Lesson Plan

MANCHESTER COLLEGE
Education Department

LESSON PLAN by Jeanna Collins and Jenny Hintz

Lesson: “Rhyme Match” Length: 20-25 minutes

Age or Grade Intended: 1st

Academic Standard(s): 1.1.7 Create and state a series of rhyming words.

Performance Objectives: Given a rhyming word, the students will match it with another rhyming word 3 out of 4 times.

Advanced Preparation by Teacher: Think of twenty pairs of rhyming words, finding pictures to match each word. Think of ten words that do not match any of the rhyming words and find pictures to go with each one. Open a manila folder and glue one picture from each rhyming pair in the folder, with ten pictures on each side of the folder. Write “Player 1” on one half of the folder and “Player 2” on the other half. Glue the remaining rhyming words and the extra words that do not rhyme with anything individually on index cards.

Procedure:
Introduction/Motivation: “Today we are going to play a fun game that will help us learn rhymes! Does anyone remember what a rhyme is? (Wait for a student to answer.) Good! Rhymes are words that have the same ending sounds.” (Bloom’s Knowledge)

Step-by-Step Plan:
- Have students find a partner and pull their two desks together. One person in each pair needs to get a folder and flashcards. (Gardner’s Interpersonal)
- Explain the rules of the game to the student. (Tell students that they will draw a flashcard, say the name of the picture on the flashcard, and find the picture of the word that rhymes with it in the folder. Lay the index card on top of the rhyming word. Some pictures on the flashcards do not rhyme with any of the pictures in the folder. If the picture on the index card does not rhyme with any word on your side of the board, put it in a pile to the side. Remember to take turns. Whoever fills his or her side of the folder first, wins the game.)
- Students shuffle the cards and start playing the game.
- Walk around the room, listening while students say the rhyming words aloud. Check to make sure that they are matching the correct pictures. (Gardner’s Visual/Spatial and Verbal/Linguistic)
- Tell the students that after they have played one round, shuffle the cards and continue playing until they are instructed to stop.

Closure: Tell students to stop playing. Ask the students what rhyming words they have
learned. As the students list pairs of rhyming words, ask if there are any more words that rhyme with the pair they just listed. (Ex: cat, bat, hat, mat, etc.) (Bloom’s Knowledge and Comprehension)

Adaptations/Enrichment: Take out the index cards that do not rhyme with any of the pictures in the folder to avoid confusion. While walking around the room during the lesson, provide additional help as needed by asking students to sound out words and concentrate on the ending sounds.

Self-Reflection: After the activity, reflect upon it. Were most of the students able to match the rhyming words? If they couldn’t match the rhyming words on their own, was my additional help beneficial? Will I do this activity again? If I do decide to do this activity again, what will I do differently?