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**Teaching the Lessons**  
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*To learn to read is to light a fire; every syllable that is spelled out is a spark.* —Victor Hugo

The poems and activities in this book provide lessons for students who are moving from phonemic awareness to phonological awareness. For children still developing phonemic awareness, the lessons will encourage them to hear and play with sounds. For children ready for phonological activities, the lessons will encourage them to point out which letters and letter combinations make the sounds they hear in words. Additionally, the student activity sheets can allow children the opportunity to utilize their knowledge of sounds and print.

This book was designed with a foundation of integrating sound into the classroom. We hope you will find it helpful for students who are hearing and manipulating sounds to students ready to match sounds and print. Once you have selected a poem, you can decide which type of phoneme activity you want your students to engage in. There are five sound manipulation activities for every poem. These activities are a natural way to differentiate your instruction. You may have a small group of children who need additional practice with just sound matching. You may also create a small group of children ready to match sounds and print—phonics instruction. You can use the provided activity as well as the activity sheet to support these students. Your close observations of how the children participate in the sound manipulations will guide your decision to review the sound activities or expand their experiences into paper-and-pencil work.

As an optional way to enhance each individual poetry lesson, copy the poems for each student to keep as a personal, year-long collection in a pocket folder or a three-ring binder. Once you have completed the poem together, you may want to display it at learning centers, or on the bulletin board, to encourage the children to revisit it often.

The table on the following page provides an overview of the five sound manipulation activities that are provided with each poem in this book.



.....  
**Teaching the Lessons** *(cont.)*  
 .....

This book presents 18 short vowel rime poems. The ability to manipulate onsets and rimes as well as the ability to isolate phonemes is crucial for reading successfully (Stahl and Murray 1994). The rimes, or word families, are important to have young learners listen to and look for as they develop phonemic awareness. The onset of a word is the first consonant or consonants (e.g., *b* in *back*, *bl* in *black*). The rime is the rest of the word, from the vowel on (e.g., *ack* in both *back* and *black*). So the words *cat*, *fat*, *hat*, *mat*, *pat*, *rat*, *sat*, *flat*, and *that* all belong to the *-at* rime family. Studies support instruction that uses rime families to help young learners develop both phonemic and phonological awareness. Walton and Walton (2002) state that “prereading kindergarteners can learn to read easily and quickly following experience with the rime analogy reading strategy and the implicated prereading skills of rhyming, initial phoneme identity, and letter-sound knowledge” (108). Additionally, they suggest that “teaching children to use rime analogies in the first steps of reading would be highly beneficial to their success in reading” (108).

**A Closer Look at Short Vowel Rimes**

You might be wondering which rime families would be beneficial to teach. In this book, we have selected 18 short vowel rimes. Wylie and Durrell (1970) found 37 dependable rimes that appear “in ten or more primary grade words... Nearly 500 primary grade words are derived from these thirty-seven high-frequency phonograms” (787–788). By listening for these sounds, students will have a sound base once they begin to encounter print. They will also be able to use these rimes later to provide analogies for attacking new words (i.e., if they can read *hat*, *cat*, and *sat*, they can use that information to separate the *-at* in *splat* and sound across the onset of *spl-* to read the new word). The following table lists the 37 rimes.

List of Rimes					
-ack	-ain	-ail	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	
-ice	-ick	-ide	-ight	-ill	
-in	-ine	-ing	-ink	-ip	
-it	-ock	-oke	-op	-ore	
-ot	-uck	-ug	-ump	-unk	

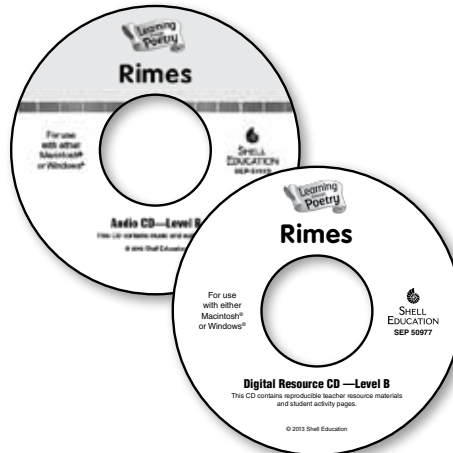
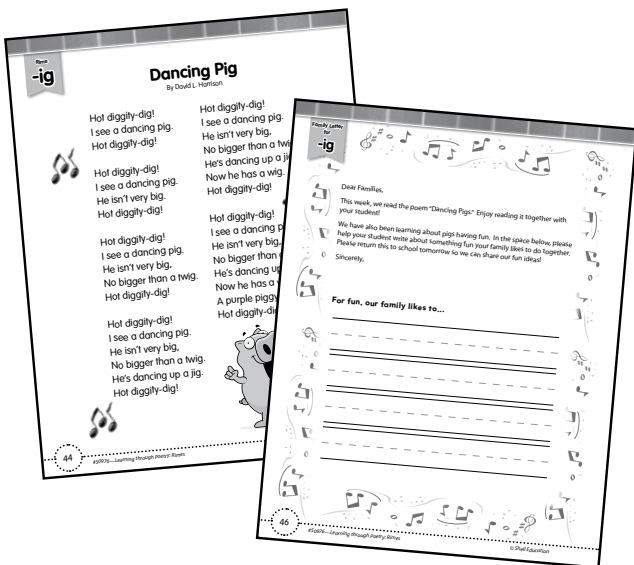
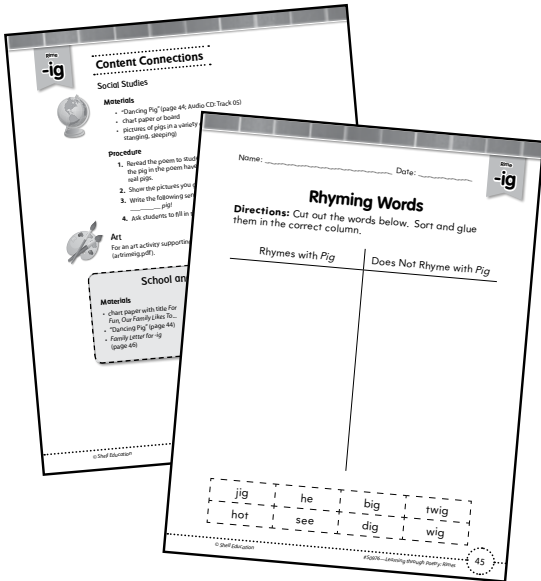
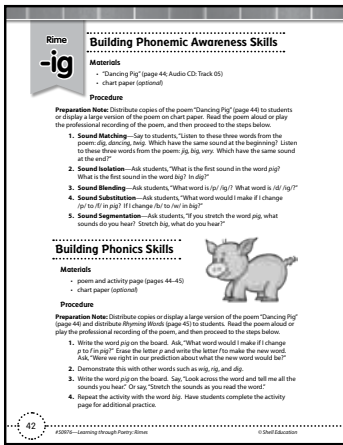
# Teaching the Lessons (cont.)

In the “Building Phonemic Awareness Skills” section, each sound manipulation activity suggests which words in the poem can be used for practice. Plan on spending about 10 minutes for each phonemic awareness activity and consider spreading the five manipulations over several days, reviewing the ones you already introduced.

Suggestions are made for those students ready to connect print and sound in the “Building Phonics Skills” section. These students can also be given the activity sheet to extend their experience working with consonant sounds in print.

Cross-curricular connections expand the use of a single poem into multiple contexts. The “Content Connections” section of the lesson helps relate the poems to other educational areas such as mathematics, social studies, or science, while the art section (located on the Digital Resource CD) provides connections in dance, music, arts and crafts, drama, and movement.

The “School and Home Connection” contains a letter for children’s families, explaining the lesson’s poem and suggesting an activity for completion at home. A copy of the poem should be sent home along with the letter. Each poem is provided within the lesson, ready for you to photocopy and enlarge as you see fit.



# Building Phonemic Awareness Skills

Rime

-in

## Materials

- “Family Tree” (page 49; Audio CD: Track 06)
- chart paper (*optional*)

## Procedure

**Preparation Note:** Distribute copies of the poem “Family Tree” (page 49) to students or display a large version of the poem on chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. **Sound Matching**—Say to students, “Listen to these three words from the poem: *family, four, kin*. Which have the same sound at the beginning? Listen to these three words from the poem: *thin, family, grin*. Which have the same sound at the end?”
2. **Sound Isolation**—Ask students, “What is the first sound in the word *kin*? What is the first sound in the word *family*? In *win*?”
3. **Sound Blending**—Ask students, “What word is /k/ /in/? What word is /th/ /in/?”
4. **Sound Substitution**—Ask students, “What word would I make if I change /k/ to /p/ in *kin*? If I change /th/ to /sp/ in *thin*?”
5. **Sound Segmentation**—Ask students, “If you stretch the word *kin*, what sounds do you hear? Stretch *thin* what do you hear?”

# Building Phonics Skills

## Materials

- poem and activity page (pages 49–50)
- chart paper (*optional*)

## Procedure

**Preparation Note:** Distribute copies or display a large version of the poem “Family Tree” (page 49) and distribute *Write a Word* (page 50) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. Write the word *kin* on the board. Ask, “What word would I make if I change *k* to *p* in *kin*?” Erase the letter *k* and write the letter *p* to make the new word. Ask, “Were we right in our prediction about what the new word would be?”
2. Demonstrate this with other words such as *spin, tin, and fin*.
3. Write the word *kin* on the board. Say, “Look across the word and tell me all the sounds you hear.” Or say, “Stretch the sounds as you read the word.”
4. Repeat the activity with the word *thin*. Have students complete the activity page for additional practice.



## Content Connections

### Social Studies



#### Materials

- crayons or markers
- drawing paper (one per student)

#### Procedure

1. Ask students to draw their family.
2. When students finish their drawings, break students into small groups of three or four and have them share their pictures.



### Art

For an art activity supporting this lesson, please see the Digital Resource CD (aritimein.pdf).

## School and Home Connection

#### Materials

- chart with large boxes numbered 1 to 6
- "Family Tree" (page 49)
- *Family Letter for -in* (page 51)

#### Procedure

1. Attach the poem to the family letter.
2. When students return with their papers, help record their family members on a large chart with boxes labeled 1 through 5.
3. Discuss the numbers and what they learned.

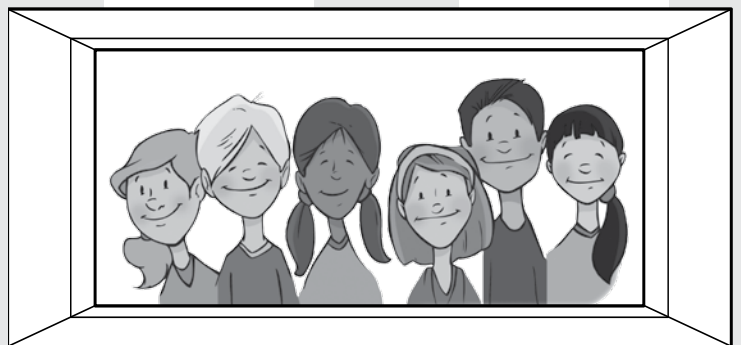
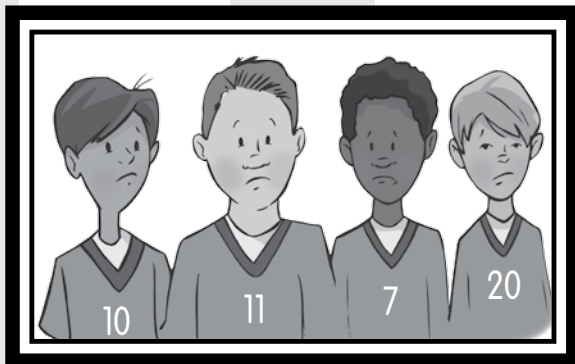
# Family Tree

By David L. Harrison

I have an awful lot of kin.

One is short,  
Two are thin,  
Three are lucky,  
Four can't win,  
Five frown,  
Six grin.

I have an awful lot of kin.  
I love the family I am in.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Write a Word

**Directions:** Add a letter to make an *-in* word. Then, draw an *-in* picture to match the word you made.

<p>_____</p> <p>-----</p> <p>_____in</p>	<p>_____</p> <p>-----</p> <p>_____in</p>
<p>_____</p> <p>-----</p> <p>_____in</p>	<p>_____</p> <p>-----</p> <p>_____in</p>



Dear Families,

This week, we read the poem "Family Tree." Enjoy reading it together with your student!

We have also been learning about families. The poem tells us about different kinds of people in a family. With your student, please fill out the sentences below and return them to school tomorrow. We will share about our families.

Sincerely,

In my family I have:

\_\_\_\_\_

-----

1 person who \_\_\_\_\_.

\_\_\_\_\_

-----

2 people who \_\_\_\_\_.

\_\_\_\_\_

-----

3 people who \_\_\_\_\_.

\_\_\_\_\_

-----

4 people who \_\_\_\_\_.

\_\_\_\_\_

-----

5 people who \_\_\_\_\_.