

## Phonological Awareness: **Rhyming**

**Description** Children match words that sound alike in the ending part (rime).

- You Need**
- ▶ Rhyming Cards–Sheets 1 and 2
  - ▶ Phonological Awareness Assessment–Individual Record form
  - ▶ Phonological Awareness Assessment–Class Record form

**Why Use It** This assessment helps you learn the degree to which children can hear and make connections between words that rhyme. Recognising rhymes is foundational to recognising word parts and beginning to analyse words.

- How to Use It**
- ▶ Have children match picture cards representing pairs of words that rhyme, saying the words to check them. Start by demonstrating with one or two easy examples to help children understand the task. Sample words are *bee, tree; fish, dish; fan, van; box, socks; star, car*.
  - ▶ Administering the assessment individually will not take much time and will give you important insight into the child's processing. For example, a child who connects *fish* and *fan* is making a good sound analysis that does not meet the requirements of the task. You can intervene with a few examples of rhymes (noting your support on the record sheet) to see whether he now grasps the idea or continues to be confused.
  - ▶ Record each child's responses on the Individual Record form. There is enough space for a longer test, but you do not need many items to get an idea of whether the child understands the concept.

- What to Notice**
- ▶ Ability to identify and say labels of objects represented in pictures
  - ▶ Ability to listen for and identify sound patterns (rhymes) in words
  - ▶ Ability to connect a sound pattern with another sound pattern that is similar
  - ▶ Speed with which the child identifies similar sound patterns (rhymes)