Beanbag Rhyme Game

Materials

1. Beanbag

Procedure

1. The teacher (holding the beanbag) says a word (e.g., mat).

2. The teacher then passes the beanbag to a child. That child is to think of a word that rhymes with mat, say the new word aloud, and then pass the beanbag to another student.

3. The game continues until the children can think of no more rhyming words.

4. The student who is holding the beanbag at that point begins the game with a new word.

Source:
Rhyme Chime
Phonological Awareness / Rhyme

Materials
1. Rhyme cards
2. Index cards

Virginia SOLs
K.7, 1.4

Procedure
1. This activity is a quick filler. Create cards by making two copies of the rhyme card template. On index cards, glue two pictures side by side - making some with rhyming matches and some with non rhyming matches.

2. Hold up a card and say, “Rhyme chime one more time. Tell me, (child’s name), do these rhyme?” Then name the two pictures.

3. If the child gives the correct answer, s/he gets to hold the card.

Rhyme Cards
Rhyme Cards
Procedures

1. Begin game by saying to student(s), “I'm thinking of a word that rhymes with something in the classroom. My word is 'hair'. What am I thinking of?"

2. Student(s) try to guess the word 'chair'. Continue with other words.

Source:
Materials

Procedure
1. After reading the book or listening to the song on tape, sing the song together as a group.

2. In the second verse, leave out the last word and instruct children to identify a rhyming word that would complete the verse.

3. Children could even be asked to create a complete rhyming verse on their own.

4. Song-Down by the bay/Where the watermelons grow/Back to my home/I dare not go/For if I do/My mother will say/Have you ever seen a ________?/Down by the bay!

5. Sample verses-Moose kissing a goose/Duck driving a truck/Bee slapping his knee/Goat wearing a coat/Llama wearing pajamas/Fish washing a dish/Dog riding a log/Cat swinging a bat/Bear combing his hair/Bug washing a rug/Cow taking a bow/Pig dancing a jig.
Draw-a-Rhyme Stories

Materials

1. Chalkboard or dry erase board
2. Chalk or dry erase markers

Procedure

1. Explain to the children that they are going to draw a picture together, using rhyming words. Read each rhyme aloud, and encourage the children to fill in the last rhyme word in the sentence. Add those parts to create the picture.

2. Monster Rhyme - When you draw a monster, it is said, you always begin with his head/ He'll be able to see when he flies, if we draw two bright eyes/ To tell which way the cold wind blows, our monster will need a great big nose/ Look to the north and look to the south, now we can give our monster a mouth/ Some up above and some beneath, our monster has lots of teeth/ Now under this chin, let's just check, that's where we should put his neck/ So he won't be tipsy-toddy, let's give him a polka dot body/ If he really, really begs, I guess we could give him legs/ To make our monster nice and neat, we'll have to teach him to wipe his feet/ A notice sent by air mail, we can't forget our monster's tail/ He isn't fierce, he isn't hairy, but don't you think he's a little scary?

3. Clown Rhyme - When making a clown, it is said, always start with his big, round head/ Make it really messy cuz clowns don't care, On top of his head, give him red curly hair/ When people laugh, he wants to hear, so on each side, give him a great big ear/ Now make him look very wise, by giving him two wide-open eyes/ And yes, of course, everyone knows, give him a big, fat rounded nose/ Now make a line as long as a mile, and turn it into a great big smile/ Look at his clothes-the clown suit he is in, it has a ruffle, right under his chin/ All over his suit are big colored spots, so give him lots of polka dots/ Now look, can you believe? He has purple stripes on each long sleeve/ He has two hands-one left, one right, one's painted yellow and the other white/ At the bottom of his funny suit, you can see one big black boot and the other foot has not a shoe, cuz he just painted his toenails blue/ Now if you listened and did everything right your little clown is a funny sight.

4. Alien Rhyme - When drawing a Martian, it is said, always start by making his head/ Don't give him hair on top of his head, give him a shiny, round helmet that's red/ Look at his eyes, so scary and mean, since he's from Mars, they must be green/ Right by his nose, his eyeballs hide, cuz he just happens to be cross eyed/ Just look at his nose, can you imagine that! It has three holes and its really flat/ His mouth is crooked with lots of teeth, jagged on top and flat underneath/ Not only is his neck double jointed, but look at his ears, they're pointed/ I'm sure he has a body like you and me, but a Martians's space suit is all you see/ Now remember, Martians are not to be feared, they're not really dangerous, they just look kind of weird!

Source:
End-of-the-Line Rhyme

Back to Rhyme

Materials

1. A familiar nursery rhyme or poem

Procedure

1. The teacher recites a familiar nursery rhyme to ensure that the children know the rhyme.

2. Next, the teacher recites the nursery rhyme omitting the final rhyming word, asking the children to provide it.

Example: Mary had a little lamb whose fleece was white as snow, and everywhere that Mary went the lamb was sure to ________.

Virginia SOLs: K.4, K.7, 1.4

Source:
Go Fish
Phonological Awareness / Rhyme

Materials

1. Rhyming cards

Procedure

1. Make a deck of rhyming cards.

2. Shuffle and deal each player 5 cards. Put the rest of the cards face down in a pile.

3. The first child says, “I have pig.” The child with the matching rhyme says, “I have wig.” They put the cards in a pile in the center. If there is no match, the child will fish a card out of the pile until a match is made.

4. The child to run out of cards first is the winner.

Virginia SOLs

K.7, 1.4

Source: Swartz, A. Indian Lakes Elementary School. Virginia Beach, VA.
Here Are My Hands
Back to Rhyme

Materials

1. *Here Are My Hands*, by Bill Martin, John Archambault, and Ted Rand
2. Body parts rhyme cards

Virginia SOLs: K.4, K.7

Procedure

1. Read the book aloud to the child.

2. Place the body parts rhyme cards on the table. (knees, ears, feet, nose, head).

3. Place the remaining cards in a stack. Ask the child to take the top card and try rhyming the name or the picture with each of the body parts picture names.

4. When the child has found the rhyme place both cards to the side.

5. Continue with the remaining cards. (If the child has difficulty, place the correct rhyme and another card out from the others and have him/her say the words together).

Source:
From the personal collection of Marcia Invernizzi.
Hink Pink
Back to Rhyme

Materials

1. Riddles with rhyming word answers

Procedure

1. After introducing the term hink pink, define this for the children as a pair of rhyming words that answer a riddle.

2. Read aloud the first riddle and guide children to guess the rhyming answer. The children may need to be told the first rhyme word answer in order to get the idea.

3. Continue with the rest of the examples. As a class, think of other rhyme pairs and use these words to make new hink pink riddles.

4. The children could try these out on their families or other schoolmates.

5. Hink Pink examples - What do you call a chubby kitty? (fat cat); What do you call a crying father? (sad dad); What do you call a desk that doesn’t fall down? (stable table); What do you call a rabbit who tells jokes? (funny bunny).

Source:
Make A Rhyme

Materials

1. A familiar poem
2. Chart paper

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Copy a familiar poem, such as “Teddy Bear” on to chart paper, replacing the second word in the rhyming pair with a blank.

   **Teddy Bear**
   Teddy Bear, Teddy Bear,
   Jump around.

   Teddy Bear, Teddy Bear,
   Touch the __________.

   Teddy Bear, Teddy Bear,
   Open the box.

   Teddy Bear, Teddy Bear,
   Pull out the ______.

   Teddy Bear, Teddy Bear,
   Bake a cake.

   Teddy Bear, Teddy Bear,
   Swim in the ________.

2. Using the incomplete poem, have the children create a new poem by providing the rhyming words to fill in each blank.

3. Write the words on stick-on notes and place them in the poem.

4. Help the class read their newly created poem.

Source:
Name Game

1. List of children’s names

Procedure

1. Sing the popular song, inserting the children’s names each time. For example, use the name Sally and sing, “Sally, Sally, Boe Bally, Fanana Fana for Fally, me my moe Mally - Sally!”

2. Highlight the rhymes created by the change in beginning sound.
Materials

1. Drawing paper
2. Crayons, markers, or colored pencils

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Have children fold a piece of paper in half.

2. Ask them to draw a picture of two things that rhyme. For example, a hat and a bat.

3. Help children to label the picture names.

4. For children struggling with this activity, provide them with one item to draw, such as star, pan, pig, pen, or coat, and then encourage them to think of something that rhymes with their picture.

5. Gather the drawings and bind them into a book for the class library.

Source:
Poetry Activities

Back to Rhyme

Materials

1. A familiar nursery rhyme or poem
2. Chart paper

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Copy a familiar poem, such as “Higglety, Pigglety, Pop” on chart paper.

   Higglety, Pigglety, Pop
   The dog has eaten the mop.
   The pig’s in a hurry,
   The cat’s in a flurry
   Higglety, pigglety, pop.

2. Read it aloud as you track the print.

3. Reread the poem doing one or all of the following:

   Have the children point out the rhyming words in the poem. Then frame the rhyming words as you read the poem. Have the children clap every time you read one of the rhyming words. In later readings, pause before the rhyming words (mop and flurry) to allow children to provide the words.

   Substitute words to make a new poem. For example, using a stick-on note, substitute the word pop with the nonsense word pag. Write the word on a stick-on note and place it in the appropriate place in the poem. Help children to reread the new poem.

   Have the children clap the rhythm of the poem as you read it aloud.

   Explain to the children that rhyming words are words that sound the same at the end, such as pop and mop. Model for children how to make a rhyme. For example, you might say, “The words pop and mop rhyme because they sound the same at the end. They both end with /op/. I can make another word that rhymes with pop and mop. This word begins with /h/ and ends with /op/. It is hop. Can you make a word that rhymes with pop and mop?

Source:
Rhyme Away Stories
Back to Rhyme

Materials

1. Chalkboard or dry erase board
2. Chalk or dry erase markers
3. Rhyme stories

Procedure

1. Draw the picture on the chalkboard.

2. As you read the story, have children identify the rhyme word and call a child to erase that word from the picture.

3. House story - Draw a picture of a house with a door, two windows and a chimney, yard with a fence and two flowers, grass and a tree. Include a sun in the sky. Story - Just for fun, erase the sun/ If you can count to three, erase the tree/ If you can count to four, erase the door, So you don't get stung by a bee, erase the chimney/ If you can do so, erase the window/ If you see a hound, erase the ground/ A dog can say “woof,” erase the roof/ Climb the tower, erase the flower/ If you see a doe, erase another window/ You need power, to erase another flower/ If you see a mouse, erase the house.

4. Boy story - Draw a picture of a boy, wearing shirt and pants. Story - He can't smell a rose, if you erase his nose/ He can't play in a band, if you erase his hand/ He doesn't wear a tie, erase his eye/ He does care, erase his hair/ Don't ask why, erase his other eye/ Never fear, erase his ear/ He'll be a real wreck, if you erase his neck/ He won't feel heat, if you erase his feet/ It won't hurt, if you erase his shirt/ He can't dance, if you erase his pants/ He can go to bed, if you erase his head.

5. Car story - Draw a side picture of a car, including headlights, wipers and two bumpers. Story - I don’t know how you feel, but you can erase a wheel/ He ran into a fire, erase a tire/ I have a friend named Thumper, erase a bumper/ You can't see at night, if you erase a light/ If you can count to four, erase a door/ A baby wears a diaper, erase a wiper/ If you have ten toes, you can erase the windows/ A dog says “woof, woof,” erase the roof/ It looks a bit shoddy, so erase the body.

Source:
Rhyme Book

Materials
1. Drawing paper or construction paper
2. Magazines
3. Glue & scissors
4. Crayons, markers, or colored pencils

Procedure
1. Create a book with five blank pages for each student.
2. Affix a different picture at the top of each page.
3. Have children draw pictures of objects that rhyme or cut out rhyming pictures found in magazines.
4. Then bind the pages into a personal rhyme book or a class book.

Virginia SOLs: K.4, K.7

Source:
Rhyme Collage

Materials

1. Magazines
2. Construction paper
3. Glue & scissors

Source:
Rhyme Hunt

Procedure

1. Tell children that, “We’re going on a rhyme hunt,” and ask them to find something in the room that rhymes with a given word. For example, “I see a sock! What do you see in the classroom that rhymes with sock?” (clock) “I see a door! What do you see in the classroom that rhymes with door?” (floor).

2. Continue with other words and objects. You might also wish to do this activity outside.

Source:
Round Robin Rhyme

**Procedure**

1. Have children sit in a circle. Tell them you are going on an imaginary trip. You will say one item that you want to take on a trip. The children are to repeat the item and then name another item that rhymes. For example, if you say, “I’m going to the park and I’m taking a mat,” the next child in the circle might say, “I’m going to the park and I’m taking a mat and a hat.”

2. Continue around the circle until the children can think of no more rhyming words.

**Variation**

Use a ball that students can roll to other students in the circle. This activity enables students to be randomly chosen to continue the rhyme.

**Virginia SOLs:** K.4, K.7, 1.4

Source:
Silly Willy
Back to Rhyme

Materials
1. Large open area

Procedure
1. Teach the children the following verse to the tune of “Skip to My Lou”. Invite
the children to sing along and complete the last line using a word that rhymes
with a student’s name.

2. Silly Willy, who should I choose (repeat three times)/I choose ___________.
(ex.- Terri Berry/ Matt Bat/ Sarah Harah)

3. Continue to sing along, using new names and rhymes.

4. This song could be used in group activities, during transitions and in a
modified version of Duck Duck Goose.

5. Have the children sit in a circle and choose a child to be it. As the children
sing the song, “It skips around the outside of the circle. During the last line,
have “It” complete the verse, tap the selected child on the shoulder and race
around the circle to sit in his spot.

Source:
reading skills (pp. 23). Cypress, CA: Creative
**Materials**

1. Short rhyming sentences

**Examples**- A cat sat on the mat. Hop on Pop. The fat rathas a hat. Jack has a black sack. It is fun to run. Jill went up the hill.

**Procedure**

1. Gather a small group of children and ask them to sit in a close circle on the floor.

2. Begin the game by choosing a “starter,” who whispers a short rhyming sentence to the child on his right.

3. The child then whispers the message to the child on his right.

4. The message continues to be whispered around the circle until it reaches the starting person.

5. The starter shares the original rhyme and then the “new” rhyme.

**Source:**

The Foot Book
Back to Rhyme

Materials

1. *The Foot Book*, by Dr. Seuss

Procedure

1. After reading the book, ask children to remove their shoes and/or socks.

2. Reread the text and ask the children to act out the phrases, such as high feet/low feet, quick feet/slow feet, etc.

Source:
Rhyming Bingo
Phonological Awareness / Rhyme

Materials
1. Bingo boards
2. Rhyme cards
3. Bingo chips

Virginia SOLs
K.4, K.7

Procedure
1. Prepare enough Bingo game boards for the number of children who will participate.

2. Randomly paste one of each of the rhyming pairs on the spaces on the game board. Laminate the boards for durability. Each game board must be different.

3. Prepare a set of picture cards on which you paste the remaining picture from the rhyming pair. These will become the deck from which rhyming words are called aloud during the game.

4. Each child receives a game board and chips to cover spaces.

5. The teacher or a designated child is the caller who turns over cards from the deck and calls out the name of the picture.

6. Each player searches his or her game board for a picture that rhymes with the one that has been called out. Players can cover a matching picture with a marker to claim the space.

7. The winner is the first player to cover a row in any direction, or the first player to fill his or her entire board.

8. EXTENSION: You may adapt this model to focus on specific word families or vowel patterns.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bingo Board
Rhyming Concentration
Phonological Awareness / Rhyme

Materials
1. Rhyming Concentration cards

Procedure
1. Prepare the Rhyming Concentration cards for durability.
2. Place the picture cards face down in a square array.
3. Players take turns flipping over two pictures at a time. If the two pictures rhyme, the player keeps the cards. The player who makes a match gets another turn.
4. The winner is the child who has the most matches at the end of the game.

Virginia SOLs
K.4, K.7

Squirrel in a Tree
Phonological Awareness / Rhyme

Materials
1. Rhyme cards

Procedure
1. Divide the class in half and designate one group as “trees” and the other as “squirrels.”
2. Give the “trees” picture cards that match other cards given to the “squirrels.”
3. The “trees” move to various parts of the room and become stationary.
4. When the teacher says, “Squirrel in a tree!” the “squirrels” must move around and find their matching “tree.”
5. The pair can then work together to think of additional words that rhyme with their pictures.

Virginia SOLs
K.4, K.7

Rhyme Cards
<table>
<thead>
<tr>
<th>![Mouse]</th>
<th>![Train]</th>
<th>![Key]</th>
</tr>
</thead>
<tbody>
<tr>
<td>![House]</td>
<td>![Rain]</td>
<td>![Bee]</td>
</tr>
<tr>
<td>![Snow]</td>
<td>![Moon]</td>
<td>![Bacon]</td>
</tr>
<tr>
<td>![Lace]</td>
<td>![Spoon]</td>
<td>![Ants]</td>
</tr>
</tbody>
</table>

**Rhyme Cards**