

This packet contains:

◆ **Introduction and General Instructions**

◆ **Rhyming Pictures Set:**

- 6 Activities with Instruction Sheets.
- 32 Picture Cards in color & black and white with words
- 32 Picture Cards in color & black and white with no words

◆ **Rhyming Pairs Game:**

- 18 who has / I have Picture cards (9 sets total) in color & black and white

◆ **Find the Rhyme Activity:**

- 4 worksheets in black and white for use in the classroom or for homework

◆ **Rhyming Board Game:**

- 1 Rhyme Time game board in color
- 1 Rhyme Time game board in black and white for homework

◆ **Draw a Rhyme Activity** - 3 worksheets

◆ **Rhyme Maker Activity:**

- 10 prepared activity worksheets
- 1 blank activity worksheet

Introduction

This packet is aligned with Common Core State Standards Reading Foundation for Kindergarten 2 (CCSS RF 2) which states that students must;

Demonstrate understanding of spoken words, syllables and sounds (phonemes)

It provides activities to teach the first standard in the series.

2a) Recognize and produce rhyming words.

The range of activities included are suitable for teachers or Speech Language Pathologists. The variety of activities means you will find resources suitable for whole class teaching as well as individual work or centers.

The activities can be taught gradually over the school year alongside the other phonological awareness activities in standard CCSS RF 2.

They can also be worked through in a shorter, more intensive timeframe. This is particularly appropriate in a remedial situation with an older child who requires help to catch up with peers.

Instructions for Teachers / SLPS

1. Prepare Your Materials. Print off the picture cards. You can print them onto cardstock or laminate them in plastic sheeting to protect them if you wish.
2. Does it Really Rhyme? Read all the picture names out loud to yourself and check that they rhyme in your accent. Variations in regional accents mean that occasionally a pair of rhyming words pronounced by one speaker will not rhyme exactly to a speaker from another area. To avoid confusion for your students, check for any examples of this and should they occur, remove these cards.
3. What is Rhyme? You may also need to explain rhyme to the students before you begin and give regular reminders as they learn. A simple description of rhyming words is “words that sound the same at the end”.

With a student who is beginning to develop literacy skills you can also explain that sometimes rhyming words sound the same at the end but are spelled differently. This is the case with words such as pie and sky.

4. Name the Pictures. Have your students name the pictures out loud to ensure that they are naming them accurately. (A student who is thinking “bug” in his head when he sees a picture of a bee will find it hard to match it as a rhyming pair with a picture of a tree.)

This is also excellent vocabulary practice and will help you identify students who have a weakness in naming common, everyday pictures.