



Activity simplification: the instructor moves the picture card along each picture on the bingo board to help the child find the rhyming pair: “Does pie rhyme with boat? Does pie rhyme with Bat? Does pie rhyme with tie?”

Activity extension: Once the child has found a rhyming pair the instructor asks him/her to generate other rhyming words or non-words that rhyme with the bingo board target word.

Speech-to-print activity (i.e., matching the task relevant for reading and spelling): Letter knowledge can be integrated into the rhyme bingo activity by matching the printed word with the picture and observing the visual rhyme pattern in the words. For example, the teacher says “This word says *mat* placing the word *mat* under the picture on the bingo board, and this word says *bat* (placing it next to the matched picture of the baseball bat. See how the words both look the same at the end. They both end in *at*, but they start with a different sound. See how *mat* starts with an /m/ sound and bat starts with a /b/ sound?”

Rhyme snap: Pictures are mounted on heavy paper and laminated. Picture cards are slowly turned over from a pile of cards and placed, face up, on top of each other. When a rhyming card is placed on top, the children snap their hands down on the pile, calling out “snap!”

Picture cards: Create picture cards with one word written underneath each picture. On the back of each card is a list of rhyming words written in clear print (e.g. a card with a picture and the word king on the front would have ring, sing, wing on the back).

Adapted from Gillon, G. (2004). *Phonological Awareness: From Research to Practice*. New York: Guilford Press. p.162-163