

Recognize and produce rhyming words.

Change the Rhyme

Sing a rhyming song that everyone knows. Then invite students to change the words while still maintaining the rhyme. For example, “Twinkle, twinkle little *star* / How I wonder what you are” could become “Twinkle, twinkle little *car* / How I wonder what you are.” To help students focus on the word to be changed, draw a picture of it on the board or write the word. When they choose a substitution, draw it or write its name. Then invite students to repeat the newly created rhyme, pointing to the appropriate pictures or words.

Other rhymes you might rewrite are:

Humpty Dumpty sat on a *wall* (ball, mall),
Humpty Dumpty had a great fall.

OR

Rub-a-dub-dub,
Three men in a *tub* (sub, shrub).

The newly created rhymes do not need to make sense; students might enjoy making silly rhymes.

Rhyming Riddles

Ask students rhyming riddles. For example, “It rhymes with can. It starts with /m/. What is it?” If students’ responses aren’t quite right, repeat the question and add this clarification: “I’m looking for a word that ends in /an/ like the word can, but it starts with /m/. What begins with /m/ and ends in /an/?”

Here are some sample riddles. These examples are about characters or objects in the Sing a Rhyme activities, but your riddles could be about anything you choose.

- It rhymes with diddle. It starts with /f/. What is it? (*Fiddle* from “Hey Diddle, Diddle”)
- It rhymes with hill. It starts with /j/. What is it? (*Jill* from “Jack and Jill”)
- It rhymes with mittens. It starts with /k/. What is it? (*Kittens* from “Three Little Kittens”)
- It rhymes with purse. It starts with /n/. What is it? (*Nurse* from “Mother, Mother, I Am Ill”)
- It rhymes with tuffet. It starts with /m/. What is it? (*Muffet* from “Little Miss Muffet”)
- It rhymes with brother. It starts with /m/. What is it? (*Mother* from “Tortillas, Tortillas”)
- It rhymes with box. It starts with /f/. What is it? (*Fox* from “A-hunting We Will Go”)
- It rhymes with back. It starts with /kw/. What is it? (*Quack* from “Quack, Quack, Quack”)
- It rhymes with spoon. It starts with /m/. What is it? (*Moon* from “Hey Diddle, Diddle”)
- It rhymes with blue. It starts with /y/. What is it? (*You* from “My Valentine”)

Accept any rhyming word, but encourage students to think of the Sing a Rhyme activity and the corresponding rhyming word.

“Down by the Bay”

Sing songs that invite students to identify rhyming pairs.

“Down by the Bay” is a good example:

Down by the bay,
Where the watermelons grow,
Back to my home
I dare not go.
For if I do,
My mother will say,
“Did you ever see a pig
Wearing a wig?”
Down by the bay.

The question in blue type can be replaced by other rhyming couplets:

Did you ever see a bear
Sitting on a chair?
Did you ever see a dog
Kissing a frog?
Did you ever see a fly
Wearing a tie?
Did you ever see a spoon
Dancing on the moon?
Did you ever see a cat
Wearing a hat?

You might try creating your own rhymes as a class, then singing them together. Write the question on the board, providing blanks for the rhyming words. Then write the rhyming words (or draw pictures) and point to them as you sing.

Rhyme Match

Required Materials

- *Sound Sense Playing Cards* (see pages 16-22)

Play this game with no more than eight students. Select three to six pairs of rhyming words from the Sound Sense Playing Cards. Show students the cards before beginning the game. Name each picture so students attach the correct name to the picture.

Shuffle the cards and lay them facedown in rows and columns. (Begin as simply as possible with only three or four pairs—six or eight cards.) The object of the game is to uncover the rhyming pairs.

Each student takes a turn turning over two cards. When a student finds a match, he or she picks up the two matching cards and tries again. If the two cards do not match, they are returned to a facedown position, and the next player takes a turn.

The game ends when all of the cards are gone. The player with the most cards wins.

Rhyming Bingo

Required Materials

- *Sound Sense Bingo Cards (see pages 6-13)*
- *Bingo markers*

Using words from the Rhyming Bingo Word List below, call out one word at a time. Be sure to give students enough time between each word to look on their cards for rhyming words and to cover the appropriate squares with their Bingo markers. When a student has covered an entire row on their Bingo card with Bingo markers, he should call out “Bingo.” Play this activity in a small group of no more than eight.

Rhyming Bingo Word List

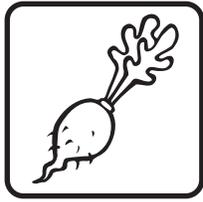
You Say	Pictures
make	cake, rake, snake
meet	beet, feet
phone	bone, cone
mug	bug, rug
van	can, fan
dane	cane, plane
rice	dice, mice
log	dog
bin	fin, pin
sat	cat, hat
den	hen, pen, ten
rose	hose, nose
loon	moon, spoon
pop	mop, stop, top
vet	net
mutt	hut, nut
dive	five, hive
hope	rope, soap
twig	pig, wig

Sound Sense Bingo Cards

Pages 6-13

You can use the Sound Sense Bingo Cards to play several types of phonological games. For ideas, search for Waterford activities for other Common Core Standards related to phonological awareness.

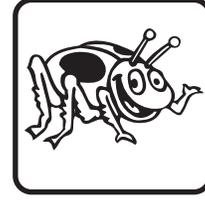
The Bingo Cards provided here will be most useful if you first copy them onto a heavier paper such as cardstock. The cards can also be colored and laminated. In order to use the correct word for each picture, you should refer to the Bingo Card Word List (pages 4-5) each time you play with the Sound Sense Bingo Cards.



beet



bone



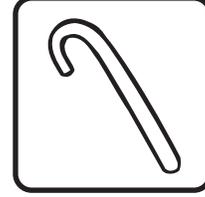
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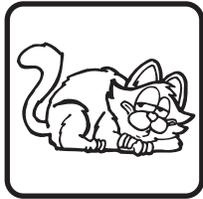
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can



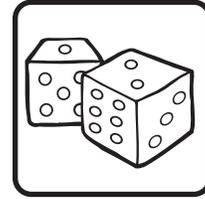
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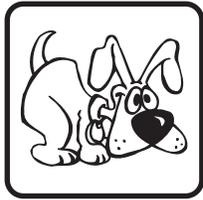
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cone



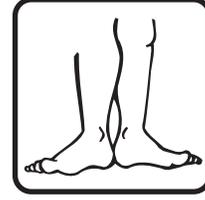
dice



dog



fan



feet



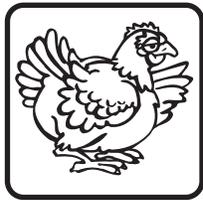
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five



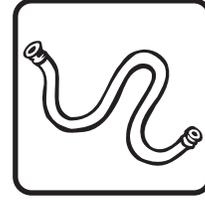
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hive



hose



hut



mice



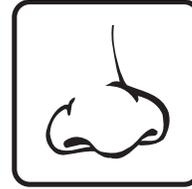
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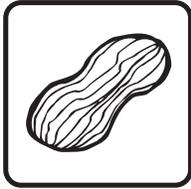
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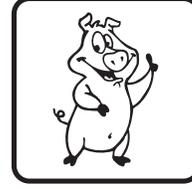
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nut



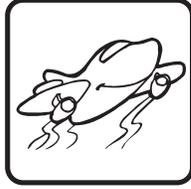
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pig



pin



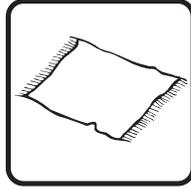
plane



rake



rope



rug



sheet



snake



soap



stop



spoon



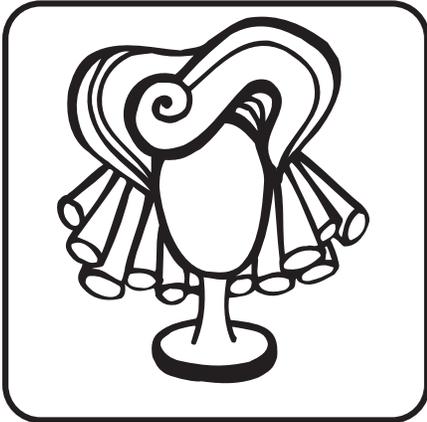
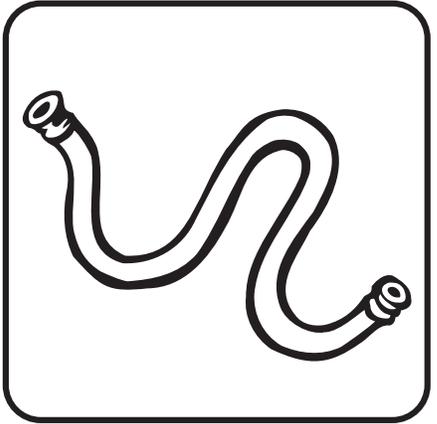
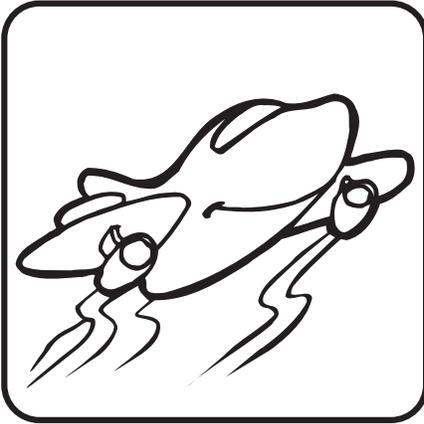
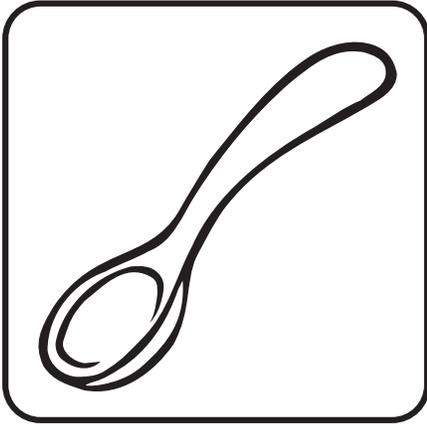
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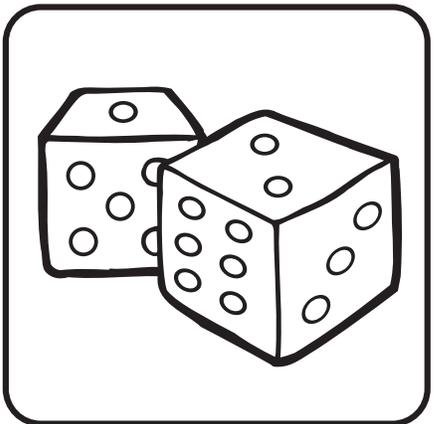
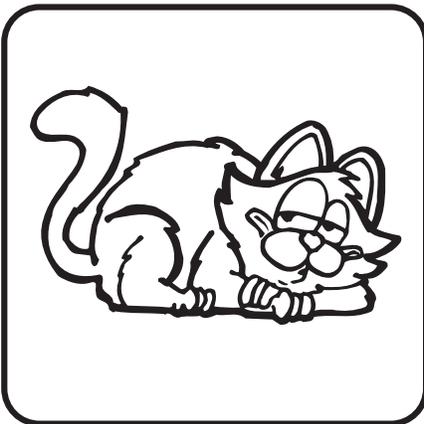
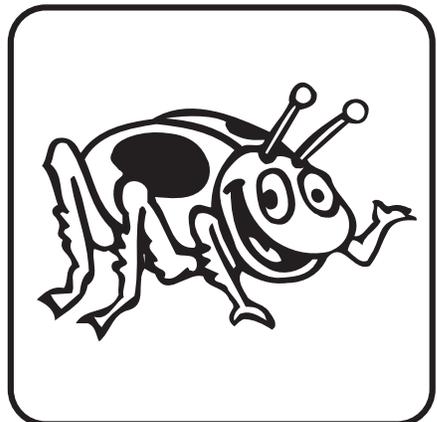
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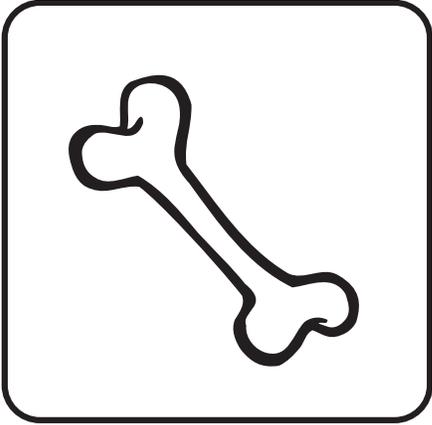
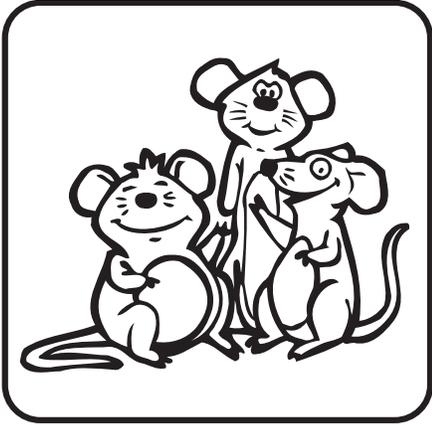


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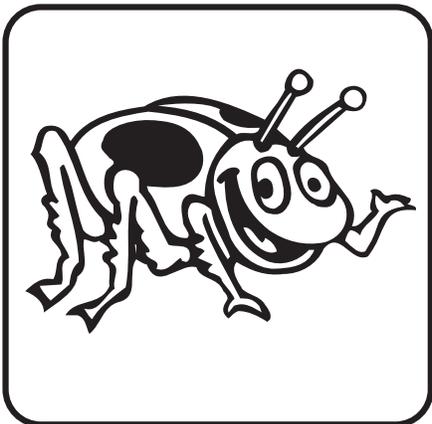
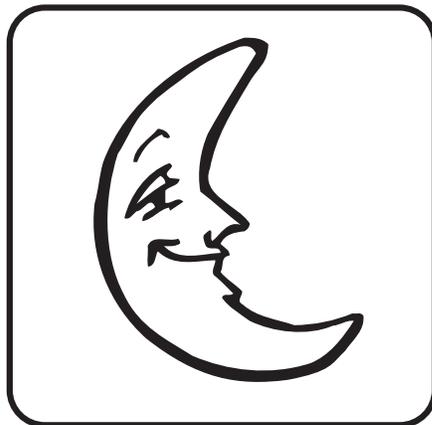


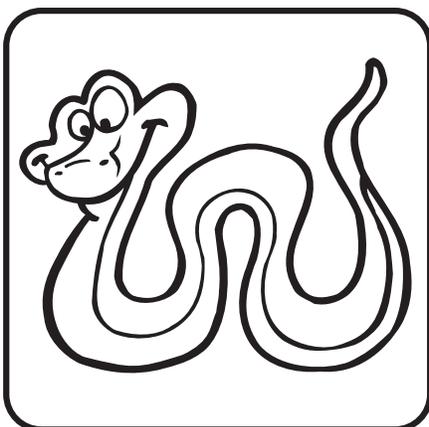
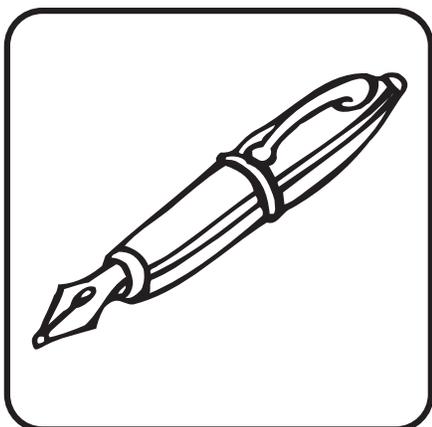
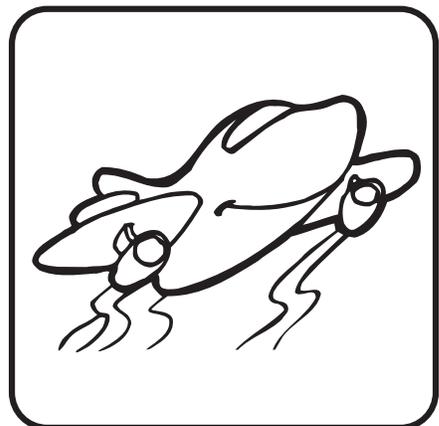
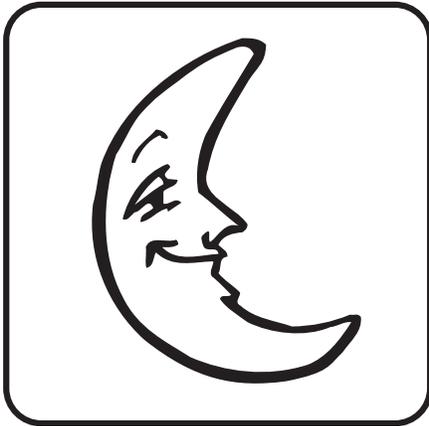
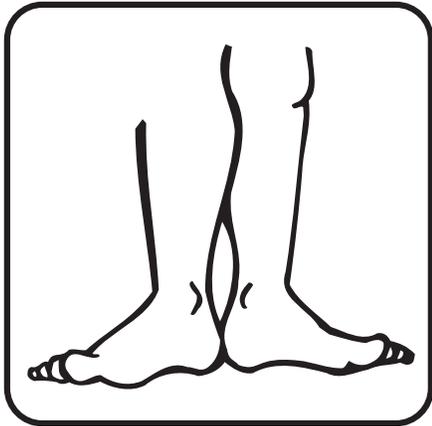
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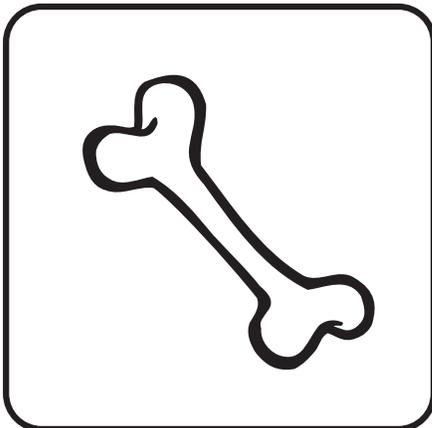
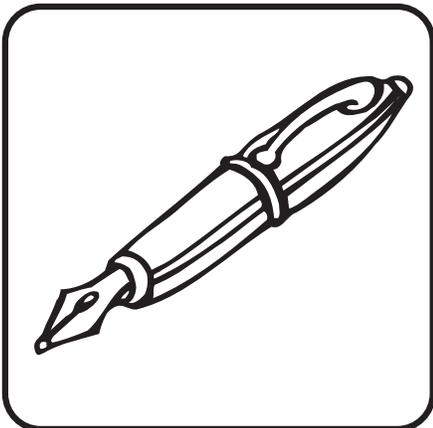
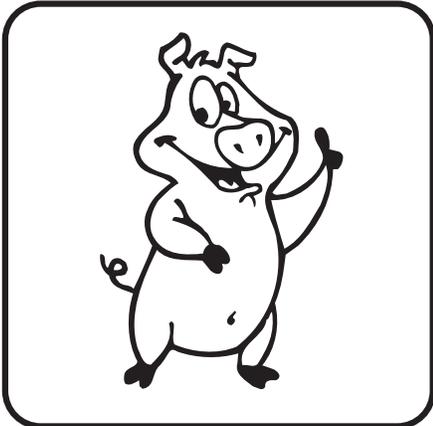
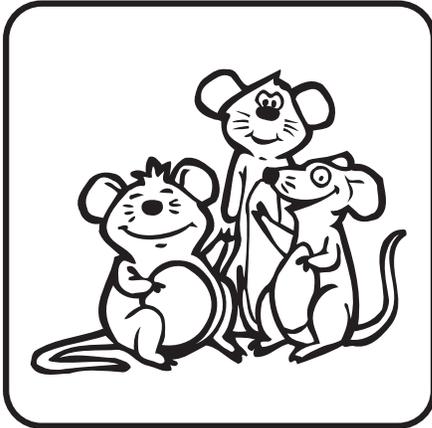
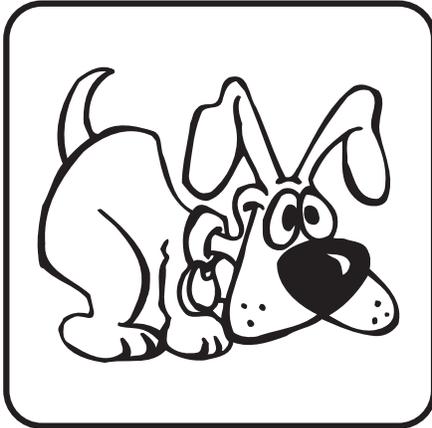
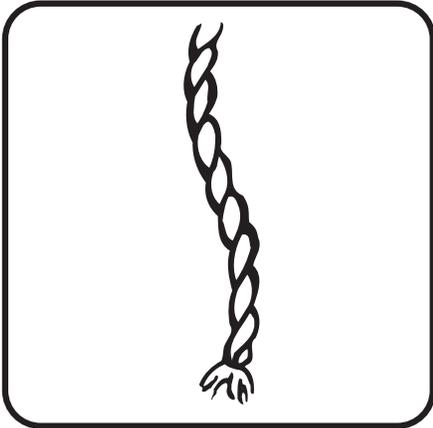


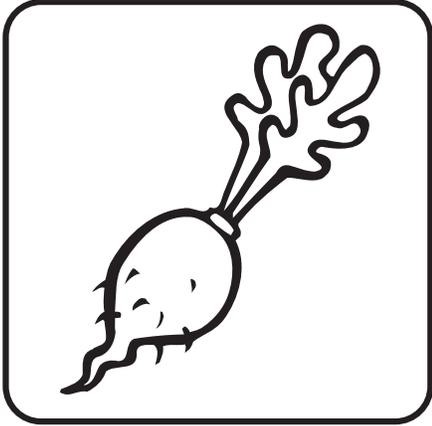


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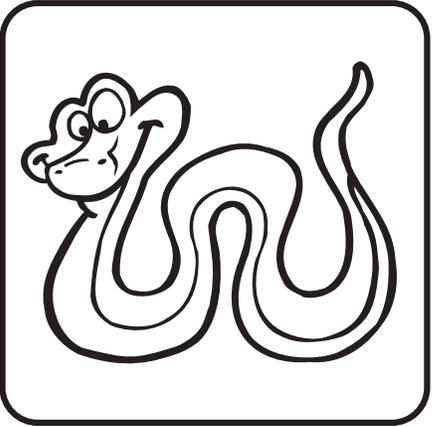




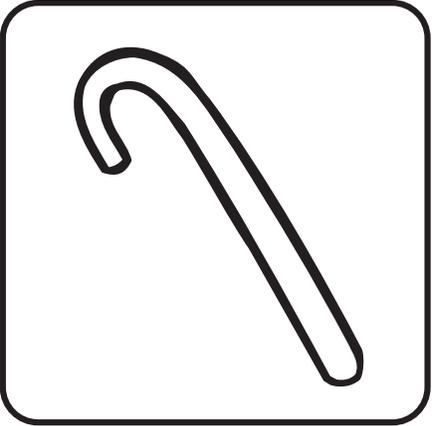


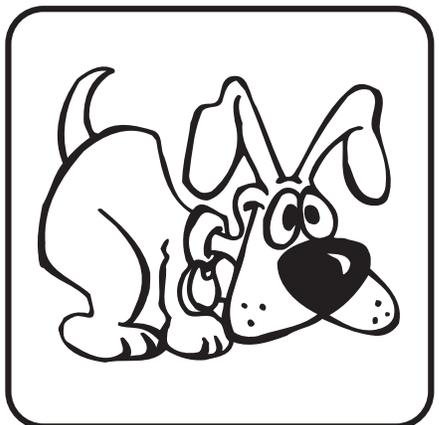
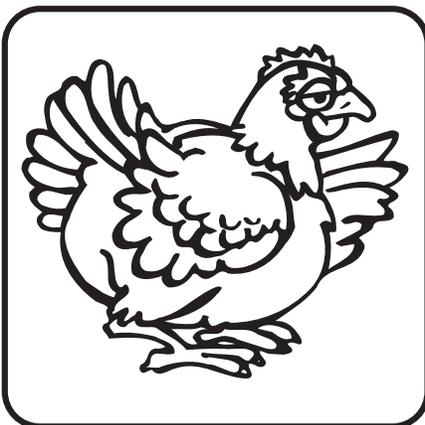
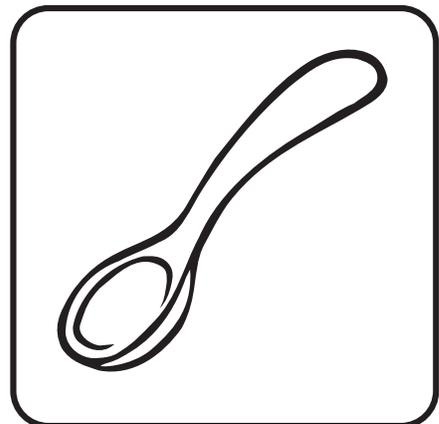
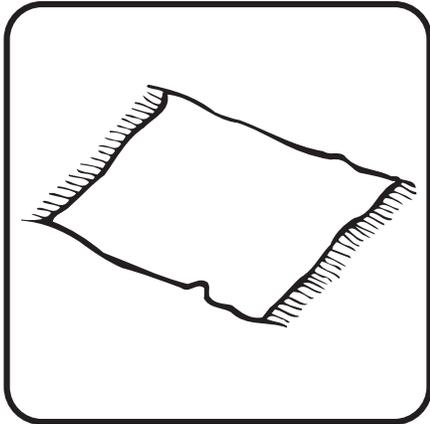
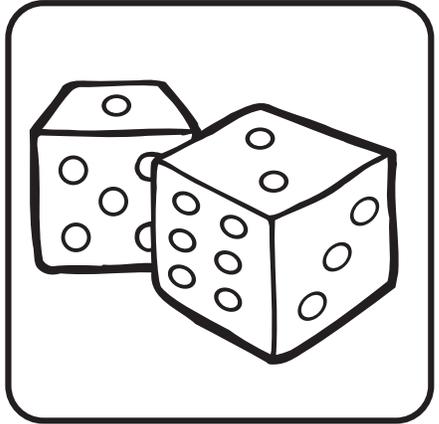
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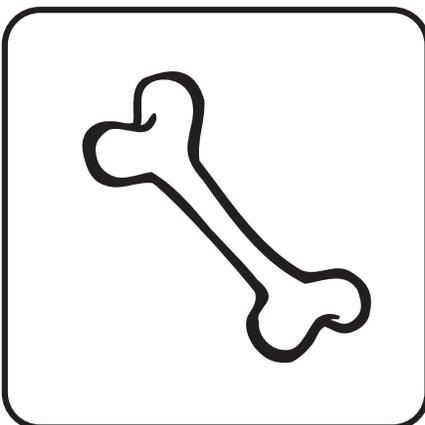
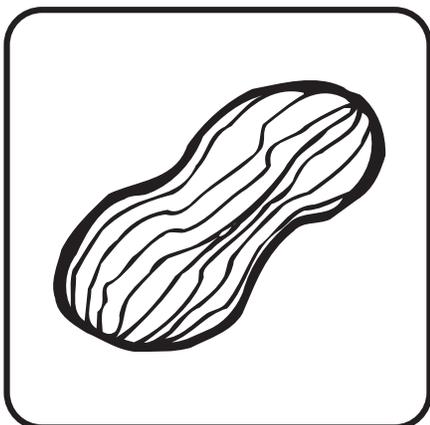


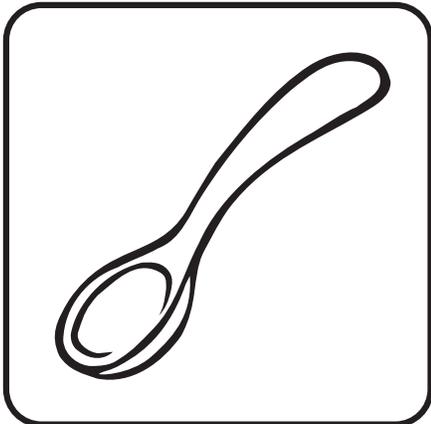
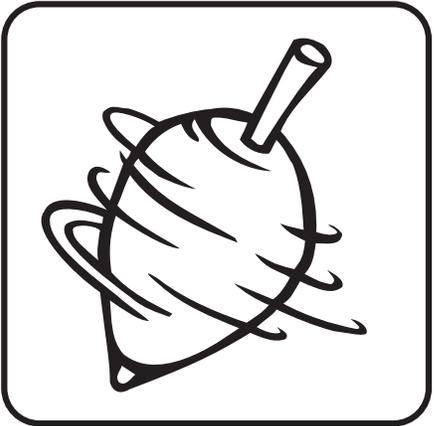
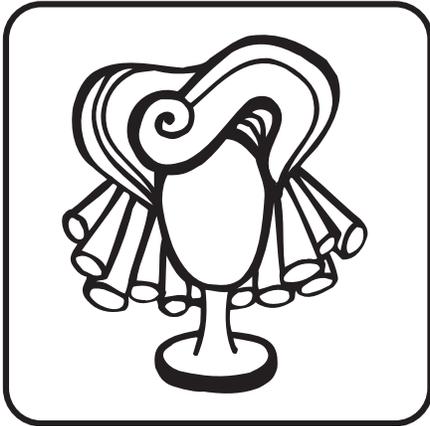


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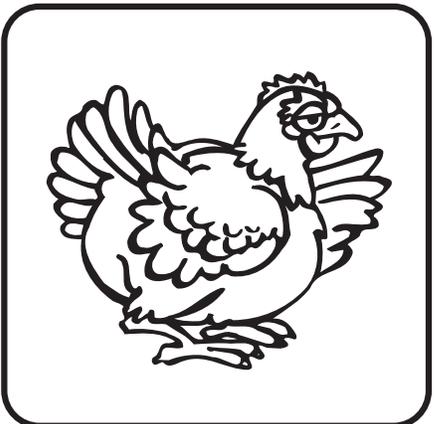
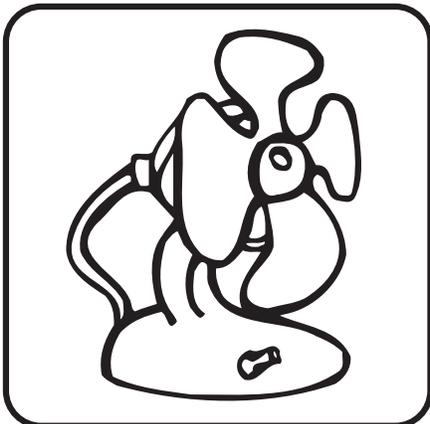
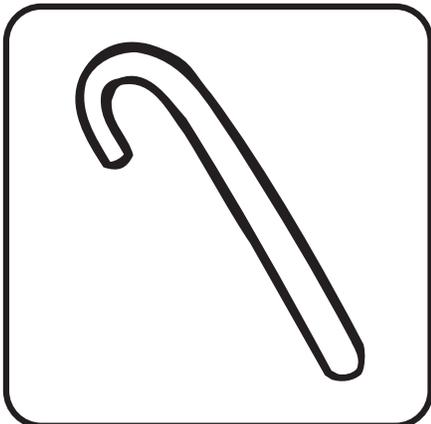
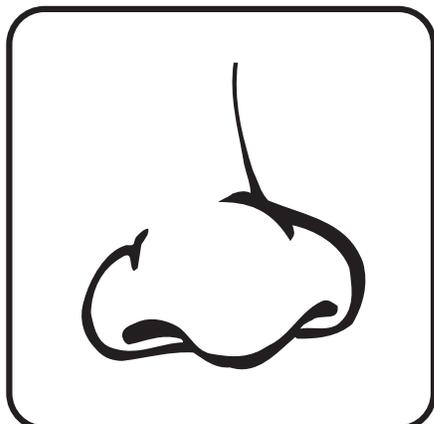


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free



Sound Sense Playing Cards

Pages 16-22

You can use the Sound Sense Playing Cards in several phonological games. Nineteen groups of three rhyming words make up the set of Playing Cards.

The Sound Sense Playing Cards provided here will be most useful if you first copy them onto a heavier paper such as

card stock. The cards can also be colored and laminated. An illustrated Playing Card Word List is listed on pages 14-15 for your reference.



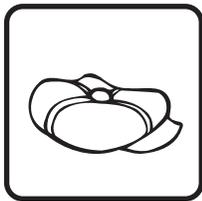
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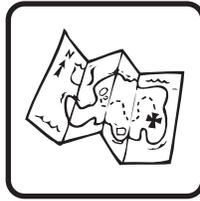
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cap



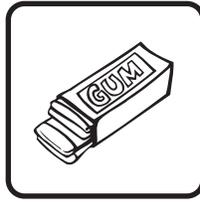
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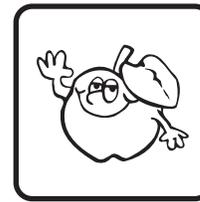
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drum



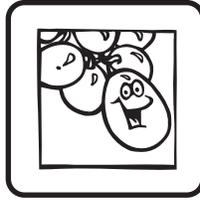
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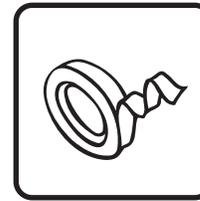
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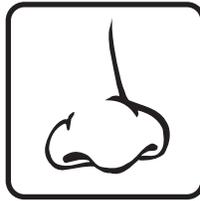
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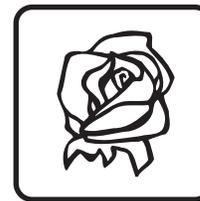
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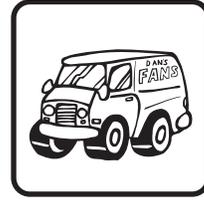
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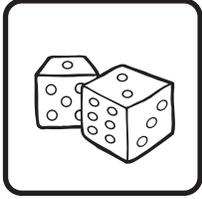
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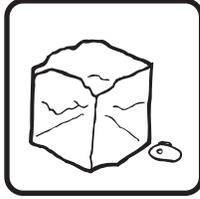
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van



dice



ice



mice



jail



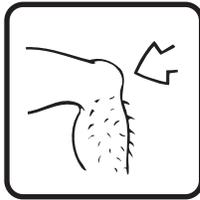
nail



snail



bee



knee



tree



mad



pad



sad



chin



fin



pin



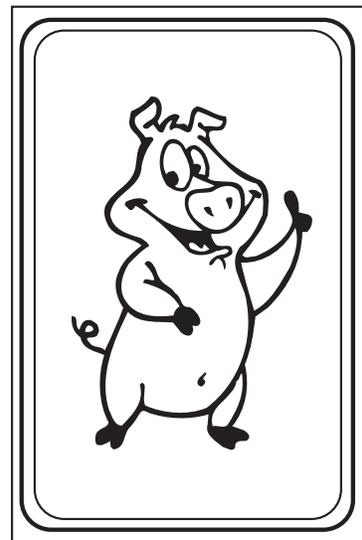
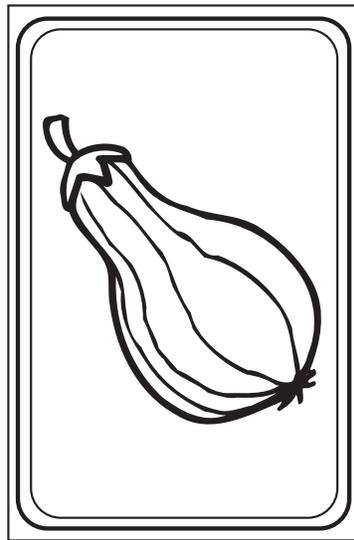
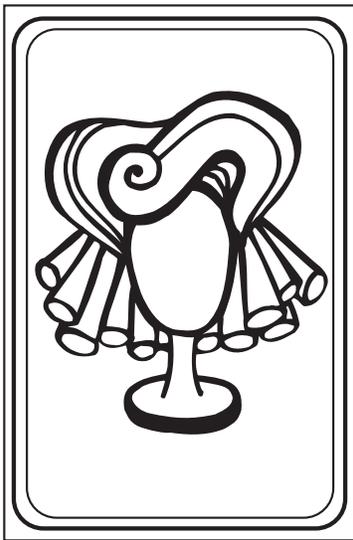
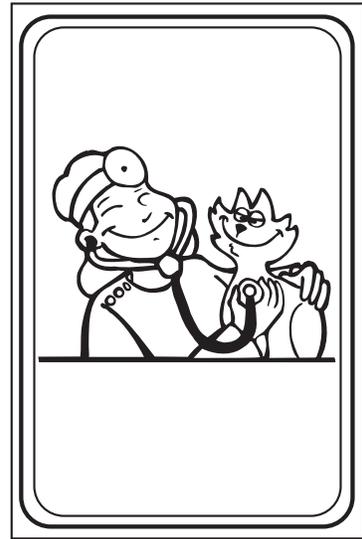
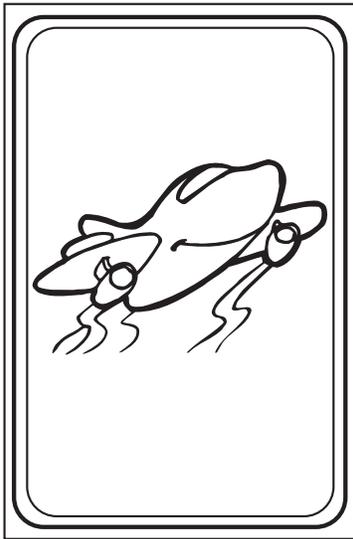
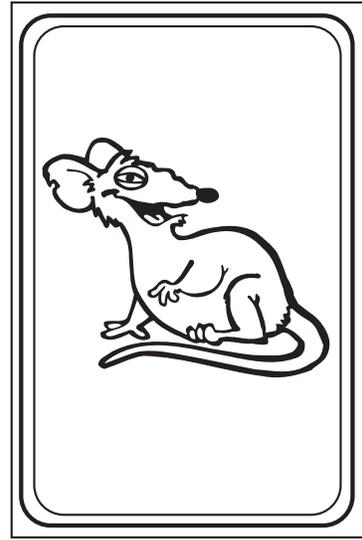
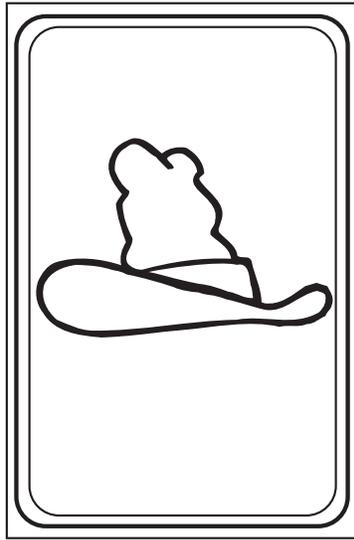
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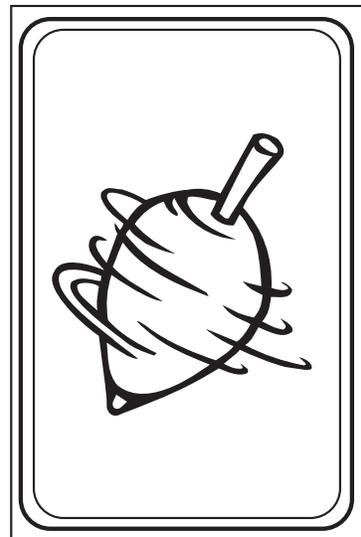
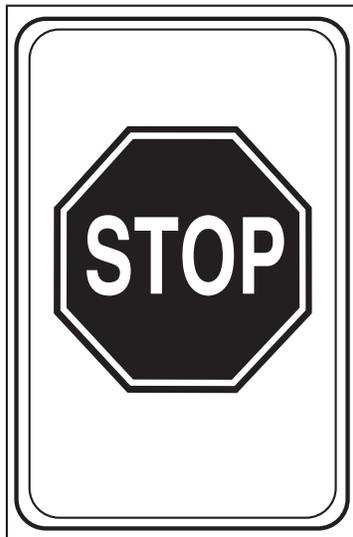
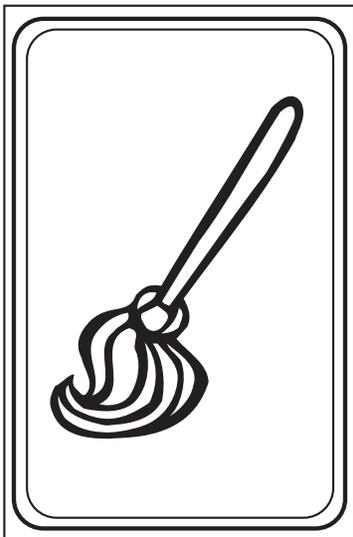
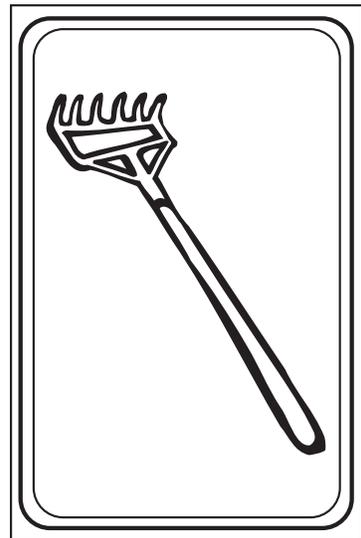
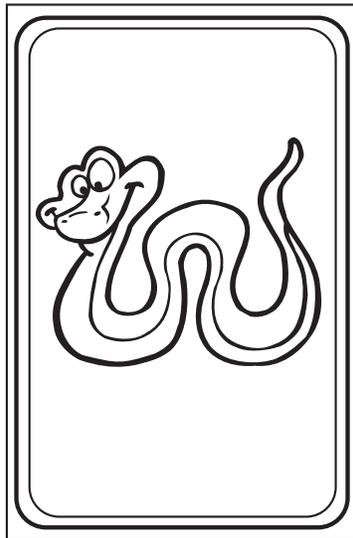
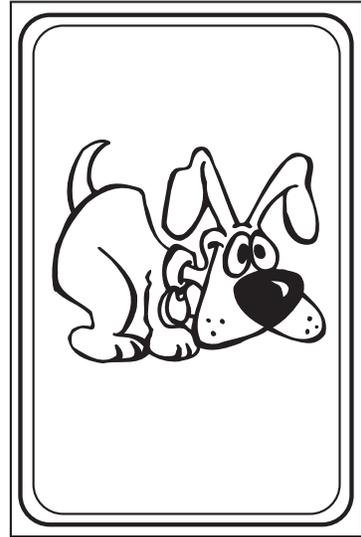
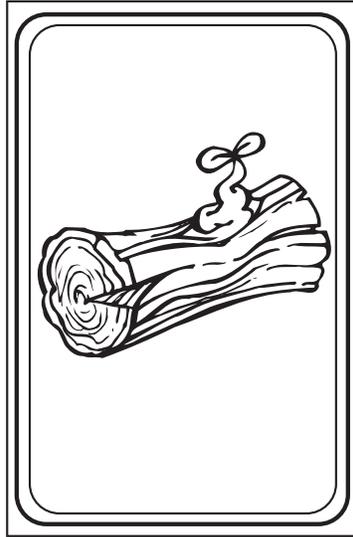
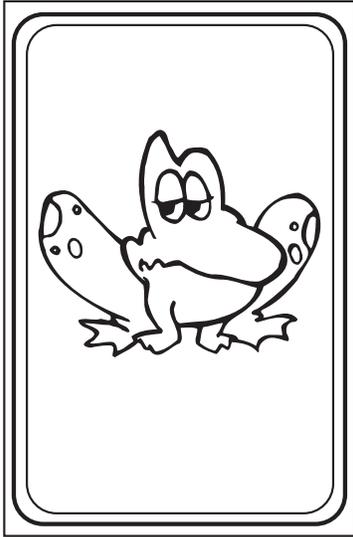


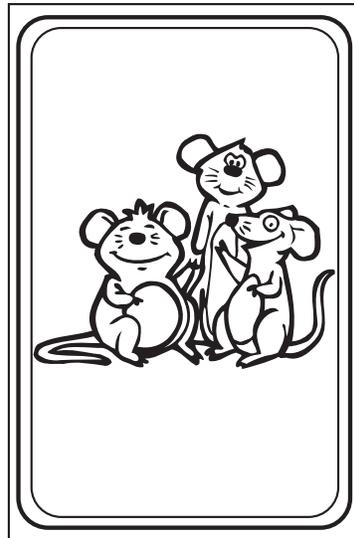
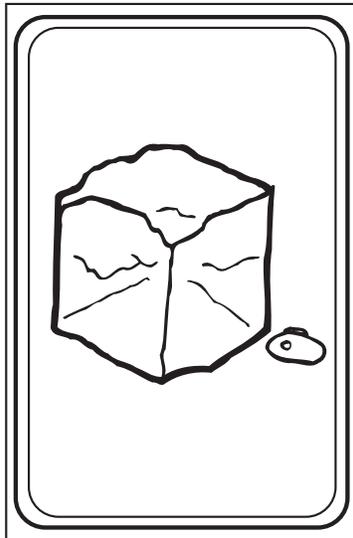
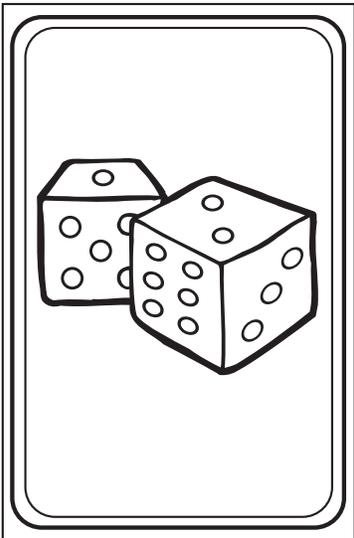
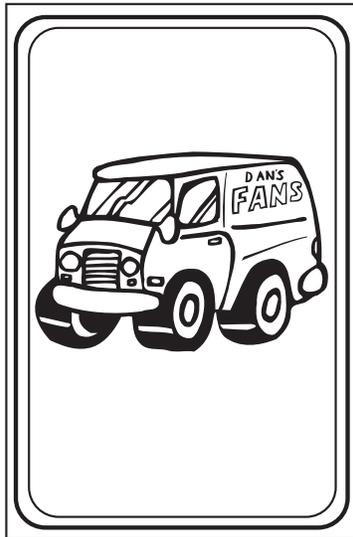
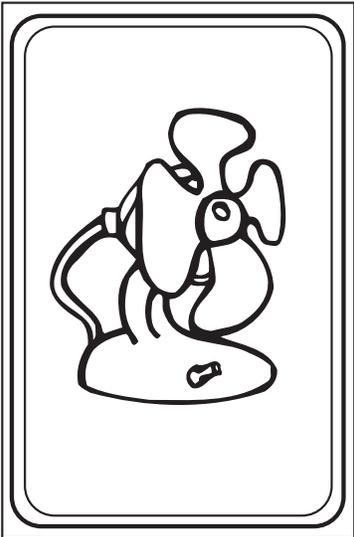
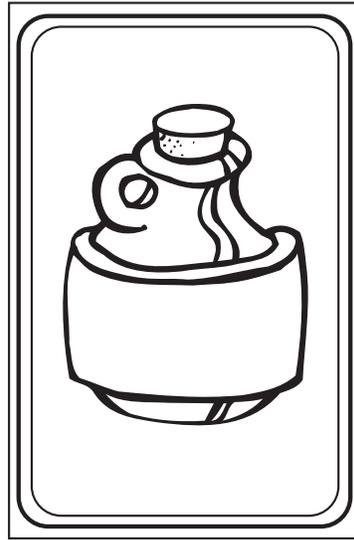
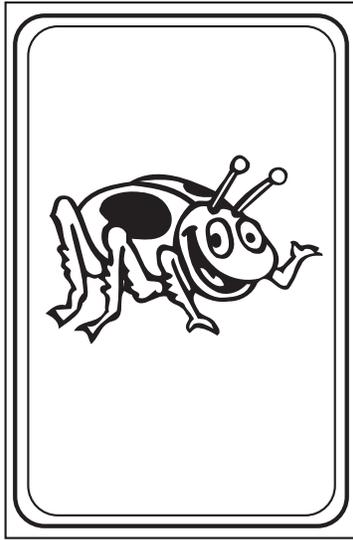
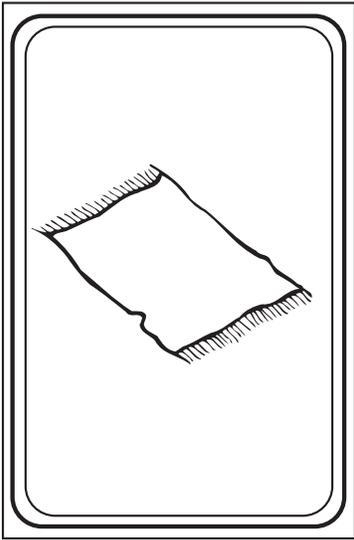
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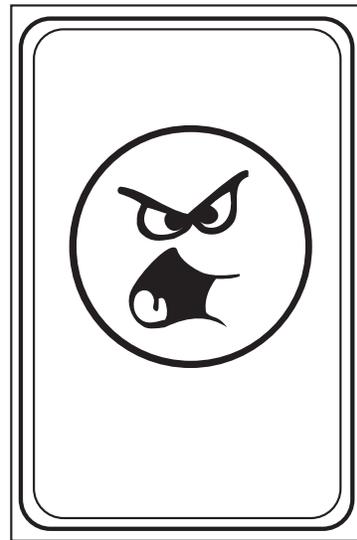
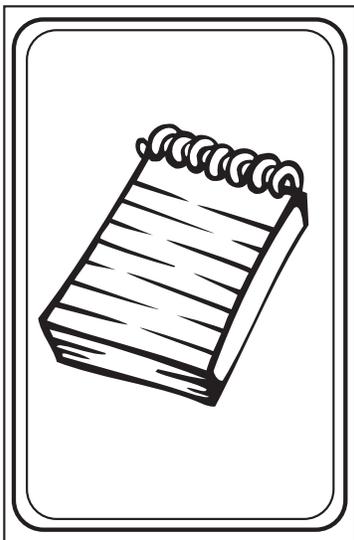
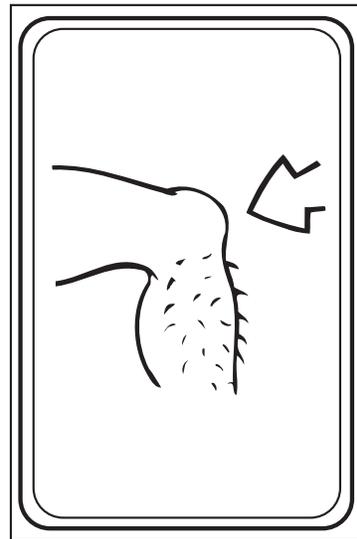
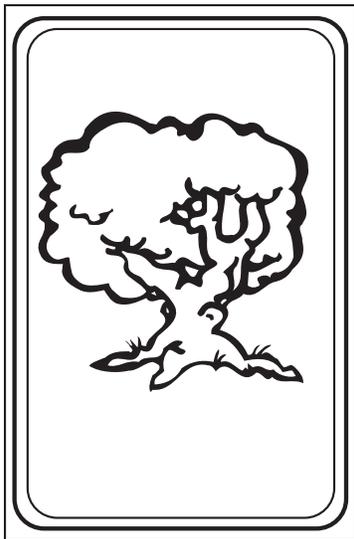
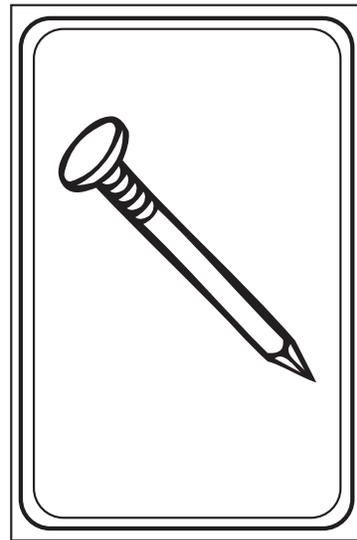


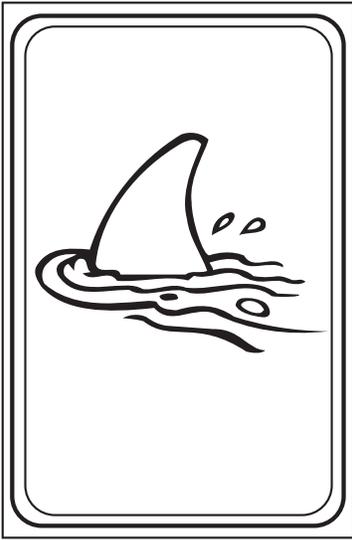
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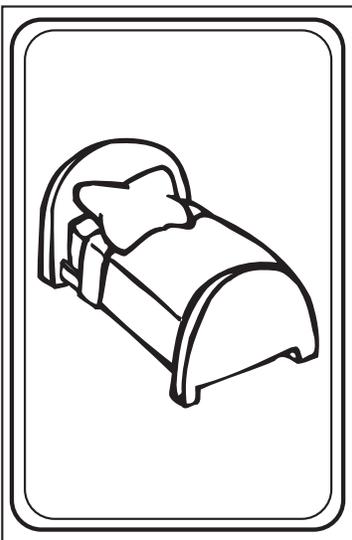
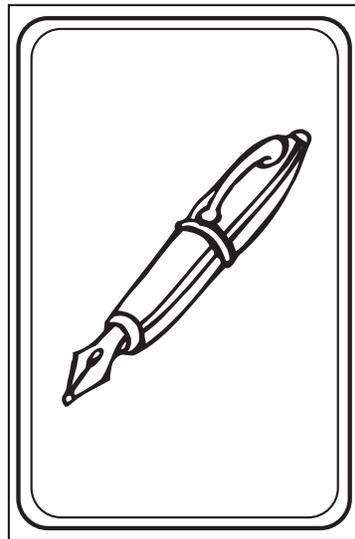
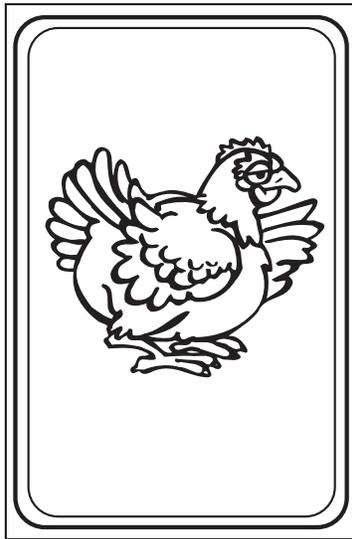








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