



RHYMING MATCH-UPS & MORE

PRODUCT CODE: **105**

PRODUCT CONTENTS

7 cover-weight sheets of color pictures

6 pages of teacher information

8 pages of masters containing poems,
optional word cards, word families

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. The individualized materials can be used for seatwork or stations. Completion of all sets leads to mastery.

WEB RESOURCES

Guides for Reading Manipulatives products can be downloaded from the Products section of our web site. The guides include foundational concepts for targeted skills; instructional steps; product assembly instructions; and student checklists for tracking the individualized sets.

Teaching literacy skills videos show the materials in use and further explain scope and sequence of skills. Many comprehensive resource lists are available to assist teachers with lesson planning.

ASSEMBLY & PACKAGING

Reading Manipulatives materials are must be cut and packaged prior to use. Store the student sets in zipper bags.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. Page 6 of this guide is a master for a student checklist that can be copied and cut.

OPTIONAL MASTERS FOR WORDS & WORD FAMILIES

This guide includes masters for the 8 sheets that were included with the laminated product. They can be copied for personal and classroom use. Coordinate paper color to the rhyming sets.

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READING READINESS SKILLS

While phonemic awareness is the most fundamental prereading skill, there are others that students must possess or develop. As students are learning phonemes, teachers should provide a variety of activities to ensure that students have a strong foundation for reading.

LANGUAGE DEVELOPMENT

Young children need to be immersed in all types of language activities. Of course, reading books to children and carrying on conversations with them are extremely valuable strategies. In addition, they should also be surrounded by functional print (charts, labels, signs) and encouraged to use it. Wherever they go in school, at home, or around town, adults should strive to make them aware of the uses of print.

Children begin to recognize words before they have any idea what reading is. In this logographic stage, they store visual appearances of words, such as their names or logos (i.e., McDonald's). During this stage, children will "read" the names on signs or products. They are learning the connection between spoken and written language, but they are not reading.

Language experience stories are a worthwhile way to link speech to reading and writing. The teacher writes a story dictated by a child or group. Since children are familiar with the story content, stories are predictable. The stories capitalize on the natural language of children. If these stories are put into classroom books, children find repeated pleasure as they read them.

VISUAL PERCEPTION

Even though phonemic awareness deals with phonemes and not graphemes, there are visual perception skills related to letters that prereaders can be developing. They should be able to look at shapes, letters, and words and recognize whether they are alike (* same as *, **cap** same as **cap**) or different (★ not ☆, **cap** not **cape**). This includes discriminating between similar letters (b/d, p/q), letter order (on/no, pot/top), and word differences (hug/bug, map/mop).

Even though they are not yet reading, children should know where to start on text pages and how to proceed (left-to-right, top-to-bottom). Teachers can use big books and a pointer to show children how words are followed through a book.

AUDITORY PERCEPTION

Auditory perception skills that beginning readers should exhibit, in addition to phonemic awareness, include recognition of sounds that are the same (/t/ and /t/) or different (/b/ and /d/); memory to repeat sentences of 4 to 5 words; and ability to filter noise and attend to a voice.

Rhyme is an effective auditory strategy for building phonemic awareness. Understanding that multiple words can have the same end sound builds awareness of sound similarities and differences. As one selects a rhyming word, focus shifts from the meaning of the word to its internal structure. Rhyming ability develops in children as young as three, and studies show that these children go on to excel in reading and spelling when they enter school.

STORY TELLING & SEQUENCING

A key reading readiness skill is the ability to identify story elements and verbalize a sequence of events to tell a story. Illustrations of sequential events can be utilized to convey a story, which encourages language development. Students analyze pictures to determine order, arrange the pictures from left to right, and use complete sentences to tell what is happening in the story.

USING RHYMING MATCH-UPS & MORE

Rhyming Match-Ups & More materials develop these skills: auditory discrimination as rhyming pairs are matched; vocabulary as names for the pictures are identified; divergent thinking as possible words to name the pictures are eliminated when they do not rhyme; organizational skills (laying cards out in work space and then grouping the pairs); blending of single phonemes to short/long vowel pattern bases; making predictions of rhyming words to end short poems based on the visual clues in the pictures; fine motor skills (yoking yarn into the notches if optional yarn yokes are constructed); and reading if optional word cards are used.

RHYMING MATCH-UPS

Each of the 8 sets has 5 pairs of rhyming picture cards to match. Some students, particularly those with language deficiencies, may need help identifying the words the pictures represent.

The word cards are color-coordinated with the background colors and can be used with readers or English language learners. Often students can use initial and final phonemes to predict the words and match them, even if they are not yet reading.



WORD FAMILIES

Word families that have short/long vowels and single phonemes (no consonant blends) reinforce and solidify auditory recognition of rhyming words. If students know initial consonant phonemes, they should be able to read the words as the consonants are placed before each base. The fact that the words rhyme facilitates the blending process. Often if students are given help with the base and then shown how to blend the initial sounds to the base, they can read the rhyming words, even though they might not be able to read them in another context.

The 24 word families are to be used on a one-to-one basis since they are a reading activity. Consider using parents or peers to assist with reading of the words formed in the word families.

If you would like more rhyming words to work with, a comprehensive word families resource list is available on our web site.

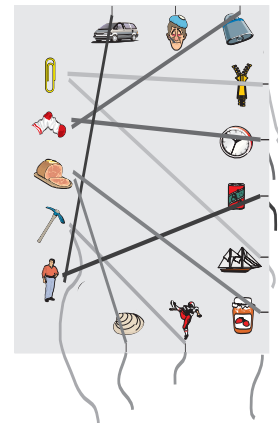


POEMS WITH MATCHING PICTURES

The two-line poems are for extension and can be used in any way deemed appropriate. They were included to maximize usage of the sheets and add yet another way to practice and reinforce rhyming. Again, this is not a reading activity since students using the materials are likely to have limited reading abilities. Read a poem to the students and let them predict the final rhyming word, using the matching picture for clues. If students are reading, the 12 pictures and poems can be broken into subsets for students to use.

OPTIONAL YARN YOKES

There are 4 sets containing 15 pictures (5 groups of 3 rhyming pictures). These can be used for sorting, games, or yarn yokes. Construction of yarn yokes is certainly more time-consuming. However, students enjoy yarn yokes, and the actual yoking activity develops fine motor skills.



PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 4 or 4 x 6 bags are good sizes for the manipulatives.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.



CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can place written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



RHYMING MATCH-UPS & MORE CONTENTS

Rhyme-1 (yellow)

| | |
|-------|------|
| flag | bag |
| grape | tape |
| jump | pump |
| dish | fish |
| barn | yarn |

Rhyme-2 (pink)

| | |
|-------|-------|
| truck | duck |
| ant | plant |
| block | rock |
| king | sing |
| fox | box |

Rhyme-3 (orange)

| | |
|-------|-------|
| shell | bell |
| skate | plate |
| crown | clown |
| whale | scale |
| sun | run |

Rhyme-4 (lime)

| | |
|-------|--------|
| sand | hand |
| bread | thread |
| mouse | house |
| pie | tie |
| nut | cut |

Rhyme-5 (blue)

| | |
|-------|-------|
| car | star |
| fight | light |
| sled | bed |
| bank | tank |
| goose | moose |

Rhyme-6 (purple)

| | |
|-------|------|
| shake | cake |
| fire | tire |
| check | neck |
| horn | corn |
| pin | win |

Rhyme-7 (red)

| | |
|-------|-------|
| snail | mail |
| fork | stork |
| chain | brain |
| egg | leg |
| ham | jam |

Rhyme-8 (green)

| | |
|-------|-------|
| bride | slide |
| dive | hive |
| bear | chair |
| jet | net |
| match | hatch |

Optional sets (blue)

| | | |
|------|------|-------|
| bat | cat | hat |
| cart | dart | heart |
| frog | log | dog |
| book | cook | hook |
| boat | goat | coat |

Optional sets (brown)

| | | |
|------|------|------|
| pick | kick | sick |
| bug | rug | plug |
| clip | zip | ship |
| bee | tree | knee |
| can | man | van |

Optional sets (yellow-green)

| | | |
|-------|-------|--------|
| snake | flake | rake |
| trap | map | cap |
| top | stop | drop |
| ring | swing | spring |
| plane | rain | train |

Word Families – Single Phonemes /SLV Blending

| | | | | | |
|-------------|-------------|-------------|-------------|-------------|------------|
| -ack | -at | -eal | -id | -it | -og |
| back | bat | deal | did | bit | dog |
| jack | cat | heal | hid | fit | fog |
| pack | fat | meal | kid | hit | hog |
| sack | hat | real | lid | kit | jog |
| tack | mat | seal | rid | lit | log |
| | pat | | | pit | |
| | rat | -eck | -ide | sit | -ut |
| | sat | deck | hide | wit | but |
| | vat | heck | ride | | cut |
| | | neck | side | -ix | gut |
| | -ay | peck | tide | fix | hut |
| | bay | | wide | mix | nut |
| | day | -ed | | six | |
| | gay | bed | -ill | | |
| -ame | hay | fed | bill | -oad | |
| came | jay | led | fill | load | |
| fame | lay | red | hill | road | |
| game | may | wed | kill | toad | |
| lame | pay | | pill | | |
| name | say | -ice | will | -ob | |
| same | way | dice | | bob | |
| | | lice | -ine | cob | |
| -an | -eak | mice | fine | gob | |
| can | beak | nice | line | job | |
| fan | leak | rice | mine | rob | |
| man | peak | | nine | sob | |
| pan | weak | | pine | | |
| ran | | | vine | | |
| tan | | | | | |
| van | | | | | |

RHYMING MATCH-UPS & MORE

- | | | | |
|----------|-------|---------|-------|
| 1 YELLOW | _____ | 7 RED | _____ |
| 2 PINK | _____ | 8 GREEN | _____ |
| 3 ORANGE | _____ | LT BLUE | _____ |
| 4 LIME | _____ | BROWN | _____ |
| 5 BLUE | _____ | GREEN | _____ |
| 6 PURPLE | _____ | PURPLE | _____ |

RHYMING MATCH-UPS & MORE

- | | | | |
|----------|-------|---------|-------|
| 1 YELLOW | _____ | 7 RED | _____ |
| 2 PINK | _____ | 8 GREEN | _____ |
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| 4 LIME | _____ | BROWN | _____ |
| 5 BLUE | _____ | GREEN | _____ |
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|----------|-------|---------|-------|
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| 5 BLUE | _____ | GREEN | _____ |
| 6 PURPLE | _____ | PURPLE | _____ |

RHYMING MATCH-UPS & MORE

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|----------|-------|---------|-------|
| 1 YELLOW | _____ | 7 RED | _____ |
| 2 PINK | _____ | 8 GREEN | _____ |
| 3 ORANGE | _____ | LT BLUE | _____ |
| 4 LIME | _____ | BROWN | _____ |
| 5 BLUE | _____ | GREEN | _____ |
| 6 PURPLE | _____ | PURPLE | _____ |

flag

Rhyme-1

bag

Rhyme-1

grape

Rhyme-1

tape

Rhyme-1

jump

Rhyme-1

pump

Rhyme-1

dish

Rhyme-1

fish

Rhyme-1

yarn

Rhyme-1

barn

Rhyme-1

an . c . m . p . v . r .
ix . f . m . s . f . t . n .
ine . v . p . f . m . l .

The bad cat's wish
Is to eat the _____.

It is really a thrill
To sled down the _____.

truck

Rhyme-2

duck

Rhyme-2

ant

Rhyme-2

plant

Rhyme-2

block

Rhyme-2

rock

Rhyme-2

king

Rhyme-2

sing

Rhyme-2

fox

Rhyme-2

box

Rhyme-2

Do you think a ball
Is about to _____?

Lying on the rug
Is a big, fat _____.

id, d, h, k, l, r
eak, l, p, w, b, s
ob, b, r, c, j, g

shell

Rhyme-3

bell

Rhyme-3

skate

Rhyme-3

plate

Rhyme-3

crown

Rhyme-3

clown

Rhyme-3

scale

Rhyme-3

whale

Rhyme-3

sun

Rhyme-3

run

Rhyme-3

The twins are glad

To go walking with _____.

The teacher is mad

Because Bob was _____.

ack b j t p s

ed b f l w r

ice n r m l d

sand

Rhyme-4

hand

Rhyme-4

bread

Rhyme-4

thread

Rhyme-4

house

Rhyme-4

mouse

Rhyme-4

pie

Rhyme-4

tie

Rhyme-4

nut

Rhyme-4

cut

Rhyme-4

Since it's Mother's Day

Mom gets breakfast on a ____.

The sad dog in the pound

Hopes his owner will be ____.

ad b d h m s

og d j h f l f

ill b k h p w

car

Rhyme-5

star

Rhyme-5

fight

Rhyme-5

light

Rhyme-5

sled

Rhyme-5

bed

Rhyme-5

bank

Rhyme-5

tank

Rhyme-5

goose

Rhyme-5

moose

Rhyme-5

The kitty likes to play

With the yarn all _____.

The cook had to bake

A huge birthday _____.

eeck* p* h* n* d*

ide, h r t s ,w

ut* n* c* h* b* g*

shake

Rhyme-6

cake

Rhyme-6

fire

Rhyme-6

tire

Rhyme-6

check

Rhyme-6

neck

Rhyme-6

horn

Rhyme-6

corn

Rhyme-6

pin

Rhyme-6

win

Rhyme-6

Look at the bubble he blew
While he was shining the ____.

The Jack-in-the-box clown
Goes up and ____.

eal m h d r l

ame c s g n

oad r t l f s

snail

Rhyme-7

mail

Rhyme-7

fork

Rhyme-7

stork

Rhyme-7

chain

Rhyme-7

brain

Rhyme-7

egg

Rhyme-7

leg

Rhyme-7

ham

Rhyme-7

jam

Rhyme-7

at h p f m s r v c b

ay m p g h w d s b

it b s f i k w p h j l

bride

Rhyme-8

slide

Rhyme-8

dive

Rhyme-8

hive

Rhyme-8

bear

Rhyme-8

chair

Rhyme-8

jet

Rhyme-8

net

Rhyme-8

match

Rhyme-8

hatch

Rhyme-8

oil. f. r. n. h. w. t. j. s. p.

et. p. b. m. g. l. s. n. j. w.

ap. c. m. s. n. r. t. l. z. g.