I Spy a Rhyme

Preschool  |  Reading, Writing  |  50 minutes

by Yvette Waterman  |  June 13, 2015

It's time to rhyme with this lesson on matching rhyming pairs. Your students will love creating their own classroom *I Spy* book based on rhyming pairs.

Learning Objectives

Students will be able to verbalize a rhyming pair of words and draw a picture to match the words.

Materials and Preparation

- *I Spy* by Jean Marzollo
- Cards with pictures of rhyming words (2 per rhyme)
- Crayons
- Paper
- Pencils

Key Terms:

- rhyming words

Lesson

Introduction *(10 minutes)*

- Introduce students to **rhyming words** by defining them as having the same ending sound. Give examples such as *can* and *pan*.
- Ask students to listen for rhyming words as you read *I Spy*.
- Read *I Spy* aloud.

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Explicit Instruction/Teacher Modeling *(10 minutes)*

- Ask students to list any rhyming words they remember from the book. If students have trouble remembering, look through the book, and say the sentences of the rhyme pairs, omitting the second rhyming word. For example: *I spy a big, yellow duck, and an old, green _____.*
- Do two or three pages in that format for additional rhyming practice.
- Say and write on the board one of the rhyming pairs from the book. Pronounce the words again, emphasizing and underlining the final sound of each word.
- Give students a pair of words that do not rhyme. Example: *cat* and *duck*. Ask students whether or not this pair of words rhyme. Write the words on the board, underlining the ending sounds. Tell students they do not rhyme because they do not have the same ending sound.
- Ask students to think of a word that rhymes with *cat*. Write "cat" and the rhyming word students give on the board, underlining the "at" part of each word.
- Repeat the process once more with a different word for practice.

Guided Practice/Interactive Modeling *(10 minutes)*

- Give each student a rhyming picture card. Keep the other half of the rhyming picture card pair.
- Have students gather around and hold up one of your cards. State what is on your card and ask the class to identify themselves if they have the rhyming word.
- Lay the two cards together, and repeat the rhyming pair, pointing to each picture.
- If the student who has the picture card does not realize that they have the picture of the word that rhymes, prompt them by addressing them directly.
- Repeat for every pair.

Independent Working Time *(10 minutes)*

- Give each student a piece of paper.
- Ask the student to name a rhyming pair of words.
- Write their dictated rhyme on the paper in the form of "I spy a dog and a frog."
- Ask the student to draw pictures to match their words on the paper.
Extend

Differentiation

- **Enrichment**: Have advanced students write the rhyming words they drew in their pictures themselves. They could also name two rhyming pairs and draw the pictures to match.
- **Support**: Show struggling students pictures of rhyming pairs, and allow them to "copy" the pictures on the cards.

Review

Assessment *(5 minutes)*

- Note whether or not students were able to name a pair of rhyming words.

Review and Closing *(5 minutes)*

- Gather all of the completed drawings and read to the class their "I Spy" book. You may read the text yourself, or have each student "read" the page they drew.

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