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|--------------------------------|---------------------------|------------|
| Title of Lesson: Rhyming Bingo |                           |            |
| Name : Stephanie Skrocki       |                           | Date:      |
| Grade Level :<br>Kindergarten  | Subject:<br>Language Arts | Supervisor |

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**PRELIMINARY PLANNING**

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**PA Standards**

- **1.1 K Learning To Read Independently**
  - G. Develop knowledge of letters and their sounds
  - D. Discriminate, identify, and produce rhyming words and alliteration
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**Pre-assessment:**

- Students will demonstrate their knowledge of rhyming words by naming two words that rhyme.
- Students will demonstrate their knowledge of rhyming words by answering correctly, yes or no, when the teacher reads two words that may or may not rhyme. Example: cat and hat.                      dog and bat

**Objectives:**

- Students will be able to match ending sounds of words.

**Individual Modifications:**

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**Materials:**

- Bingo cards with picture
- Bingo markers such as beans, or bingo chips
- Bingo card deck to call words from
- Elmo

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## LEARNING SEQUENCE

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Time

### INTO

Introduction/Motivation/Focus Attention

- Tell the students that today we are going to play a rhyming game.
- Ask students what is a rhyme? Students should respond words that sound the same at the end.
- Ask students to give examples of words that rhyme.
- Read 3 or 4 sets of words and ask the students to give thumbs up if they rhyme, or thumbs down if they do not rhyme.
- Tell students we are going to play Rhyming Bingo Explain the rules of BINGO.
- Listen carefully while I say a word. Look on your card to see if you have a word that rhymes with the word I said.
- If you have a rhyming picture take a bean (or bingo chip) and place it on the board over that picture.
- Hand out the Bingo card, ask the students if there are any pictures on there that they do not understand.
- I will say another word and you will look for a rhyming picture again.
- We will keep on doing this someone gets BINGO.
- The teacher will decide what BINGO will be either a whole line filled or the whole card. Depending on the number of squares on the card you may prefer one over the other. Whichever one you decide draw a picture on the board of what you mean by a single row (draw all the possibilities) or full card.

Time

### THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Pass out the BINGO cards and the BINGO markers. It may be helpful to have a student help.
- Tell students to listen very carefully as you say the word. From the call deck draw a card, and call out that word. Place the card on the Elmo. Give ALL students time to look at their cards to find a rhyming word.
- If students say they don't have a rhyming word assure them that it is okay.

- If a student says that they have more than one rhyming word tell them to pick which one they would like to place the BINGO chip on.
- Play until a student has called BINGO
- If there is time play another game

Time

### **BEYOND**

Closure (Review/Check for Understanding/Summarize/Future forecast/Transition)

- If you include picture cards that rhyme with the pictures on the Bingo Cards students will be able to play this game in a center.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). Rhyming bingo. *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed., pp. 122-331-370). Columbus OH: Pearson Merill Prentice Hall.

# Sample Board



Cat  
Bag  
Bat  
Rug

ball  
toy  
dog  
fish

boy  
stop  
hat  
van

pig  
pot  
bug  
mop