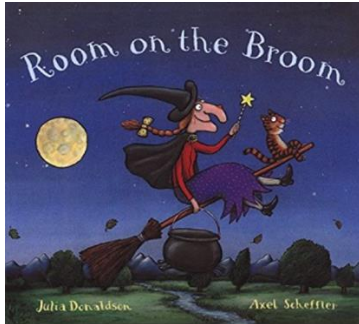


PRACTICE IDENTIFYING RHYMING WORDS WHILE READING THIS ENGAGING HALLOWEEN BOOK!

THINK ABOUT . . .

Phonological awareness skills, such as rhyming and blending, are the some of the building blocks that are essential for literacy development. In this activity, your child will strengthen their rhyming skills while listening to *Room on the Broom* and organizing words that rhyme into their word families.



MATERIALS NEEDED:

- *Room on the Broom* by Julia Donaldson
- Magic Wand PDF (or create a magic wand using materials in your home)
- Rhyming Words PDF
- Coloring materials
- Glue/tape

ACTIVITY

- 1- Before reading *Room on the Broom*, explain to your child that they are going to be listening for rhyming words as you read the story. Give them a magic wand that they can raise when they hear a rhyming word pair. Consider providing your child with examples of rhyming words to give them an opportunity to practice raising their wand when they hear a rhyming pair.
- 2- Read *Room on the Broom* with your child. When they identify a set of rhyming words, ask them to repeat the words they heard. If your child does not identify rhyming words when they are present, instruct them to listen closely and use acoustic highlighting to emphasize the rhyming words. If your child is still unable to identify the rhyming words, point out the rhyming words directly. You could say, "Cat and hat are words that rhyme. They both have the 'at' sound at the end."
- 3- Once you have finished reading the book, help your child glue/tape the correct rhyming words onto the corresponding brooms from the Rhyming Words PDF. Throughout the activity, have your child say the words out loud to help them practice listening for the same sound pattern at the end of a word.

PREPARATION:

- 1- Print out a copy of the Magic Wand PDF. Have your child color the wand. You can laminate the wand to help it last longer!
- 2- Print out a copy of the Rhyming Words PDF and work with your child to cut out each of the pieces.

VOCABULARY:

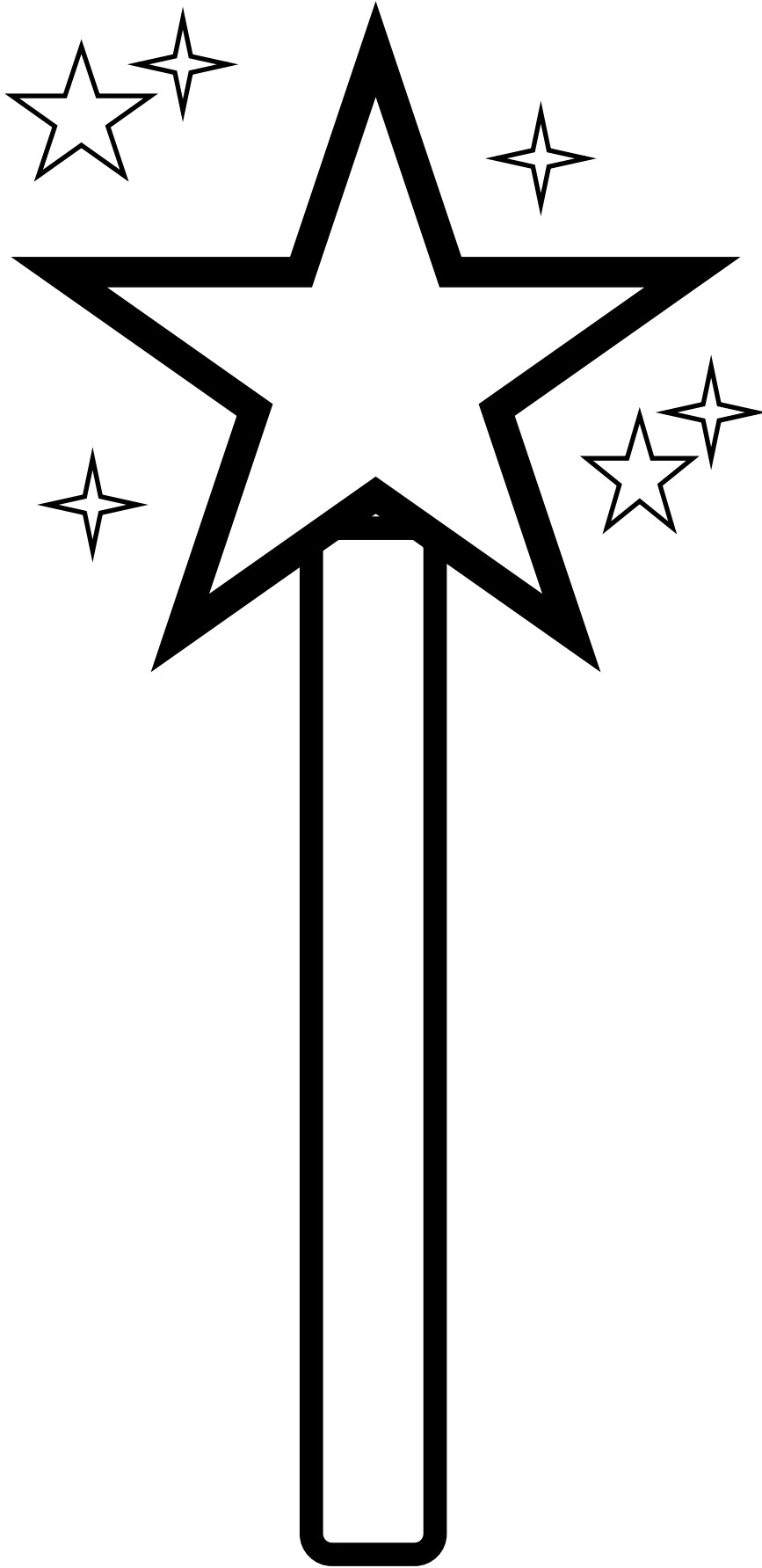
- | | |
|---------|---------|
| • Room | • Sky |
| • Broom | • Tie |
| • Witch | • Eye |
| • Cat | • Bone |
| • Hat | • Cone |
| • Bat | • Phone |
| • Dog | • Lip |
| • Frog | • Chip |
| • Log | • Ship |

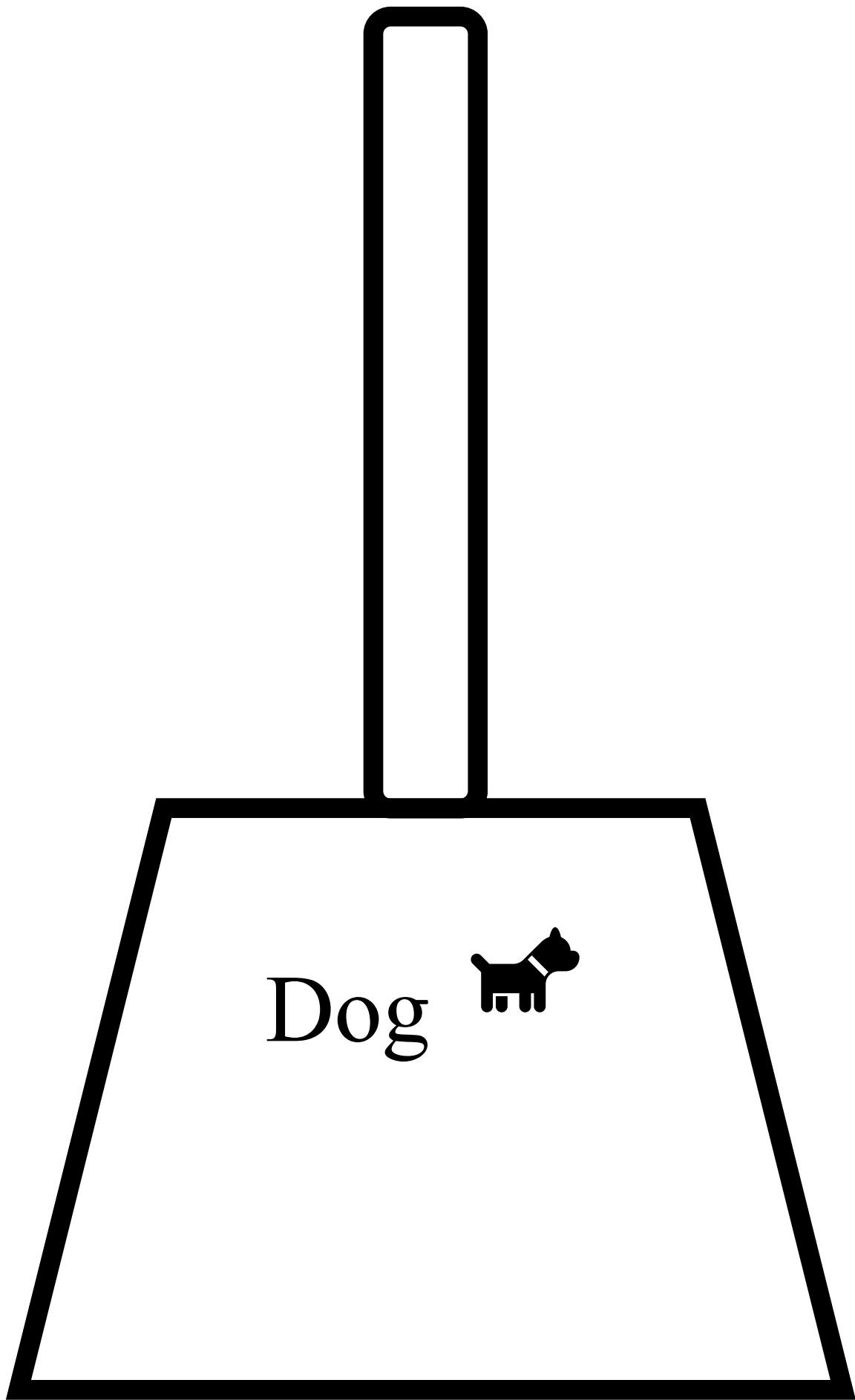
HELPFUL TIPS:

- As your child becomes more familiar with the concept of rhyming words and the story of *Room on the Broom*, leave the second word out of the rhyming pair, and allow them to fill in the blank. For example, "The witch had a cat and a very tall _____." This is known as auditory closure.
- If you do not have access to a physical copy of *Room on the Broom*, here is a [link](#) to read aloud that you could watch instead.

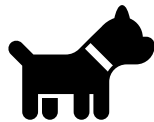
Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.

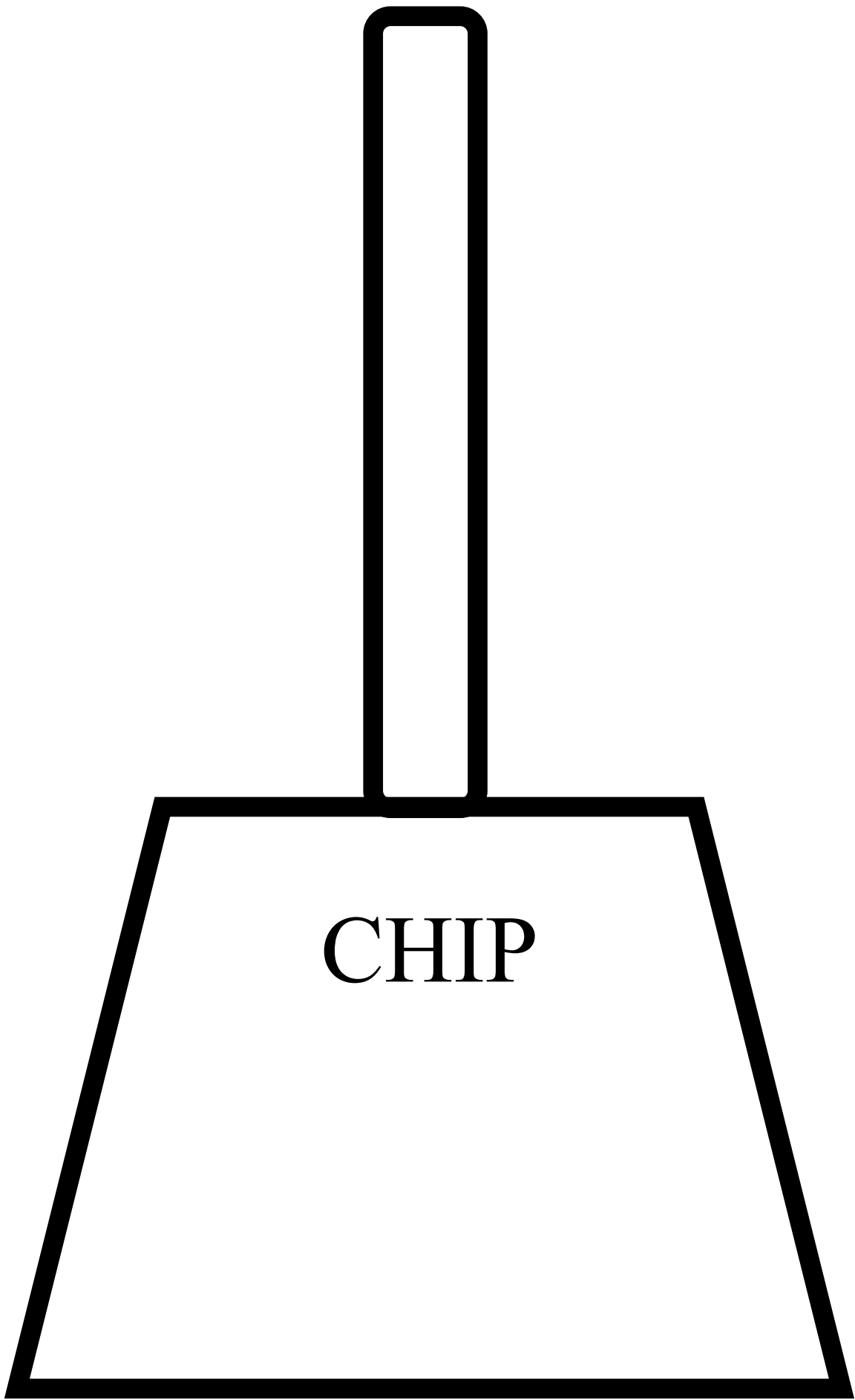




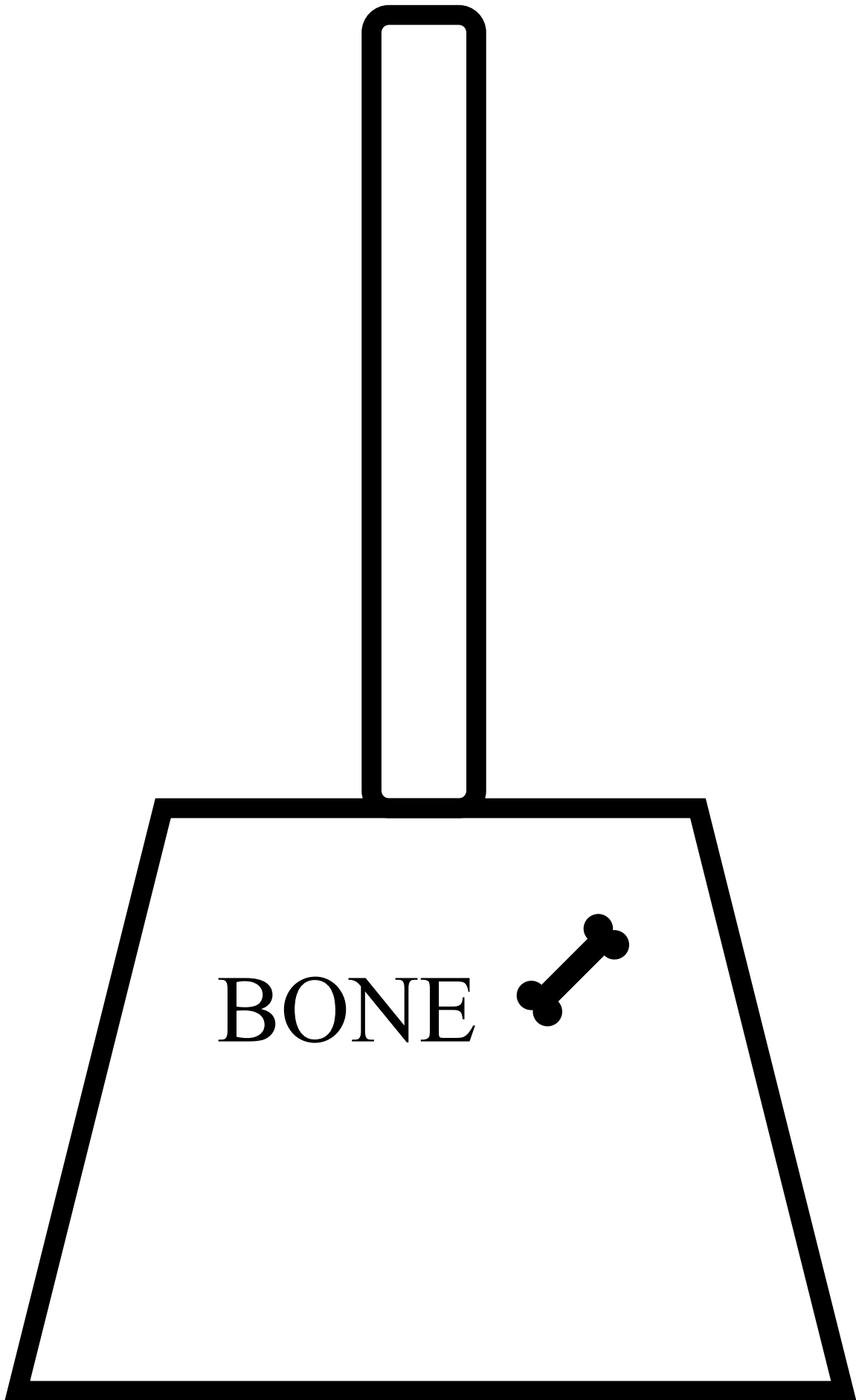


Dog

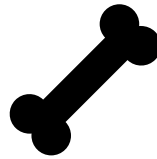


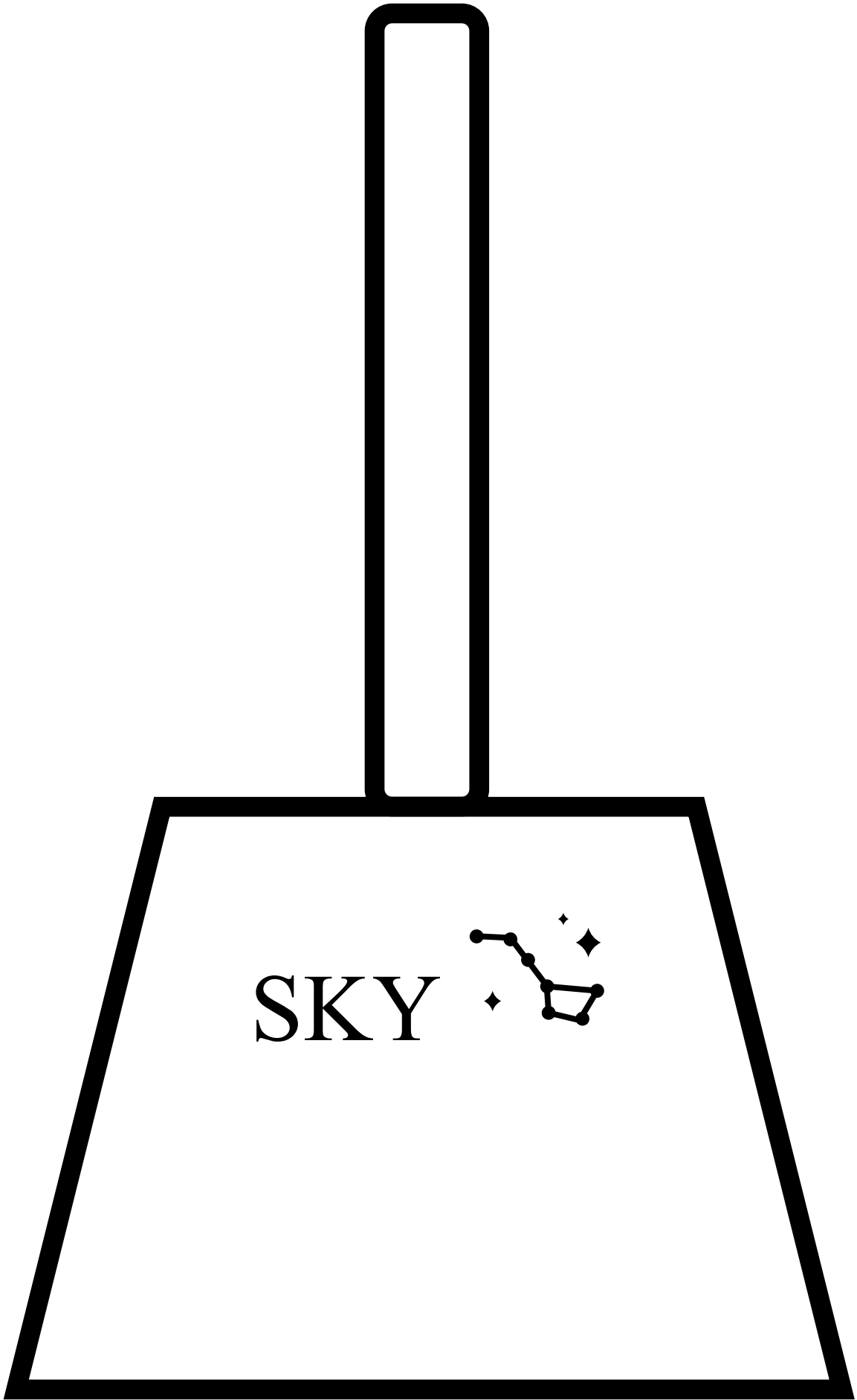


CHIP

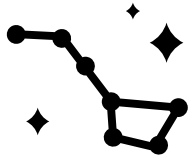


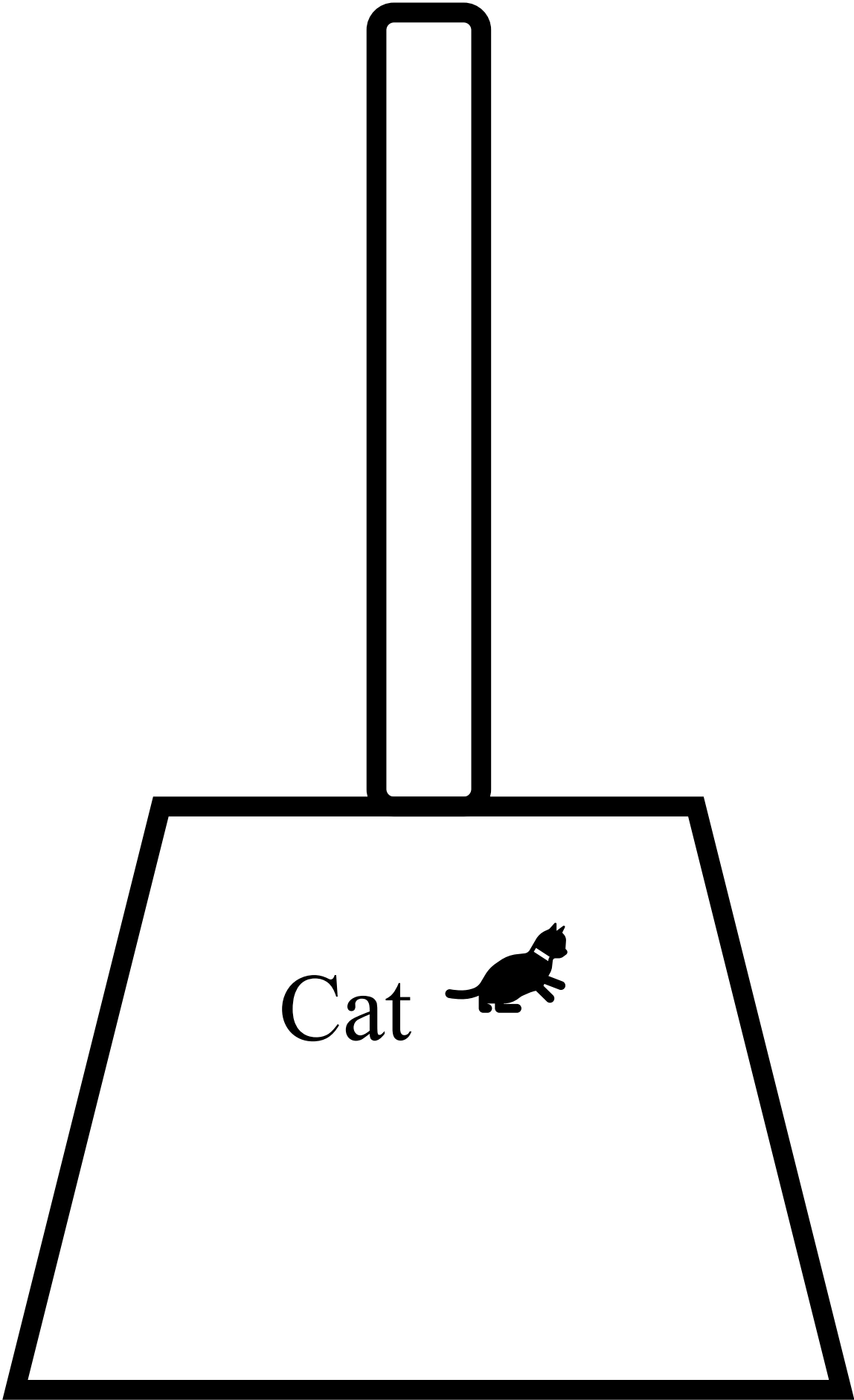
BONE



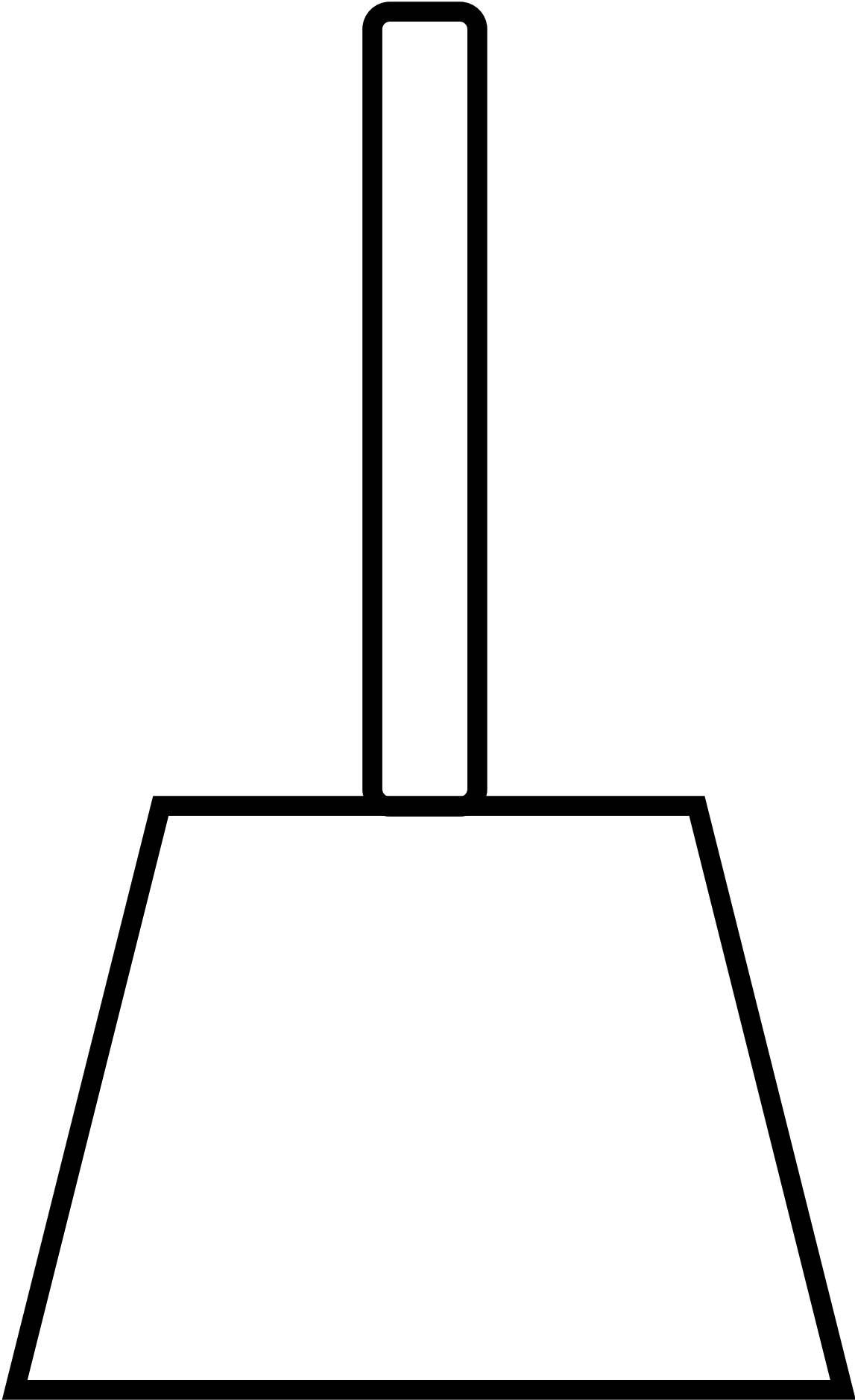


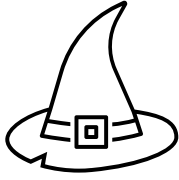
SKY





Here is a blank broom that you could use to target any rhyming words/word families of your choice!





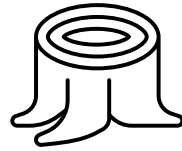
Hat



Bat



Frog



Log



Tie



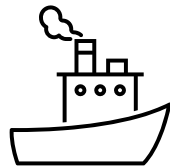
Eye



(Ice Cream) Cone



Phone



Ship



Lip