

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 to 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
<i>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.</i>
SCAFFOLDING SUGGESTION FOR ERRORS
<i>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).</i>

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).

Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.

- [PA.002 Matching Rhyme Time](#)
- [PA.005 Rhyme Closed Sort](#)
- [PA.008 Rhyming Game](#)