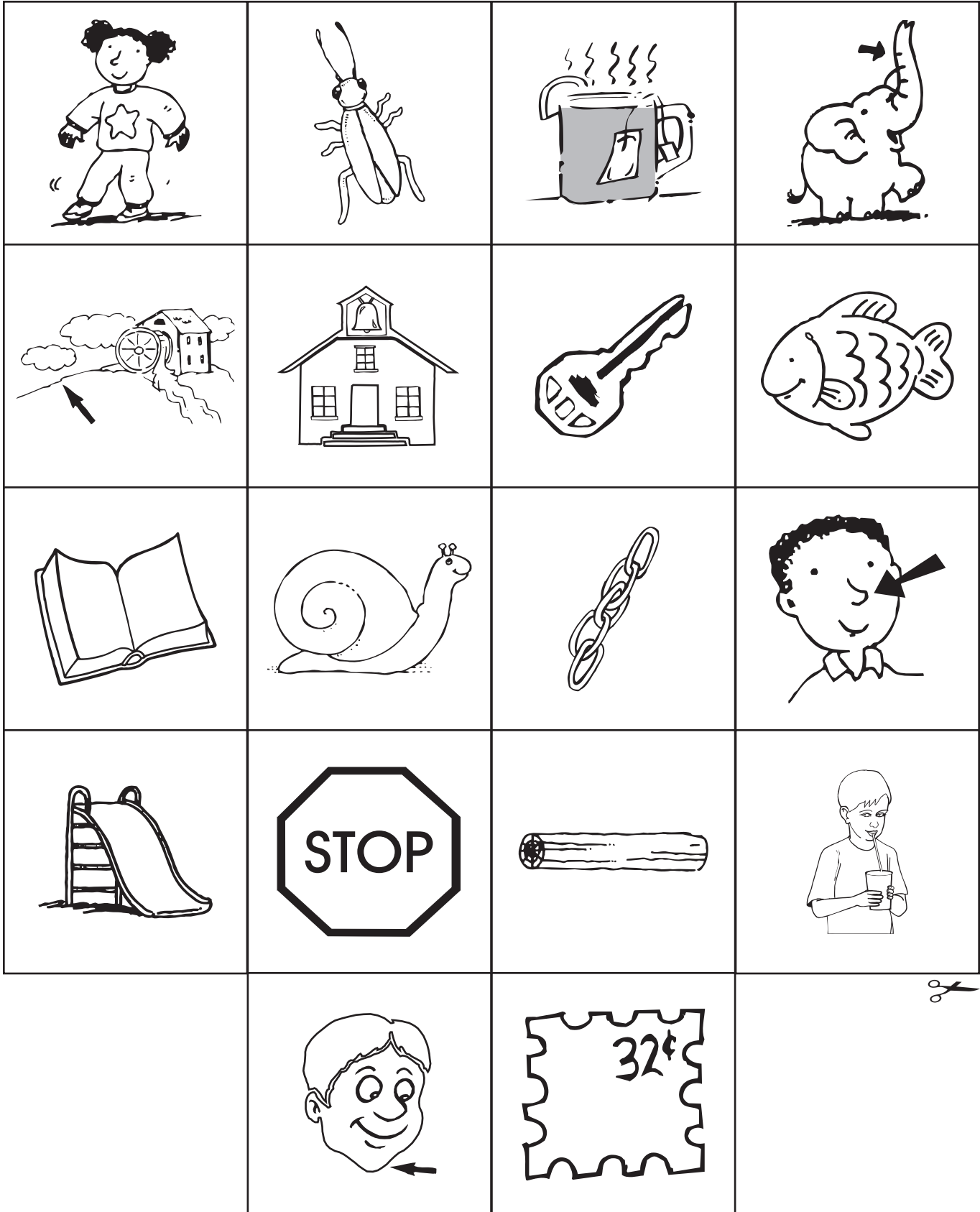


rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick

# Phonological Awareness

Rhyming A – LOT – OH!

PA.003.AM2c



rhyming picture cards: tap, roach, tea, trunk, hill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp



# Phonological Awareness

PA.004

Rhyme

Pocket Rhymes



## Objective

The student will recognize rhyming words.



## Materials

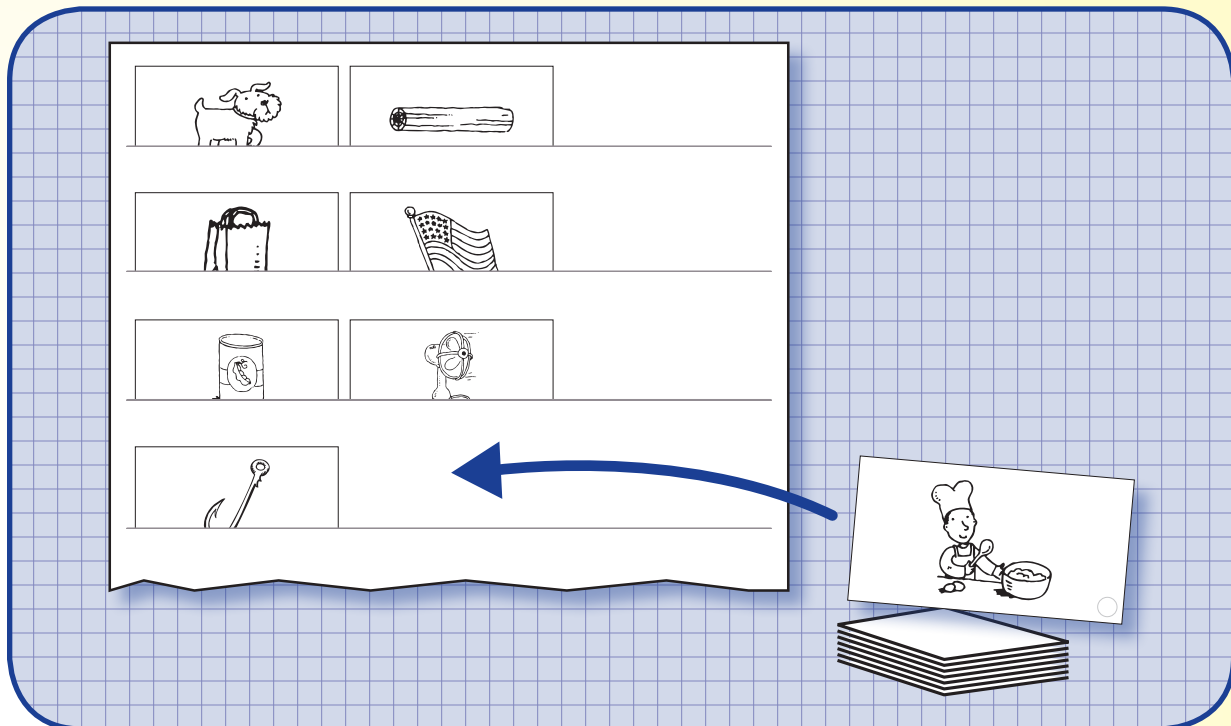
- ▶ Pocket chart
- ▶ Rhyming picture cards (Activity Master PA.004.AM1a - PA.004.AM1g)  
*Separate into two sets by the circle and triangle icons on the cards.*
- ▶ Bag  
*Place circle set in the bag.*



## Activity

Students match rhyming picture cards on a pocket chart.

1. Place the bag containing the circle set of rhyming picture cards next to the pocket chart.  
Display the triangle set of rhyming picture cards on the pocket chart.
2. Taking turns, student one selects a card from the bag, names the picture (e.g., “cook”), and looks for the rhyming match on the pocket chart.
3. Places it next to the rhyming picture on the pocket chart and names both pictures (i.e., “cook, hook”).
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



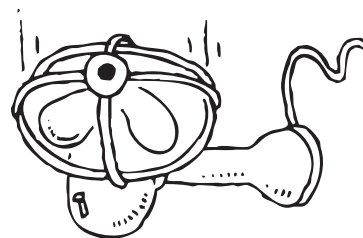
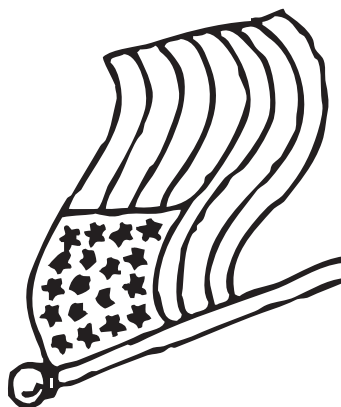
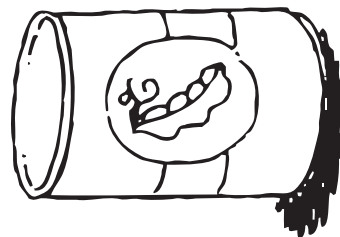
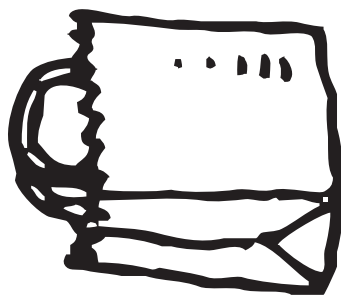
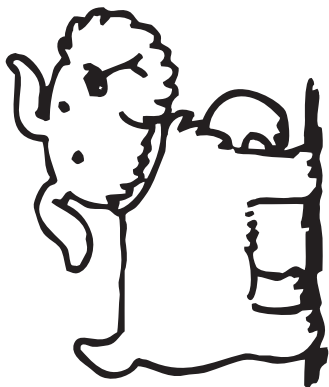
## Extensions and Adaptations

- ▶ Segment the onset and rime of matching pairs (e.g., /d/ /og/ and /l/ /og/).
- ▶ Sort pictures by initial sound.

# Phonological Awareness

Pocket Rhymes

PA.004.AM1a



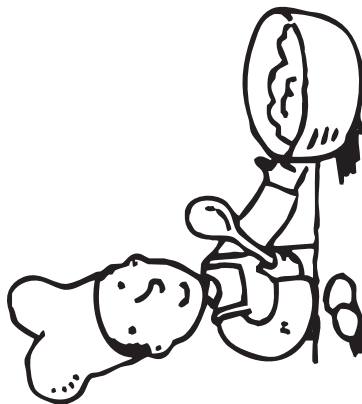
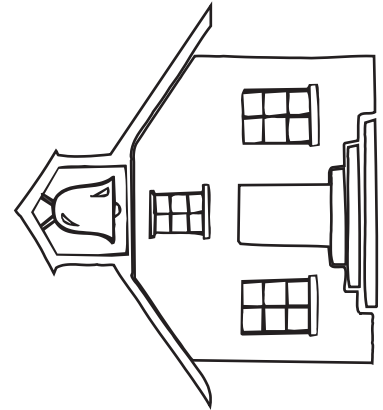
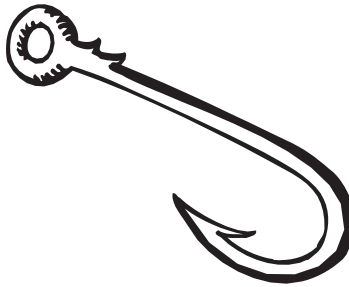
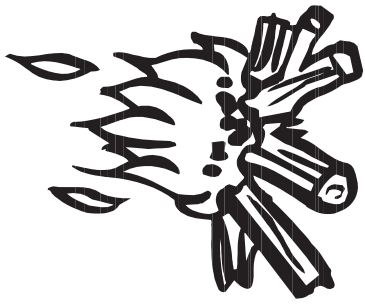
rhyming picture cards: dog, bag, can, log, flag, fan



# Phonological Awareness

PA.004.AM1b

Pocket Rhymes



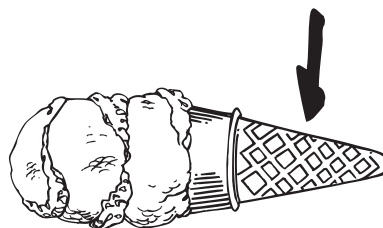
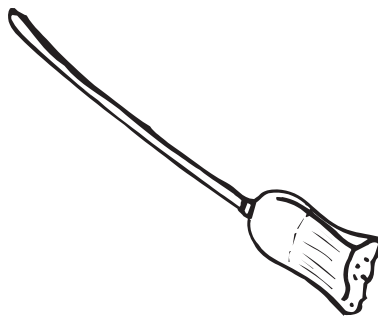
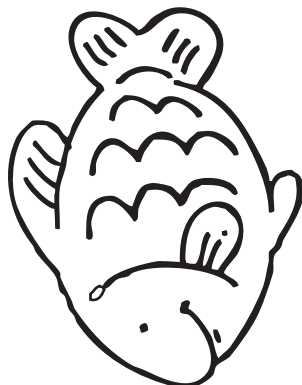
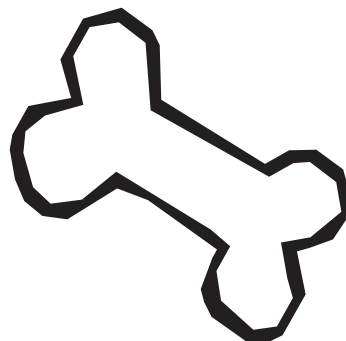
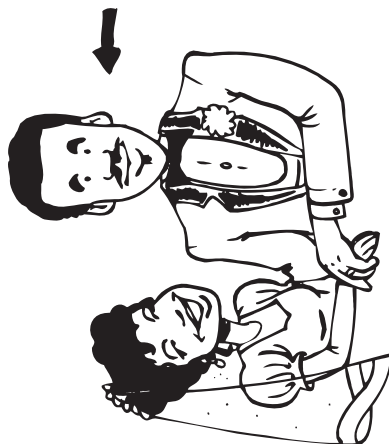
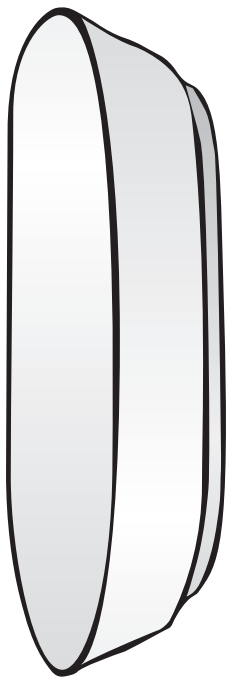
rhyming picture cards: fire, hook, school, tire, cook, pool



# Phonological Awareness

Pocket Rhymes

PA.004.AM1c



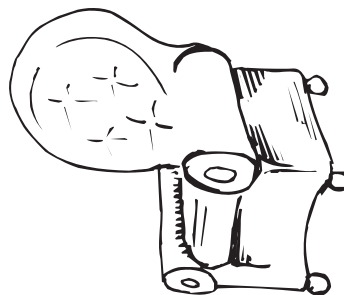
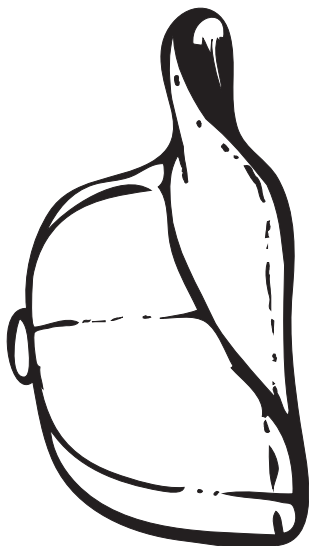
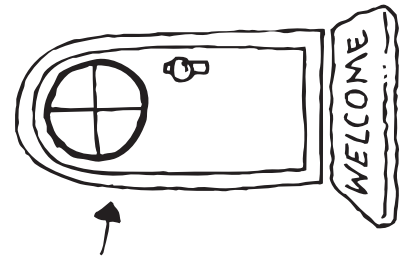
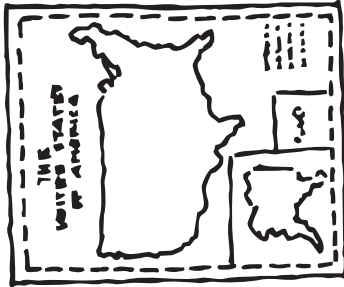
rhyming picture cards: dish, groom, bone, fish, broom, cone



# Phonological Awareness

PA.004.AMId

Pocket Rhymes



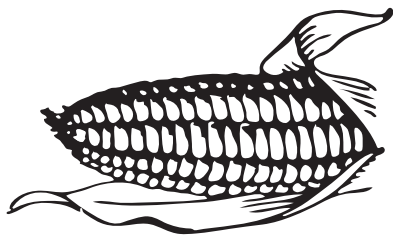
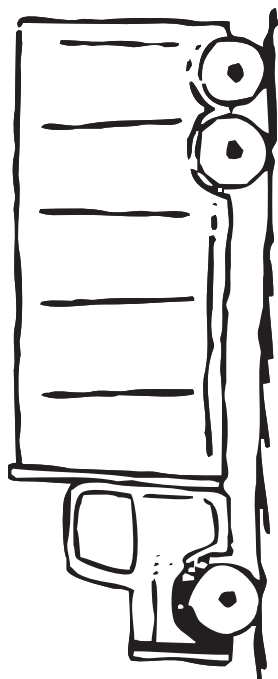
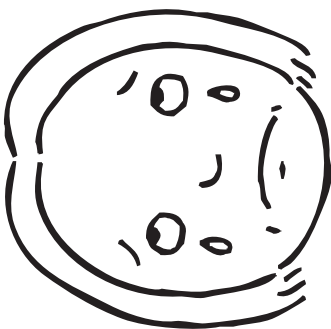
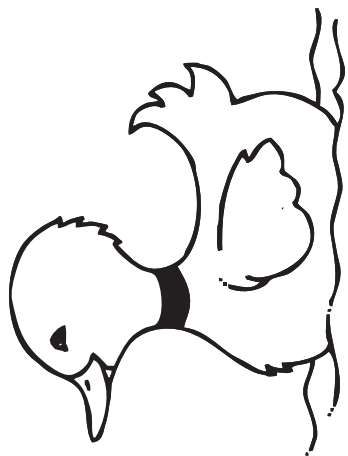
rhyming picture cards: map, bear, door, cap, chair, four



# Phonological Awareness

Pocket Rhymes

PA.004.AM1e



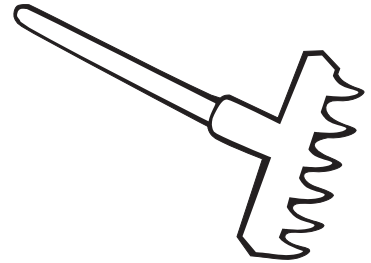
rhyming picture cards: duck, cry, horn, truck, fly, corn



# Phonological Awareness

PA.004.AM1f

Pocket Rhymes



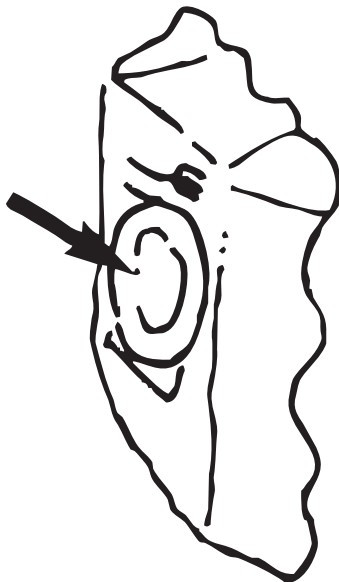
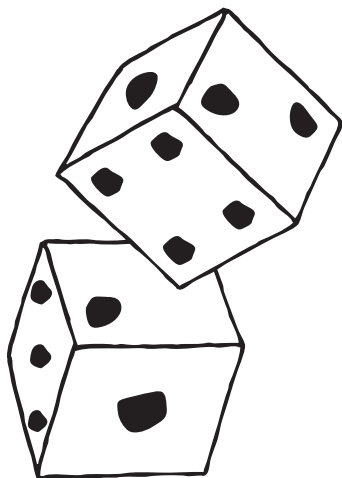
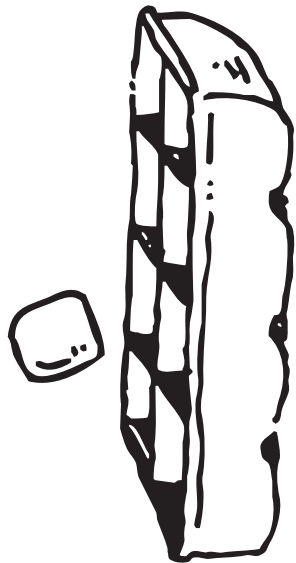
rhyming picture cards: crumb, tie, rake, thumb, pie, snake



# Phonological Awareness

Pocket Rhymes

PA.004.AM Ig



rhyming picture cards: ice, skate, dice, plate





# Phonological Awareness

PA.005

Rhyme

Rhyme Closed Sort



## Objective

The student will recognize rhyming words.



## Materials

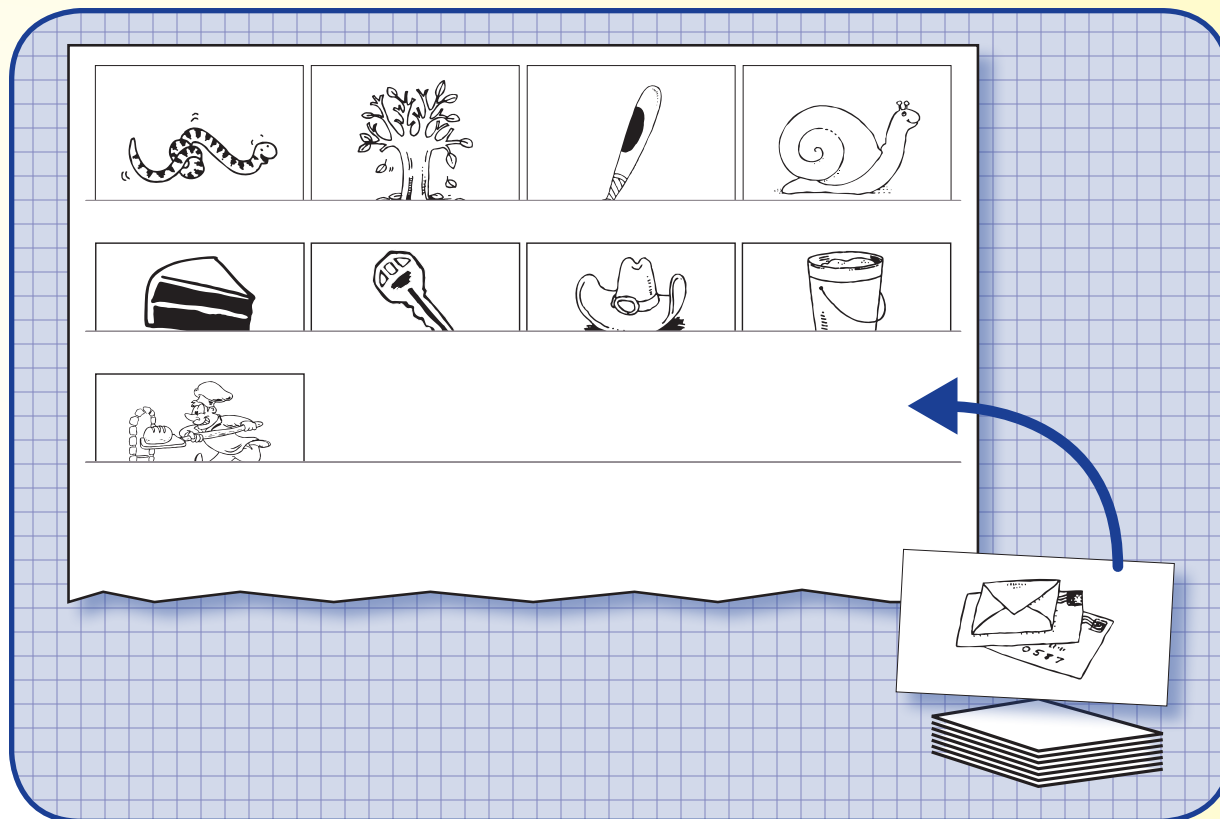
- ▶ Pocket chart
- ▶ Rhyming picture header cards (Activity Master PA.005.AM1)
- ▶ Rhyming picture cards (Activity Master PA.005.AM2a - PA.005.AM2d)



## Activity

Students sort rhyming picture cards on a pocket chart.

1. Place the four rhyming picture header cards across the top row of the pocket chart. Place the rhyming picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the picture (e.g., “mail”), and look for the rhyme match on the pocket chart.
3. Place the card in the correct column. Name all of the pictures in that column (i.e., “snail, pail, mail”).
4. Continue until all cards are sorted.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Play using other rhyming pictures (Activity Master PA.005.AM3a - PA.005.AM3d).
- ▶ Complete closed sort using initial sound picture cards (Activity Master PA.005.AM4a - PA.005.AM4d).

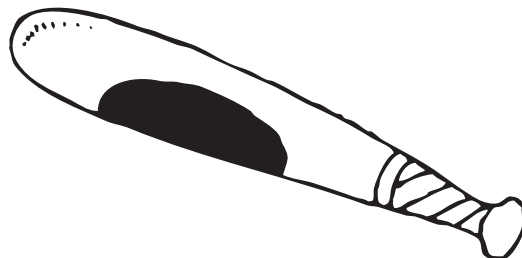
# Phonological Awareness

Rhyme Closed Sort

PA.005.AM I



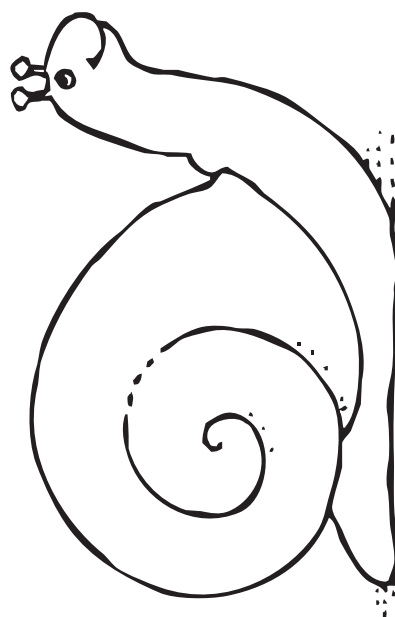
header



header



header



header

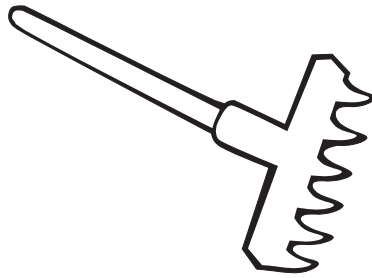
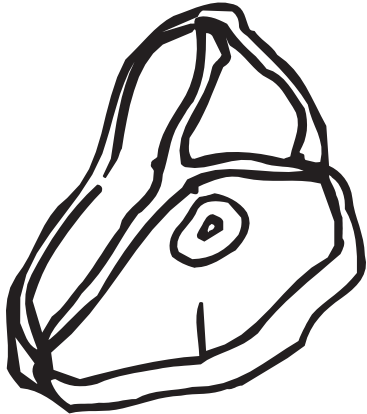
rhyming picture header cards: snake, bat, tree, snail



# Phonological Awareness

PA.005.AM2a

Rhyme Closed Sort



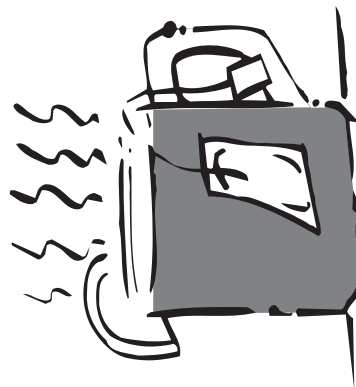
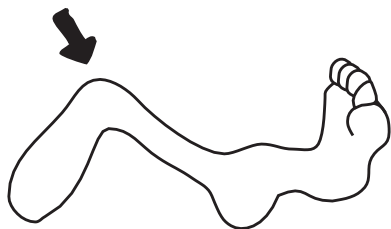
rhyming picture cards: steak, rake, cake, lake, bake



# Phonological Awareness

Rhyme Closed Sort

PA.005.AM2b



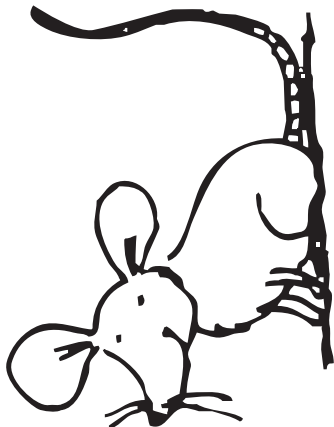
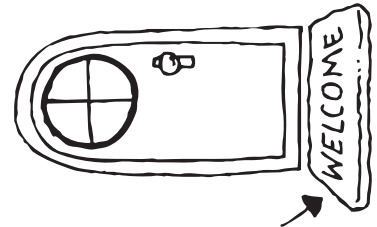
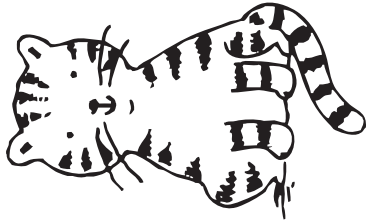
rhyming picture cards: knee, bee, tea, key, pea



# Phonological Awareness

PA.005.AM2c

Rhyme Closed Sort



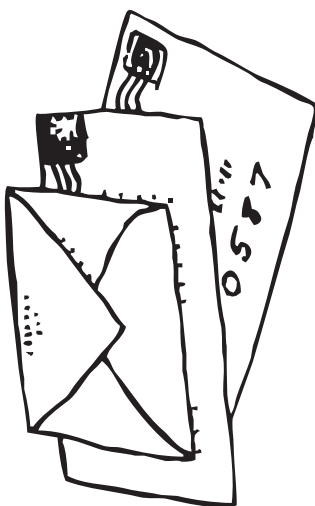
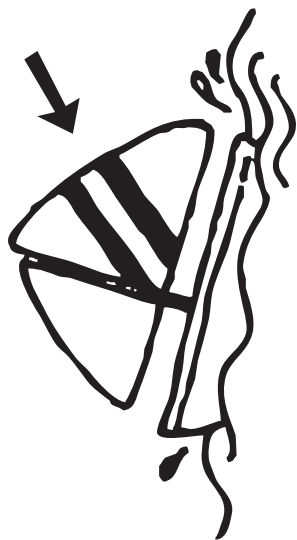
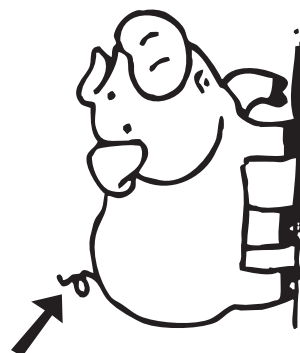
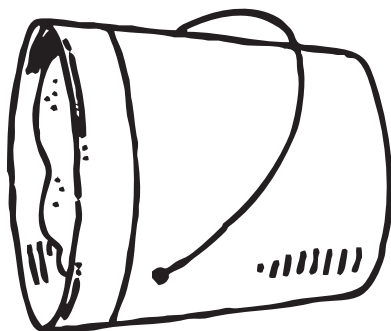
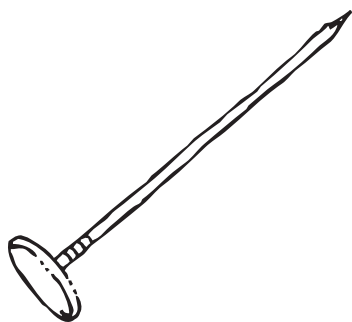
rhyming picture cards: cat, hat, mat, rat, pat



# Phonological Awareness

Rhyme Closed Sort

PA.005.AM2d



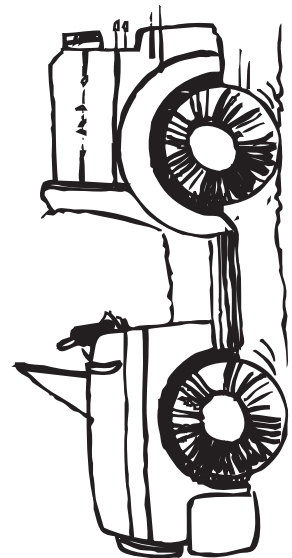
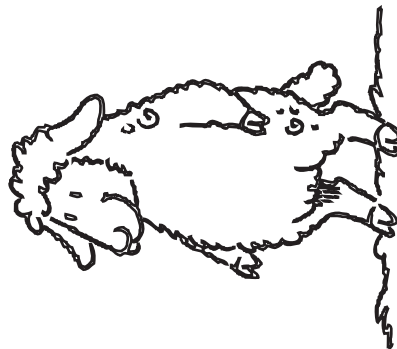
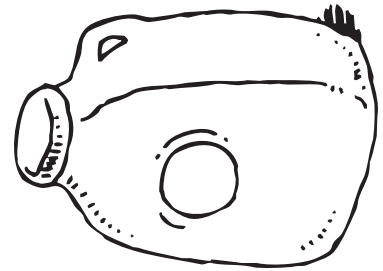
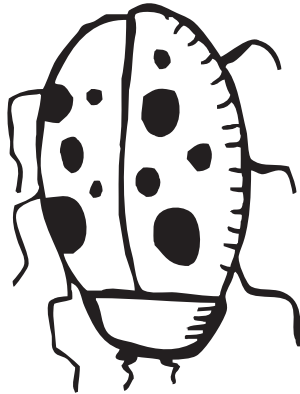
rhyming picture cards: nail, pail, tail, sail, mail



# Phonological Awareness

PA.005.AM3a

Rhyme Closed Sort



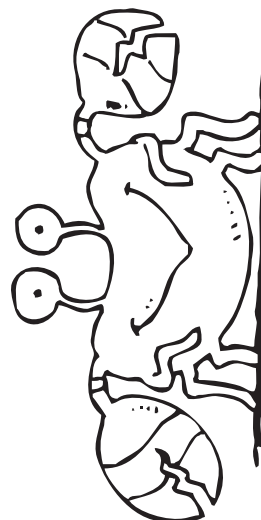
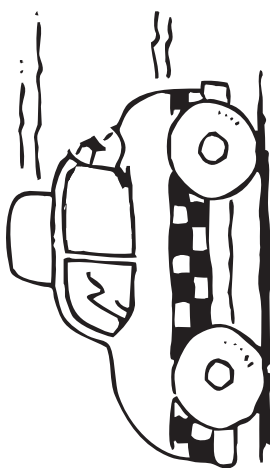
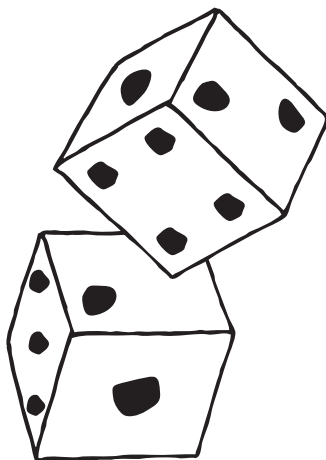
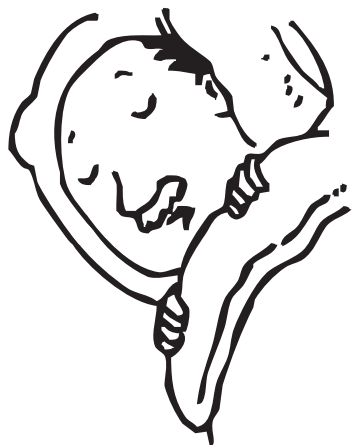
rhyming picture cards: bug, rug, jug, plug, sheep, jeep



# Phonological Awareness

Rhyme Closed Sort

PA.005.AM3b



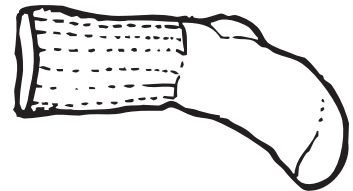
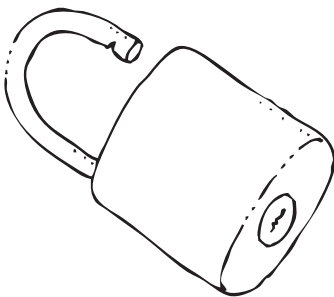
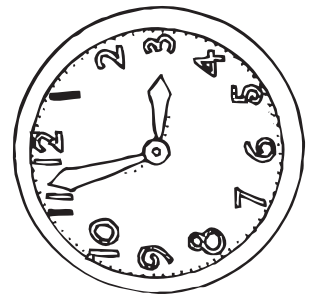
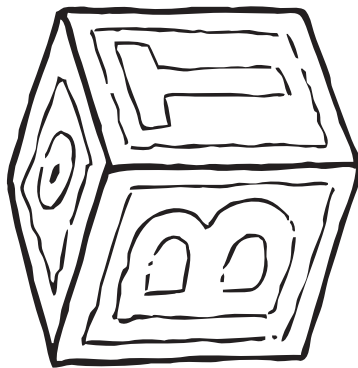
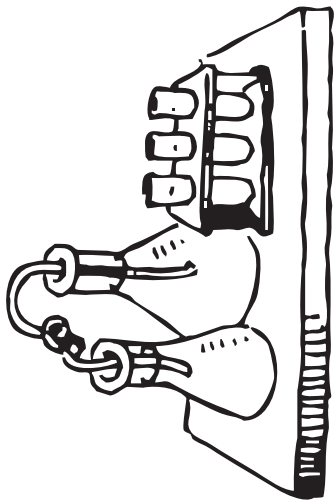
rhyming picture cards: sleep, dice, rice, mice, cab, crab



# Phonological Awareness

PA.005.AM3c

Rhyme Closed Sort



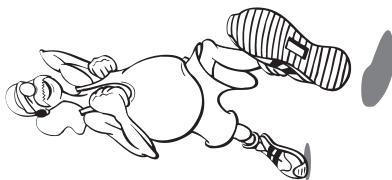
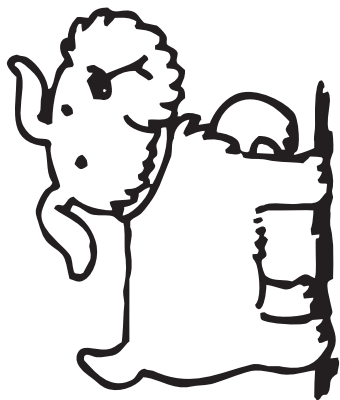
rhyming picture cards: lab, block, clock, lock, rock, sock



# Phonological Awareness

Rhyme Closed Sort

PA.005.AM3d



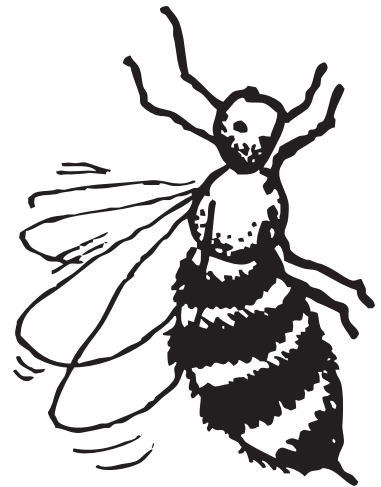
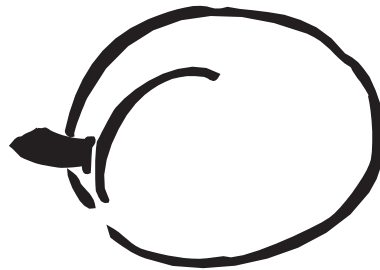
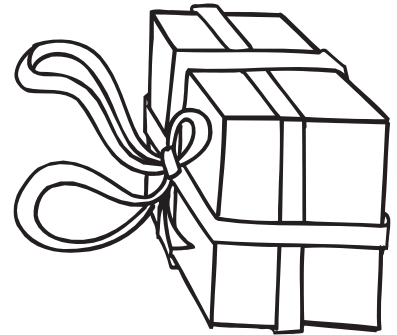
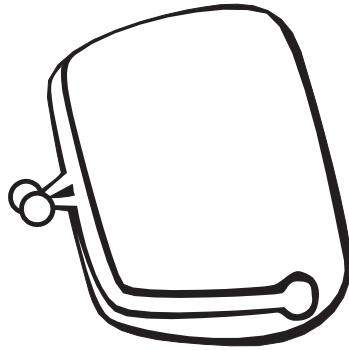
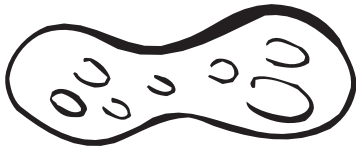
rhyming picture cards: dog, frog, fog, log, jog



# Phonological Awareness

PA.005.AM4a

Rhyme Closed Sort – Extension (initial sound)



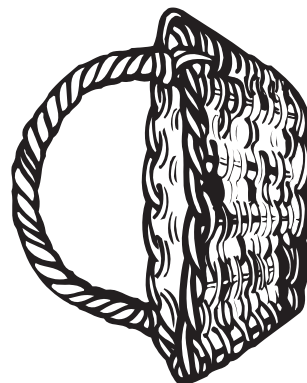
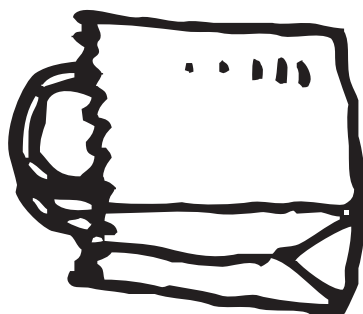
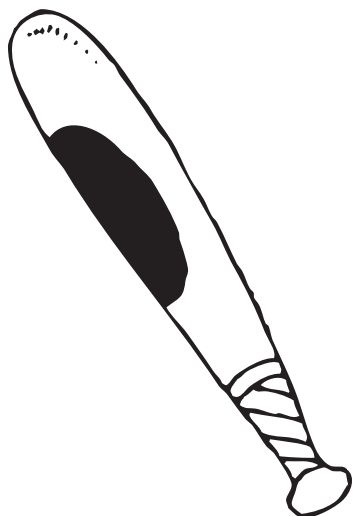
initial sound picture cards: peanut, purse, present, popcorn, peach, bee



# Phonological Awareness

Rhyme Closed Sort – Extension (initial sound)

PA.005.AM4b



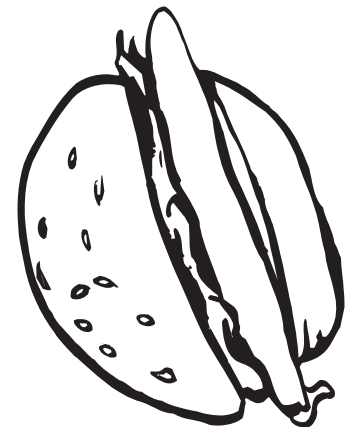
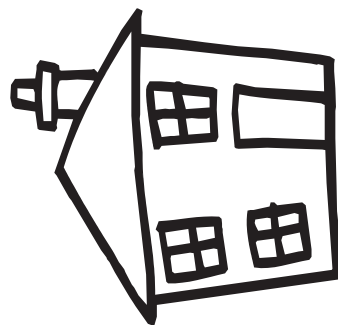
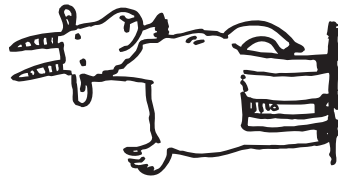
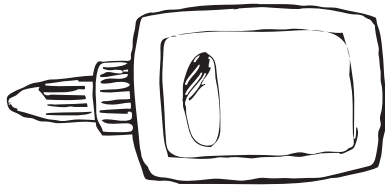
initial sound picture cards: bat, bag, basket, bottle, gate, gum



# Phonological Awareness

PA.005.AM4c

Rhyme Closed Sort – Extension (initial sound)



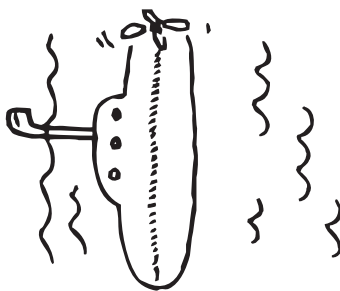
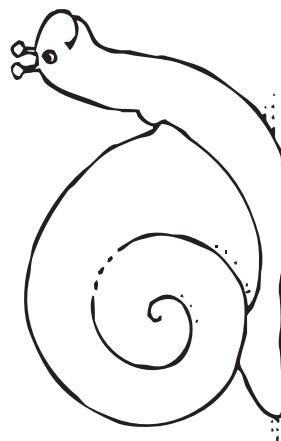
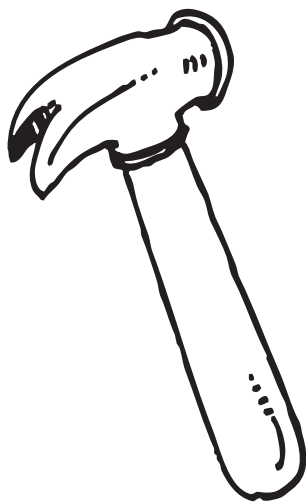
initial sound picture cards: glue, goat, hair, hat, house, hamburger



# Phonological Awareness

Rhyme Closed Sort – Extension (initial sound)

PA.005.AM4d



initial sound picture cards: hammer, horse, snail, star, submarine, spoon





# Phonological Awareness

**PA.006**

**Rhyme**  
**Rhyme Pie**



## Objective

The student will recognize rhyming words.



## Materials

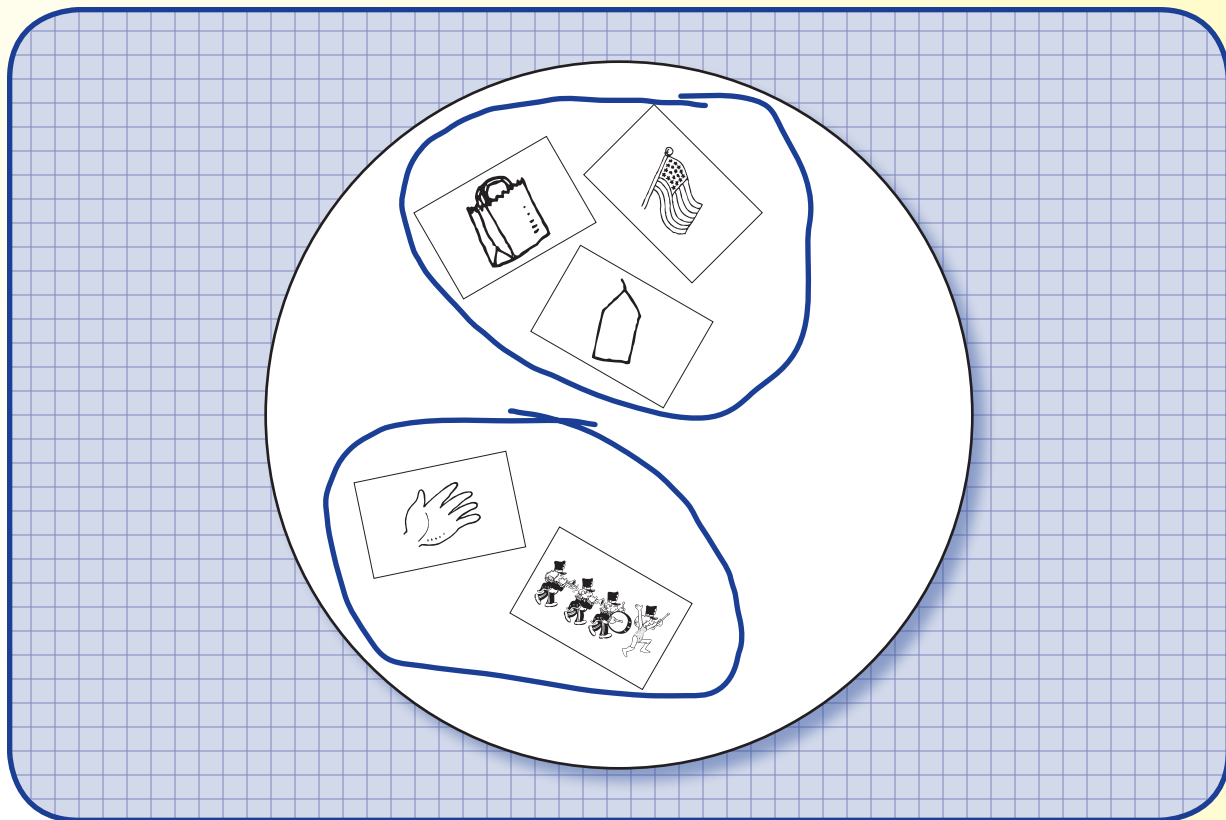
- ▶ Rhyming picture cards (Activity Master PA.006.AM1a - PA.006.AM1c)
- ▶ Paper plates or construction paper circles
- ▶ Scissors
- ▶ Glue
- ▶ Markers



## Activity

Students group picture cards into rhyming sets.

1. Provide the student with the rhyming picture card pages, paper plates, scissors, glue, and a marker.
2. The student cuts out the pictures.
3. Groups rhyming pictures and glues in sets on paper plates.
4. Circles the matching rhyming picture sets.
5. Teacher evaluation



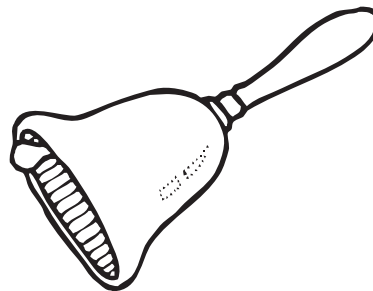
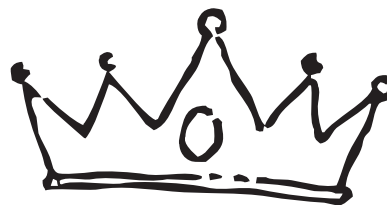
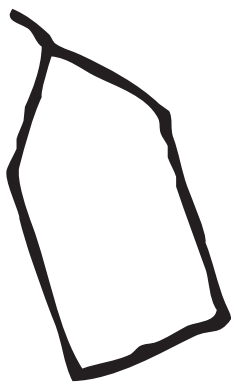
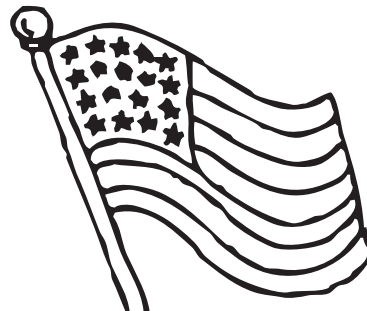
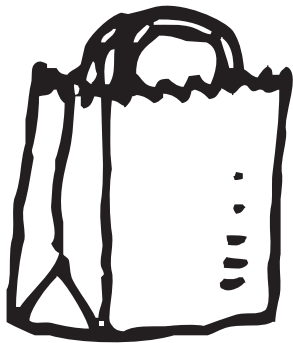
## Extensions and Adaptations

- ▶ Use rhyming pictures from print media.
- ▶ Draw objects that rhyme.

# Phonological Awareness

Rhyme Pie

PA.006.AM1a



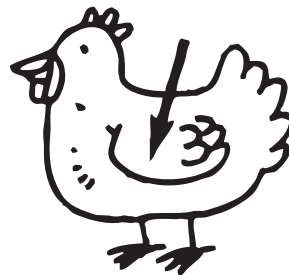
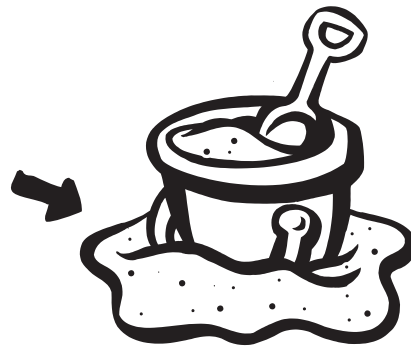
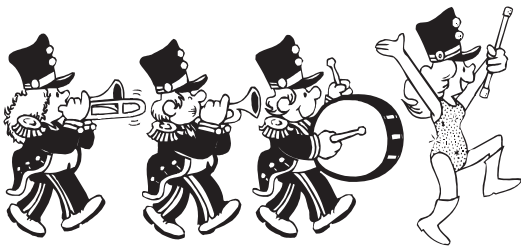
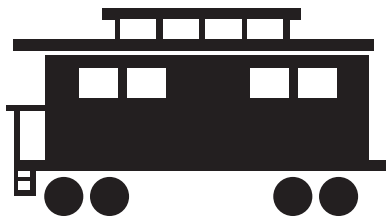
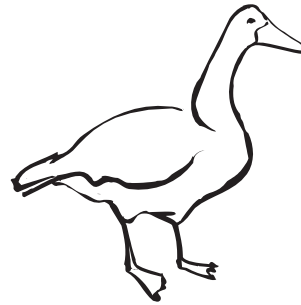
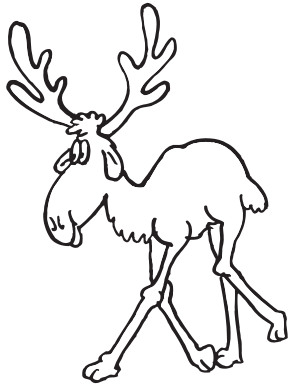
rhyming picture cards: bag, flag, tag, crown, clown, bell, shell, well



# Phonological Awareness

PA.006.AM1b

Rhyme Pie



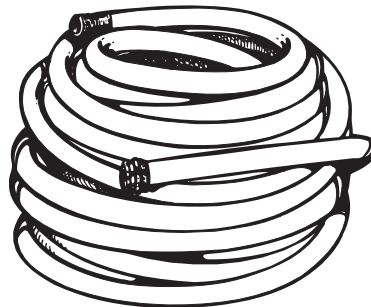
rhyming picture cards: moose, goose, caboose, hand, band, sand, ring, wing



# Phonological Awareness

Rhyme Pie

PA.006.AM1c



rhyming picture cards: king, hose, nose, rose





# Phonological Awareness

PA.007

Rhyme

Rhyme Memory Match



## Objective

The student will recognize rhyming words.



## Materials

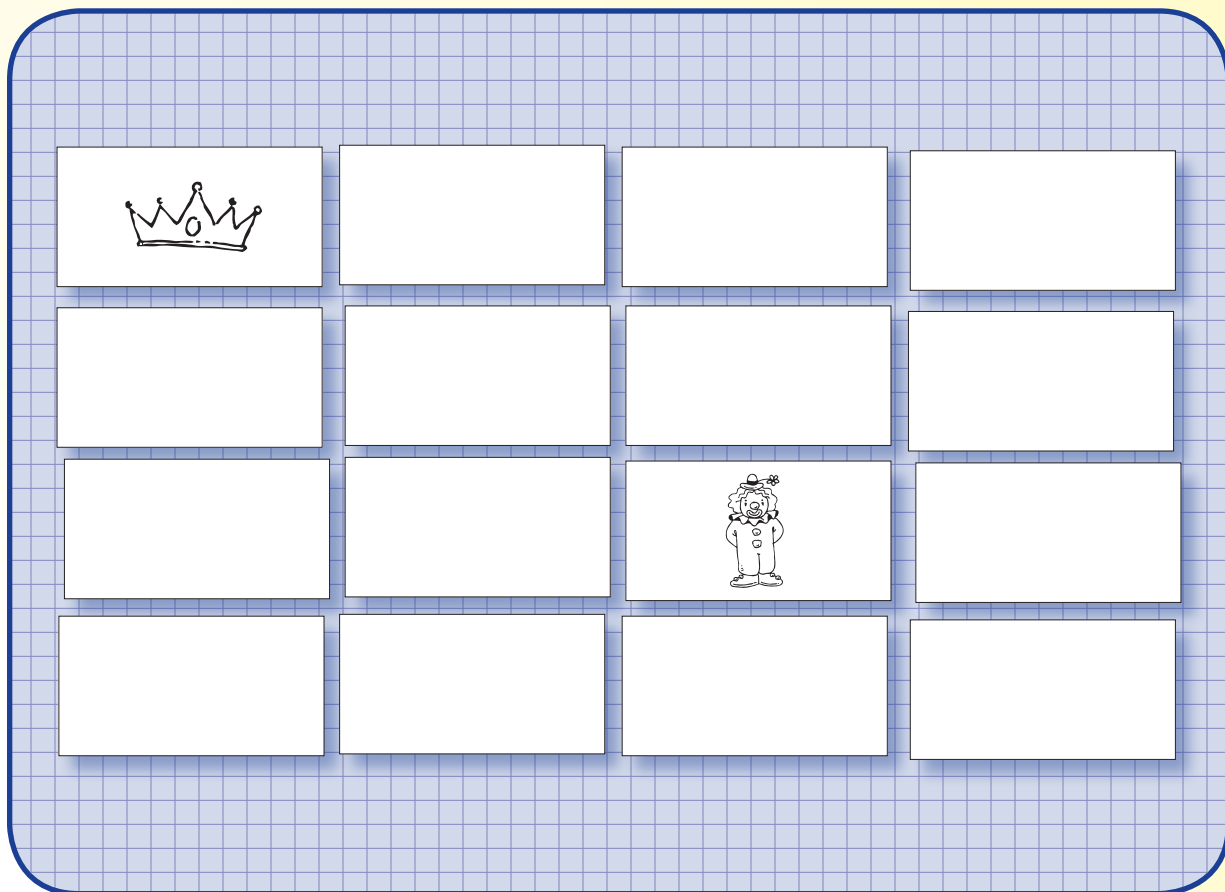
- ▶ Rhyming picture cards (Activity Master PA.007.AM1a - PA.007.AM1g)  
*Select target rhymes.*



## Activity

Students match rhyming pairs of picture cards.

1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., “crown, clown”), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation



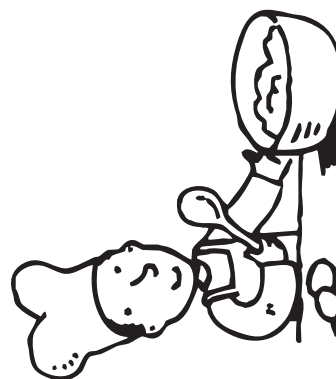
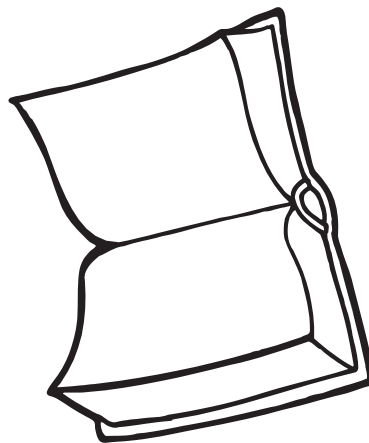
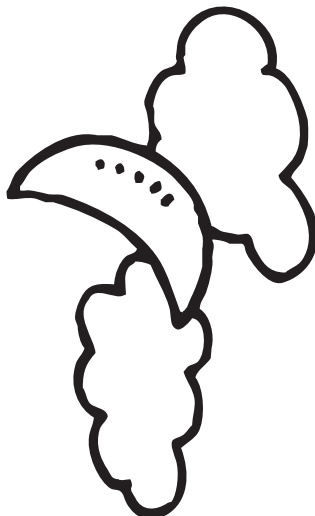
## Extensions and Adaptations:

- ▶ Sort cards on a pocket chart and review rhyming pairs.
- ▶ Play using initial sound picture cards (Activity Master PA.007.AM2a - PA.007.AM2e).

# Phonological Awareness

Rhyme Memory Match

PA.007.AM1a



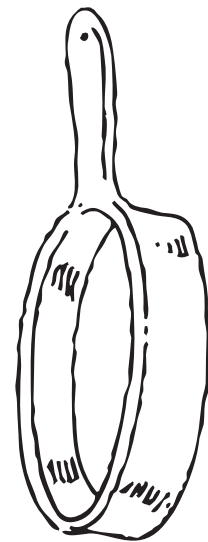
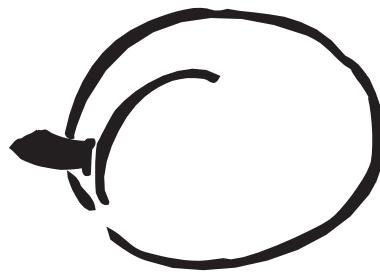
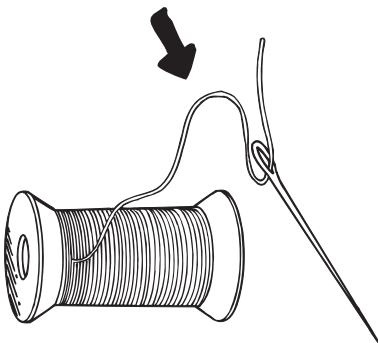
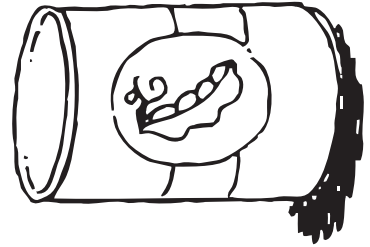
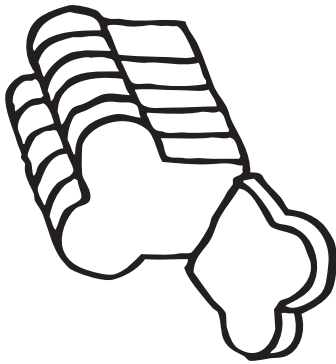
rhyming picture cards: cat, moon, book, hat, spoon, cook



# Phonological Awareness

PA.007.AM1b

Rhyme Memory Match



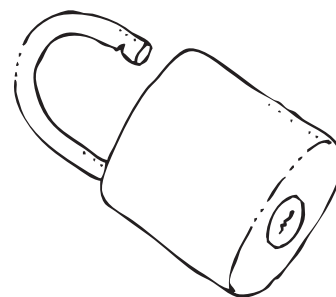
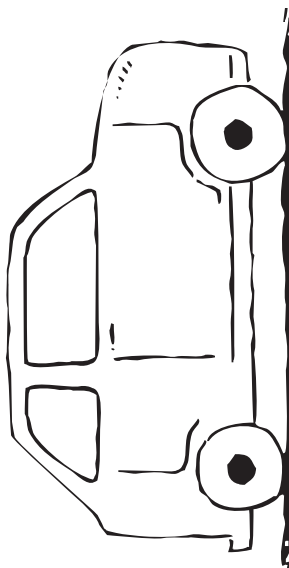
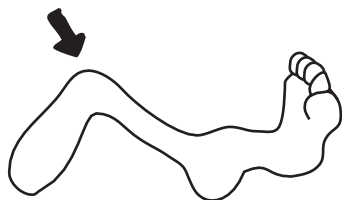
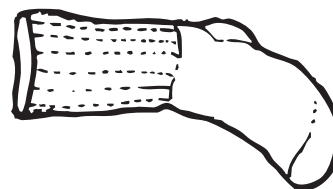
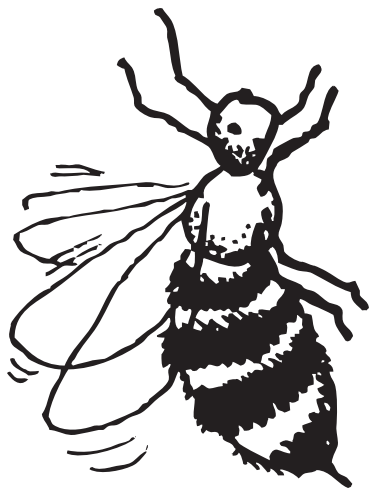
rhyming picture cards: bread, beach, can, thread, peach, pan



# Phonological Awareness

Rhyme Memory Match

PA.007.AM1c



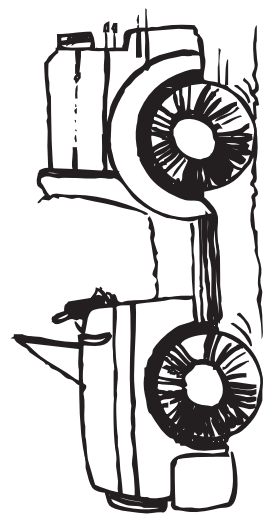
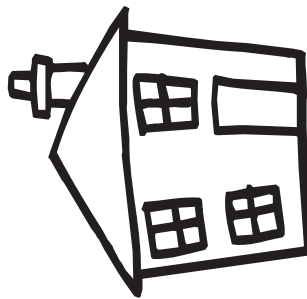
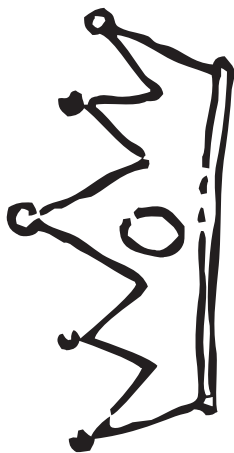
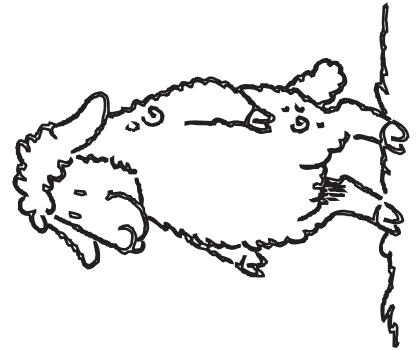
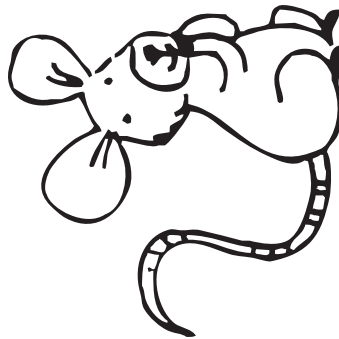
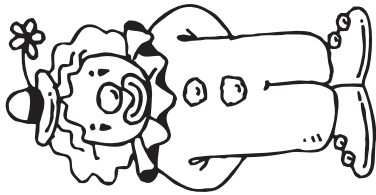
rhyming picture cards: bee, star, sock, knee, car, lock



# Phonological Awareness

PA.007.AMId

Rhyme Memory Match



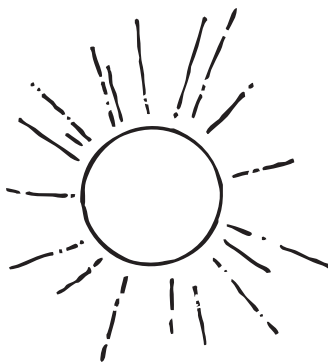
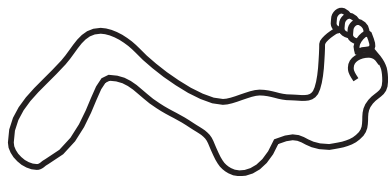
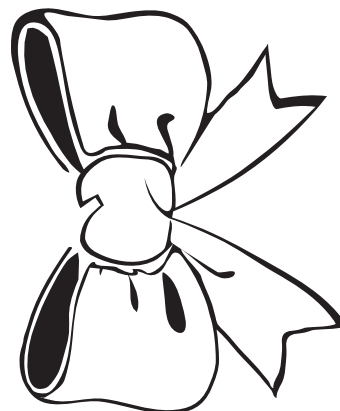
rhyming picture cards: clown, mouse, sheep, crown, house, jeep



# Phonological Awareness

Rhyme Memory Match

PA.007.AM1e



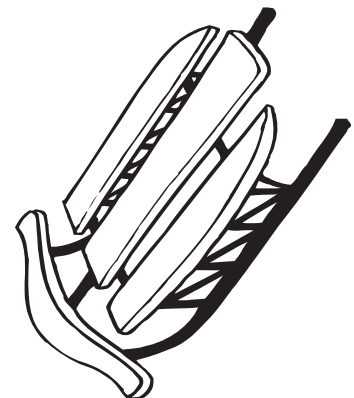
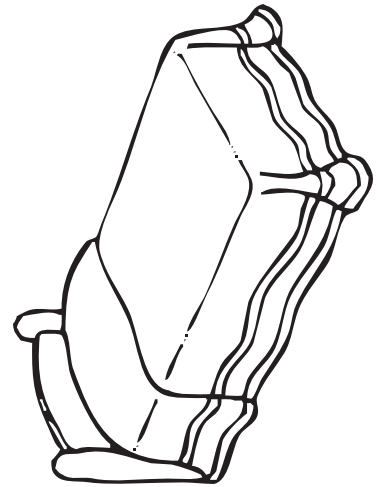
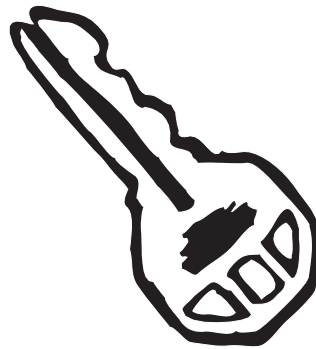
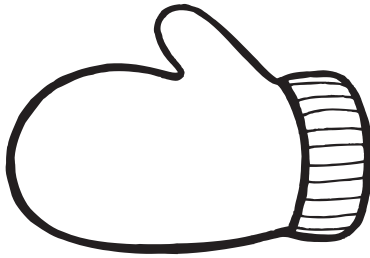
rhyming picture cards: egg, one, bow, leg, sun, toe



# Phonological Awareness

PA.007.AM1f

Rhyme Memory Match



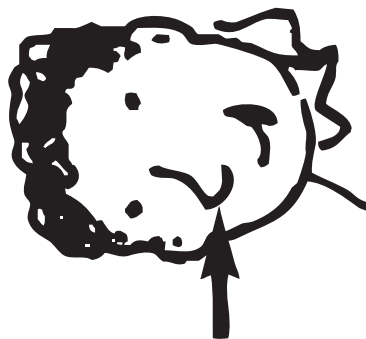
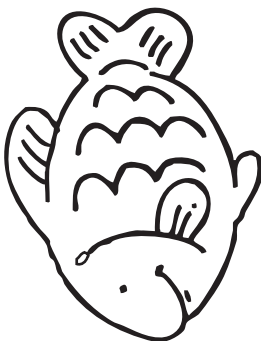
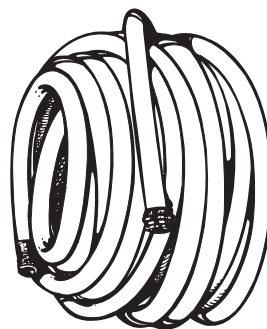
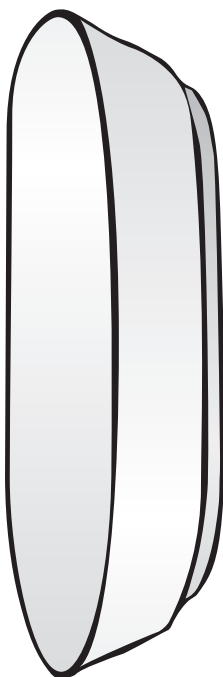
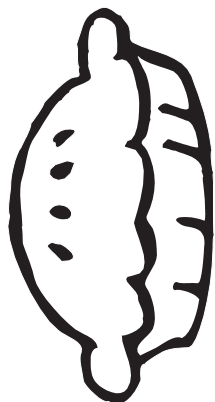
rhyming picture cards: mitten, key, bed, kitten, pea, sled



# Phonological Awareness

Rhyme Memory Match

PA.007.AM1g



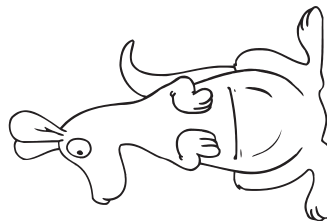
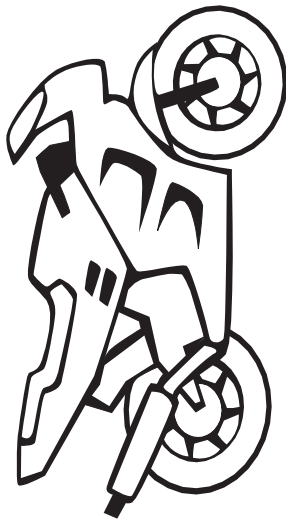
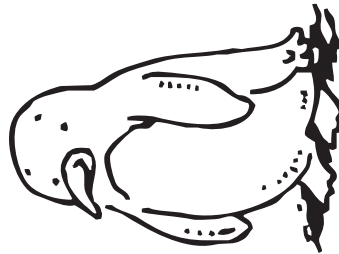
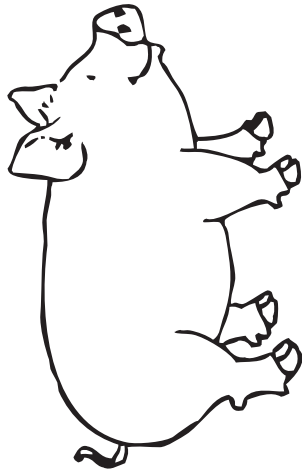
rhyming picture cards: pie, dish, hose, tie, fish, nose



# Phonological Awareness

PA.007.AM2a

Rhyme Memory Match – Extension (initial sound)



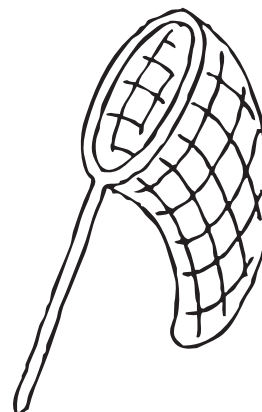
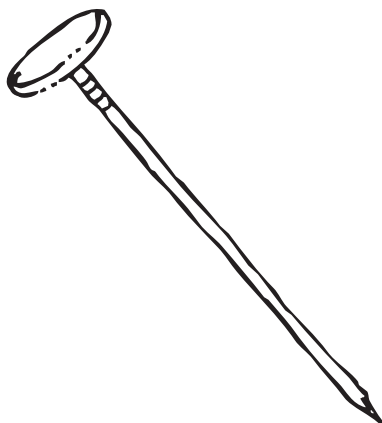
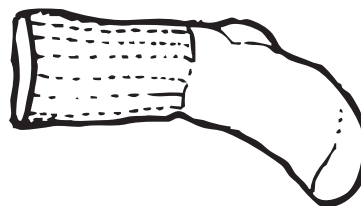
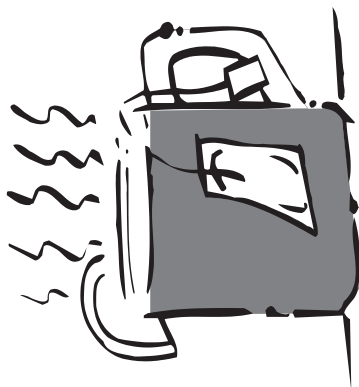
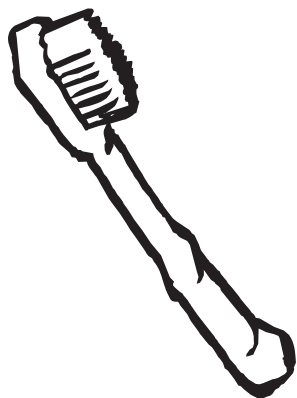
initial sound picture cards: pig, penguin, monkey, motorcycle, kangaroo, key



# Phonological Awareness

Rhyme Memory Match – Extension (initial sound)

PA.007.AM2b



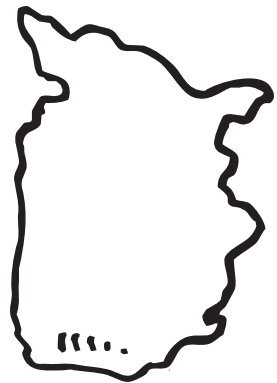
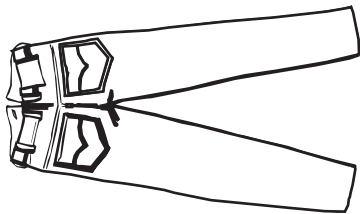
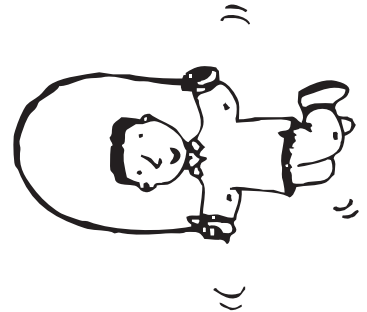
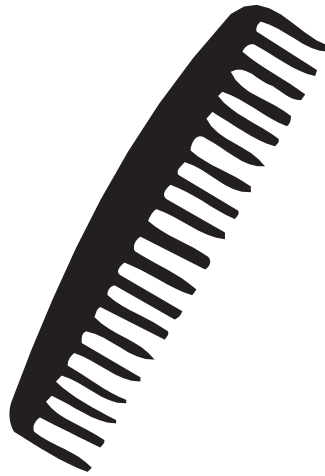
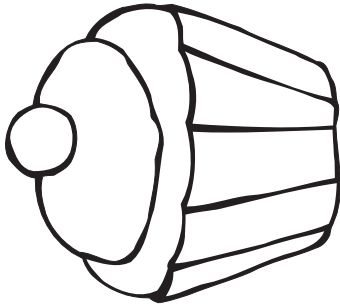
initial sound picture cards: toothbrush, tea, sock, soccerball, nail, net



# Phonological Awareness

PA.007.AM2c

Rhyme Memory Match – Extension (initial sound)



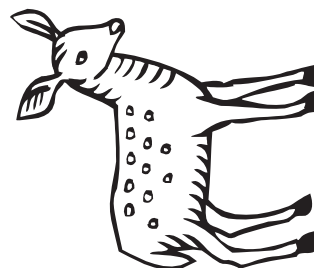
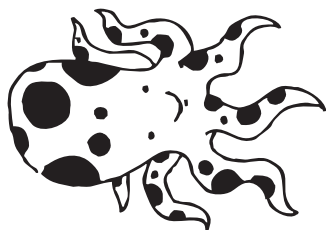
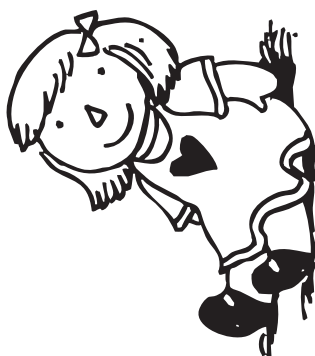
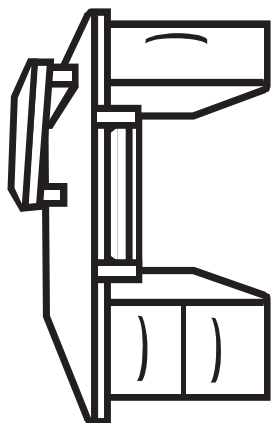
initial sound picture cards: cupcake, comb, jump, jeans, uniform, United States



# Phonological Awareness

Rhyme Memory Match – Extension (initial sound)

PA.007.AM2d



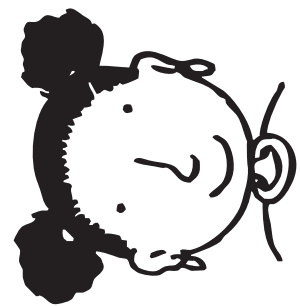
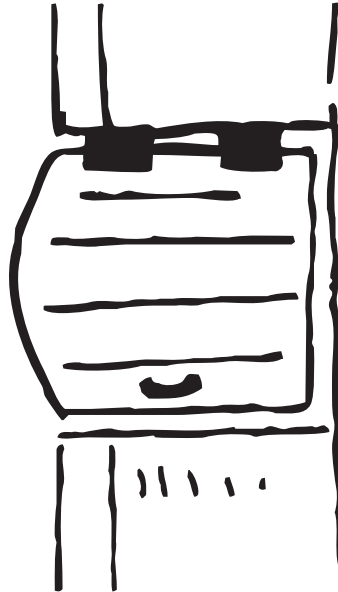
initial sound picture cards: desk, doll, ox, octopus, dragon, deer



# Phonological Awareness

PA.007.AM2e

Rhyme Memory Match – Extension (initial sound)



initial sound picture cards: guitar, gate, eagle, ear, horse, head



# Phonological Awareness



## Rhyme

PA.008

### Rhyming Game



#### Objective

The student will recognize rhyming words.



#### Materials

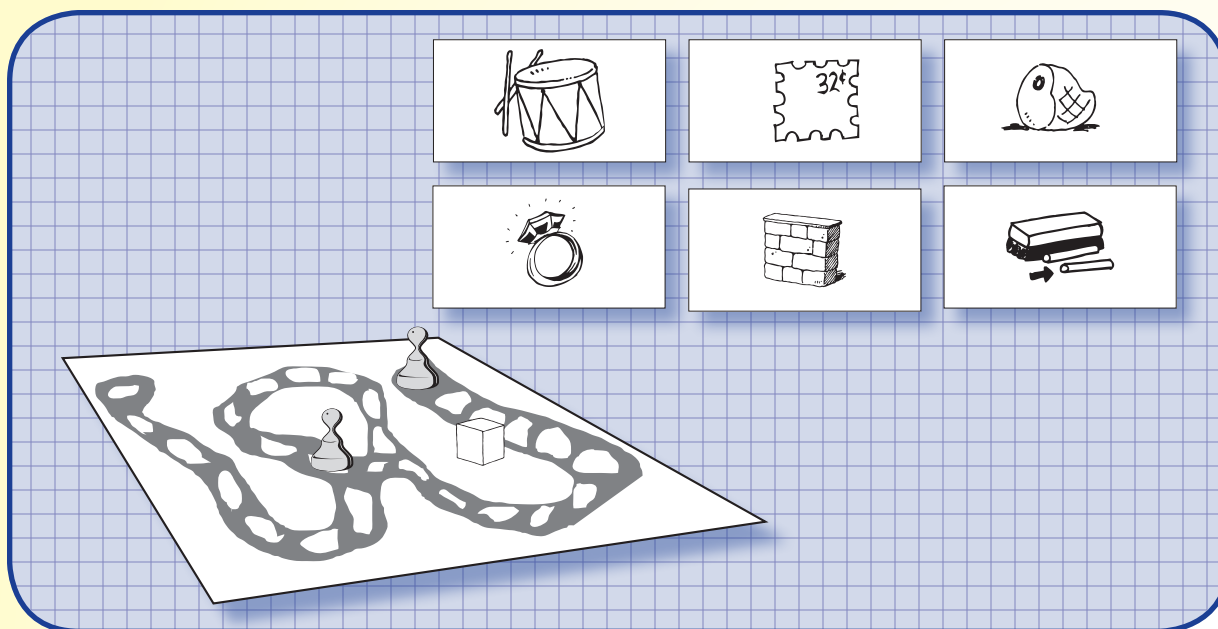
- ▶ Rhyming Game board (Activity Master PA.008.AM1a - PA.008.AM1b)  
*Copy on card stock, assemble, and laminate.*
- ▶ Rhyming picture cards (Activity Master PA.008.AM2a - PA.008.AM2d)
- ▶ Number cube (Activity Master PA.008.AM3)  
*Copy on card stock and assemble.*
- ▶ Game pieces (e.g., counters)



#### Activity

Students match rhyming words while playing a game.

1. Place Rhyming Game board, number cube, and rhyming picture cards face up in rows on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece according to the number shown.
3. Name the picture where the game piece lands (e.g., “lamp”) and look at the cards to find a rhyming match.
4. If a match is made, say the match (i.e., “stamp, lamp”). If unable to make a match, then return the game piece to its previous space.
5. Continue until all students reach the END space.
6. Peer evaluation



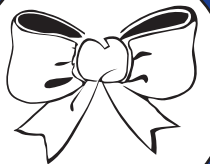
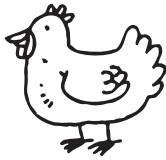
#### Extensions and Adaptations

- ▶ Play using print media or illustrate additional picture cards.
- ▶ Play by stating rhyming words.

# Phonological Awareness

PA.008.AM1a

Rhyming Game

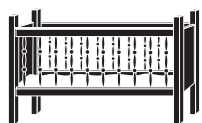


START

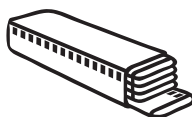
# Phonological Awareness

Rhyming Game

PA.008.AM1b



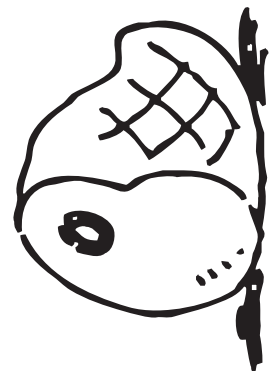
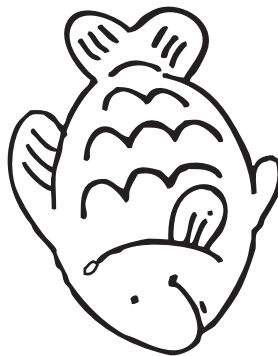
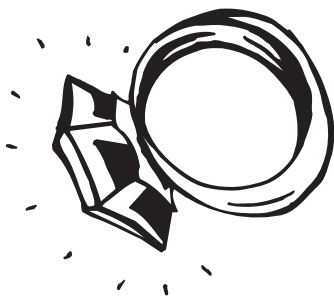
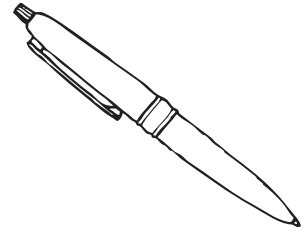
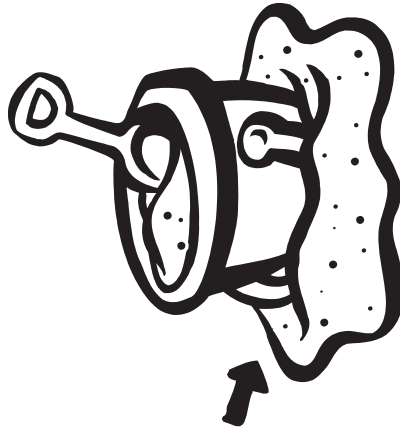
END



# Phonological Awareness

PA.008.AM2a

Rhyming Game



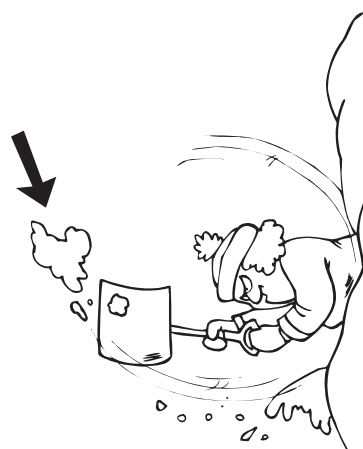
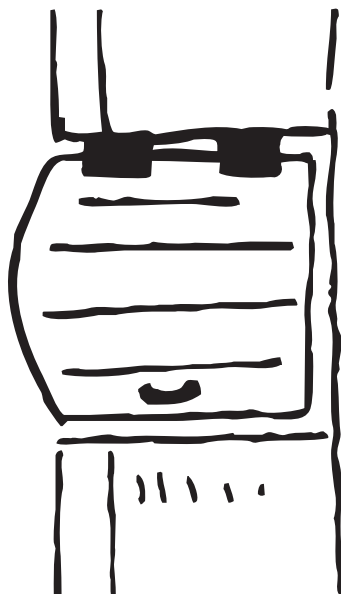
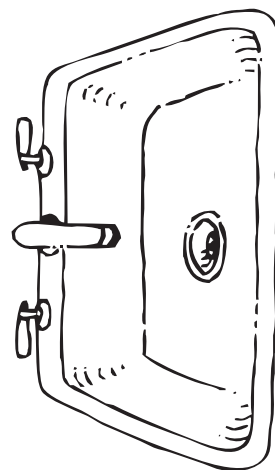
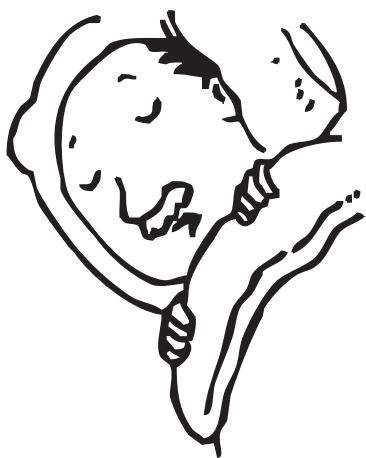
pictures on the game board: pie, hand, hen, king, dish, jam  
rhyming picture cards: eye, sand, pen, ring, fish, ham



# Phonological Awareness

Rhyming Game

PA.008.AM2b



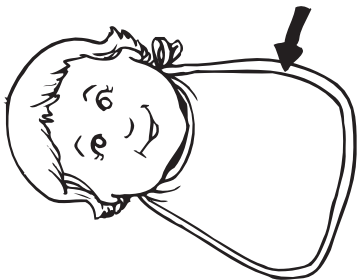
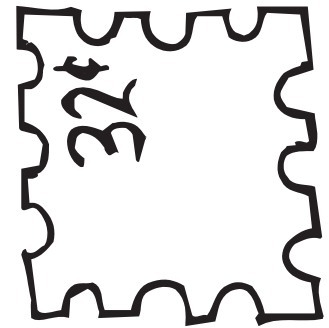
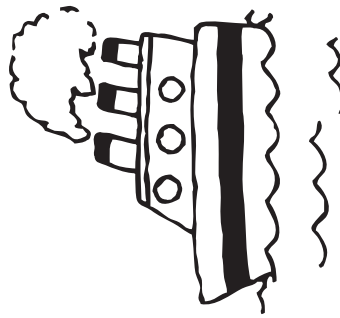
pictures on the game board: sheep, nut, wink, walk, skate, bow  
rhyming picture cards: sleep, hut, sink, chalk, gate, snow



# Phonological Awareness

PA.008.AM2c

Rhyming Game



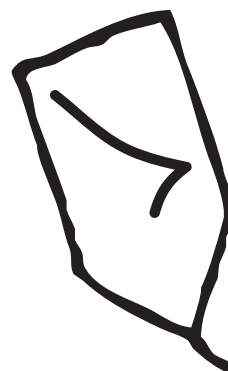
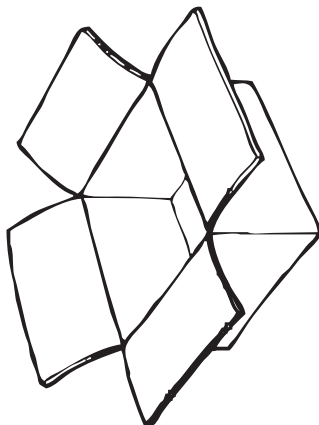
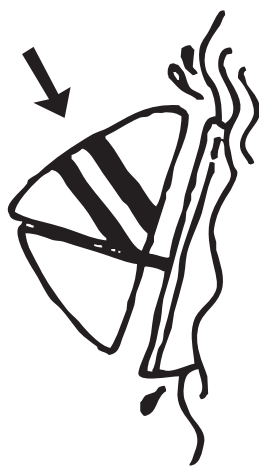
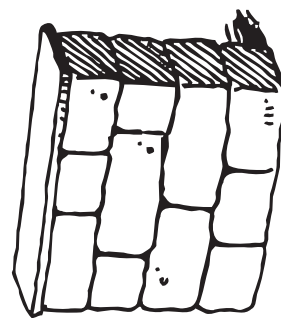
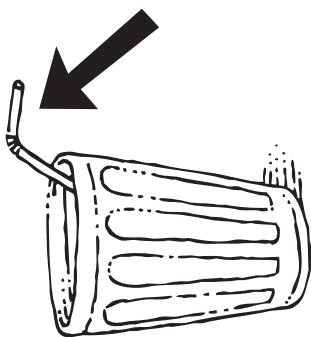
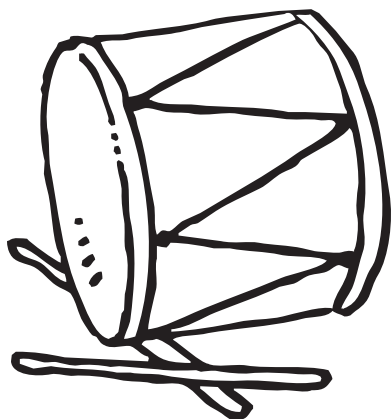
pictures on the game board: cat, lip, lamp, crib, lock, mop  
rhyming picture cards: hat, ship, stamp, bib, dock, hop



# Phonological Awareness

## Rhyming Game

PA.008.AM2d



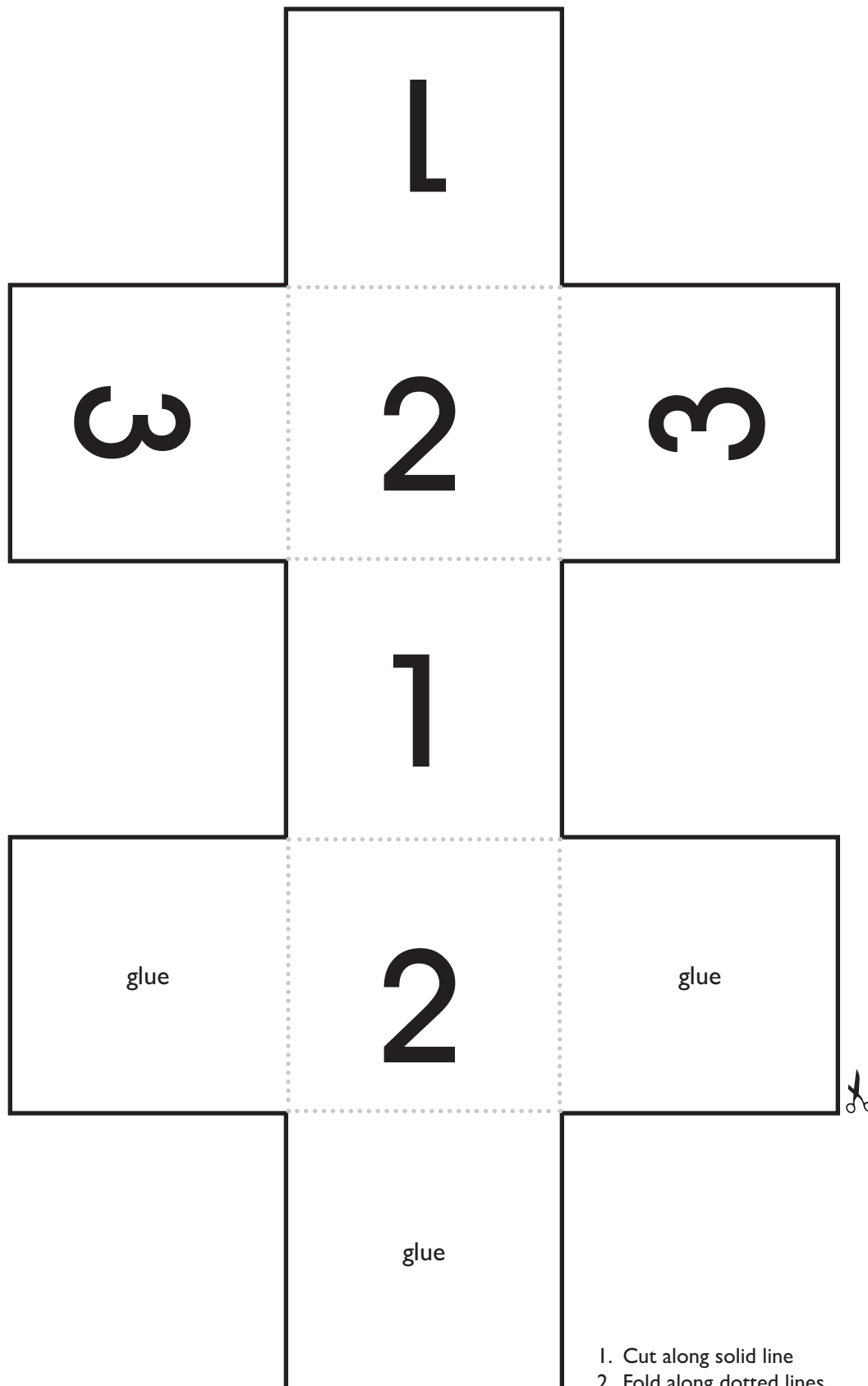
pictures on the game board: gum, paw, ball, mail, fox, bag  
rhyming picture cards: drum, straw, wall, sail, box, tag



# Phonological Awareness

PA.008.AM3

Rhyming Game



number cube

1. Cut along solid line
2. Fold along dotted lines

# Phonological Awareness



## Rhyme

PA.009

### Rhyme Flip Book

#### Objective

The student will recognize and produce rhyming words.

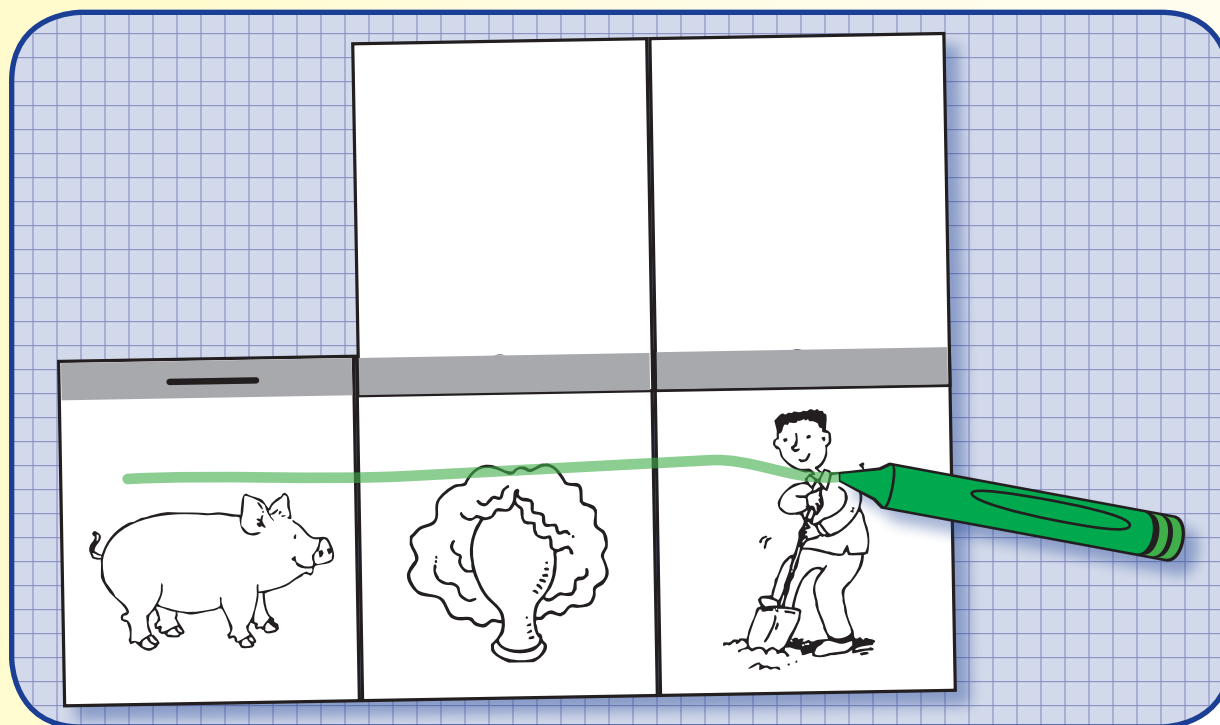
#### Materials

- ▶ Rhyme picture book pages (Activity Master PA.009.AM1a - PA.009.AM1g)
- ▶ Stapler
- ▶ Crayons or markers

#### Activity

Students find two rhyming pictures and illustrate a third picture.

1. Place stapler and crayons at the center. Provide the student with a set of rhyme picture book pages.
2. The student makes a flip book using the rhyme book pages. Cuts, compiles, and staples the book.
3. Flips through the pages in the book and finds two pictures that rhyme.
4. Draws a picture of a word that rhymes with the two pictures on a blank page.
5. Chooses a crayon and marks a line across all three rhyming pictures (*Note: Uses a different color for each set of rhyming pictures*).
6. Continues until there are three pictures for each rhyme.
7. Teacher evaluation



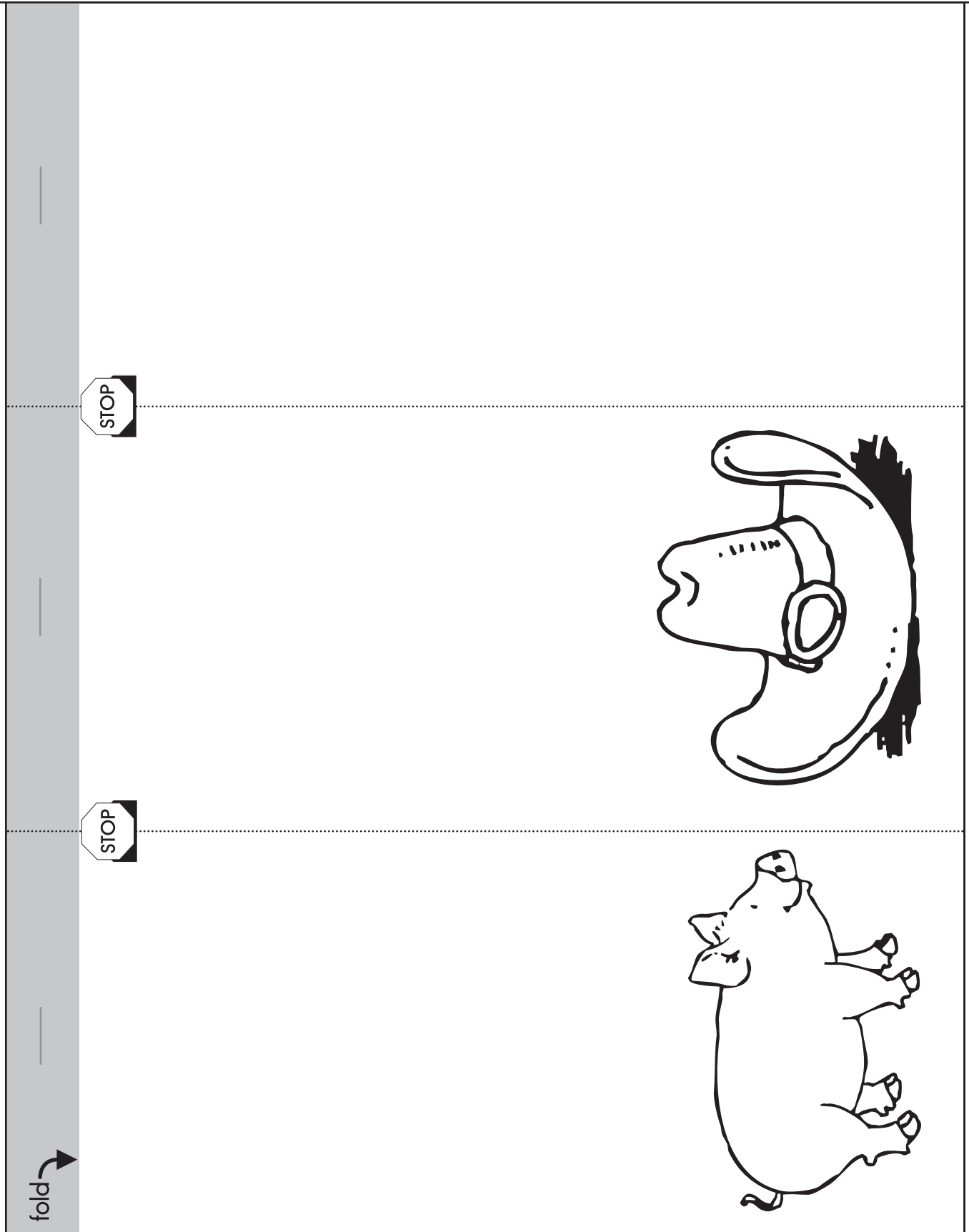
#### Extensions and Adaptations

- ▶ Exchange books with a partner and compare rhyming words.
- ▶ Make additional flip book pages (Activity Master PA.009.AM2).

# Phonological Awareness

PA.009.AM1a

Rhyme Flip Book



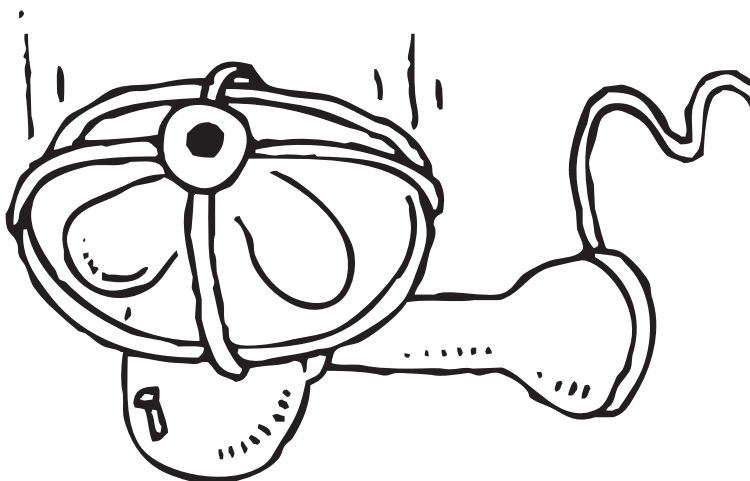
rhyme picture book pages: pig, hat



# Phonological Awareness

Rhyme Flip Book

PA.009.AM1b



fold →

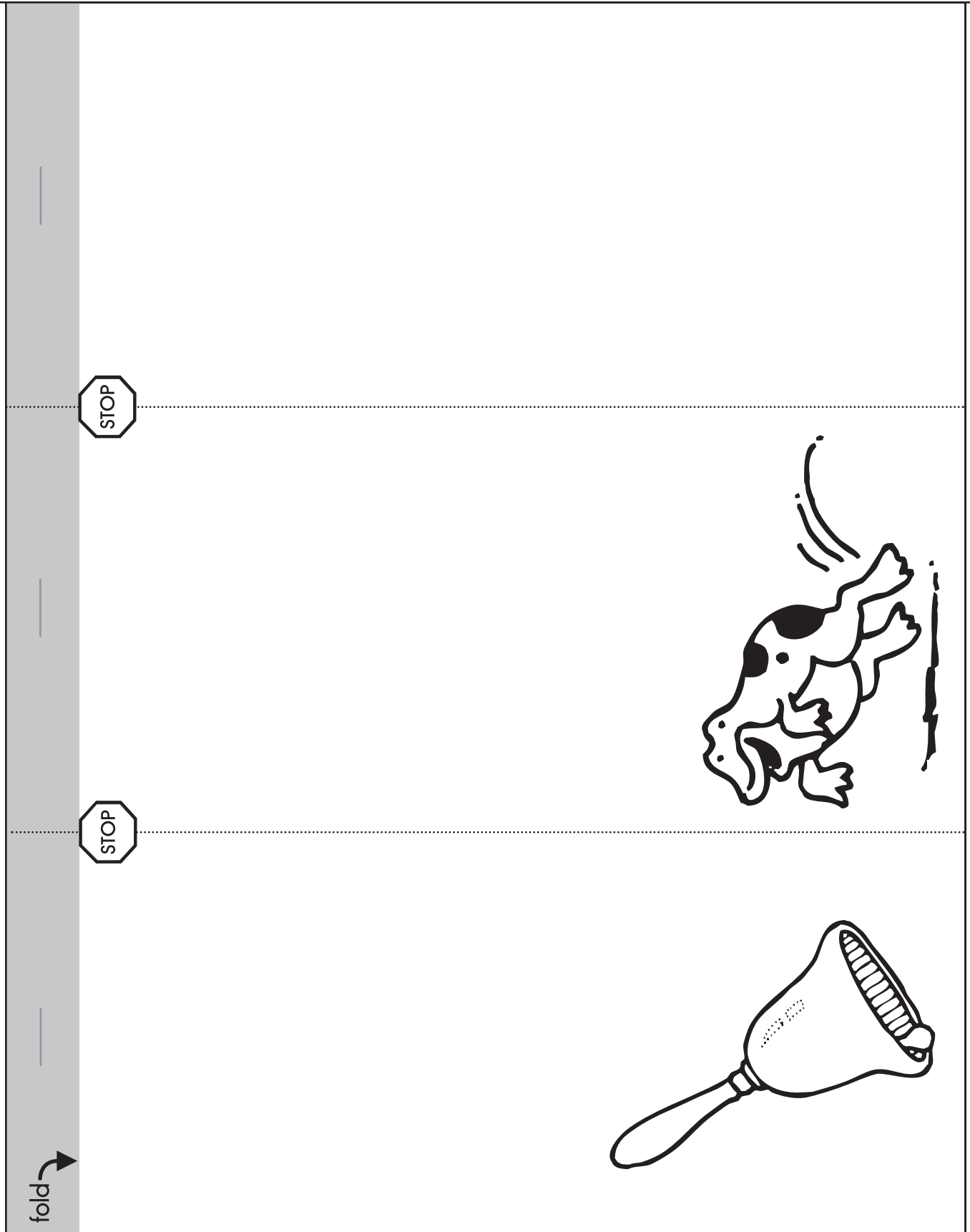
rhyme picture book pages: fan, jar



# Phonological Awareness

PA.009.AM1c

Rhyme Flip Book

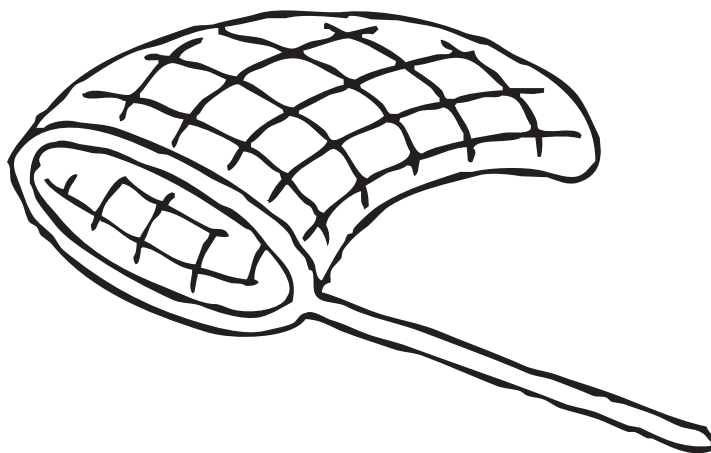


rhyme picture book pages: bell, frog

# Phonological Awareness

Rhyme Flip Book

PA.009.AMId



fold →

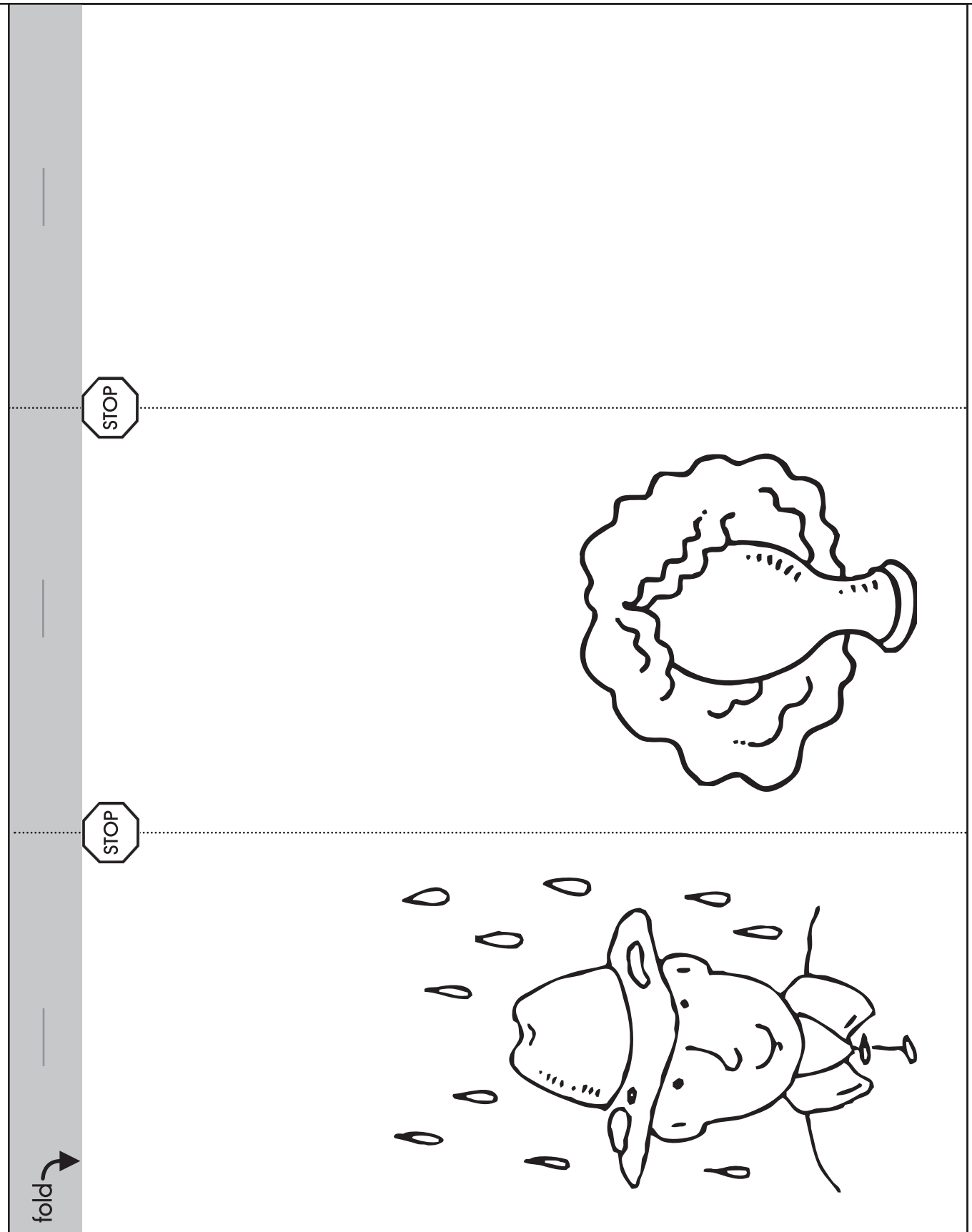
rhyme picture book pages: star, net



# Phonological Awareness

PA.009.AM1e

Rhyme Flip Book



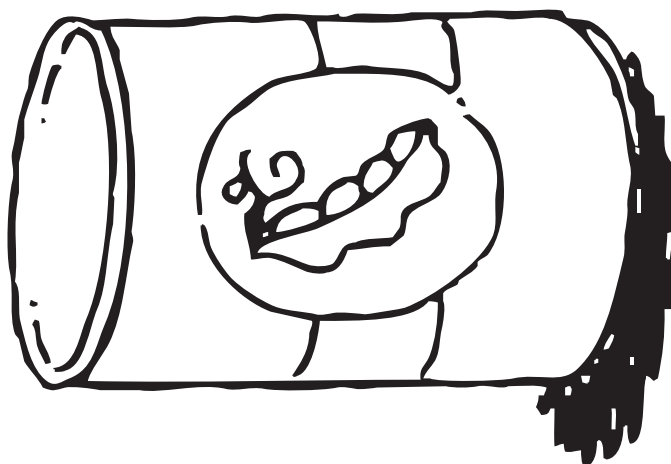
rhyme picture book pages: wet, wig



# Phonological Awareness

Rhyme Flip Book

PA.009.AM If



fold →

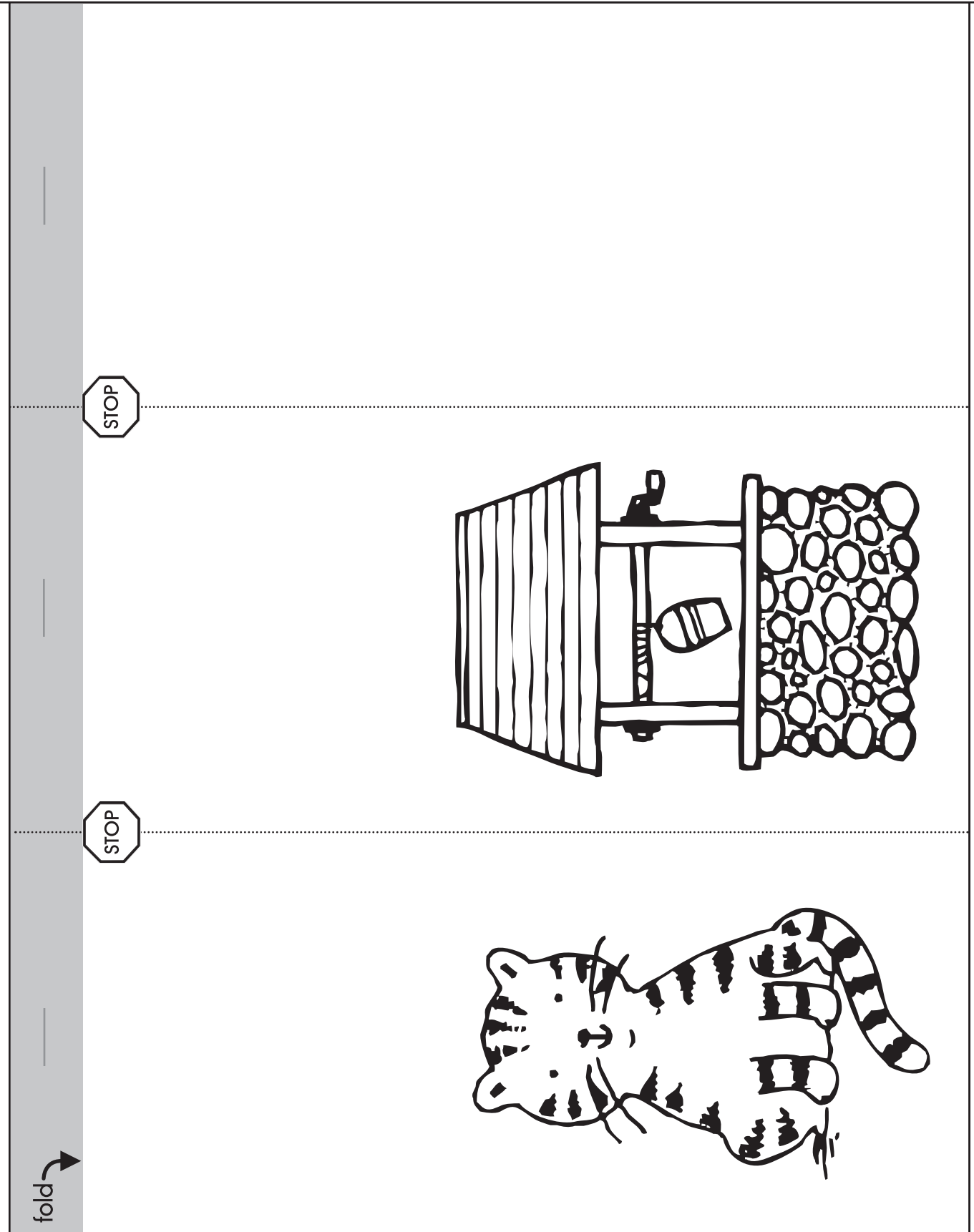
rhyme picture book pages: dog, can



# Phonological Awareness

PA.009.AM Ig

Rhyme Flip Book



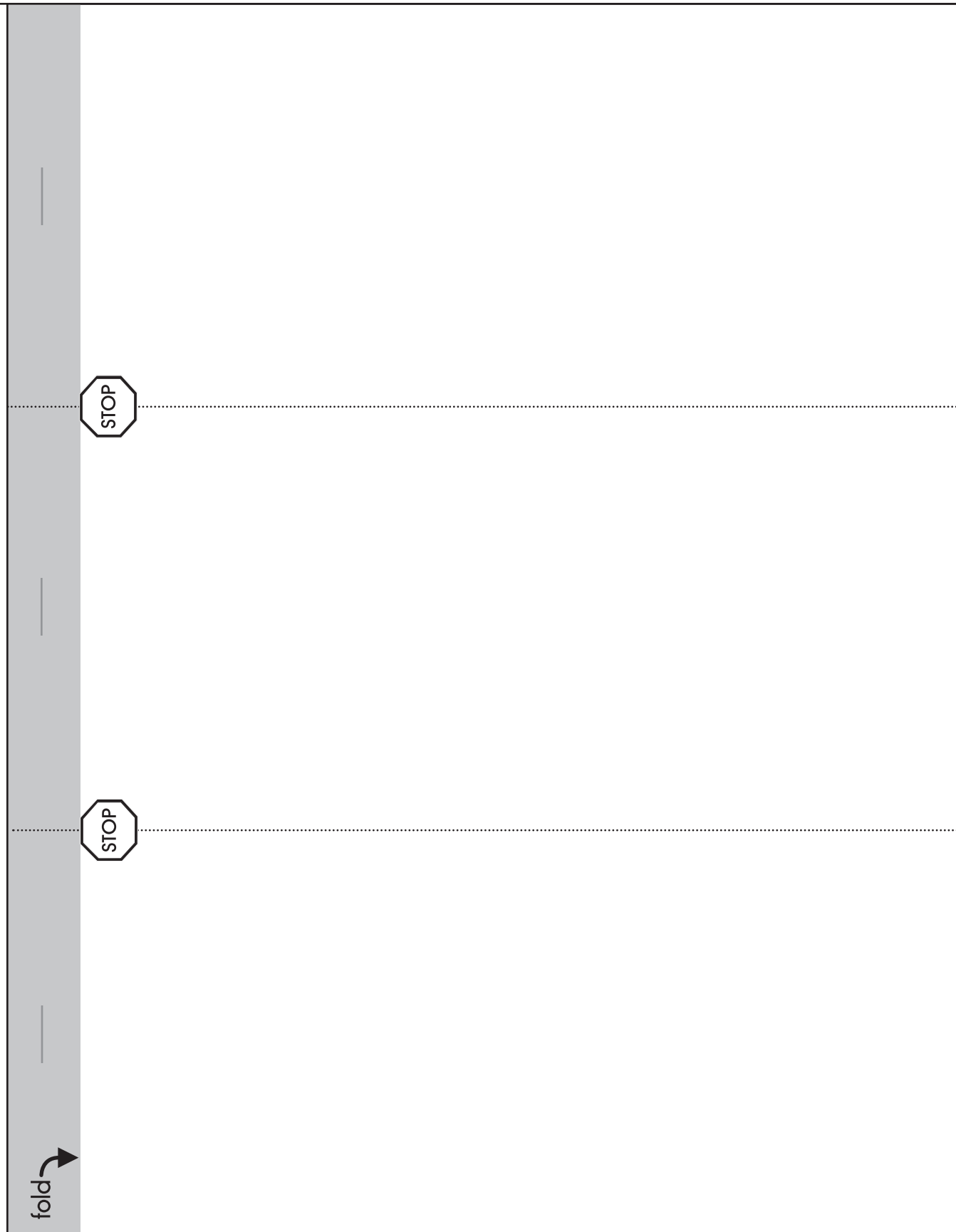
rhyme picture book pages: cat, well



# Phonological Awareness

Rhyme Flip Book

PA.009.AM2



blank flip book pages





# Phonological Awareness

PA.010

Alliteration

Alliteration Action



## Objective

The student will repeat and produce alliterative phrases.



## Materials

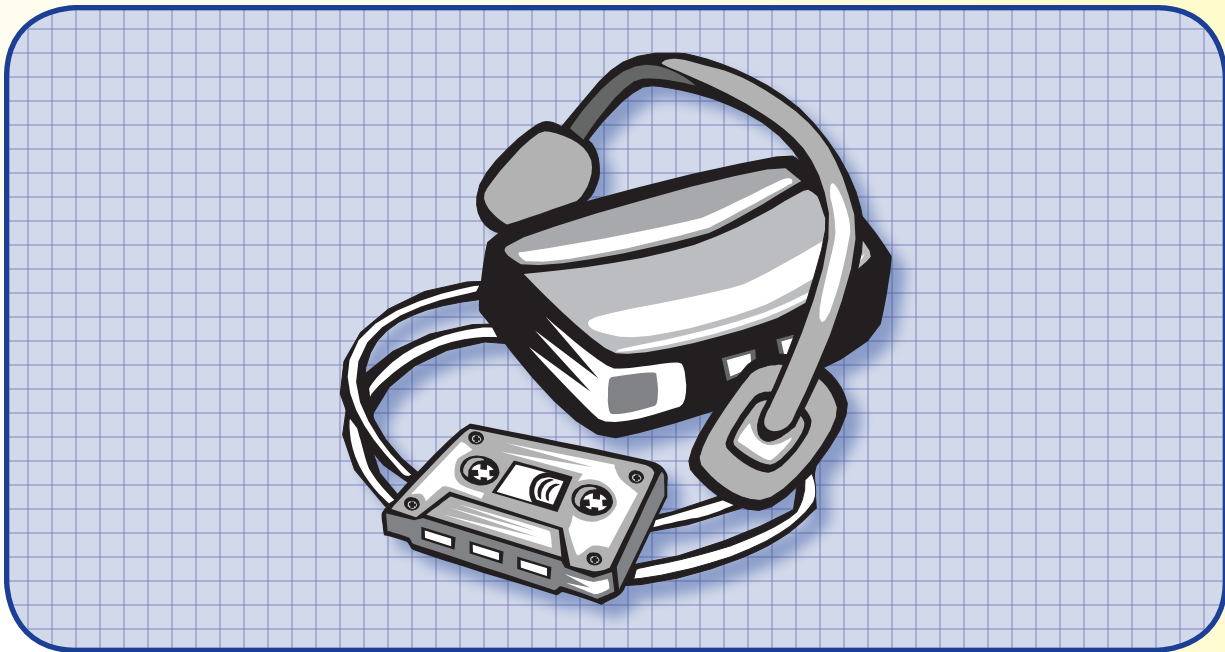
- ▶ CD or tape player
- ▶ CD or tape with alliterative songs
- ▶ Headphones
- ▶ Gloves
- Optional: Use paper hands on popsicle sticks (Activity Master PA.016.AM1)*
- ▶ Paper
- ▶ Crayons or markers



## Activity

Students interact with alliterative music.

1. Place the tape player, headphones, and the alliterative tape at the center. Provide student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Claps hands or finger taps to the beat.
4. Interacts with the song (repeats alliterative sentences).
5. Draws a picture illustrating an alliterative sentence on paper.
6. Teacher evaluation



## Extensions and Adaptations

- ▶ Write and illustrate silly sentences.
- ▶ Develop an alliterative tape.
- ▶ Listen to and repeat alliterative (or silly) sentences with a partner.
- ▶ Change the initial sound to make another silly sentence (e.g., Seter Siper sicked a seck of sickled seppers.).

# Phonological Awareness



## Alliteration

PA.011

### Popular Pals

#### Objective

The student will produce alliterative phrases.

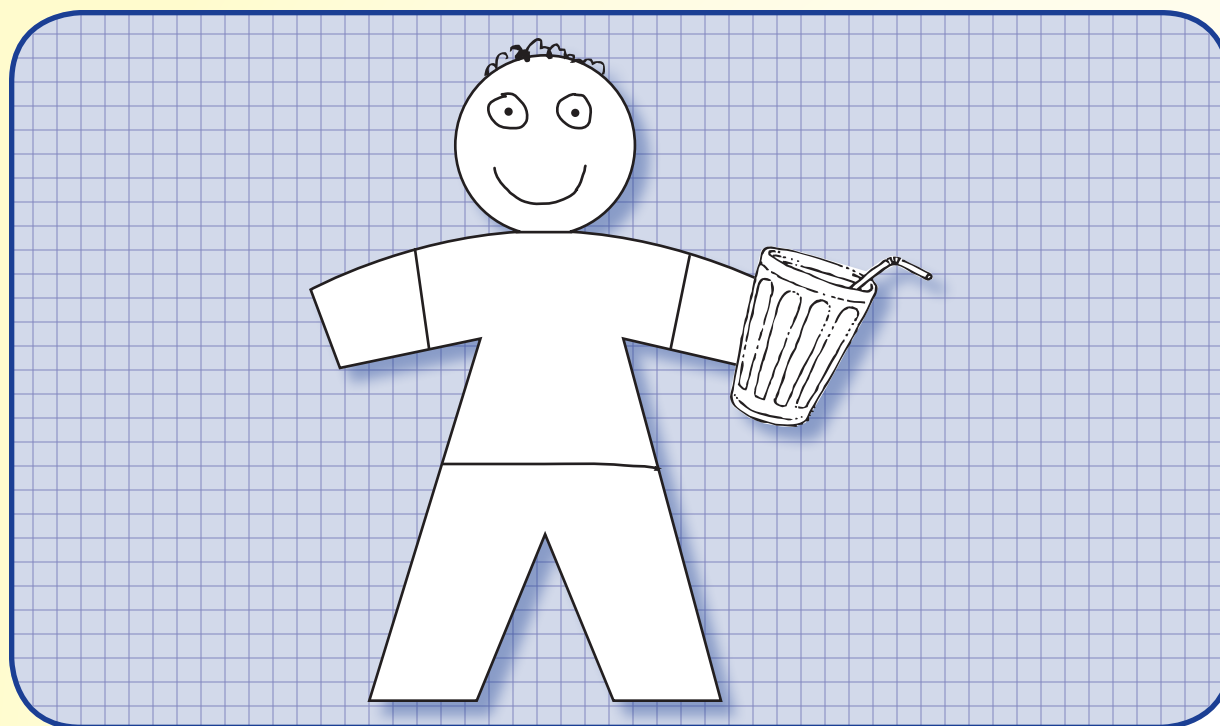
#### Materials

- ▶ Popular Pal cut-out (Activity Master PA.011.AM1)
- ▶ Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- ▶ Scissors
- ▶ Glue
- ▶ Crayons or markers

#### Activity

Students use their names and alliterative phrases to describe themselves and decorate their pals.

1. Provide the student with a Popular Pal cut-out, crayons, decorative items, scissors, and glue.
2. The student produces an alliterative phrase that matches her name and describes a self characteristic (e.g., “Happy Holly”). Students may also use “likes” to describe themselves (e.g., “Mikey likes milkshakes.”).
3. Decorates Popular Pal cut-out to illustrate the description or statement.
4. Teacher evaluation



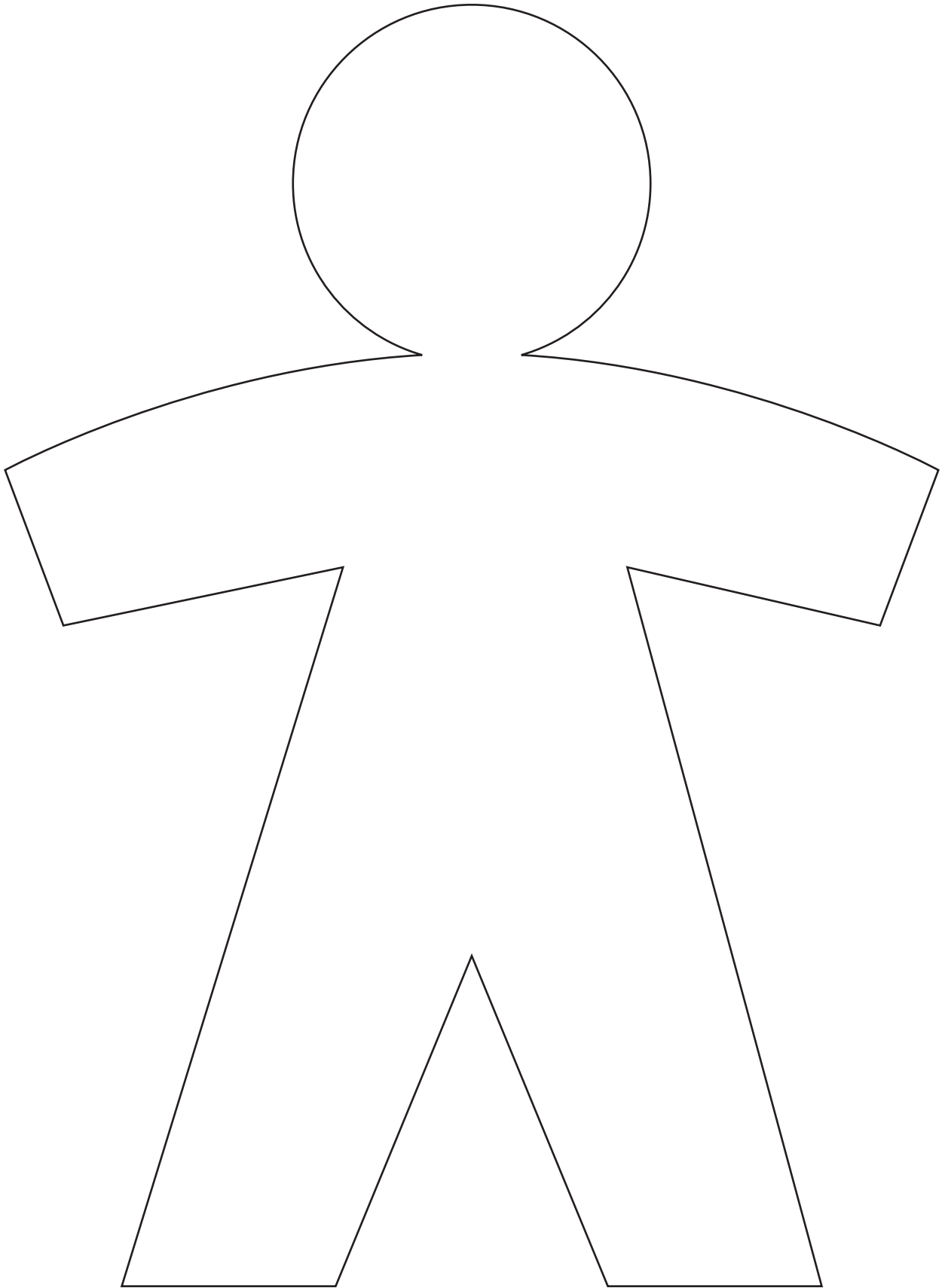
#### Extensions and Adaptations

- ▶ Add other adjectives.
- ▶ Describe a friend.

# Phonological Awareness

PA.011.AMI

Popular Pals



popular pal cut-out

# Phonological Awareness



## Alliteration

PA.012

### Silly Sentence Big Book



#### Objective

The student will produce alliterative phrases.



#### Materials

- ▶ 12" by 18" construction paper
- ▶ Alphabet picture cards (Activity Master PA.012.AM1a - PA.012.AM1d)  
*Glue each alphabet picture card on separate pieces of construction paper.*
- ▶ 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.*
- ▶ Scissors
- ▶ Glue
- ▶ Crayons or markers

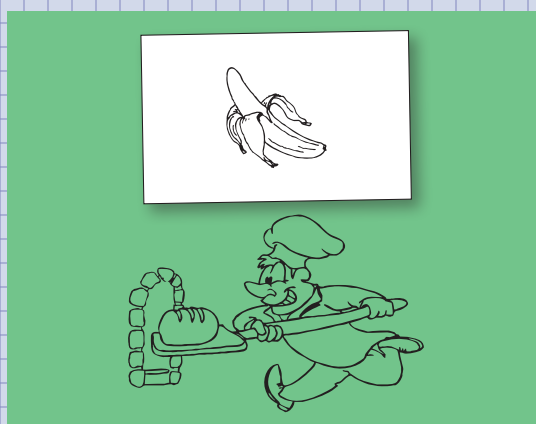


#### Activity

Students say and illustrate an alliterative phrase based on a target sound picture.

1. Provide the student with a piece of construction paper labeled with a target initial sound picture card, crayons or markers, items for decorating, scissors, and glue.
2. The student names picture and says initial sound (e.g., "banana, /b/").
3. Creates an alliterative sentence for the sound of the letter on her page.
4. Illustrates the sentence using decorative items. 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."
5. Teacher evaluation

"Baker Bob bakes brown bread."



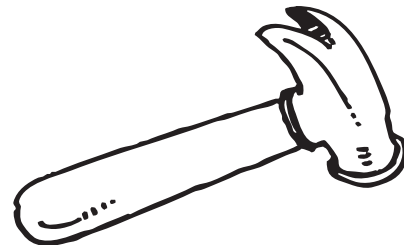
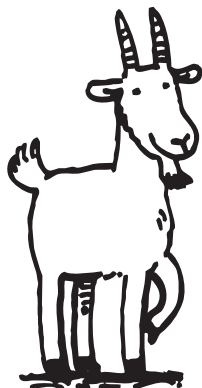
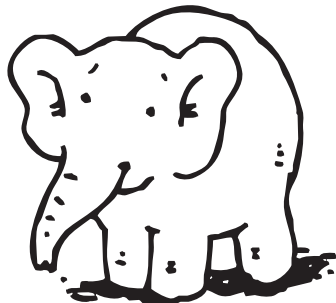
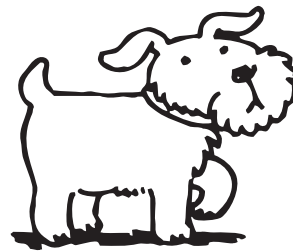
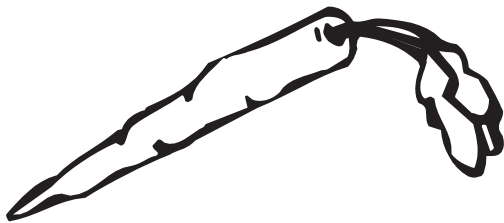
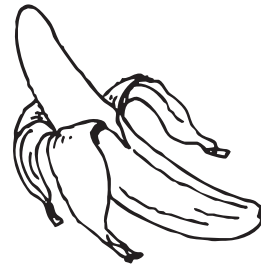
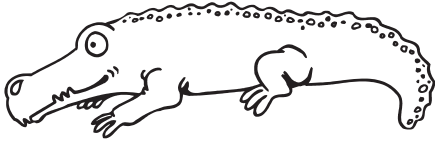
#### Extensions and Adaptations

- ▶ Extend the alliterative descriptions to include words using other target sounds (e.g., /sh/, /ch/).

# Phonological Awareness

PA.012.AM1a

Silly Sentence Big Book



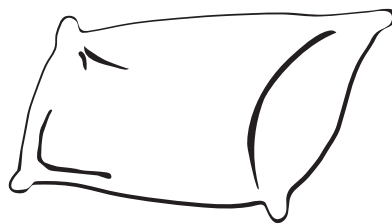
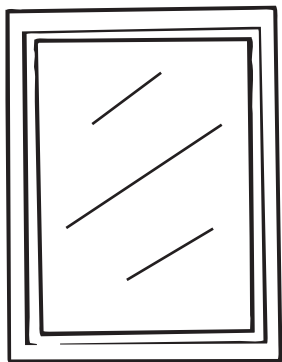
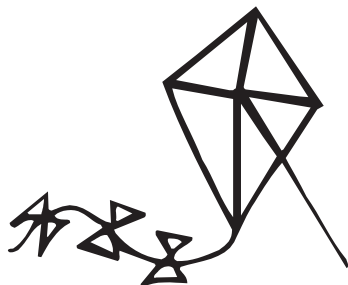
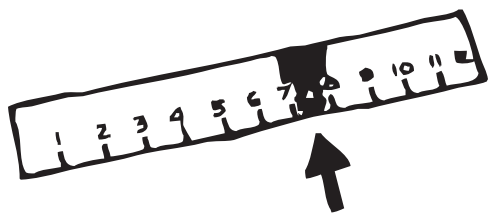
alphabet picture cards:  
alligator, banana, carrot, dog, elephant, feather, goat, hammer



# Phonological Awareness

Silly Sentence Big Book

PA.012.AM1b



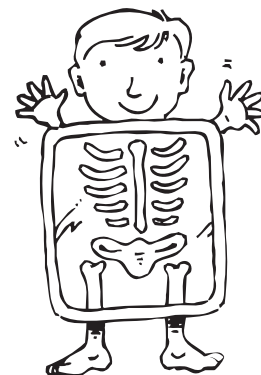
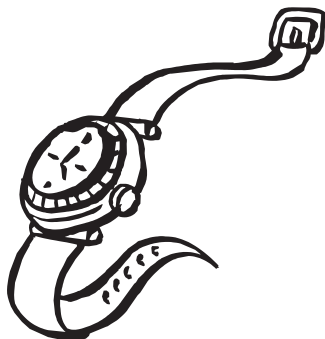
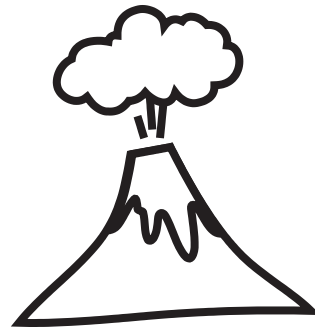
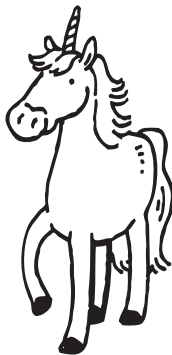
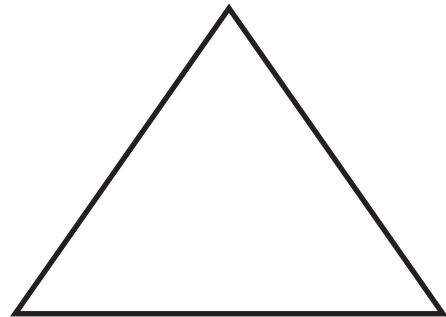
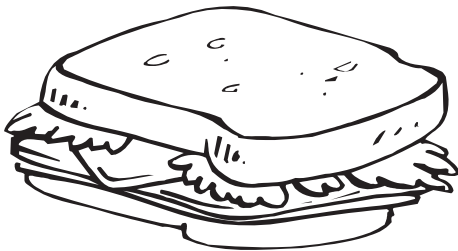
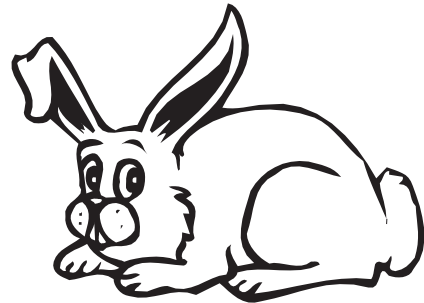
alphabet picture cards:  
inch, jam, kite, ladder, mirror, necklace, octopus, pillow



# Phonological Awareness

PA.012.AM1c

Silly Sentence Big Book



alphabet picture cards:  
quarter, rabbit, sandwich, triangle, unicorn, volcano, watch, x-ray



# Phonological Awareness

Silly Sentence Big Book

PA.012.AM1d



alphabet picture cards: yarn, zebra

