

EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Rhyme

Preparation/Materials: Simple words that rhyme



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going identify words that rhyme.

TEACHER MODELS TASK

Listen.

mat, fat

Mat and fat rhyme. They have the same ending sound, -at.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say it with me.

- **mat, fat**

Do they rhyme?

- **yes**

Mat and fat rhyme. They have the same ending sound.

STUDENTS PRACTICE TASK

Your turn.

Say mat, fat.

mat, fat

Do they rhyme?

yes

Yes, mat and fat rhyme. They have the same ending sound. What is the ending sound of mat and fat?

-at

INDEPENDENT PRACTICE

When the students are consistently identifying words that rhyme, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are identifying rhyming words. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a different example (fill, mill).

Adaptations using this instructional routine:

- Ask students to select the two words that rhyme from a list of three words (e.g., hat, sit, fit).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part1.pdf

- PA.001
- PA.002
- PA.006
- PA.008