



Rhyming/Segmenting Games and Activities

GAMES/ACTIVITIES:

Activities are listed from Level 1 (simplest) to Level 4 (most challenging).

Level 1

Turtle Talk: A sound segmenting game

Materials: [Turtle Cards](#)

How to play:

- Give each child a turtle card. Ensure that the child can identify the picture on their card.
- Tell the children that you are going to talk slowly, using turtle language.
- Tell the children to listen carefully, and if they hear their picture, they need to say, "turtle!"
- Use the arm segmentation strategy to segment one of the words on a turtle card. For example, "/d/-----/o/-----/g/". If the word has 4 sounds, use the shoulder, elbow, forearm, and wrist, and mark 4 separate sounds.
- The child with the dog picture should then say, "turtle!" and everyone in the group checks to see if it matches the turtle talk.

Level 2

Thumbs up, Thumbs down: A rhyme discrimination game

Materials: Turtle Cards

How to play:

- Tell the children that you're going to pretend that you are the rhyming turtles. Rhyming turtles only use rhyming words. If the word rhymes, we will give it a thumbs up. If the word does not rhyme, we will give it a thumbs down.
- Have a child select a turtle card and then say the word to the group.
- Produce a rhyming word and apply the segmenting demonstration described above: use your shoulder, elbow and wrist to segment the word.



- Instruct the children to give you a thumbs up or thumbs down, “Does your word rhyme with the turtle? Thumbs up or thumbs down?”
- For example, “tail...sail. I hear how the middle and the end sounds are the same. You’re right. Thumbs up for tail and sail,”
- Say a word that doesn’t rhyme with the turtle card, using the segmentation demonstration. Emphasize the middle and last sounds.
- For example, “tail-talk. I hear how the first sound is the same, but are the middle and end sounds the same? Thumbs up or thumbs down?”
- Note: children may become confused and produce a word that shares a first sound (for example: “hair – house”) or a word that is semantically associated with the rhyming turtle word (for example: “hair – brush”). In such a situation, you should acknowledge the connection and then explain rhyming again: “Hair and house start with the /h/ sound.” Then use a segmented demonstration as the child listens to the end of the words “hair – brush” and point out that the two words don’t have the same middle or end sound!

Level 3

Rhyming Turtles: A rhyme production game

Materials: Turtle Cards

How to play:

- Place the turtle cards in a container (like a paper bag or small box)
- Have one child select a turtle and then state the word that is on the picture.
- Go around the group and have each student produce a word that rhymes with the original rhyming turtle word. For example, if the word is “chair,” the responses could be “bear,” “fair,” “hair,” etc.
- Note: If a child produces a “nonsense” word (for example, “gair”), you can acknowledge that it isn’t a real word but point out that it does rhyme!
- If a child produces a non-rhyming word, use the segmentation demonstration to show the children that it is not a rhyming word.

Level 4

Talking turtles: A written rhyming activity (for children writing at sentence level)

Materials: Turtle cards



How to play:

- Allow the child to choose a turtle card that they wish to use in a sentence.
- Encourage the child to think of a word that rhymes with the card.
- Encourage the child to write 2 rhyming sentences.
- Example: There was a dog. He sat on a log.
- You can increase complexity by imitating the dialogue in the book between turtles. Tell the child to pretend the 2 turtles are talking to each other, using only rhyming sentences. In this case, you would discuss how quotation marks are used.
- Example: "There was a dog," said one turtle.
"He sat on a log!" said the other.
- **Note: This activity could also be simplified to a word-level activity by encouraging children to write 2 words that rhyme.**

ON THE GO!

These are activities that you can play in the car, while waiting in line, on a walk, etc

- You don't need any materials to play turtle talk, thumbs up, thumbs down, or rhyming turtles. Simply choose words randomly while you're with your child.
- For example, you could play turtle talk while driving in the car. Use something in the environment and say the word, segmenting each sound, and see if your child can guess what it is. For example: "I see a /t/---/r/----/u/-----/ck/. What did I see?")
- You could play thumbs up, thumbs down while waiting in line. For example, "I see money. Does funny rhyme with money? Thumbs up or thumbs down?"
- You could play rhyming turtles while you're on a walk. For example, "I see a house. Can you think of other words that rhyme with house?"
- Some words will be difficult to rhyme, but often children find this funny, and these words can provide an excellent opportunity to "play" with sounds and rhyming: "How about rainbow? Lainbow, painbow, sainbow? None of those are real words, but they rhyme and sound funny!"