

## CIRCLE Activity Collection

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# Rhyming Basket— Introduction

The child will recognize rhyming words by showing thumbs up when pairs of objects rhyme or thumbs down when they do not rhyme.

### SETTING

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Small Group

### MATERIALS

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- rhyming objects
- basket

### PREPARATION

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Gather several pairs of objects that rhyme (for example, cat/bat, fox/box, three/tree, skate/plate).

### 1. INTRODUCE

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“Today we will play a game using rhyming words. Rhyming words are words that sound the same at the end. If I have *cat* and I have *bat*, those words sound the same at the end. Listen to the ending of each word. *Cat, bat.*” Say the words slowly emphasizing the ending sound, /at/. “Do you notice how they rhyme? Yes, cat and bat are rhyming words.

First, let’s name all of the objects I have in my basket so that you know what each one is called.” Name each object in the basket.

## 2. MODEL AND EXPLAIN

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“We are going to play a game with these objects. I am going to show you two objects and you are going to give me a thumbs up if they sound the same at the end, if they rhyme. You will give me a thumbs down if they do not sound the same at the end and they do not rhyme.” Model showing a thumbs up and a thumbs down as you explain.

“Are you ready? Do *three* and *tree* sound the same at the end? Do they rhyme?” Hold up the three and tree as you say the words, emphasizing the ending sounds. Allow children to respond. “Yes, they do rhyme. So what do you give me?” Have children respond with a thumbs up. “You gave me a thumbs up because three and tree sound the same at the end, they rhyme. Can you say it?” Children respond, “three, tree.”

“Let’s try another one. If I say *plate*, *box*.” Hold up the plate and box. “Do these two rhyme?” Allow children to respond. “No, so we give it a thumbs down. Can you show me a thumbs down? Good job! We give it a thumbs down because they do not rhyme. They don’t sound the same at the end. Say *plate*, *box*.”

## 3. GUIDE PRACTICE

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“Are you ready for the next one?”

Continue the game following this procedure. Reinforce or scaffold as needed.

## 4. SUMMARIZE

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“You did a terrific job listening for rhyming words today. I will place this basket in a center so you can practice identifying words that rhyme and words that do not rhyme.”

## SCAFFOLDING

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Downward scaffold: “*Box* and *fox*. These words do rhyme. They sound the same at the end. Say them with me: *box*, *fox*.” Say the two words, emphasizing the ending sounds.

Upward scaffold: “*Box* and *fox*. These words rhyme. Can you tell me another word that rhymes with fox and box?”

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### **ACTIVITY GRADE LEVEL(S)**

- Pre-K

### **LEARNING AREA(S)**

- Pre-K Primary Domain: Phonological Awareness - Rhyming

### **HEAD START EARLY LEARNING OUTCOMES**

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### **TEXAS PREKINDERGARTEN GUIDELINES**

III.B.6. Child can recognize rhyming words.

### **KINDERGARTEN TEKS ALIGNMENT**

§110.2(b)(2)(A)(i) demonstrate phonological awareness by identifying and producing rhyming words

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