**Primary Strand: K.3 Reading**

**Integrated Strand/s: Communication and Multimodal Literacies K.1, 1.1**

**Essential Understanding:**

All students should:

* **All students should understand that words are made up of small units of sound and that these sounds can be blended to make a word**

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers
* identify and discriminate between sentences, words, and syllables
* identify a word that rhymes with a spoken word
* supply a word that rhymes with a spoken word
* produce rhyming words and recognize pairs of rhyming words presented orally
* generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
* blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/- /ack/)
* blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say *robot* without the /ro-/ and students respond with /bot/.)
* blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= *ship*)
* segment one-syllable words into individual phonemes (e.g., *rat*= /r/-/a/-/t/)
* recognize similarities and differences in beginning and ending sounds of words
* produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/)
* identify pictures of objects whose names share the same beginning or ending sound
* sort pictures or objects whose names share the same beginning or ending sound.

**Primary SOL:**.

K.3 produce rhyming words and recognize pairs of rhyming words presented orally

* generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text

**Reinforced (Related Standard) SOL:** The student will participate in, collaborate in, and report on small-group learning activities.

## Materials

* Ball or beanbag to toss

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Gather students in a circle and tell them they are going to play a rhyming game.
2. Say, “In this game we will create words that rhyme with each other.”
3. Remind students that rhyming words sound the same in the middle and at the end of a word. Model this with a pair of words.
4. Say the sentence starter, “Let’s go shopping for cheese.”
5. Model how you will repeat the sentence starter and choose a word that rhymes with the last word.
6. Once students understand the game, toss the ball to a student and then have them repeat the sentence starter with a word that rhymes with your last word (ex: Let’s go shopping for trees).
7. The student then tosses the ball back to the teacher and then the teacher either continues the game with the same rhyming word or chooses another rhyme.
8. Continue until all students have had a chance to participate.

**Assessment :**

As students play the game, take notes on students that can produce words that rhyme and students that need support.

**Extensions and Connections (for all students)**

* Students can play this game using beginning sounds