



Small Groups: Rhyming Games (*High Support*)

Standard Connection:

SL.PK.1-3

PK.G.2

PK.MD.3

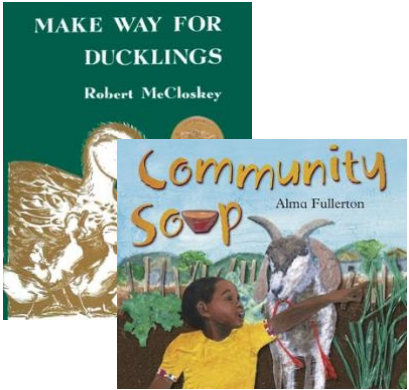
RL.PK.1

Enduring Understanding(s):

- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Community Soup</i> • <i>Make Way for Ducklings</i> • rhyming word/picture cards (see Resource) 	<p>alike: the same</p> <p>different: not alike; unlike</p> <p>rhyme: words that have the same ending sound parts</p> <p>sound: noise you are able to hear</p>	

Procedure

Preparation: *Set up materials.*

Procedure: Show illustrations from *Community Soup* and *Make Way for Ducklings*. Model identifying rhyming words. Remind children that rhyming words have the same sounds at the end. Encourage children to produce/ identify other rhyming words from the texts or to make up "nonsense" words. Encourage children to identify the rhyme, i.e., 'at' in cat/hat.

Show rhyming word/picture cards and model game.

- **Option 1:** Cards are turned face down, and each child turns over two cards. The child says the word on the cards and tells if they rhyme or not. If the cards rhyme, the child makes a pair. Turn the cards back over if the words do not rhyme. Children take turns finding pairs.
- **Option 2:** Show children a rhyming word/picture card. Each child takes a turn to generate a rhyming word.