



# Rhymin' Ralph

## Distinguish When Two Words Rhyme

### Lesson Overview

<b>Level:</b> Emergent-Early	<b>Objective:</b> Using picture cards, students will be able to distinguish when two words rhyme out of a set of three.	<b>Materials:</b> <ul style="list-style-type: none"><li>• bubble picture cards</li><li>• large reading pointer (such as a hand pointer, fly swatter, reading wand, etc.)</li><li>• scissors and glue</li><li>• "popped" bubbles for examples</li></ul>
<b>Skills:</b> Phonological/Phonemic Awareness		
<b>Standards:</b> TEKS: K.2.D CCSS: RF.K.2.A	<b>Time:</b> 15 minutes	

*Note: This lesson is suitable for small-group or whole-group instruction and may be used at a center for independent practice. Do not have prekindergarten students complete the independent practice unless they demonstrate mastery of the objective without teacher support.*

### Teach: Rhyme Examples



- **Who can tell me what Rhymin' Ralph's favorite things are? He likes these things more than anything else.** Pause for student responses and confirm answers. (*rhyming words*)
- **That's right! Rhymin' Ralph loves rhyming words! I know why he loves rhyming words so much. . . . Because rhyming words are so much FUN! They are fun to say, they are fun to make up, and they are fun to make poems and songs with!**
- **Rhymin' Ralph gave me some bubbles from his bubble machine. Let's see which bubbles we have and if they are rhyming words! Let me show you what I mean.**
- Display three rhyming picture bubbles for students to see: *bug, mug, jug*. Point to the pictures as you say the picture names in this pattern: **Bug, bug, the end sound is -ug, just like you hear in mug and jug.** Repeat as necessary.
- **Bug, mug, and jug rhyme with each other because they share the same ending sound, -ug.** Say the words with a pause between the onset and rime. Then say the words fluently. **Listen: b-ug, j-ug, m-ug. Bug, mug, jug.**
- **I hear -ug in each of those words! Do you also hear -ug? Listen again: bug, jug, mug.**
- **Bug, bug, the end sound is -ug, just like you hear in mug and jug! Say it with me this time: bug, bug, the end sound is -ug, just like you hear in mug and jug.**
- **What other words do you know that have the -ug sound at the end like mug, jug, and bug?** Accept appropriate responses including nonsense words that rhyme. Possible responses include *dug, hug, lug, pug, rug, and tug*.
- **Let's look at three more bubbles to see if they rhyme.** Display the *rat, cat, and hat* picture bubbles and point to the pictures as you say the picture names in the same manner: **Rat, rat, the end sound is -at, just like you hear in cat and hat.**
- **Listen carefully for the parts of the words that share the same ending sound.** Say the words with a pause between the onset and rime. Then say the words fluently. **R-at, c-at, h-at. Rat, cat, hat.**





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### Teach (cont.)

- I hear **-at** in each of those words! Do you also hear **-at**? Listen again: *rat, cat, hat*.
- *Rat, rat*, the end sound is **-at**, just like you hear in *cat* and *hat*. Say it with me this time: *rat, rat*, the end sound is **-at**, just like you hear in *cat* and *hat*.
- What other words do you know that have the same ending chunk as *cat, rat*, and *hat*? Accept appropriate responses, including nonsense words.
- When words share an ending sound the way *cat, rat*, and *hat* do or the way *bug, mug*, and *jug* do, we say that those words rhyme. There are many words that rhyme!
- Let's see if we have any more rhyming bubbles. Display three new large rhyming picture bubbles: *goat, coat*, and *boat*. Repeat the tag line: **Goat, goat**, the end sound is **-oat**, just like you hear in *coat* and *boat*.
- Repeat modeling how to listen for and isolate the ending chunk (rime), and ask students to identify the shared rime.

### Guided Practice: Rhyme Non-Examples



- Display the two rhyming pictures *cat* and *hat* again along with a non-rhyming picture, such as *fox*.
- Let's take a look at three new pictures to see if these words rhyme. Point to the pictures as you repeat the tag line: **Cat, cat**, the end sound is **-at**, just like you hear in *hat* and . . . *fox*? Hmm, something didn't sound right to me. Who else heard something wrong with my rhyme? Pause for students' input. Guide students to explain their thinking and understanding of why *fox* does not rhyme with *cat* and *hat*.
- That's right. *Fox* ends with the sounds **-ox**, but *cat* and *hat* end with **-at**. Remember, words that rhyme share the same ending sounds. That means *fox* does NOT rhyme with *cat* or *hat*.
- Let's use a reading pointer to "pop" the *fox* bubble since it doesn't rhyme with the other two. Just like Rhymin' Ralph says, "Uh, oh, kiddo. Looks like that bubble is giving us trouble!" Use a pointer to touch the bubble, thus "popping" it. Place a "popped" bubble over the non-rhyming picture bubble.
- **Cat and hat are the words that rhyme!** Ask students to name other words that rhyme with *cat* and *hat*. Accept all correct responses, including nonsense words.
- Let's look at three more picture bubbles and listen for rhyming words. Display the large picture bubbles for *play, tack*, and *day* with the rhyming words separated by the non-rhyming word. This increases the difficulty of the task, and it is recommended to note the students who struggle with identifying the rhyme when the two rhyming words are separated, as they may need additional practice.
- Point to the pictures as you say: **These are play, tack, day. Play, Play**, the end sound is **-ay**, just like we hear in *tack* and *day*. Hmm, something didn't sound right to me. Who can tell me which picture bubble doesn't rhyme with the other two? Pause for students' responses. Guide students to listen for and isolate the ending chunk in each of the words to determine which two rhyme, modeling this as necessary.





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### Guided Practice (cont.)

- **That's right. The word that doesn't rhyme with the other two is *tack* because it doesn't have the ending sound -ay like *play* and *day*. Let's "pop" this bubble that's giving us trouble.** Invite a student to use the reading pointer to "pop" the bubble and place a popped bubble over the *tack* picture bubble.
- **The words that rhyme are *play* and *day*.** Ask students to name other words that rhyme with *play* and *day*. Accept all correct responses, including nonsense words.
- Repeat the procedure with the remaining large picture bubbles (*snail, tail, sun* and *tree, wig, bee*), withdrawing support with each set.
- **Now you will find the trouble bubbles that don't rhyme on your own!**

### Independent Practice



- Distribute the Independent Practice student pages to each student. Instruct students to cut out the "popped" bubbles on the last page.
- Explain that each row has three bubbles, but only two bubbles rhyme in each set—just like the examples that were shown with the large picture bubbles.
- Students will glue a "popped" bubble over the non-rhyming picture bubble to "pop" it.
- Make the Independent Practice a reusable literacy center activity by printing the student pages on cardstock or mounting in a file folder and then laminating. Cut out the "popped" bubbles and place mounting putty on the back to affix over the non-rhyming picture bubbles.



# Istation Teacher Observation Page

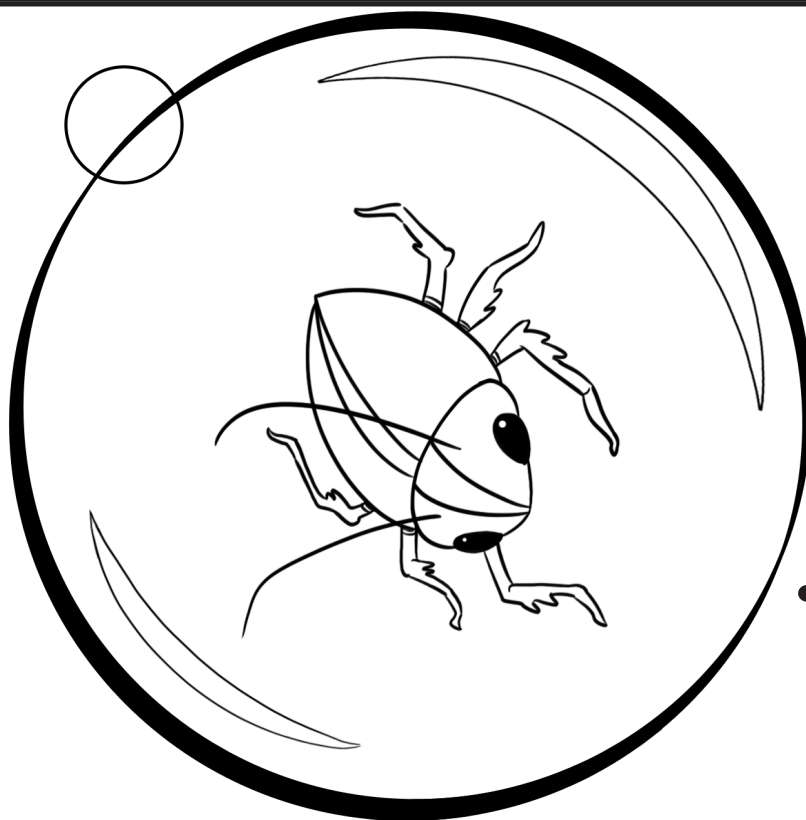
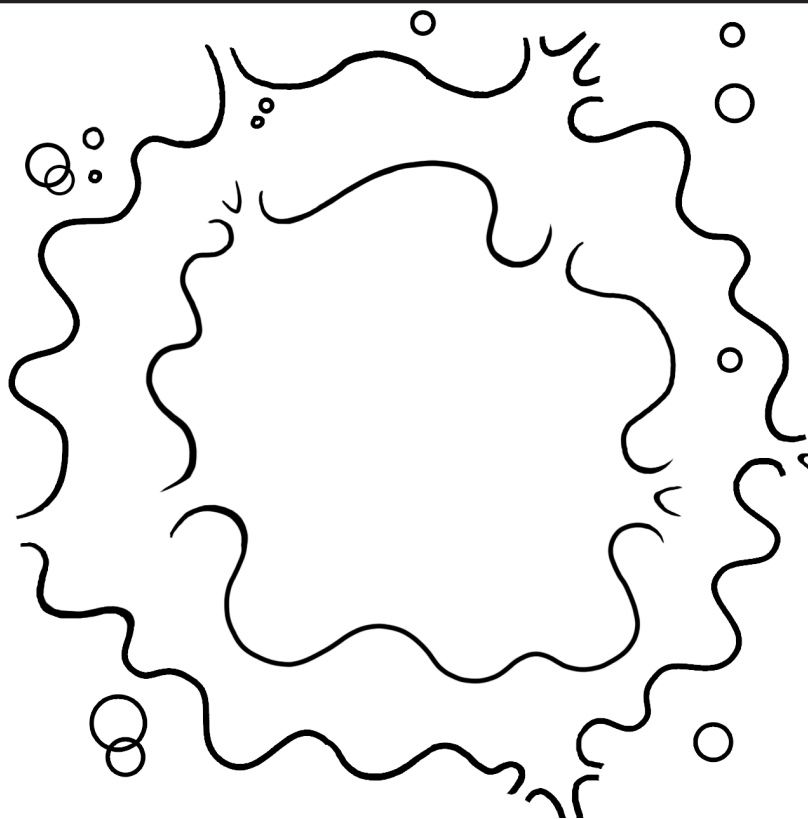
Use Istation's Teacher Observation chart to make anecdotal notes about reading behaviors, skills, strategies, and needs, or to take a short running record of reading accuracy. The information noted can then be used in addition to the Priority Report to shape instructional decisions and groupings.

Student	Observations



# Distinguish When Two Words Rhyme

## Bubble Pictures



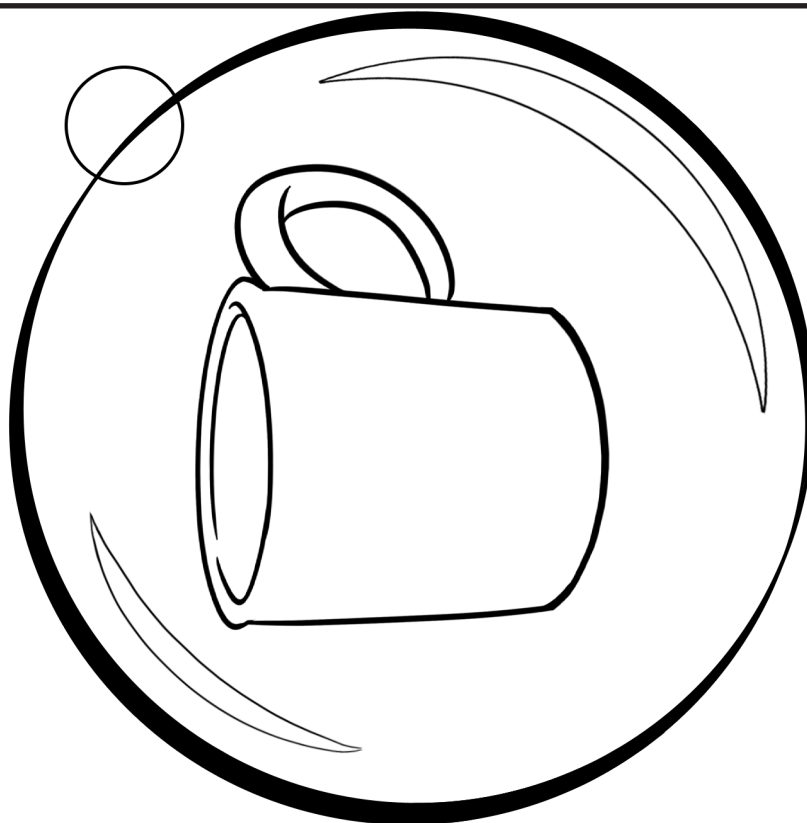
bug



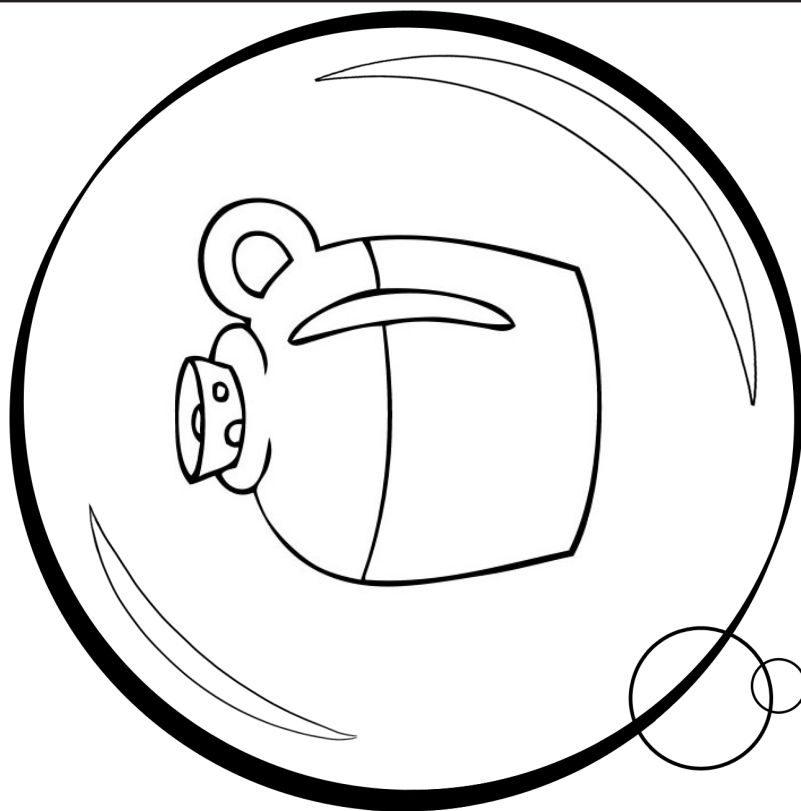


# Distinguish When Two Words Rhyme

## Bubble Pictures



mug



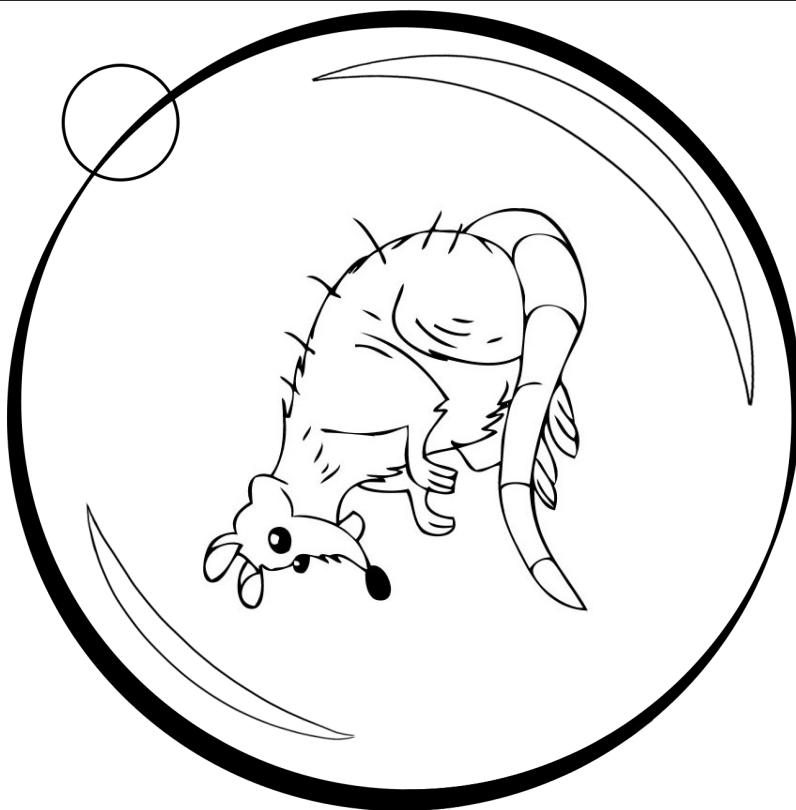
jug



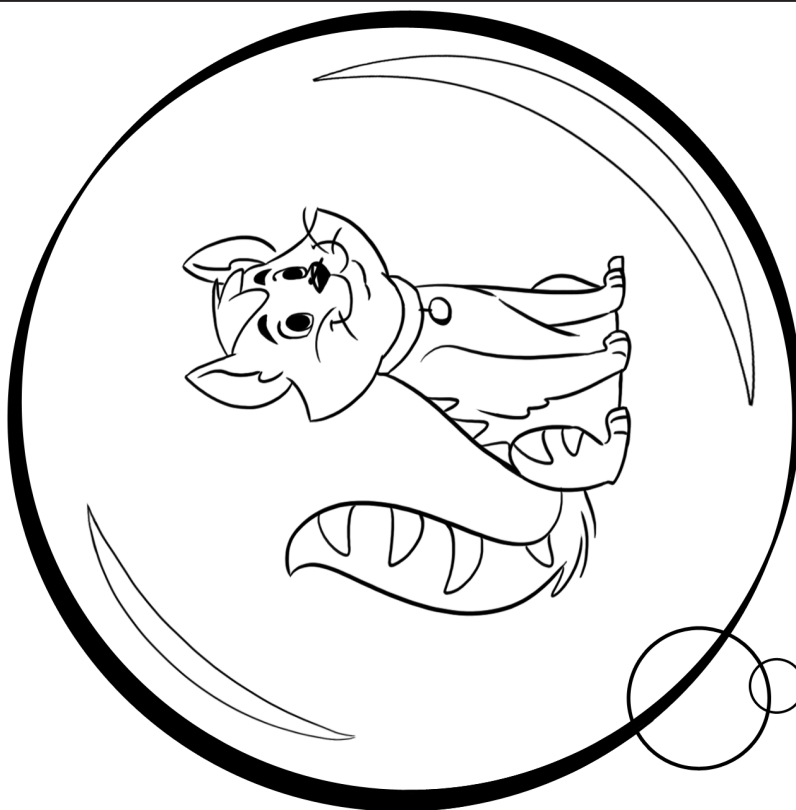


# Distinguish When Two Words Rhyme

## Bubble Pictures



rat



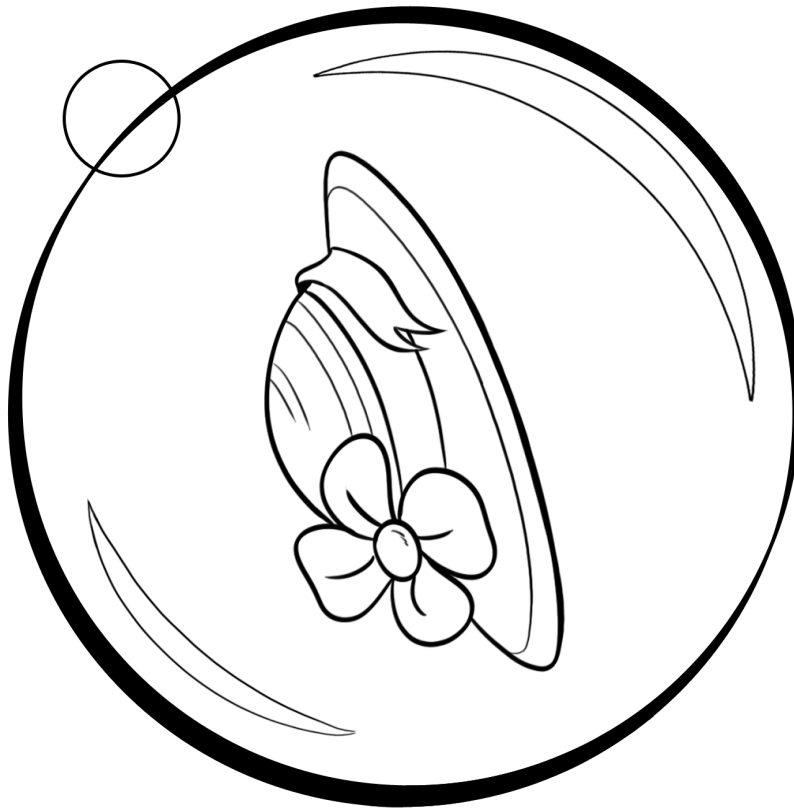
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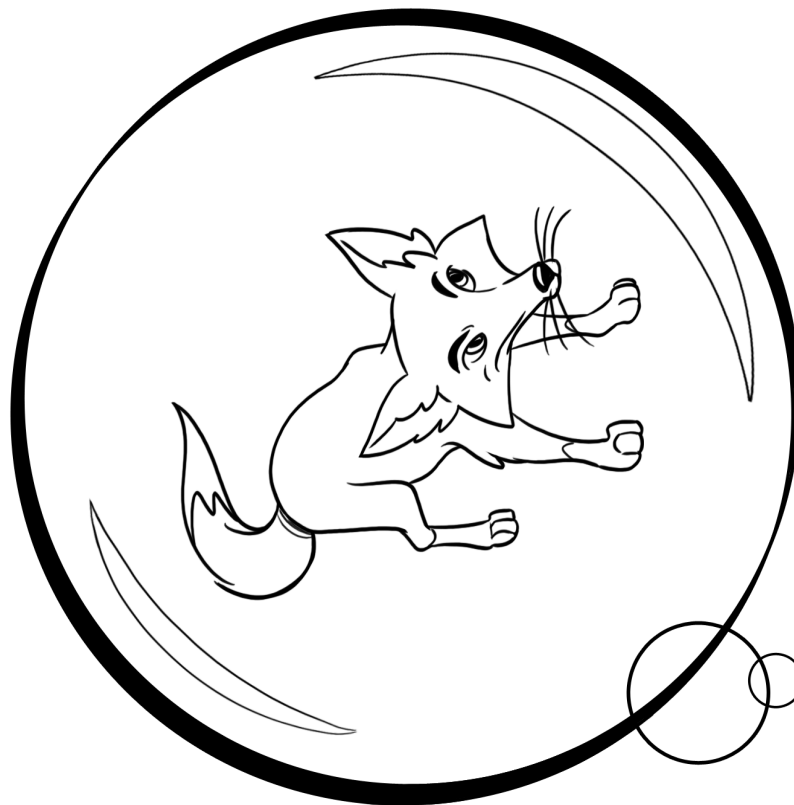


# Distinguish When Two Words Rhyme

## Bubble Pictures



hat



fox

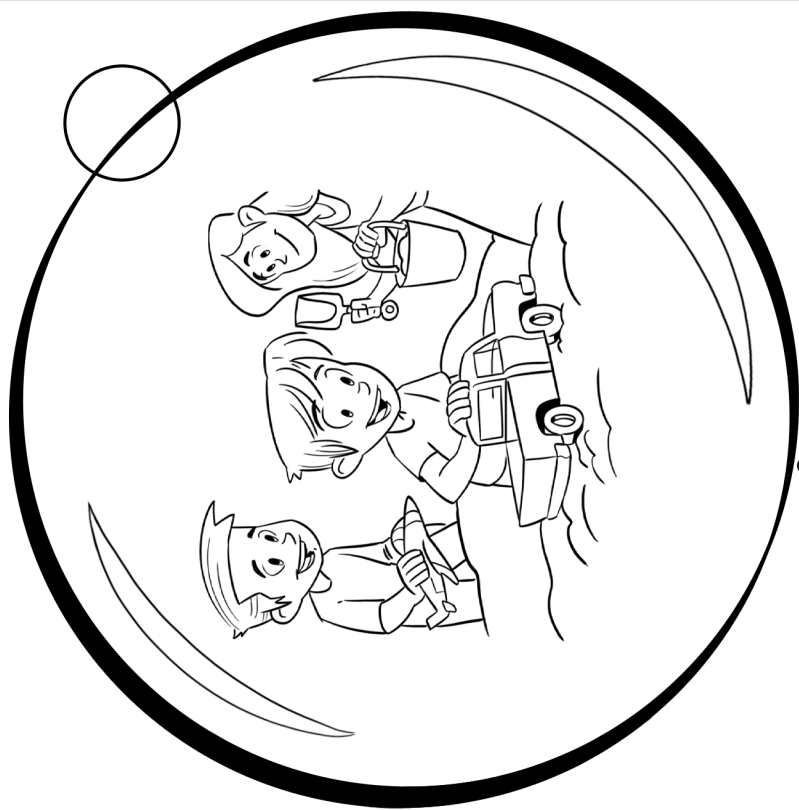




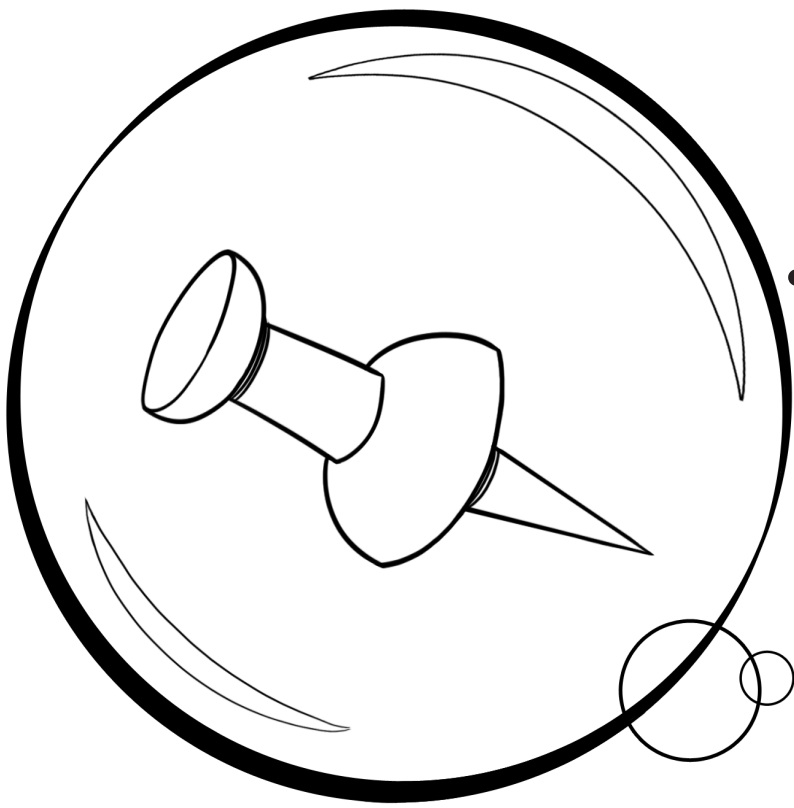


# Distinguish When Two Words Rhyme

## Bubble Pictures



play



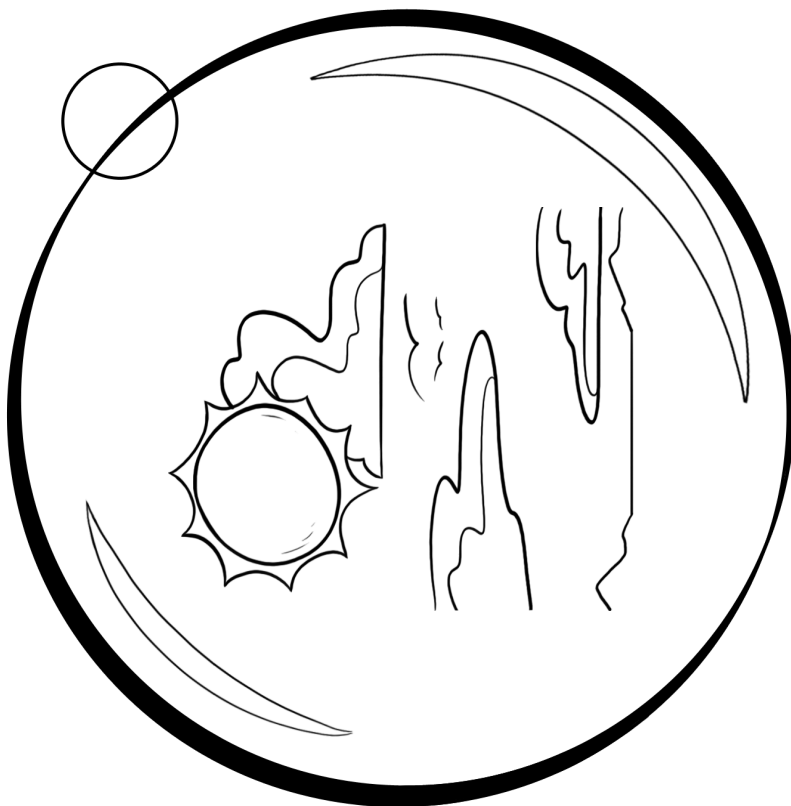
tack



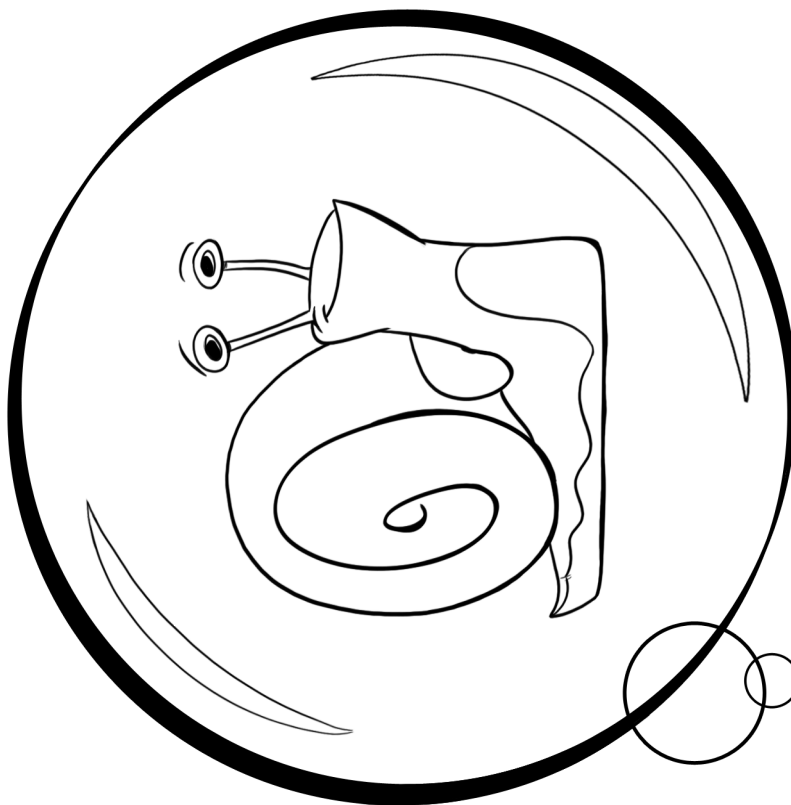


# Distinguish When Two Words Rhyme

## Bubble Pictures



day



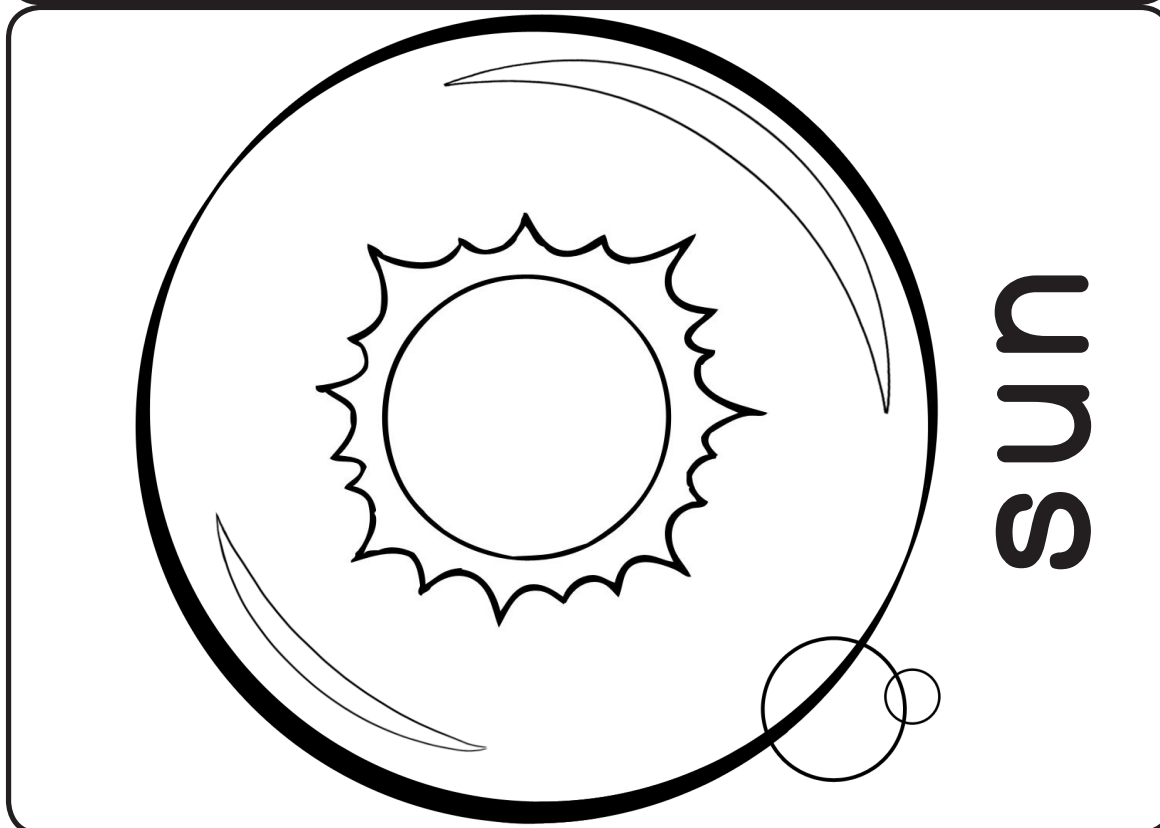
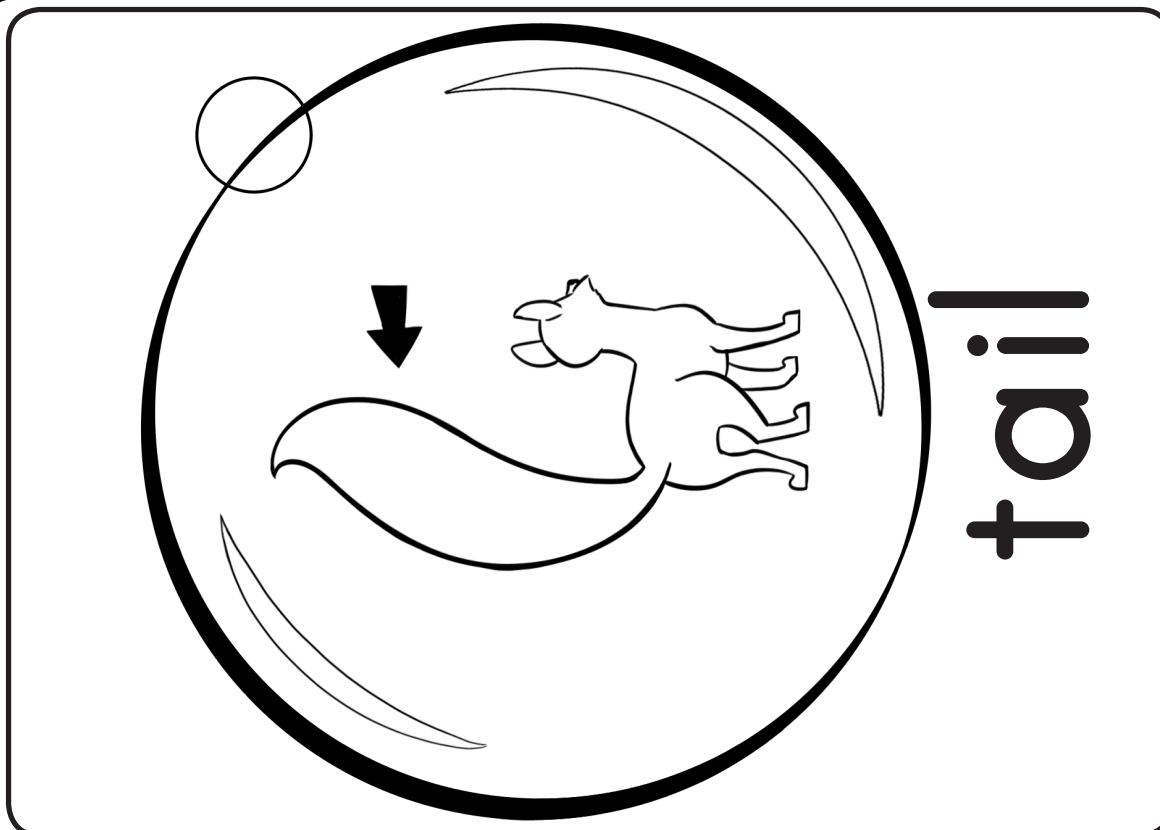
snail





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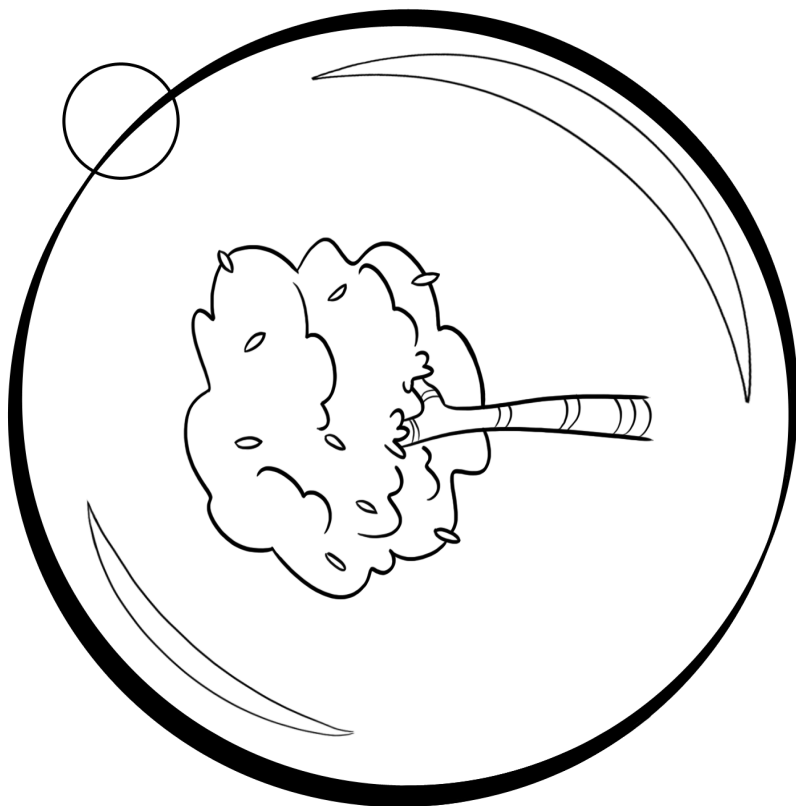
## Bubble Pictures



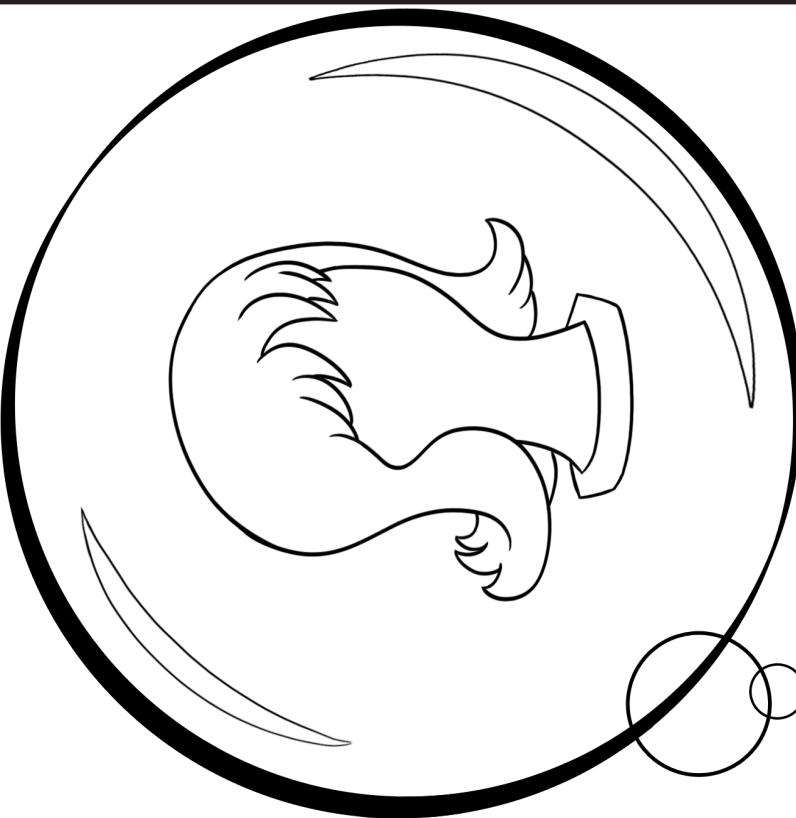


# Distinguish When Two Words Rhyme

## Bubble Pictures



tree



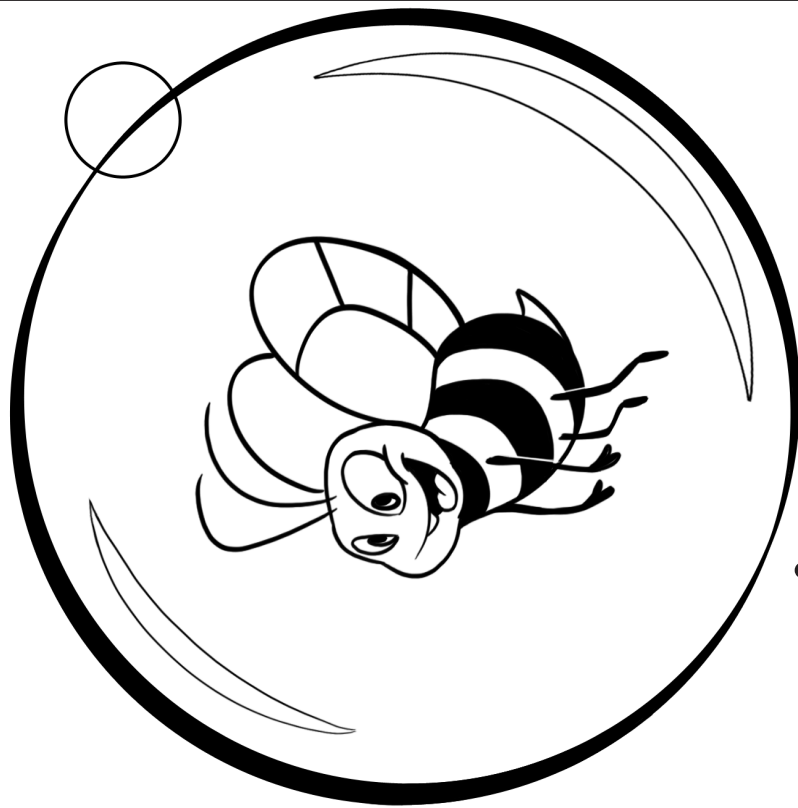
wig



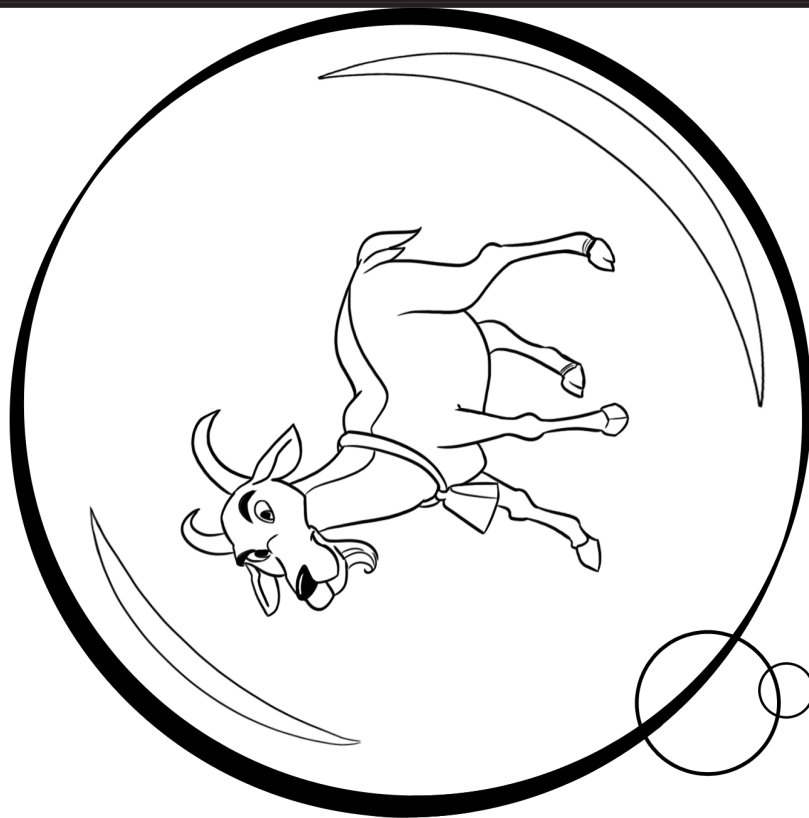


# Distinguish When Two Words Rhyme

## Bubble Pictures



bee



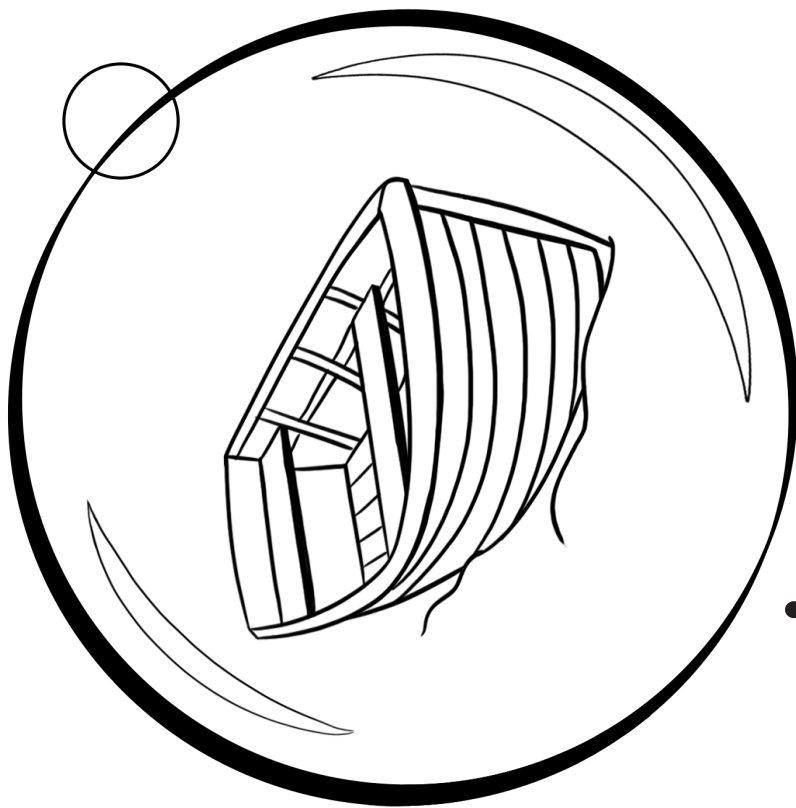
goat



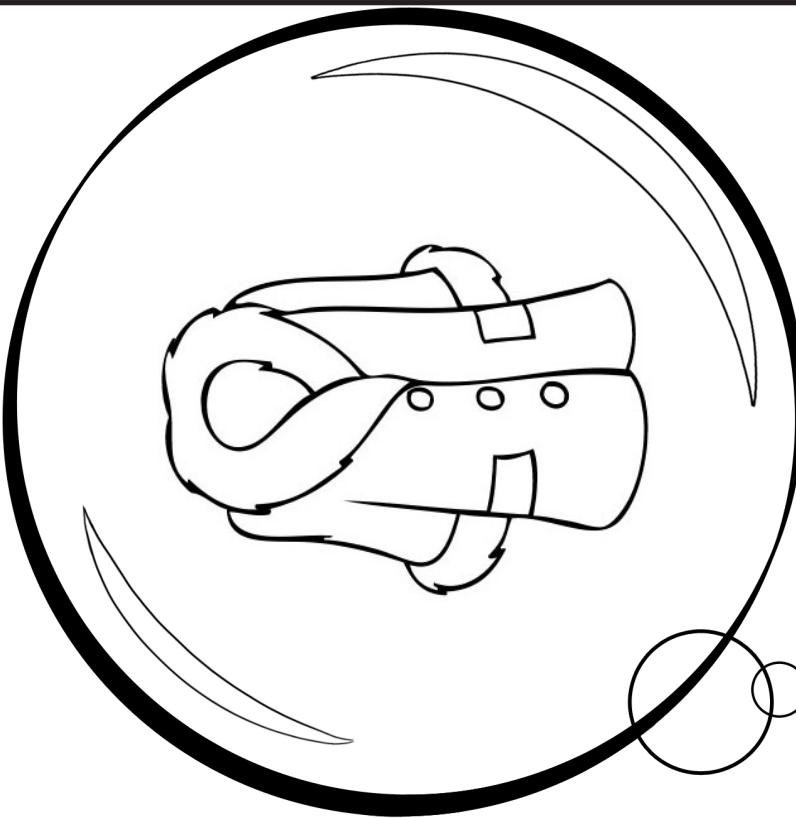


# Distinguish When Two Words Rhyme

## Bubble Pictures



boat



coat





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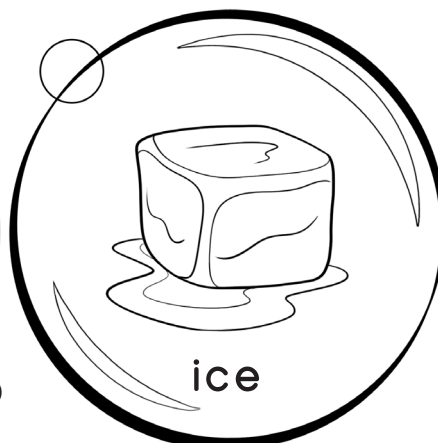
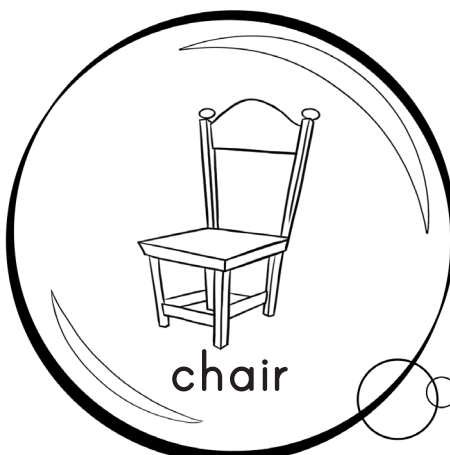
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Date: \_\_\_\_\_

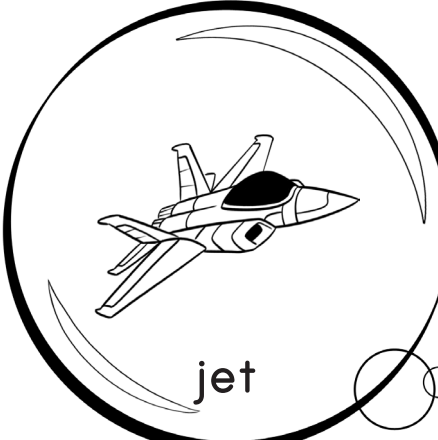
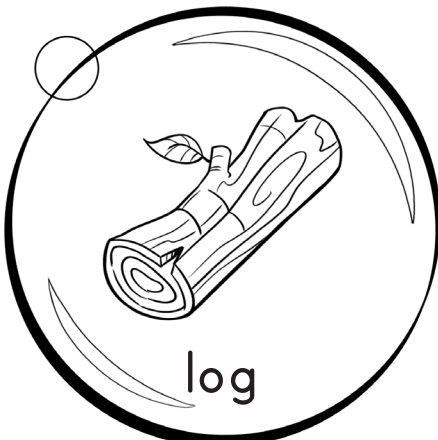
### Independent Practice

Directions: Use a popped bubble to cover the picture bubble in each set that doesn't rhyme with the other two.

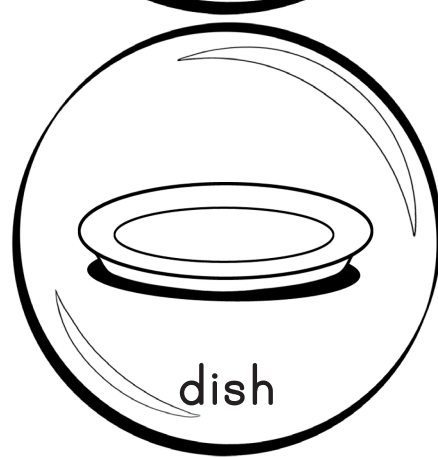
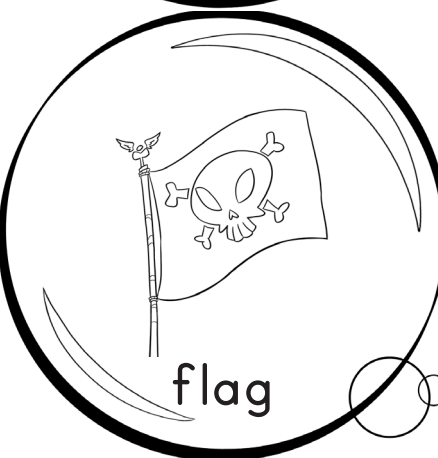
1.



2.



3.







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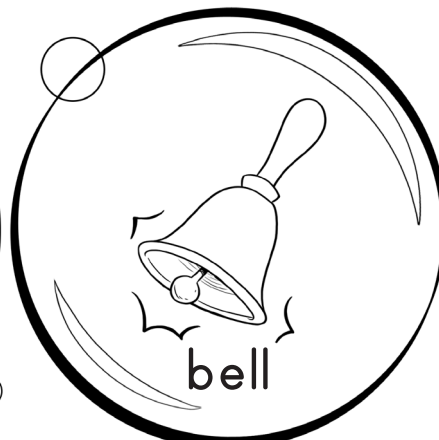
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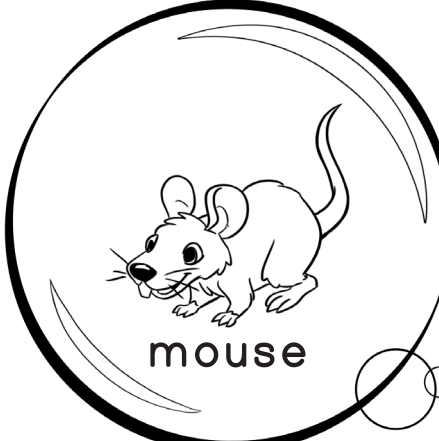
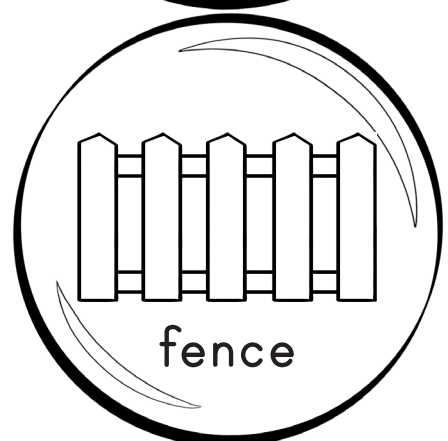
### Independent Practice

Directions: Use a popped bubble to cover the picture bubble in each set that doesn't rhyme with the other two.

4.



5.



6.







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### Independent Practice

Directions: Cut out the popped bubbles to place on the non-rhyming words.

