Objective
The student will recognize rhyming words.

Materials
- CD or tape player
- Headphones
- CD or tape with rhyming songs
- Gloves (or paper hands on popsicle sticks - Activity Master PA.020.AM2)
- Paper
- Crayons or markers

Activity
Students interact with rhyming songs at the listening center.
1. Set up the listening center and place the gloves beside it.
2. 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 the rhyming pairs in the song (e.g., cat and hat).
7. Teacher evaluation

Extensions and Adaptations
- Illustrate new rhyming pairs.
- Develop a rhyming tape.
Phonological Awareness

Rhyme Recognition

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)
Separate pairs of rhyming cards into two stacks.

Activity

Students play a game by matching rhyming picture cards.
1. Place the Rhyme and Time cards in two separate stacks face down on a flat surface.
2. Working in pairs, student one turns over a card from each stack and names the pictures.
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

Extensions and Adaptations

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

Rhyme cards: pan, slide, hop, cook, car, goat
Rhyme cards: chick, duck, bug, fox, dog, mouse
**Matching Rhyme Time**

Rhyme cards: tree, tail, cat, snake, train, run
Matching Rhyme Time

Time cards: fan, hide, mop, hook, jar, boat
Phonological Awareness

PA.002.AM1e

Matching Rhyme Time

Time cards: stick, truck, rug, box, frog, house
Time cards: bee, whale, hat, cake, chain, sun
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 rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, students choose a picture card from the stack, say the name, and look on their rhyming boards for a match.
3. If there is a match, say the rhyming word and place the picture on top of the picture on the board. If there is no match, or if the picture is already covered, return the picture card to the bottom of the stack.
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
- Use corresponding word cards.
goat, cab, chair, lock, gum, horn, soap, map, moose
RHYMING A – LOT – OH!

boat, clock, bed, duck, kite, crown, saw, feet, shell
### Rhyming A – LOT – OH!

<table>
<thead>
<tr>
<th>Fan</th>
<th>Skate</th>
<th>Swing</th>
<th>Dock</th>
<th>Bib</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="fan.png" alt="Fan" /></td>
<td><img src="skate.png" alt="Skate" /></td>
<td><img src="swing.png" alt="Swing" /></td>
<td><img src="dock.png" alt="Dock" /></td>
<td><img src="bib.png" alt="Bib" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mice</th>
<th>Pig</th>
<th>Vest</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="mice.png" alt="Mice" /></td>
<td><img src="pig.png" alt="Pig" /></td>
<td><img src="vest.png" alt="Vest" /></td>
<td><img src="gold.png" alt="Gold" /></td>
</tr>
</tbody>
</table>

fan, skate, swing, dock, bib, mice, pig, vest, gold
### Phonological Awareness

**PA.003.AM1d**

**Rhyming A – LOT – OH!**

<table>
<thead>
<tr>
<th>Pan</th>
<th>Glass</th>
<th>Ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nail</td>
<td>Cone</td>
<td>Star</td>
</tr>
<tr>
<td>Bug</td>
<td>Sheep</td>
<td>Chick</td>
</tr>
</tbody>
</table>

pan, glass, ring, nail, cone, star, bug, sheep, chick
clap, coach, pea, skunk, grill, pool, tree, dish, cook
mail, rain, rose, bride, top, frog, sink, fin, lamp
Rhyming A – LOT – OH!

<table>
<thead>
<tr>
<th>coat</th>
<th>crab</th>
<th>hair</th>
<th>rock</th>
<th>drum</th>
<th>corn</th>
<th>rope</th>
<th>snap</th>
<th>goose</th>
<th>float</th>
<th>sock</th>
<th>bread</th>
<th>truck</th>
<th>light</th>
<th>clown</th>
<th>paw</th>
<th>beet</th>
<th>bell</th>
</tr>
</thead>
</table>

coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell
can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick
Rhyming A – LOT – OH!

tap, roach, tea, trunk, pill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp
Objective
The student will recognize rhyming words.

Materials
- Rhyming Game board (Activity Master PA.004.AM1a - PA.004.AM1b)
- Rhyming picture cards (Activity Master PA.004.AM2a - PA.004.AM2d)
- Cube (Activity Master PA.004.AM3) 
  Copy on card stock.
- Game pieces (e.g., counters)

Activity
Students play a game by matching rhyming words.
1. Place Rhyming Game board, cube, and cards face up in a stack on a flat surface. Place game pieces at the START space on the game board.
2. Taking turns, the students roll the cube and move game piece according to the number shown.
3. Name the picture where the game piece lands and look through the stack of cards to find a rhyming match.
4. If a match is made, say the match and leave the game piece on the space. If a match is not made, then return the game piece to its previous space.
5. Place all cards back in the stack.
6. Continue until all students are at the END.
7. Peer evaluation

Extensions and Adaptations
- Use print media or illustrate additional picture cards.
Rhyming Game

Pictures on the game board: bag, fox, mail, ball, paw, gum
Pictures on this page: tag, box, sail, wall, straw, drum
Pictures on the game board: mop, lock, crib, lamp, lip, cat
Pictures on this page: hop, dock, bib, stamp, ship, hat
Phonological Awareness

Rhyming Game

Pictures on the game board: bow, skate, walk, wink, nut, sheep
Pictures on this page: snow, gate, chalk, sink, hut, sleep
Pictures on the game board: jam, dish, king, hen, hand, pie
Pictures on this page: ham, fish, ring, pen, sand, eye
1. Cut along solid line
2. Fold along dotted lines
Objective
The student will recognize rhyming words.

Materials
- Rhyming picture cards (Activity Master PA.005.AM1a - PA.005.AM1g)
- Clothespin chart or pocket chart
- Clothespins or paper clips
- Paper
- Crayons

Activity
Students match rhyming pairs of picture cards and clip to the chart.
1. Place rhyming cards face down in rows next to the clothespin chart.
2. Taking turns, students turn over two cards.
3. If there is a rhyme match, clip the pairs to the chart. If there is not a match, return cards to their original positions.
4. Continue until all rhyming pairs are matched.
5. Draw pictures of rhyming pairs.
6. Teacher evaluation

Extensions and Adaptations:
- Label the illustrations.
- Play Memory Match on a table using small rhyming cards (Activity Master PA.005.AM2a - PA.005.AM2d).
- Play Memory Match using initial sounds (Activity Master PA.005.AM3a - PA.005.AM3e).
Memory Match

cat, hat, moon, spoon, book, cook
bread, thread, beach, peach, can, pan
bee, knee, star, car, sock, lock
clown, crown, mouse, house, sheep, jeep
Memory Match

egg, leg, one, sun, bow, toe
Phonological Awareness

Memory Match

mitten, kitten, key, bee, bed, sled
pie, tie, dish, fish, hose, nose
dog, log, tail, pail, rake, cake, straw, paw, sheep, jeep
nest, vest, ice, mice, vine, nine, coat, throat, block, sock
<table>
<thead>
<tr>
<th>mug</th>
<th>bug</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>dish</td>
<td>fish</td>
</tr>
<tr>
<td>hose</td>
<td>rose</td>
<td>cone</td>
</tr>
<tr>
<td>bone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
lake, snake, clip, lip, snail, nail, bag, flag, rock, clock
Memory Match

pig, penguin, monkey, motorcycle, kangaroo, key
Memory Match

toothbrush, tea, sock, soccerball, nail, net
cupcake, comb, jump, jeans, uniform, United States
Phonological Awareness

Memory Match

desk, doll, ox, octopus, dragon, deer
guitar, gate, eagle, ear, horse, head
Phonological Awareness

2005 The Florida Center for Reading Research (Revised July, 2007)

K-1 Student Center Activities: Phonological Awareness

Rhyme Recognition

Pocket Rhymes

**Objective**

The students will recognize rhyming words.

**Materials**

- Rhyming picture cards (Activity Master PA.006.AM1a - PA.006.AM1g)
  
  *Separate into two sets by the shape icons on the cards (circle and triangle).*
- Pocket chart
- Bag
  
  *Place circle set in the bag.*

**Activity**

Students match rhyming picture cards on a pocket chart.

1. Place the bag of cards containing the circle set next to the pocket chart. Display the triangle set on the pocket chart.
2. Taking turns, student one selects a card from the bag, names the picture, and looks for the rhyming match on the pocket chart.
3. If a match is made, places it next to the rhyming picture on the pocket chart. If a match is not made, returns card to the bag.
4. Reverse roles and continue the game until all matches are made.
5. Peer evaluation

**Extensions and Adaptations**

- Illustrate and label rhyming pairs.
- Segment the onset and rime of matching pairs (e.g., /d/ /og/ and /l/ /og/).
- Sort pictures by initial sound.
dog, log, bag, flag, can, fan
fire, tire, hook, cook, school, pool
dish, fish, groom, broom, bone, cone
map, cap, bear, chair, door, four
duck, truck, cry, fly, horn, corn

Pocket Rhymes
crumb, thumb, tie, pie, rake, snake
ice, dice, skate, plate
Rhyme Recognition

Rhyme Pie

**Objective**

The student will recognize rhyming words.

**Materials**

- Rhyming page (Activity Master PA.007.AM1a - PA.007.AM1c)
- Construction paper circles or paper plates
- Scissors
- Glue
- Markers or crayons

**Activity**

Students make collages of rhyming words.
1. Provide the student with a rhyming page, scissors, glue, and a marker.
2. The student cuts out the pictures.
3. Groups rhyming pictures and glues in sets on construction paper.
4. Circles the matching rhyming picture sets.
5. Teacher evaluation

**Extensions and Adaptations**

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

bag, flag, tag, crown, clown, bell, shell, well
Phonological Awareness

Rhyme Pie

moose, goose, caboose, hand, band, sand, ring, wing
Rhyme Pie

king, hose, nose, rose
Objective
The student will recognize rhyming words.

Materials
- Pocket chart
- Rhyming picture cards (Activity Master PA.008.AM1a - PA.008.AM1h)
- Basket

Activity
Students sort rhyming picture cards on a pocket chart.
1. Place one picture card from each rhyme on the top row of the pocket chart.
   Place the remaining picture cards in the basket under the chart.
2. Taking turns, students select a card from the basket, name the picture, and look for the rhyme match on the pocket chart.
3. Place the card in the correct column.
4. Peer evaluation

Extensions and Adaptations
- Use other rhyming pictures.
- Complete closed sort with initial sounds (Activity Master PA.008.AM2a - PA.008.AM2d).
snake, cake, rake, lake, steak, bake
Rhyme Closed Sort

dog, log, frog, jog, fog
tree, knee, bee, tea, key, pea
Phonological Awareness
Rhyme Closed Sort

<table>
<thead>
<tr>
<th>bat</th>
<th>mat</th>
<th>cat</th>
<th>rat</th>
<th>hat</th>
<th>pat</th>
</tr>
</thead>
</table>

bat, mat, cat, rat, hat, pat
Rhyme Closed Sort

snail, nail, pail, tail, sail, mail
Rhyme Closed Sort

bug, rug, jug, plug, sheep, jeep
sleep, dice, rice, mice, cab, crab
Phonological Awareness

Rhyme Closed Sort

lab, block, clock, lock, rock, sock
Rhyme Closed Sort - Extension (initial sound)

peanut, purse, present, popcorn, peach, bee
Bat, bag, basket, bottle, gate, gum
Rhyme Closed Sort - Extension (initial sound)

- glue
- goat
- hair
- hat
- house
- hamburger
Phonological Awareness
Rhyme Closed Sort - Extension (initial sound)

hammer, horse, snail, star, submarine, spoon
**Objective**

The student will produce rhyming words.

**Materials**

- Rhyme book pages (Activity Master PA.009.AM1a - PA.009.AM1g)
- Pencils, crayons, or markers
- Stapler

**Activity**

Students find two rhyming pictures and illustrate a third picture.

1. Place crayons and stapler at the center. Provide the student with rhyme book pages.
3. Student flips through the pages in the book and finds two pictures that rhyme.
4. On a blank page, draws a picture of a word that rhymes with the two pictures.
5. The book is finished when there are three rhyming pictures for each set.
6. Teacher evaluation

**Extensions and Adaptations**

- Write the rhyming words underneath each picture.
- Exchange books with a partner and compare rhyming words in the teacher-led group.
- Make additional flip book pages (Activity Master PA.009.AM1h).
Rhyme Flip Book

STOP

fold

Rhyme Flip Book

STOP

fold
Objective
The student will repeat and produce alliterative phrases.

Materials
- CD or tape player
- Headphones
- CD or tape with alliterative songs
- Gloves (or two paper hands on popsicle sticks)
  *Helps to muffle the clapping noise.*
- Paper
- Crayons or markers

Activity
Students interact with alliterative music at the listening center.
1. Set up the listening center and place the gloves beside it.
2. 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.
6. Teacher evaluation

Extensions and Adaptations
- Write and illustrate silly sentences.
- Develop an alliterative tape.
Alliteration

Saying Silly Sounding Sentences

**Objective**
The student will repeat alliterative phrases.

**Materials**
- CD or tape player
- Headphones
- CD or tape of silly sentences
  
  *Pre-record silly sentences and common tongue twisters.*

**Activity**
Students repeat silly sentences to each other at listening center.

1. Set up the listening center.
2. Student one puts on headphones, turns on tape player, listens to one silly sentence, and turns off the tape player.
3. Repeats the silly sentence to other students.
4. Other students repeat the silly sentence.
5. Continue the activity until all students have a turn.
6. Peer evaluation

**Extensions and Adaptations**
- Create and record silly sentences.
- Change the initial sound to make another silly sentence (e.g., Seter Siper sicked a seck of sickled seppers).
Objective
The student will produce alliterative phrases.

Materials
- Popular Pal cut-out (Activity Master PA.012.AM1)
- Markers
- Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)

Activity
Students use their names and alliterative phrases to describe themselves and decorate their pals.
1. Provide the student with a Popular Pal, markers, and decorative items at the center.
2. The student produces an alliterative phrase that matches her name and describes a self-characteristic (e.g., “Happy Holly”). Students may use “likes” to describe themselves. For example, “Mikey likes milkshakes.”
3. Decorates Popular Pal to illustrate the adjective or statement.
4. Teacher evaluation

Extensions and Adaptations
- Write the adjective and name or statement on the Popular Pal.
- Extend the alliterative descriptions to sentences.
Objective
The student will produce alliterative phrases.

Materials
- 12” by 18” construction paper
- “A-Z” pictures (Activity Master PA.013.AM1a - PA.013.AM1d)
  Glue each “A-Z” picture on separate pieces of construction paper.
- Markers and/or crayons
- Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- Binder (e.g., plastic spirals or book rings)
  Create a Big Book using 28 pieces of 12” by 18” construction paper—one for the cover, one for the backing, and one for each letter that the student illustrates.

Activity
Students illustrate a picture depicting an alliterative phrase.
1. Provide the student with a piece of construction paper labeled with a target sound picture.
2. The student creates an alliterative sentence for the sound of the letter on her page.
3. Decorates her paper as an illustration of the sentence. For example, if the student’s target sound picture begins with /b/ she might make an illustration for the sentence, “Baker Bob bakes brown bread.”
4. Teacher evaluation

Extensions and Adaptations
- Write the sentence on the bottom of the construction paper.
- Extend the alliterative descriptions to include words using other target sounds.
alligator, banana, carrot, dog, elephant, feather, goat, hammer
inch, jam, kite, ladder, mirror, necklace, octopus, pillow
quarter, rabbit, sandwich, triangle, unicorn, volcano, watch, xylophone
<table>
<thead>
<tr>
<th>yarn, zebra</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>