

# RHYMING PICTURE WORKSHEETS

Seven checked rhyme families, three ways to answer: circle the picture that rhymes, circle the two pictures that rhyme, or write the rhyming word. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

**SET 1 CIRCLE THE RHYME**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Say the first picture's name. Circle the picture whose name rhymes with it.

- cat →    
- tree →   
- boat →   
- car →   
- moon →   

**SET 1 WHICH TWO RHYME?**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Say the name of each picture. Circle the TWO pictures whose names rhyme.

-   
-   
-   
-   
-   

**SET 1 WRITE THE RHYMING WORD**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Say the picture and word. Write the word for the second picture — it rhymes with the first.

-  →  \_\_\_\_\_
-  →  \_\_\_\_\_
-  →  \_\_\_\_\_
-  →  \_\_\_\_\_
-  →  \_\_\_\_\_

**CONTENTS EVERY PAGE**

Every format has two pages (Set 1, Set 2). The page number prints in the footer of every page.

| TARGET | RHYMES WITH | CIRCLE THE RHYME | WHICH TWO RHYME? | WRITE THE RHYMING WORD |
|--------|-------------|------------------|------------------|------------------------|
| cat    | hat         | 6, 7             | 8, 9             | 10, 11                 |
| tree   | bee         | 6, 7             | 8, 9             | 10, 11                 |
| boat   | coat        | 6, 7             | 8, 9             | 10, 11                 |
| car    | star        | 6, 7             | 8, 9             | 10, 11                 |
| moon   | spoon       | 6, 7             | 8, 9             | 10, 11                 |
| duck   | truck       | 6, 7             | 8, 9             | 10, 11                 |
| map    | cap         | 6, 7             | 8, 9             | 10, 11                 |

ALL 26 PICTURES USED IN THIS FILE, AT A GLANCE

14 are the rhyme families above (one column, printed with its word, one answer, picture only). The other 12 are non-rhyming distractor pictures — never a rhyme family.



**TRACKER RHYMING TRACKER**

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_ MONTH \_\_\_\_\_

| FORMAT                 | SET | DATE | CORRECT | ATTEMPTED | WHAT I NOTICED |
|------------------------|-----|------|---------|-----------|----------------|
| Circle the Rhyme       | 1   |      |         |           |                |
| Circle the Rhyme       | 2   |      |         |           |                |
| Which Two Rhyme?       | 1   |      |         |           |                |
| Which Two Rhyme?       | 2   |      |         |           |                |
| Write the Rhyming Word | 1   |      |         |           |                |
| Write the Rhyming Word | 2   |      |         |           |                |

Codes

Write the date the page was used and count correct/attempted off the page itself, after the student is done, not while they work. Every item on every page is worth one point (7 items per page, 42 in the whole file).

THIS FORMAT WE ARE WORKING ON (WHICH ONE, MOVING TO THE NEXT...)

**FILLED EXAMPLE AVA'S TRACKER, INVENTED**

Ava is invented; nothing on this page describes a real student. The blank tracker is on page 12.

STUDENT: Ava R. (an invented student) TEACHER: Mr. Osei (invented) MONTH: October

| FORMAT                 | SET | DATE  | CORRECT | ATTEMPTED | WHAT I NOTICED                                                    |
|------------------------|-----|-------|---------|-----------|-------------------------------------------------------------------|
| Circle the Rhyme       | 1   | 10/1  | 5       | 7         | Named each picture out loud before circling; missed truck and cap |
| Circle the Rhyme       | 2   | 10/3  | 7       | 7         | Named every picture without a prompt                              |
| Which Two Rhyme?       | 1   | 10/7  | 4       | 7         | Circled the target and only one match on 3 items                  |
| Which Two Rhyme?       | 2   | 10/9  | 6       | 7         | One item left blank; ran out of time                              |
| Write the Rhyming Word | 1   | 10/14 | 3       | 7         | Wrote the sound she heard (but for coat, truck for truck)         |
| Write the Rhyming Word | 2   | 10/16 | 5       | 7         | Two words matched exactly; three kept the right ending sound      |

How to read it

6 sessions so far, both sets of all 3 formats, 30 of 42 items correct across all 6 pages. Session 5 (row above) was the first Write the Rhyming Word page — the hardest format, and the one where the score dropped the most, which is expected the first time a student has to produce a word instead of judging one. Every number here comes from the table above.

Two things the notes column is for

- What you saw, in plain words: named the picture first, circled without a prompt, kept the right ending sound while spelling it differently. Every row above is that kind of note.
- What you did about it: moved to the next format or stayed on Set 2 for more practice. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.

The tracker on page 12 has a blank one, online too.

19 Pages

7 Families

3 Formats

26 Pictures



One complete kit for hearing and producing rhymes with pictures: three ways to answer, seven checked rhyme families, and the record-keeping around it.

### THREE STEPS

#### 1 Pick a page

Three formats, two practice sets each: Circle the Rhyme, Which Two Rhyme?, and Write the Rhyming Word. The contents on page 5 gives every page number.

#### 2 Say it, then answer it

Say every picture's name out loud before circling or writing (the how-it-works page, 4, shows what each format asks for). The name and date line, the tracker, the class grid and the home page are type-in fields in any PDF reader; circling and writing are always pencil work.

#### 3 Record it, send it home

Date the page and note the format on the tracker (page 12), roll the group up on page 13, and send a home-practice page (page 15). A filled example is on page 16.

### WHICH PAGE, WHEN

| WHEN...                                 | USE...                                                                     |
|-----------------------------------------|----------------------------------------------------------------------------|
| Just learning to hear rhymes            | Circle the Rhyme — the word is given, only the choices are picture-only    |
| Can judge rhymes but is not writing yet | Which Two Rhyme? — no words at all, circle the matching pair               |
| Reading and writing short words already | Write the Rhyming Word — the hardest format, a picture only for the answer |
| Wants more of the same format           | Set 2 of that format — the same seven rhymes, a fresh shuffle              |
| Writing a progress note or a note home  | Phrase bank, page 17                                                       |

#### Everything inside (19 pages)

- **6 practice pages** — 3 formats (Circle the Rhyme, Which Two Rhyme?, Write the Rhyming Word), 2 sets each
- **7 rhyme families** (14 pictured words) checked against two independent picture sets, and **12 more pictures** used only as answer-choice distractors, 26 pictures in all
- **1 tracker** (one student) and **1 class roll-up grid**, type-in or print
- **1 team note page** and **1 home-practice page**
- **1 filled example**, **1 phrase bank**, **1 binder cover with four tabs**

#### How to read a page

Page 4 shows the three formats side by side and what each one asks a student to do. The dots on the name line are the format code, there for you: no student page carries the word "Level."



## THE THREE FORMATS

- Circle the Rhyme**

A picture with its word, then three picture-only choices. Say the word, then circle the ONE picture whose name rhymes.

**Write the Rhyming Word**

A picture with its word is given. A second picture has no word: write its name on the line. It always rhymes with the first.
- Which Two Rhyme?**

Three pictures, no words at all. Say all three names, then circle the TWO whose names rhyme — the third is the odd one out.

**Two sets per format**

Set 1 and Set 2 use the same seven rhyme families with a fresh shuffle and fresh distractor pictures — more practice, not new content.

## LEAST SUPPORT TO MOST

## Circle the Rhyme



The most support: the target word is printed. Circle a picture, nothing written.

## Which Two Rhyme?



No words anywhere: a pure listening-and-looking judgment among three pictures.

## Write the Rhyming Word



The least support: read the given word, then write the rhyming word for a picture with no text.

## Talk first — before the pencil moves (for you, a paraprofessional or a volunteer)

- “What is this?” — the student names every picture before judging the sound.
- “Say both words. Do they sound the same at the end?”
- “Show me, then circle or write it.” — the answer comes after the words are said out loud, never before.

## Moving between the three formats

- Circle the Rhyme → Which Two Rhyme?: the printed word is removed; the student judges by sound and picture alone.
- Which Two Rhyme? → Write the Rhyming Word: judging becomes producing — the student writes the word instead of circling it.
- Going back is fine and expected: a student can be on an easier format for one set and a harder one for the next. The tracker records each session on its own.
- Write your district's own criterion, if it has one, here: \_\_\_\_\_

## Printing and the type-in fields

Every page prints clean in black and white. In any PDF reader, click a name line, a tracker cell or a home-page box to type into it, then save; the circling and the writing students do are always pencil work. This is a PDF, not a slideshow or a word-processor file.

## Why only seven rhyme families

A picture is only used where it names one thing and nothing else — a wrong picture is a wrong answer key. Page 5 lists every family and every picture used anywhere in the file.





Every format has two pages (Set 1, Set 2). The page number prints in the footer of every page.

| TARGET | RHYMES WITH | CIRCLE THE RHYME | WHICH TWO RHYME? | WRITE THE RHYMING WORD |
|--------|-------------|------------------|------------------|------------------------|
| cat    | hat         | 6, 7             | 8, 9             | 10, 11                 |
| tree   | bee         | 6, 7             | 8, 9             | 10, 11                 |
| boat   | coat        | 6, 7             | 8, 9             | 10, 11                 |
| car    | star        | 6, 7             | 8, 9             | 10, 11                 |
| moon   | spoon       | 6, 7             | 8, 9             | 10, 11                 |
| duck   | truck       | 6, 7             | 8, 9             | 10, 11                 |
| map    | cap         | 6, 7             | 8, 9             | 10, 11                 |

#### ALL 26 PICTURES USED IN THIS FILE, AT A GLANCE

14 are the rhyme families above (one column, printed with its word; one answer, picture only). The other 12 are non-rhyming distractor pictures — never a rhyme family.



#### Also in this file

Tracker, page 12 · class roll-up grid, page 13 · team note page, page 14 · home-practice page, page 15 · filled example, page 16 · phrase bank, page 17 · binder cover and tabs, page 18.

#### How the numbers add up

7 rhyme families × 3 formats × 2 sets = 42 items total in the file — the same 42 the tracker's "Attempted" column adds up to if every page is used once. Set 2 is not new content: same seven families, a fresh shuffle of the answer choices and a fresh distractor picture draw, so no column or position on any page always holds the right answer.





NAME .....

DATE .....



 Say the first picture's name. Circle the picture whose name rhymes with it.

1.



cat



2.



tree



3.



boat



4.



car



5.



moon



6.



duck



7.



map





NAME .....

DATE .....



Say the name of each picture. Circle the TWO pictures whose names rhyme.

1.



2.



3.



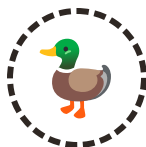
4.



5.



6.



7.





NAME .....

DATE .....



Say the picture and word. Write the word for the second picture — it rhymes with the first.

1.



cat



.....

2.



tree



.....

3.



boat



.....

4.



car



.....

5.



moon



.....

6.



duck



.....

7.



map



.....





STUDENT

TEACHER

MONTH

| FORMAT                 | SET | DATE | CORRECT | ATTEMPTED | WHAT I NOTICED |
|------------------------|-----|------|---------|-----------|----------------|
| Circle the Rhyme       | 1   |      |         |           |                |
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## Codes

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THIS FORMAT WE ARE WORKING ON (WHICH ONE, MOVING TO THE NEXT...)





STUDENT

WEEK OF

THIS WEEK'S RHYME

FORMAT (CIRCLE / JUDGE / WRITE)

**How to help at home, in three steps**

- Say the first word together, slowly, then say a few other words and ask "does that rhyme?"
- Point at real things around the house that rhyme with the week's word (cat: a hat, a bat, a mat) before touching a pencil.
- One rhyme is enough for one sitting. Write any word your child asks for in the box below, and stop while it is still going well.

**Practice this week's rhyme**

.....

**This week could be one of these (page 5 has the picture for each)**

- cat and hat
- tree and bee
- boat and coat
- car and star
- moon and spoon
- duck and truck
- map and cap

RHYMES WE PRACTICED

DAYS WE PRACTICED THIS WEEK

NOTE FROM THE TEACHER

NOTE FROM HOME





Ava is invented; nothing on this page describes a real student. The blank tracker is on page 12.

## STUDENT

Ava R. (an invented student)

## TEACHER

Mr. Osei (invented)

## MONTH

October

| FORMAT                 | SET | DATE  | CORRECT | ATTEMPTED | WHAT I NOTICED                                                    |
|------------------------|-----|-------|---------|-----------|-------------------------------------------------------------------|
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| Write the Rhyming Word | 1   | 10/14 | 3       | 7         | Wrote the sound she heard (kot for coat, trak for truck)          |
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## How to read it

6 sessions so far, both sets of all 3 formats. **30 of 42** items correct across all 6 pages. Session **5** (row above) was the first Write the Rhyming Word page — the hardest format, and the one where the score dropped the most, which is expected the first time a student has to produce a word instead of judging one. Every number here comes from the table above.

## Two things the notes column is for

- What you saw, in plain words: named the picture first, circled without a prompt, kept the right ending sound while spelling it differently. Every row above is that kind of note.
- What you did about it: moved to the next format or stayed on Set 2 for more practice. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.
- The tracker on page 12 has a blank row waiting for the next session.

## The same six sessions on the class grid (page 13)

Ava's row would read like this today — both sets finished on every format.

| STUDENT | CIRCLE THE RHYME | WHICH TWO RHYME? | WRITE THE RHYMING WORD |
|---------|------------------|------------------|------------------------|
| Ava R.  | 1–2              | 1–2              | 1–2                    |





# THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and a table of students who each hear rhymes a little differently. If it saved you an hour, it worked. If this helped, leaving feedback on TPT helps other teachers find it.

## Leave a review and earn credits

Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

## WHAT'S NEXT FROM THIS STORE

**RHYMING SORT**  
Rhyme Cut and Paste, 3 Levels

26 PAGES

**Rhyming Sort Cut and Paste, 3 Levels**

The same skill, sorted and glued into rhyme-family houses instead of circled or written.

K-1ST PHONICS - SEGMENTING 3 FORMATS

**SOUND BOXES SEGMENTING CVC WORDS**

Six short-vowel sets (a, e, i, o, u, and mixed), three pages each: dots and a picture, sound boxes with the same picture, and sound boxes with the word alone. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

**Sound Boxes Segmenting CVC Words Worksheets**

Past the rhyme: the same word's sounds, dotted and boxed, one letter per sound.

K-1ST PHONICS - BEGINNING SOUNDS A-Z

**BEGINNING SOUNDS PICTURE WORKSHEETS**

One page for every letter. A to Z: pictures to circle or color for the sound, then a trace line and a write line. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

**Beginning Sounds Picture Worksheets A-Z**

The other end of the word: the first sound, one letter per picture, A to Z.

K-1ST PHONICS - MISSING LETTER 4 FORMATS

**MISSING LETTER SOUND FILL-IN-THE-BLANK CVC**

Two letters are already printed and one is blank — the picture confirms the word. Twelve short-vowel words, four formats (Beginning, Ending, Middle, Mixed), two six-word sets each. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

**Missing Letter Sound Fill-in-the-Blank CVC Worksheets**

The middle and end sounds, filled into the blank in a printed CVC word.

Part of the K-2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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