Rhyming Sort Nose, Knees, Hair, Head

Objectives
- To identify rhyming words for nose, knees, hair, and head
- To sort pictures of words that rhyme with nose, knees, hair, and head

Materials for Emergent-Early Letter Name
- Big Book of Rhymes, “Hide-and-Seek,” page 17
- Whiteboard Activities DVD-ROM, Sort 7
- Teacher Resource CD-ROM, Sort 7 and Rhyming Path Game
- Student Book, pages 25–28
- Words Their Way Library, The Farm

Introduce/Model Small Groups
- Read a Rhyme Read “Hide-and-Seek” several times, emphasizing the rhyming words. (nose, toes; hair, everywhere; knees, trees) Have children search the poem for words that rhyme with nose, hair, and knees.
- Model Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into four categories: words that rhyme with nose, knees, hair, and head. Demonstrate how to sort the cards. Help children sort and explain their sorts.

Practice the Sort Independent/Partner
- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort according to which of the words they rhyme with.
- Have children check and explain their sorts.

Apply Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 28. Have children draw pictures and write the words that rhyme with nose, knees, hair, and head.
- Game Allow time for children to play Rhyming Path, which is on the CD.
- Little Book Read The Farm with children. Have them identify words that rhyme with house, pail, and rake.

Extend the Sort

Alternative Sort: Inside or Outside?
Remove the picture cards for red and toes. Then have children re-sort the remaining pictures according to whether the object is more commonly found inside or outside. Acknowledge that some objects can be found both inside and outside.

Vocabulary Building Vocabulary
Show each picture card and encourage children to ask a question about the object that can be answered by looking at the picture. For example, “What color is the chair? The chair is red.” Remind children to answer in complete sentences.

ELL English Language Learners
Point to your nose, knees, hair, and head as you read the poem. Have children join you and speak the words aloud as they point.

Teacher Tip
Try pantomiming the poem to capture children’s attention as you read the rhyme. For example, pretend to peek around a tree when you read the words Just peek behind those trees. Invite children to imitate your movements.
Objectives
- To identify rhyming words for clock, fly, and pan
- To sort pictures of words that rhyme with clock, fly, and pan

Materials for Emergent-Early Letter Name
- Big Book of Rhymes, “Where Is That Clock?,” page 19
- Whiteboard Activities DVD-ROM, Sort 8
- Teacher Resource CD-ROM, Sort 8 and Rhyme Time Game
- Student Book, pages 29–32
- Words Their Way Library, Look at That!

Introduce/Model
Small Groups
- Read a Rhyme Read “Where Is That Clock?” aloud with children while emphasizing the rhyming words. (tock/clock, stop/top, you/shoe) Ask children to find the rhyming words in the poem.
- Model Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into three categories: words that rhyme with clock, fly, and pan. Demonstrate how to sort the cards. Elicit that the names of the pictures rhyme because they end with the same sound. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort pictures that rhyme with clock, fly, and pan.
- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 32. Have children draw pictures and write rhyming words in the correct boxes.
- Game Allow time for children to play Rhyme Time, which is on the CD.
- Little Book Read Look at That! with children. Have them identify words that rhyme with pan and with cat.

Extend the Sort

Alternative Sort: Red or Not Red?
Have children re-sort the pictures according to whether or not they contain the color red. Then have children name other colors they see in the pictures.

Vocabulary Building Vocabulary
Show the picture card for tie. Explain that a tie is something you can wear around your neck, but it can also mean to make a knot or a bow, as in to tie a shoe or to tie a ribbon. If possible, show children how to tie a shoe or let them practice tying a bow with a piece of string.

Teacher Tip
Reinforce learning by referring back to various pictures and rhyming sounds throughout the day. For example, you might point to the classroom clock and take a minute with children to brainstorm words that rhyme with clock. Make a list of the words and encourage children to add to it.
Rhyming Sort Bug, Mop, Beet

Objectives
- To identify rhyming words for bug, mop, and beet
- To sort pictures of words that rhyme with bug, mop, and beet

Materials for Emergent-Early Letter Name
- Big Book of Rhymes, “Four Little Kittens,” page 21
- Whiteboard Activities DVD-ROM, Sort 9
- Teacher Resource CD-ROM, Sort 9 and Spin ’n Rhyme Game
- Student Book, pages 33–36
- Words Their Way Library, Little Bug

Introduce/Model

- **Read a Rhyme** Read “Four Little Kittens.” Reread the poem, emphasizing the rhyming words leap, creep and bug, rug. Help children understand that these words rhyme because they end with the same sounds.

- **Model** Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into three categories: words that rhyme with bug, mop, and beet. Demonstrate how to sort the cards. Elicit that the names of the pictures rhyme because they end with the same sounds. Help children sort and explain their sorts.

Practice the Sort

- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort pictures that rhyme with bug, mop, and beet.

- Have children check and explain their sorts.

Apply

- Read aloud the directions on Student Book p. 36. Have children draw pictures and write words that rhyme with bug, mop, and beet.

- **Game** Allow time for children to play Spin ’n Rhyme, which is on the CD.

- **Little Book** Read Little Bug with children. Have them identify words that rhyme with bug.

Extend the Sort

Alternative Sort: People or Not People?

Remove the picture card for pop. Then have children re-sort the remaining pictures according to whether the picture shows people or does not show people.

Vocabulary Building Vocabulary

Explain that rhyming words can be made by adding different beginning sounds to the same middle and ending sounds. Demonstrate by writing bug, hug, mug, and rug in a list. Ask volunteers to circle the beginning letter in each word. Continue with the words that rhyme with mop.

Teacher Tip

Encourage children to develop their sorting skills by participating in basic sorting exercises that identify common objects in the classroom (pencils, buttons, colors, and so on).
Rhyming Sort Jar, Crate, Bell, Grape

Objectives
- To identify rhyming words for jar, crate, bell, and grape
- To sort pictures of words that rhyme with jar, crate, bell, and grape

Materials for Emergent-Early Letter Name
- Big Book of Rhymes, “Grapes,” page 5
- Whiteboard Activities DVD-ROM, Sort 10
- Teacher Resource CD-ROM, Sort 10 and Sweet Rhymes Game
- Student Book, pages 37–40
- Words Their Way Library, Funny Faces and Funny Places

Introduce/Model
Small Groups
- **Read a Rhyme** Read “Grapes,” emphasizing the rhyming words. *(vine/fine, plate/ate)* Reread the poem and track the word grapes. Ask children to find the grapes in the illustration.
- **Model** Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into four categories: words that rhyme with jar, crate, bell, and grape. Demonstrate how to sort the cards. Remind children that rhyming words end with the same sounds. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort pictures that rhyme with jar, crate, bell, and grape.
- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 40. Have children draw pictures and write words that rhyme with jar, crate, bell, and grape.
- **Game** Allow time for children to play Sweet Rhymes, which is on the CD.
- **Little Book** Read Funny Faces and Funny Places with children. Have them identify words that rhyme with faces, clown, and car.

Extend the Sort
- **Alternative Sort: Green or Not Green?** Have children re-sort the cards according to whether or not the picture shows the color green. Then ask children to name other colors in the pictures.
- **Vocabulary Building Vocabulary** Offer children sentences they can complete with one of the rhyming words. For example, say “Someone rang the ____.” Include a context clue *(rang).* After children complete the sentence, ask them how they chose the word.
- **ELL English Language Learners** Children may have difficulty naming the picture for scrape. Explain that the picture shows someone using a tool to remove ice from a car. Say, “The person is scraping ice from the car.” Have children repeat and pantomime the sentence.

Teacher Tip
When possible, have children review previous sorts. Have children work with partners to complete the sorts. Circulate around the room to provide help as needed.
**Rhyming Sort Pairs 1**

**Objectives**
- To identify pairs of words that rhyme
- To sort pictures of words that rhyme

**Materials for Emergent-Early Letter Name**
- Big Book of Rhymes, “Fox in a Box,” page 23
- Whiteboard Activities DVD-ROM, Sort 11
- Teacher Resource CD-ROM, Sort 11 and Rhyming Go Fish Game
- Student Book, pages 41–44
- Words Their Way Library, A Fin, a Grin, and a Pin

**Introduce/Model**

- **Read a Rhyme** Read “Fox in a Box” to children. Reread the poem, emphasizing the rhyming words. (fox/box, too/you, cat/scat) Read the poem again and track the words fox and box with children.
- **Model** Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into pairs of words that rhyme. Remind children that words that rhyme end with the same sound. Demonstrate how to find pairs of words that rhyme and sort the cards.

**Practice the Sort**

- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort them into pairs that rhyme.
- Have children check and explain their sorts.

**Apply**

- **Read aloud the directions on Student Book p. 44.** Have children draw pictures of two things that rhyme and write the words that name them.
- **Game** Allow time for children to play Rhyming Go Fish, which is on the CD.
- **Little Book** Read A Fin, a Grin, and a Pin with children. Have them identify the words that rhyme with in.

**Extend the Sort**

**Alternative Sort: Animal or Not?**

Have children re-sort the pictures into two piles: one pile for pictures of animals and one pile for pictures of things other than animals. Ask children what all the animals have in common.

**ELL English Language Learners**

Name each picture, and have children repeat the name after you. Then use each word in a sentence. Have children repeat the sentence. Then have them use each word in a sentence of their own.

**Teacher Tip**

When possible, reinforce rhyming sorts with familiar nursery rhymes or rhyming children’s books. Choose two rhyming lines from a poem or a book page that reinforce the rhyming sort and write the lines on the board. Track and read the lines aloud with children several times. Ask volunteers to each say a line as you track the words on the board.
Rhyming Sort Pairs 2

Objectives

• To identify pairs of words that rhyme
• To sort pictures of words that rhyme

Materials for Emergent-Early Letter Name

- Big Book of Rhymes, “Billy’s Toy Box,” page 25
- Whiteboard Activities DVD-ROM, Sort 12
- Teacher Resource CD-ROM, Sort 12 and Think of Rhymes Game
- Student Book, pages 45–48
- Words Their Way Library, The Toy Box

Introduce/Model

Small Groups

• Read a Rhyme Read “Billy’s Toy Box” aloud several times, emphasizing the rhyming words box, blocks and bear, everywhere. Have children repeat the words, and explain that these words rhyme because they end with the same sounds.

• Model Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into pairs of words that rhyme. Demonstrate how to sort the cards. Help children sort and explain their sorts.

Practice the Sort

Independent/Partner

• Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort them into pairs that rhyme.

• Have children check and explain their sorts.

Apply

Independent/Partner

• Read aloud the directions on Student Book p. 48. Have children draw pictures of two things that rhyme and write the words that name them.

• Game Allow time for children to play Think of Rhymes, which is on the CD.

• Little Book Read The Toy Box with children. Have them identify the words that rhyme with blocks.

Extend the Sort

Alternative Sort: Animals or Not Animals?

Remove the picture cards for hand and toe. Have children re-sort the remaining pictures into two piles: animals and things that are not animals. Ask them to explain their sort.

ELL English Language Learners

Some children may point out that the word bow has other meanings, as in a bow and arrow. If this occurs, explain that many English words have more than one meaning. How the word is used can help children understand which meaning is intended.

Teacher Tip

Reinforce the concept that while rhyming words have the same middle and ending sounds, they may not have the same spelling pattern. Write the words bow and toe on the board and point to them as you hold up the picture cards. Guide children to identify the different spelling patterns. Repeat with pail/whale and chair/bear.
Objectives

• To identify words that rhyme with color words
• To sort pictures of words that rhyme with color words

Materials for Emergent-Early Letter Name

- Big Book of Rhymes, “The River Frog,” page 27
- Whiteboard Activities DVD-ROM, Sort 13
- Teacher Resource CD-ROM, Sort 13 and Color Rhymes Game
- Student Book, pages 49–52
- Words Their Way Library, A Pig in a Wig

Introduce/Model

Small Groups

- **Read a Rhyme** Read “The River Frog” several times, emphasizing the rhyming words frog, log and gray, day. Write the rhyming words in two columns and ask children how the words in each column are alike.
- **Model** Use the whiteboard DVD or the CD picture cards. Explain that children will sort the cards into pairs of words that rhyme. Demonstrate how to sort the cards. Help children sort and explain their sorts.

Practice the Sort

Independent/Partner

- Have children use the Student Book or whiteboard DVD to name the pictures and use the grid to sort them into pairs that rhyme.
- Have children check and explain their sorts.

Apply

Independent/Partner/Small Groups

- Read aloud the directions on Student Book p. 52. Have children draw pictures of things that rhyme and write the words that name them.
- **Game** Allow time for children to play Color Rhymes, which is on the CD.
- **Little Book** Read A Pig in a Wig with children. Have them identify the colors in the wigs and the words that rhyme with wig.

Extend the Sort

Alternative Sort: Color or Not?

Have children re-sort the picture cards into two groups: those that represent colors and those that do not. Ask children to name the color cards and then find those colors either on the other cards or in the classroom.

**ELL English Language Learners**

Divide the class into pairs. Have one child pick a card and show it to his or her partner, who should say the word slowly. The first child should then repeat the word. Have pairs continue this process with the remaining cards. Listen and provide guidance as necessary.

**Teacher Tip**

Have children draw pictures of the rhyming words from the sort that they like best. Then have them color the pictures with colors from the sort. Have children label their pictures using both the color and the rhyming word, such as green kite.

**Monitor Progress Spell Check 1**

After completing Sort 13, administer Spell Check 1. See page 35 in this Teacher Resource Guide for instructions.