

RHYMING SORT

Rhyme Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Five skills, one rhyming job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is the fewest items, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds an item and one extra piece. Level 3 takes the tint away, doubles the field and keeps the piece count exact. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 Nothing is written on a student page but the rime signs

Rhyming is a listening skill, so the pictures are the whole prompt and no word is printed next to any of them anywhere in this pack. The only print a student meets is the rime on the two house signs in Rhyme Families — at and og at Level 1, ake and uck at Level 2, oon and at at Level 3 — which is the bridge from hearing a rhyme to reading a word family.

4 Say every picture out loud before anything is cut

A student who names the pictures silently and then glues is doing a matching task. Naming them out loud is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Say.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Do Skill 1 first, and do it out loud with the whole group before anyone cuts anything. A student who cannot yet tell you that two words end the same way will not get anything out of the sorting pages, and five minutes of saying pairs out loud together tells you which students those are. Rhyme Houses, the last skill, is the one to come back to in a month.



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given two pictures whose words are said out loud, the student will indicate whether the two words rhyme by gluing a check or an X, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Two words rhyme when they END the same way. Man. Pan. Listen to the end of each one: an, an.”

Say man and pan twice, holding the end of each word. Then say man and sun the same way.

“Man. Sun. Do those end the same way? No. So they do not rhyme.”

“On your page you will see two pictures side by side. Say the first one out loud, say the second one out loud, then say them one after the other and listen to the ends.”

“If they end the same way, glue the check. If they do not, glue the X. Nothing is written anywhere, so your ears do all the work.”

Read the direction line once, then let them work.

THE THREE LEVELS

Three pairs, three cards, and a tinted box showing exactly where the piece goes. The check and the X are both on the strip, because choosing between them IS the skill — a strip of identical checks would be this page with the listening taken out of it.



Four pairs, no tint, five cards, one spare. The spare is a second check, so the marks on the strip do not add up to the marks in the boxes and a student who counts instead of listening gets the page wrong.



Six pairs in two columns, no tint and no spare — six cards for six boxes, and the marks are never printed in the order the boxes are answered.

IF A STUDENT IS STUCK

- If a student answers before saying anything out loud — rhyme is a sound, and looking at a picture is not hearing it — cover the strip with your hand and ask for both words out loud before a card is touched.
- If a student says two pictures rhyme because they are both animals — sorting by meaning is what a four-year-old does first — say the two words yourself, stretch the ends, and ask only about the end.
- If a student is right out loud and wrong on the page — the answer was correct before the cutting started — have them say the pair again as they pick the card up, so the sound and the hand happen together.

TRY IT IN THE ROOM TODAY

Line up by rhyme: say a word and let anyone who can give you a word that rhymes with it line up first. Junk words are fine here, as long as the end matches.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



NAME

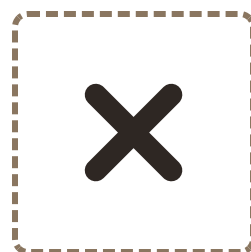
DATE



Say both pictures. Glue the check if they rhyme. Glue the X if they do not.

1			
2			
3			

✂ CUT OUT THE
THREE CARDS





NAME

DATE



Say both pictures. Glue the check if they rhyme. Glue the X if they do not.

1		
2		
3		
4		

CUT OUT THE FIVE CARDS — ONE IS LEFT OVER



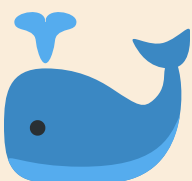
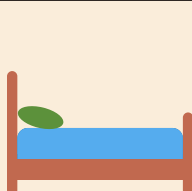
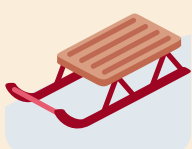
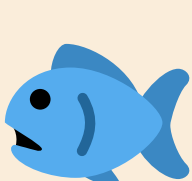


NAME

DATE



Say both pictures. Glue the check if they rhyme. Glue the X if they do not.

✓ X							
1				2			
3				4			
5				6			

✂ CUT OUT THE SIX CARDS



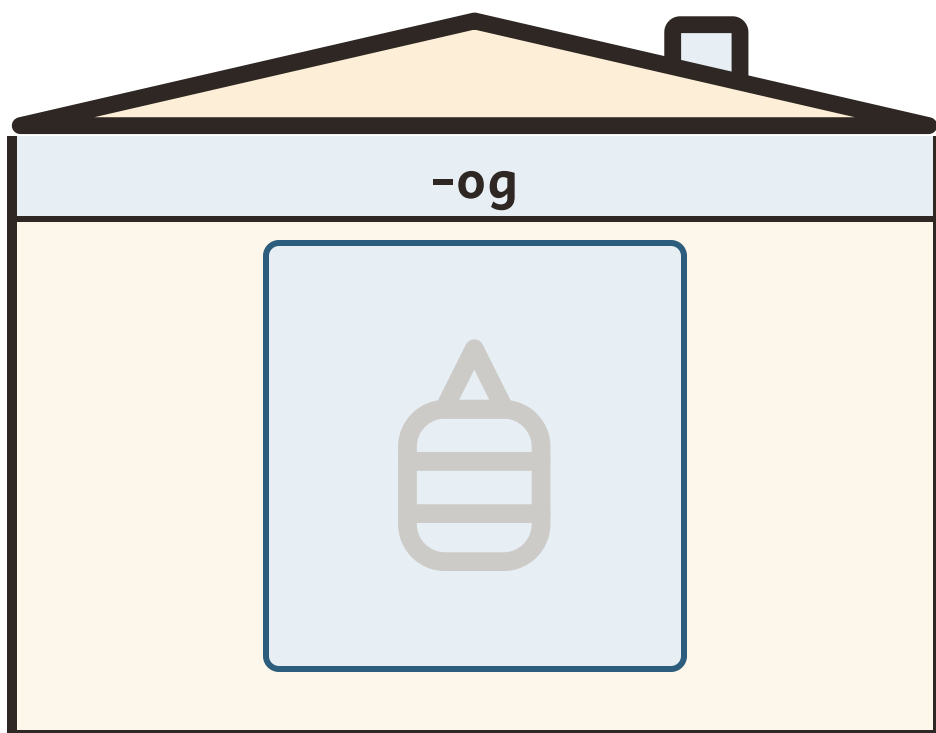
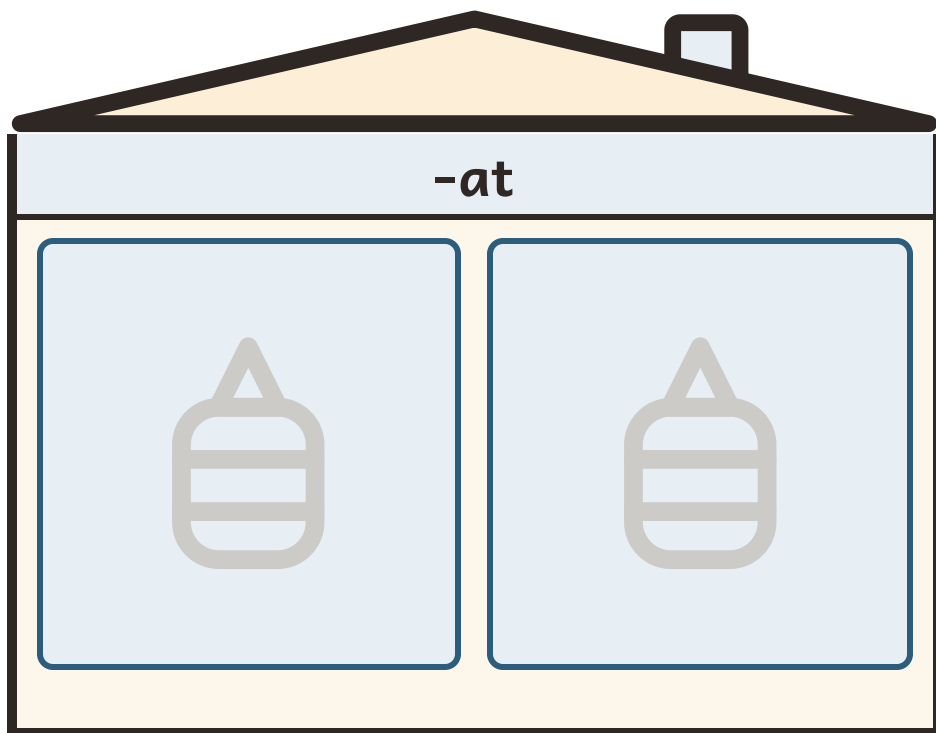


NAME

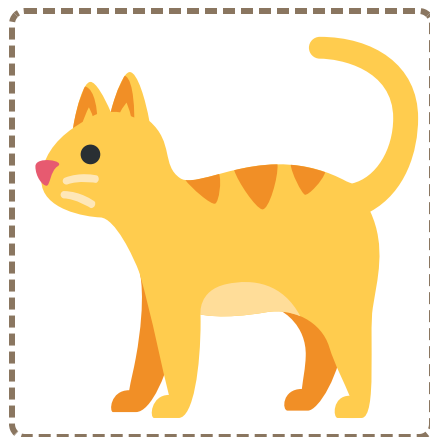
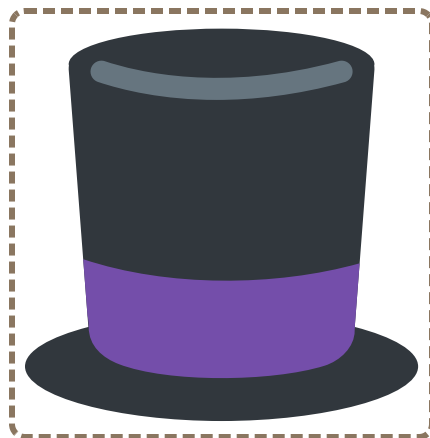
DATE



Say each picture. Glue it in the house where the word ends the same way.



CUT OUT THE THREE CARDS



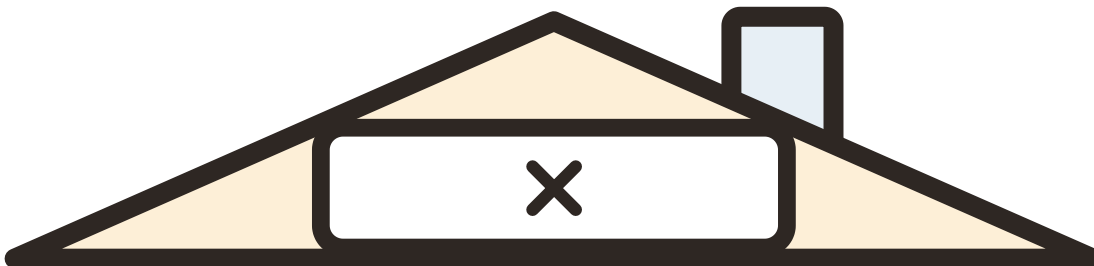


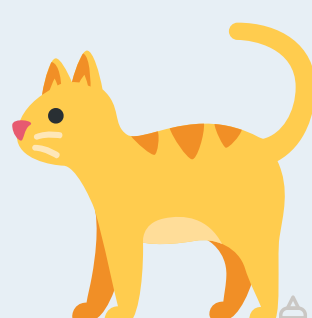
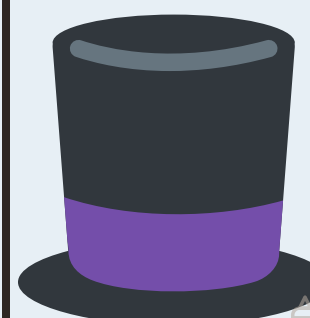
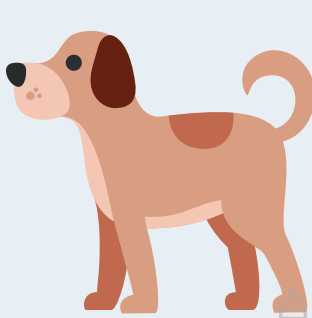
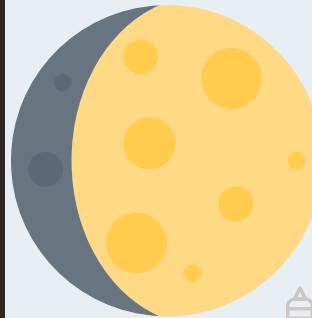
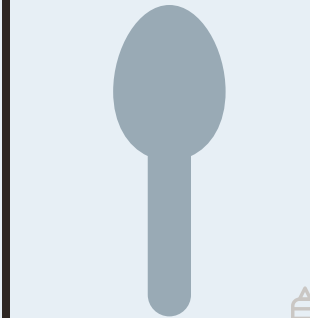
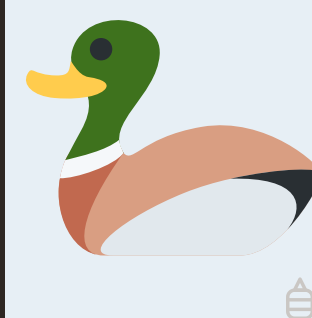
NAME _____

DATE _____

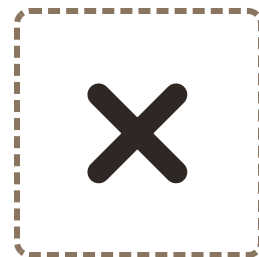
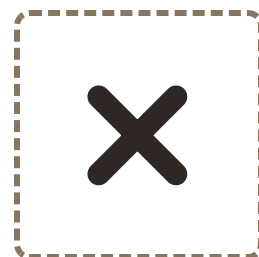


 Say the three pictures in a row. Glue the X on the one that does not rhyme.



1			
2			
3			

 CUT OUT THE THREE CARDS





NAME _____

DATE _____



Say the three pictures in a row. Glue the X on the one that does not rhyme.

1			
2			
3			
4			



CUT OUT THE
FIVE CARDS —
ONE IS LEFT OVER



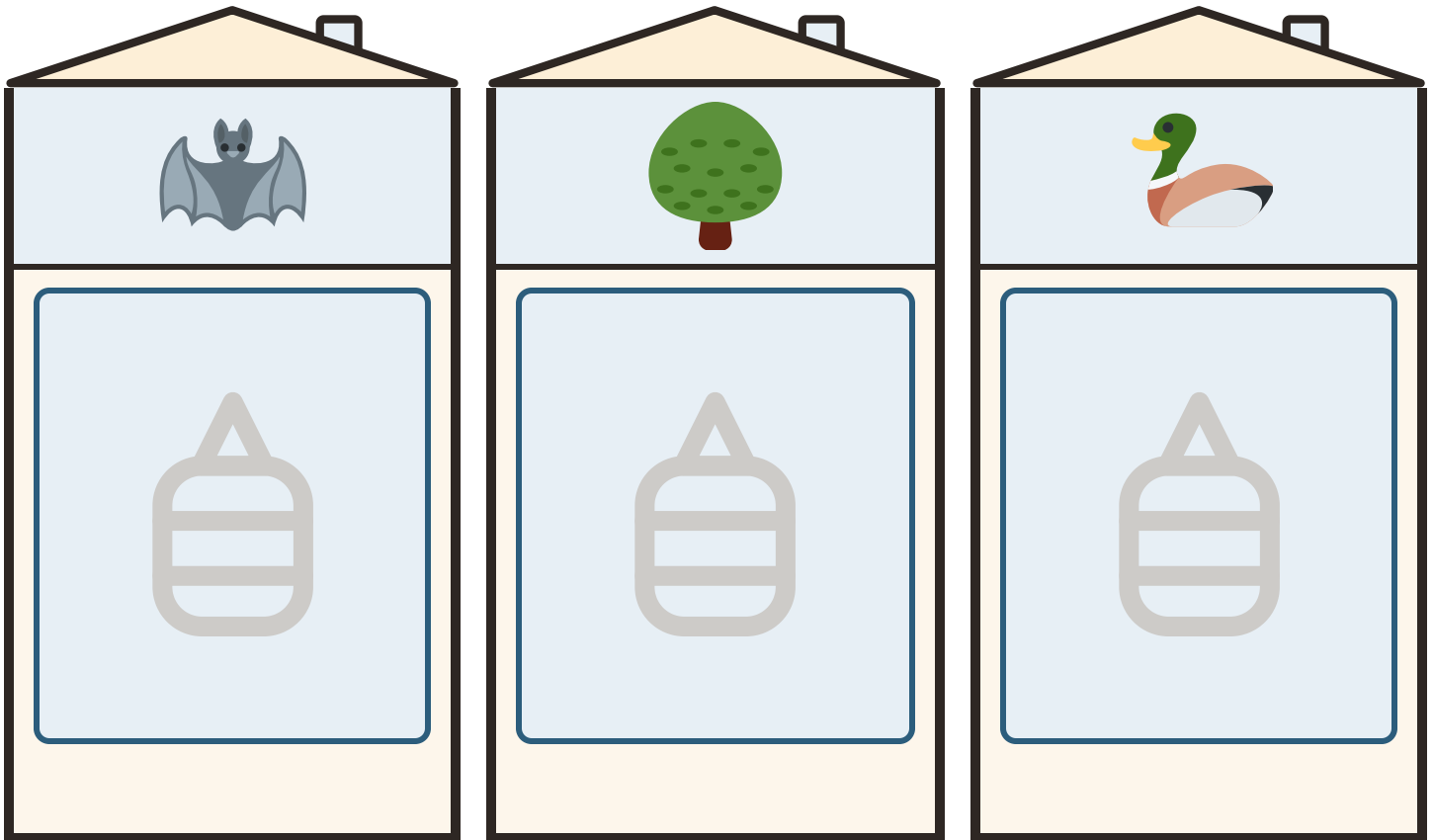


NAME _____

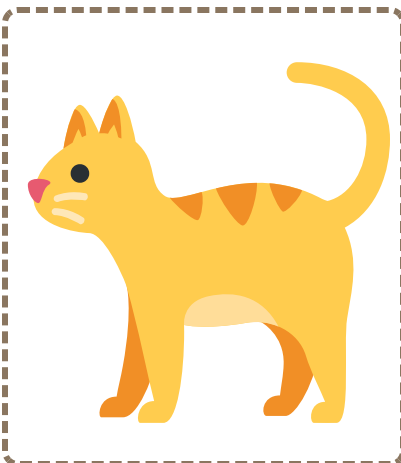
DATE _____



Say the picture on each house. Glue every card in the house it rhymes with.



✂ CUT OUT THE THREE CARDS



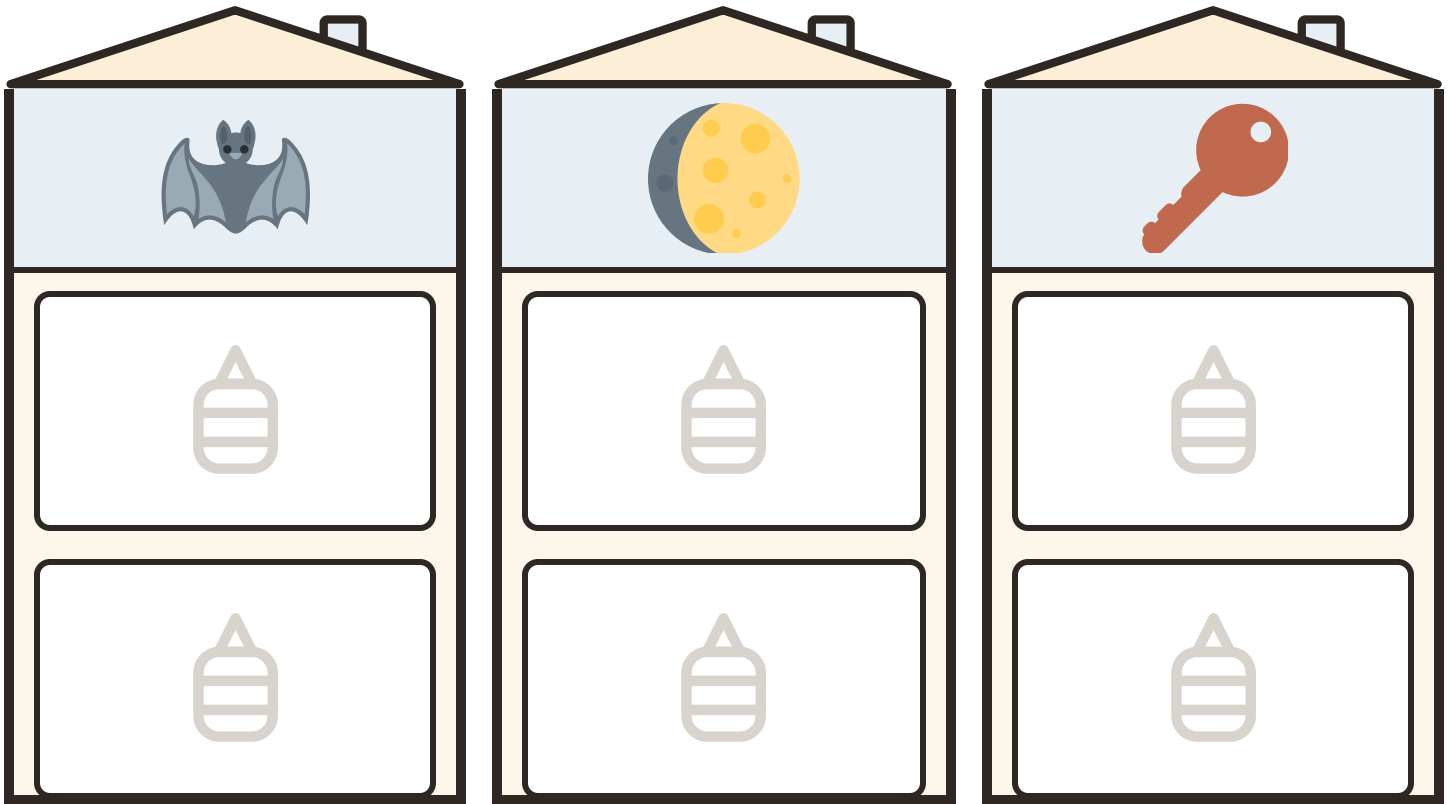


NAME

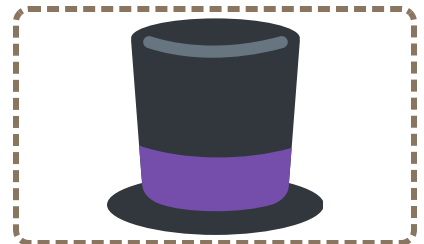
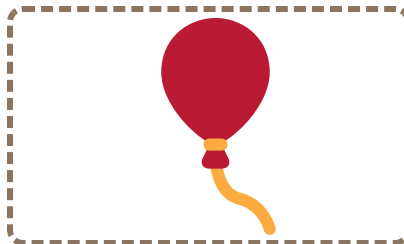
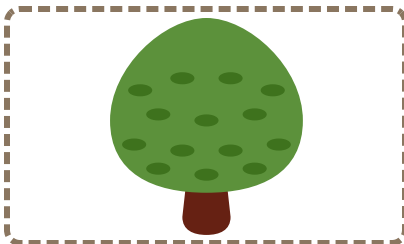
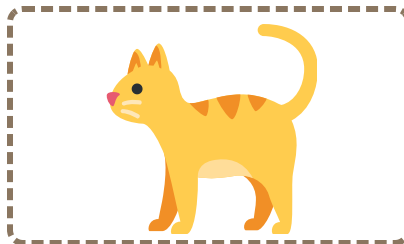
DATE



Say the picture on each house. Glue every card in the house it rhymes with.



✂ CUT OUT THE SIX CARDS





Items are listed in the order they appear on the page, top to bottom and left to right. Does It Rhyme? gives the pair and the mark that belongs in its box; Find the Rhyme gives the window and the card that goes beside it; Rhyme Families is listed by house. Every answer was recomputed from the same rhyme table that draws the page, not typed in by hand.

Does It Rhyme?

Level 1 cat + hat **check** dog + star **X** bee + tree **check**

Level 2 moon + spoon **check** pig + snake **X** bed + sled **check** truck + duck **check** (left over: check)

Level 3 whale + snail **check** cake + ring **X** star + guitar **check** bed + sled **check** fish + key **X** crown + frog **X**

Find the Rhyme

Level 1 cat → hat moon → spoon tree → bee

Level 2 star → guitar bed → sled cake → snake duck → truck (left over: fish)

Level 3 whale → snail truck → duck sled → bed key → bee bat → cat spoon → moon

Rhyme Families

Level 1 -at cat, hat -og frog

Level 2 -ake cake, snake -uck truck, duck (left over: star)

Level 3 -oon moon, spoon, balloon -at cat, hat, bat

Why both marks are on every strip

A Level 1 page in this pack still makes the student choose. There is no errorless version of telling two sounds apart — a strip of identical checks would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: the fewest items, a tinted box showing where the piece goes, and no spare piece to account for.