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Practice Short *a* Rhymes

Tell students there are other groups of rhyming words with the short *a* sound. Show students a paper bag and ask if anyone can think of a word that rhymes with *bag*. Some responses might include *tag*, *sag*, or *wag*.

Explore Rhyming Words

- Ask students to listen as you say pairs of words. If the words rhyme, they should repeat them. If they don't rhyme, they should silently shake their heads to indicate *no*. Use these word pairs and others.

van/man *fast/fat*
 ram/jam *fan/ran*
 gas/class *map/Sam*

- Have students answer these riddles with words that rhyme with *van*.

What rhymes with *van* and is something you put on a stove? (*pan*)
 What rhymes with *van* and is something that might have soup in it? (*can*)
 What rhymes with *van* and can be a boy's name? (*Dan, Stan, etc.*)

🔊 Complete Page 4

Say: Van. This picture shows a van.


Help students identify the other pictures on the page. Make sure they pronounce the words correctly.


Say: Circle the pictures whose names rhyme with *van*.

Have students complete the page independently.


van

Circle the pictures whose names rhyme with van.







can



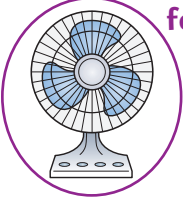
man



sink



vest



fan

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Enrich the Lesson

Read aloud *Green Eggs and Ham* by Dr. Seuss (Random House, 1960). As you read, emphasize the short *a* sounds in *Sam*, *am*, *ham*, etc. Encourage students to supply words for some of the rhymes.

- 🔊 Read the *On Our Way to Reading* reader *A Nap for Rags*. Have students identify rhyming words.

Practice Rhyming Words

Use this rhyme to review short vowel rhyming words.

*Have you ever seen
A cat with a hat?
A bed on a sled?
A pig with a wig?
Have you ever seen
An ox wearing socks?
Or a bug sweep a rug?
You haven't? Me neither!*

- Recite the rhyme, and encourage students to recite it along with you.
- Remind students that rhyming words have different beginning sounds and the same middle and ending sounds. Supply the first word in each rhyming pair, and have students say the word that rhymes with it. (*cat, hat; bed, sled; pig, wig; ox, socks; bug, rug*)
- You may wish to have students take turns reciting the rhyming lines from the poem. You can recite the repeated question starter "Have you ever seen...?" and the whole group can join in on the next line.

Draw lines to match the pictures whose names rhyme.

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Explore Rhyming Words

- Ask students to listen as you say pairs of words. If the words rhyme, they should repeat them. If the words don't rhyme, the students should silently shake their heads to indicate *no*. Use these words and others.

sun/fun	hot/got	pet/set
wish/fish	wet/bag	fan/can
hen/ten	rug/ran	sat/cat

Support Students

Create a set of 24 picture cards for students to play a Memory-style game. Have 12 pairs of short-vowel rhyming words. Use these pairs or others: bag, flag; hen, pen; pig, wig; stop, mop; drum, gum; ham, ram; shell, bell; pin, fin; log, frog; sun, bun; fan, can; lid, kid. Mix up the cards, and place them face down in rows of 6. Have students play the game in groups of 3–4. Students take turns flipping two cards. If the cards show rhyming words, the student keeps the pair of cards and goes again. If the cards do not show rhyming words, the student flips the cards back over, and the next student takes a turn.

Complete Page 13

Say: Draw lines to match the pictures whose names rhyme.

Help students identify the pictures in the two columns. Work together to identify the rhyming pairs, and have students draw lines to connect them. Complete the page as a class.

Introduce Long o Rhymes

Use this poem, entitled "Birds in the Garden," to introduce rhyming words with long o:

*Greedy little sparrow,
Great big crow,
Saucy little chickadee,
All in a row.
Are you very hungry,
No place to go?
Come and eat my bread crumbs,
In the snow.*

- Recite the poem several times, and encourage students to recite it with you.
- Help students identify the rhyming words in the poem. (*crow, row, go, snow*)
- When students are able to recite the poem, you may want to have them do a choral reading.

Explore Rhyming Words

- Have students listen as you ask some nonsense questions about goats. If they hear a word that rhymes with *goat* in the question, they should answer *yes*. If there are no words that rhyme with *goat*, they should answer *no*. Use these questions, as well as others that do not contain rhyming words.

- Can a goat float?
- Can a goat wear a coat?
- Can a goat ride in a boat?
- Can a goat vote?
- Can a goat read what you wrote?

Complete Page 23

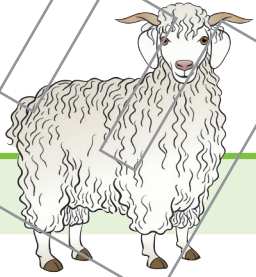
Say: Goat. This picture shows a goat.

Help students identify the other pictures on the page. Make sure they pronounce the words correctly.

Say: Circle the pictures whose names rhyme with *goat*.


Have students complete the page independently.

goat




Circle the pictures whose names rhyme with goat.

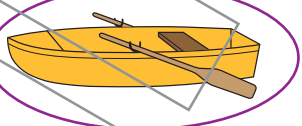
spoon



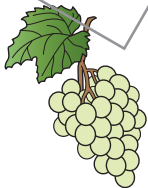
coat




boat



grapes



note



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Support Students

Show students pictures for long o words with at least one rhyming word. Start with the K–3 Vocabulary Picture Cards for *toe, cone, and soap*. Have students list as many rhyming words as they can think of. If students give a nonsense word, explain that although the sound does rhyme, the word is not a real word.

Practice Rhyming Words

Use these verses to review long vowel rhyming words. Read them aloud, pausing at the end of every other line to let students supply that rhyming word.

Way down South where bananas grow,
A fly stepped on an elephant's _____. (toe)
The elephant cried with tears in his eyes,
"Go pick on someone your own _____. (size)

Way down South where flowers smell sweet,
A spider stepped on an elephant's _____.
(feet)

The elephant started to moan and groan,
"I think you've broken every ____!" (bone)

Way down South by the coral sea,
An elephant was stung by a _____. (bee)
The elephant started to cry and wail,
"Someone has stabbed me with a ____!"
(nail)

Explore Rhyming Words

- Place these K-3 Vocabulary Picture Cards in a bag or a hat: *vine, gate, goat, kite, queen, toe, cheese, whale, and wheel*. Have students take turns choosing a card, saying the picture word, and calling on a classmate to say a word that rhymes with the picture word.
- Ask students to listen as you say three words and repeat the two words that rhyme. Use these sets and others.

whale/talk/tail	gate/goat/wait
cheese/please/check	place/face/play
mile/mine/smile	green/kneel/mean

Complete Page 30

Say: Look at the picture at the top of the page. This picture shows a goat in a boat. The words *goat* and *boat* rhyme.

Say the three picture names in each box. Circle the two pictures whose names rhyme.

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Say: Say the three picture names in each box. Circle the two pictures whose names rhyme.

Help students identify the three pictures in each box. Have students complete the page independently.

Support Students

Work individually with students who need extra support. Have students say these words after you; elongate the long vowel sounds: *face, feet, eyes, and toes*. Then present rhyming words, and have students choose the key word that rhymes. Use these words and others: *space, chase; sweet, neat; ties, pies; rose, clothes*.