



Rhyme Time 1 (Easy Nouns)

door	floor	pan	pig	wig	twig	jig	
fan	word	bird	band	mouse	spouse	blouse	house
hand	land	king	ring	shower	tower	pin	bin
wing	key	tree	knee	fin	gin	tin	trip
pen	hen	men	feet	lip	chip	ship	whip
meat	seat	coat	boat	bay	day	way	hay
goat	trunk	junk	skunk	ray	tray	clock	rock
cat	hat	bat	mat	flock	dock	lock	sock
brain	train	rain	chain	hair	pair	fair	chair
nail	mail	whale	tail	stair	flower	hour	power

1. Student ability: **High Beginner ~ Intermediate**
2. Approximate length of lesson: **20+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Group Activity**

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Language Target: Actively matching words that rhyme. This lesson can be used to **energize a class** or as a **fun ice-breaker**. Using all of the **Rhyme Time** lessons in this series is a really fun and active way to practice spelling, pronunciation and parts of speech.

Setting Up: Before class, (**enlarge** and) cut the worksheet into cards. Prepare one set of **Rhyme Time 1** cards for each group (of five ~ seven students).

In class, say (and/or write on the board) a word such as **chair**. Ask students to think of as many **nouns** as they can that rhyme with **chair**. (i.e., **fair, pair, pear, stair, hair**, etc.) Then try another word, for example: **cat**, (**mat, pat, chat**, etc.).

Point out that even though spelling varies, the pronunciation is the same within each group of words.

Getting Started: Divide the students into groups of 5~7. Hand a set of **Rhyme Time 1** cards to each group and have the students place all of the cards face up on the table. The cards should be spread out randomly and messily, as far as possible on the table top. **Students should stand facing away from the table so they can't see the words.**

One student plays the role of **Monitor** and the others are the **players**. The **Monitor** reads one of the words from the table and the others turn around, face the table and try to **slap** all of the other words which rhyme with the one the **Monitor** read. (There is a small number printed on each card telling the **Monitor** how many rhyming words there are in the set.)

Students who first **slap** a correct rhyming word are given one point for each correct word. All students except the **Monitor** are eligible to **slap** the cards. It's also possible for one student to **slap** more than one card and receive extra points.

If a student **slaps** a card that doesn't rhyme, he/she loses a point for each incorrect slap. Once all of the rhyming words **within each set** have been **slapped**, the cards should be reshuffled and redistributed on the table top and students face away from the table once again.

Variation 1: This activity can be a form of the ever famous **Concentration** game. The cards are distributed on the table top face down. The **Monitor** reads one of the cards from the list and the other students, one at a time, think of a rhyming word then they are given one chance per round to try to find all of the rhyming words with that set. **This**

variation takes quite a long time. Once words have been matched, they should be removed from the table top.

Variation 2: Before or after playing the game, read one of the cards and see how many rhyming words the students can think of. This could also be a contest – groups of students make a list. The group with the most rhyming words (correctly spelled) is the winner.

Variation 3: Encourage students to create a song (using rhyming words) and set it to the tune of a commonly-known melody (*Old McDonald Had a Farm, Mary Had a Little Lamb*, etc.) They write the lyrics and perform their song for the rest of the class.

Building Fluency: An oral version of this activity is also fun and will generate a lot of student interest. Before class, prepare a list of *nouns* that are known to the students and that are easy to rhyme, for example: **shirt, green, brick, tea, salt, ball**, etc.

Say the first word from the list and give one point to each student who offers a rhyming word. Often students will think a word rhymes when it doesn't actually – for example, **shirt** and

shout do not rhyme. This is a grand opportunity to assist students with pronunciation by writing the mismatched pairs of words on the board and pointing out the proper pronunciation.

Writing Practice: Shuffle the deck of **Rhyme Time 1** cards and hand out three or four per student. Ask them to write a short paragraph or story using the words they've been given and to add as many rhyming words for each into their story as they can. Ask them to underline all of the rhyming words in their story. A few volunteers could read their creations to the class.

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