

HANDY CARD INFO: Each deck includes two extra cards to help optimize use of the *Beginning* phonics/spelling *Rhyming-Word/Picture 52-Card Decks A-D*. Some suggest ways to use them for language learning or play competitive games. Others give background info for phonics, spelling, or word-level reading instruction. Here's what they offer:

phonics/spelling *Rhyming Words*
Beginning Deck A

What's in This Card Deck?
How Can It Be Adapted?

Each *phonics/spelling Rhyming Words Beginning Deck* contains 52 word/picture cards—13 sets of 4 one-syllable rhyming words with simple, very common spellings.

- ◆ To make a card game quicker or easier, take out any number of sets of rhyming words up to 7 (over half the number of available cards). If you create reduced-sized decks, 2 groups can "play cards" with the same deck at the same time.
- ◆ To add challenge or to adapt a deck to a large group of players, *increase* the number of cards. Depending on the situation, you can add up to 13 additional sets of 4.

phonics/spelling *Rhyming Words*
Beginning Deck B

How Are the Decks Used
for Language Learning?

Show the cards of a card deck one by one. Beginners may learn more quickly if the cards are shown in order—the four rhyming word cards of each set one after another.

Pronounce the words and have participants repeat them. Then show the cards again so language learners can read the words aloud. Can they pronounce the names of the items comprehensibly and clearly?

Shuffle the deck and go through the cards again. If your lesson focus is *reading*, try showing only the words first. If it is vocabulary or pronunciation, you might want to show the pictures before revealing the words.

phonics/spelling *Rhyming Words*
Beginning Deck A

What's the Object of
a Rhyming-Cards Game?

Each *phonics/spelling Rhyming Words Card Deck* contains 52 word/picture cards—13 sets of 4 rhyming words useful for learning *phonics/spelling*, vocabulary, and reading.

Usually, the object of a card game is to "match" words that rhyme in pairs or sets of four—while recognizing the spelling/ sound contrasts with other groups of words. This same objective applies to classic games like:

- ♠ Donkey or Pig ♥ Concentration
- ♣ Snap ♠ Old Maid
- ◆ I Doubt It! ♣ Go Fish

Each group can reuse the same card deck several times. Play different games.

phonics/spelling *Rhyming Words*
Beginning Deck B

What Are Some More
Language-Learning Ideas?

For more reading and vocabulary practice, show a number of cards at the same time.

Give "meaning clues" to the words, one at a time. For instance, for the rhyming words *map, shop, stop, top*, you might say:

- ◆ *You use it to wash the floor.*
- ◆ *It's a small store.*
- ◆ *It's the opposite of "go."*
- ◆ *It's a toy that spins—not the "bottom."*

Review the phonics patterns (relationships between sounds and letters) of the words. Learners may be able to suggest—and spell aloud—more words that rhyme with them.

The 8 extra cards contain only quick tips and reminders for good use of the 4 *Beginning* phonic|spelling *Rhyming-Word/Picture 52-Card Decks A-D*. They can be removed from each deck for use at any time in any order. The same information is included in various and expanded forms in this *Beginning Rhyming Words Activity & Idea Book*.

phonic|spelling *Rhyming Words*
Beginning Deck C

How Can We Prepare to Play Card Games?

Before playing cards, make sure a *Rhyming-Card Deck* is complete. To do so, spread out all its cards face up on a table. As fast as you can, put them into sets of four (4) items named by words that rhyme. If you're unsure how to pronounce a word, look at the small black box under it to the left; the phonetic symbols of all 4 rhyming words should be identical. Count the number of cards. It should be evenly divisible by four (4).

Are there any cards "left over" that do not fit into sets of four? Either remove them from the deck or find the missing cards—or make cards of your own that display items with the same rhyming parts.

phonic|spelling *Rhyming Words*
Beginning Deck C

How Can We Play a Basic Card Game?

Any number between four and eight can play. One person shuffles and deals out the full card deck. Looking at their items, all players arrange their cards fan-shaped in their hands.

The first player begins by placing any one (or more than one—if the words rhyme) card on the table. *S/he* pronounces the word(s) aloud. The others in turn either put one or more matching cards on the table—saying the rhyming word(s)—or pass. (If anyone has more than one rhyming card, *s/he* places them on the stack at the same time.) As each set of four (4) rhyming words is completed, it is put aside. The winner is the first player to get rid of all of his/her cards.

phonic|spelling *Rhyming Words*
Beginning Deck D

What Makes a Rhyming-Word Deck Easy to Use?

At each level, the items in the first of four decks are the easiest to work with; cards in the second deck are slightly harder.

At the *Beginning Level*, *Deck A* contains *rhyming word parts* with seven (7) *simple* and six (6) *complex vowel sounds* that sound quite different from one another:

ă, ě, ĩ, ȳ, ū, ȳ, ä(r)—and ā, ē, ĩ, ȳ, ū, ou.

Most of the words begin and end with *one* consonant sound spelled by *one* letter.

One (1) set, -ou, has no final consonant.

Some words in *Deck B* begin with consonant combinations: *ch-, sh-; bl-, cl-, dr-, pl-, etc.*

After -û-, one set *ends* in the consonants -rt. Another, -oi, ends in its vowel sound.

phonic|spelling *Rhyming Words*
Beginning Deck D

What Makes a Rhyming-Word Deck More Difficult?

Rhyming-Words Deck C contains items with the six (6) *simple* and seven (7) *complex vowel sounds* and *diphthongs* ä, ě, ĩ, ȳ, ū, ö and ā, ē, ĩ, ȳ, ū, ou, oi. Each word begins and ends with 1 or 2 consonant sounds or letters.

Although still at the *Beginning Level*, *Deck D* will seem more challenging because many of its word sets end in *similar-sounding consonant sounds*, most with multi-sound or multi-letter spellings: -ss, -st, -tch, -ch, -x, -ck, -ce, -se, -st.

When putting items into sets of four (4) words that rhyme, rely on the sounds of the thirteen (13) *contrasting vowels* rather than on the whole *vowel-consonant rhyming parts*.