

Rhyme Train

Students listen for rhymes, then make their own rhyming series aloud.

1.2.A.i "producing a series of rhyming words;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR A RHYME _____

a	fin	van	fun
b	goat	boot	bite
c	lamp	kite	leaf

2 MAKE RHYMES _____

log	
cake	
bee	

HOW TO RUN THIS PAGE

Read every word aloud, because students may not decode each choice. A rhyming series has words with the same ending sound, such as moon, spoon, tune. Students listen for a rhyme, then say and write their own rhyming words. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • HEAR A RHYME

SAY “Listen carefully to the words in each row. After I read the choices, can you circle the word that rhymes with the first two words?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: fan, man. Which word rhymes with fan: fin, van, or fun? Circle the rhyming word.	van
b	Listen: boat, coat. Which word rhymes with boat: goat, boot, or bite? Circle the rhyming word.	goat
c	Listen: light, night. Which word rhymes with light: lamp, kite, or leaf? Circle the rhyming word.	kite

PART 2 • MAKE RHYMES

SAY “The labels are log, cake, and bee. For each label, can you say a series of three rhyming words aloud, then write one rhyming word in its box?”

- Box 1 (beside log): **Any rhyme for log, such as dog, fog, hog, or bog.**
- Box 2 (beside cake): **Any rhyme for cake, such as snake, lake, rake, or bake.**
- Box 3 (beside bee): **Any rhyme for bee, such as tree, see, me, or key.**

WHAT TO ACCEPT

Circle-row answers are van, goat, and kite. In the writing boxes, accept any spoken and written word with the same ending sound as the label, including reasonable phonetic spelling.