**West Virginia State University College of Professional Studies: Department of Education LESSON PLAN FORMAT**

Teacher: Candidate Rebecca Summers Date:

 School: Winfield Elementary School Grade/Subject: K/English/Language Arts

Lesson Topic: Rhyming Words

**INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES**

1. Students will be able to identify and match rhyming words.

**WV CSOs**

**ELA.K.R.C6.1**

demonstrate understanding of spoken words, syllables, and sounds (phonemes).

• recognize and produce rhyming words.

• count, pronounce, blend, and segment syllables in spoken words.

• blend and segment onsets and rimes of single-syllable spoken words.

• isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

• add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**NATIONAL STANDARDS**

**ACEI**

 **2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

**MANAGEMENT FRAMEWORK**

Overall Time 60 minutes

Time Frame 10 min. introduction rhyming activity

 10 min. rhyming partners activity

 10 min. read aloud and rhyming detective activity

 15 min. I Have Who Has activity

 15 min. SMART Board rhyming game

**STRATEGIES**

Teacher/student led discussion, group practice, individual practice

**DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS**

See attached sheet.

**PROCEDURES**

**Introduction/ Lesson Set**

To introduce this lesson, teacher writes two words on the board (ex. cat, bat). Teacher asks students to look at the words, sound them out silently, and think about if the two words have anything in common. Teacher asks students to give a thumb up when they can tell me a way the two words are alike. Teacher observes students. Teacher instructs students to say each word together. Teacher points to “cat” and teacher and students say word aloud. Teacher points to “bat” and teacher and students say word aloud. “What do they words have in common?” “Raise your hand if you can tell me what these words are called.” Teacher takes answers from students. Teacher writes two more words on the board and teacher and students say each word aloud (ex. fox, box). “Do these words rhyme?” “What about these two words (log, fog)?” “Raise your hand if you think these two words rhyme (mop, cap).” Teacher observes for any raised hands. Teacher will decide if further instruction is needed before proceeding.

**Body & Transitions**

* Teacher gives an orange card to students and instructs them to hold the card.
* Teacher instructs students that each card has a word written on it. Students are to read their word. Students will then walk around the room and find their rhyming partner, another student’s card that rhymes with theirs. Once they find their partner, they are to stand beside one another until all students have found their partner.
* Teacher selects one group at a time to read their cards and as a class they decide if the words rhyme. If they do, teacher moves to next group. If they do not, the students will stand beside the teacher until another group is found that doesn’t rhyme. At the time the class will decide if those students need to switch partners.
* Teacher continues this process until all students have the correct rhyming partner and the words have been read from their cards.
* Teacher collects card and directs students to the carpet.
* Teacher instructs students that they are going to rhyme detectives. Teacher displays the book Giraffes Can’t Dance and instructs students to touch their nose when they hear a pair of rhyming words in the book at it is being read.
* After completion of book, teacher discusses with students they rhyming words from the book. “Raise your hand if you can give me a set of rhyming words you heard in the book.”
* Teacher instructs students to stand up and form a circle around the room.
* Teacher passes out a card to students and instructs them to hold the card.
* Teacher tells students they are playing a game called “I Have Who Has Rhyming Words”
* Teacher displays the first card on the ELMO and reads the card, pointing at each word.
* Teacher instructs students that their card will say the same words “I have who as” as my card did.
* Teacher starts the game by reading the start card. Teacher reminds students they are listening for the word that rhymes with the word on their card and to always be looking at their card.
* Transition – upon completion, students return to their seats.

**Closure**

* Teacher instructs students they will be completing a rhyming activity on the SMART Board. Teacher displays the “Rhyming Word” game from SMART Exchange.
* Teacher instructs students on how to play and demonstrates.
* Teacher instructs students they will go on at a time to the board and try to make a match.
* Teacher uses a checklist to grade students. Each student will go 5 times.

**ASSESSMENT**

**Diagnostic:**

During the introduction of the lesson, students will be asked if two words have anything in common. After discussion, students are then asked if sets of words rhyme. This will give teacher a quick assessment of how many students know what rhyming words are. By observing the students, teacher will be able to see if they understand and can continue. (objective 1)

**Formative:**

During the rhyming partners activity and rhyming detective activity, teacher will observe students and determine if students understand rhyming words. (objective 1)

**Summative:**

At the end of the lesson, students participate in “I Have Who Has Rhyming Words” game and Rhyming Words game on the SMART Board. Teacher will use a checklist to assess students’ knowledge during the SMART Board activity. (objective 1)

**MATERIALS**

SMART Board, ELMO, I Have Who Has game, premade orange cards, checklist, book Giraffes Can’t Dance by Giles Andreae

**EXTENTED ACTIVITIES**

**If Student Finishes Early**

Students will complete a rhyming worksheet.

**If Lesson Finishes Early**

Students will watch the video called Rhyme Time and others found at <http://www.youtube.com/watch?v=aP3UHE0duCU&feature=share>

**If Technology Fails**

Teacher will hold up the I Have Who Has card. Teacher will use a worksheet instead of they SMART Exchange activity.

**POST-TEACHING**

**Reflections**

Students had trouble completing the I Have Who Has game. Not because of the rhyming but they were confused as to which word they were rhyming with and reading the I have, who has on their cards.