# Language Arts Instructional Unit: Rhyming to Read

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**Rhyming to Read**

*This unit focuses on a basic understanding of rhyming and how to use it to enhance reading capabilities.*

**Grade Level of Target Learners**

Kindergarten

**Unit Learning Goals**

By the end of this unit, kindergartener should be able to:

1. identify and suggest rhyming words in spoken language and read-aloud text.
2. use rhyming words to help expand their written vocabulary.
3. demonstrate a more proficient listening comprehension of texts including rhyming.

**Standards Addressed by the Unit**

Pennsylvania Content Standards

* **1.1. Reading Independently**
  + **1.1.K.D.** Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + **1.3.K.A.** Respond to works of literature.
  + **1.3.K.D.** Recognize literary devices (e.g., rhyming, alliteration).
  + **1.3.1.D.** Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).
* **1.4. Types of Writing** 
  + **1.4.K.A.** Write, dictate or illustrate to convey ideas for a specific purpose.
* **1.5. Quality of Writing** 
  + **1.5.K.D.** Write using illustrations and descriptive words.
* **1.6. Speaking and Listening**
  + **1.6.K.A.** Listen and respond appropriately to others in small and large group situations.
* **2.1. Numbers, Number Systems and Number Relationships** 
  + **2.1.K.A.** Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

**Unit Learning Objectives**

* The student will be able to listen to “Green Eggs and Ham” by Dr. Seuss when read aloud by the teacher and respond appropriately to teacher prompts for comprehension with 90% accuracy.
* The student will demonstrate an understanding of rhyming words in text by identifying at least two sets of rhyming words after prompted by the teacher during a read-aloud of Dr. Seuss’ “Green Eggs and Ham.”
* The student will be able to read pictures of words and match the images to corresponding pictures of rhyming words with 90% accuracy.
* The student will listen to “Chicken Soup with Rice” by Maurice Sendak when read aloud by the teacher and respond correctly to teacher prompts for comprehension with 90% accuracy.
* The student will identify at least two sets of rhyming words after the teacher’s prompts during the read-aloud of “Chicken Soup with Rice.”
* The student will be able to read a variety of CVC, CVCC, and CVVC sight words and match the words to corresponding terms by writing the correct rhyming sounds in the blank space provided with 80% accuracy.
* The student will listen to “Hey, Little Ant,” by Phillip and Hannah Hoose and respond correctly with “Funny Bunny,” when they hear a rhyme with 80% accuracy as observed by teacher.
* The student will identify rhyming words that match at the conclusion of the lesson with 80% accuracy on a Yes or No quiz.
* The student will identify at least three sets of rhyming words by utilizing his or her “Funny Bunny.”
* The student will be able to draw two sets of images that rhyme and create his or her own “matching game.”

**Overview**

The following unit is designed to introduce kindergarteners to the concept of rhyming through direct instruction and text-based exposure. Subsequently, students will learn to use rhyming as a tool to develop their written vocabulary. The children will first learn about the basic concept of rhyming and next learn about identifying rhyming words within a variety of texts when read aloud by the teacher. Next students will build on this knowledge by developing a set of their own rhyming words and having the teacher guide the students to spell these words. Special attention will be given to the matching word endings so that student will be able to use rhyming to find out how to spell similar words.

Each day of the lesson will have an identical daily structure with an introduction and review followed by a read-aloud that highlights rhyming. After the reading, students will participate in an activity and closing review. Research suggests that structure is important for young students and especially for students with special needs (Seo, Brownell, Bisho & Dingle, 2008; Mesibov & Shea, 2008). By ensuring a constant structure to each lesson in the unit, this unit guarantees an effective and optimal learning environment for the students.

The read-aloud element of each lesson provides both direct and indirect instruction on the main focus of rhyming as well as basic reading training. As for rhyming, teachers have the opportunity to directly identify the rhyming words for students and subsequently allow students to identify rhyming words in the read aloud text. When considering the reading element, the read-alouds have clear, data-driven purposes. Listening to reading is well cited as an extremely beneficial element of reading education (Trelease, 2001). Additionally, watching fluent readers helps develop an understanding of fluency which aids young students in both reading and spoken language (Musti-Rao, Hawkins, & Barkley, 2010). Clearly, the series of books read aloud to students has a clear purpose in both the rhyming and reading elements of this unit.

The next element is the direct instruction and activities focused on rhyming. Rhyming has been shown to aid children in the development of phoneme understanding (Yopp & Yopp, 2000; Yeh & Connell, 2008). With a clear understanding of phonemes, even without understanding the actual term, children taught with this unit will excel in reading using phonemes found through rhymes. Moreover, knowledge of rhyming as a literary device within and outside of text aligns with multiple Pennsylvania Content Standards. Rhyming is an essential and beneficial skill, necessary for the kindergarten student to acquire.

The following unit provides an exceptional mechanism for the teaching and learning of primarily rhyming skills and secondarily reading and listening skills. When implemented in the suggested order, the lessons build upon each other, scaffolding the students each day with the prior day’s learning. Moreover, the variety of read-alouds gives the students a plethora of knowledge of opportunities to feel excited about their learning. Research-based and effectively implemented using structured teaching methods and age-appropriate assessment techniques, this unit will surely educated students in a way that not only meets Pennsylvania Content Standards, but is sure to exceed all expectations.

**Resources**

Mesibov, G. & Shea, V. (2008). Structured teaching and environmental supports. In C. Gray (Eds.), *Learners on the Autism Spectrum: Preparing Highly Qualified Educators.* (pp. 115-138). Shawnee Mission, KA: Autism Apsberger Publsihing Company.

Musti-Rao, S., Hawkins, R. & Barkley, E. (2010). Effects of repeated readings on the oral reading fluency of urban fourth-grade students: Implications for practice. *Preventing School Failure: Alternative Education for Children and Youth. 54(1),* 12-23.

Seo, S., Brownell, M., Bishop, A. & Dingle, M. (2008). Beginning special education teachers' classroom reading instruction: Practices that engage elementary students with learning disabilities. *Exceptional Children. 75(1),* 97-122.

Trelease, J. (2001). *The read-aloud handbook.* New York, NY: Penguin Books.

Yeh, S. & Connell, D. (2008). Effects of rhyming, vocabulary and phonemic awareness instruction on phoneme awareness. *Journal of Research in Reading. 31(2),* 243-256.

Yopp, H.K., & Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. The Reading Teacher, 54, 130–143

**Rhyming to Spell (Day 1): Introduction to Rhyming**

**1. Target Grade or Age Level:** Kindergarten

**2. Pennsylvania Content Standards:**

* **1.1. Reading Independently**
  + 1.1.K.D: Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + 1.3.K.A: Respond to works of literature.
  + 1.3.K.D: Recognize literary devices (e.g., rhyming, alliteration).
  + 1.3.1.D: Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).
* **1.6. Speaking and Listening**
  + 1.6.K.A: Listen and respond appropriately to others in small and large group situations.

**3. Learning Objectives:**

* The student will be able to listen to “Green Eggs and Ham” by Dr. Seuss when read aloud by the teacher and respond appropriately to teacher prompts for comprehension with 90% accuracy.
* The student will demonstrate an understanding of rhyming words in text by identifying at least two sets of rhyming words after prompted by the teacher during a read-aloud of Dr. Seuss’ “Green Eggs and Ham.”
* The student will be able to read pictures of words and match the images to corresponding pictures of rhyming words with 90% accuracy.

**4. Formative Assessments:**

* While reading “Green Eggs and Ham” the teacher will stop and check for student comprehension after each set of pages by asking questions about what happened on each page. If students do not display comprehension, the teacher will have students attend to the pictures as she rereads the page of text.
* After checking for comprehension, the teacher will prompt students to suggest two sets of rhyming words on each set of pages in “Green Eggs and Ham.” The teacher will specifically make sure each student has a chance to name the rhymes independently.
* When reviewing the concept the teacher will suggest rhyming endings such as the following: at, am, it, all, ish, un, et, on, up. Students will be encouraged to think of words that rhyme with each ending. The teacher should make sure that all students are giving examples of rhyming words.
* At the end of the verbal lesson, students will be given two short handout activities (see attached). Each handout is a matching activity. On the first, students read the first image and match it to one of three images on the opposite side that rhymes with the image. The second handout has two sets with three images in each. Students will match the three images on the right with the corresponding rhyming image on the left. If students do not get at least 90% of the handouts correct, the teacher will pay special attention to reviewing the rhyming concept at the start of the next lesson.
* In order to include ELL students, the teacher should make sure to use many words that are already known to the students. For instance, hi and bye rhyme and are some of the first words language learners acquire. Similar sets of early acquired words can be used such as fun and run should be used. If the teacher knows any of the student’s native language, rhyming words from that language may be cited to include the ELL student even more. Additionally, this will help other students realize that rhyming is not English language specific and is a general literary term.
* If students with special needs are present, appropriate assistive technology should be used at all times during the lesson. Students with audiological disabilities may have trouble understanding the concept of rhyming, so the teacher may wish to introduce the word endings from the start of the unit for students with such needs. This unit is especially accessible to students with motor disabilities or with vision deficits as the activities and concepts are mostly verbal.

**5. Summative Assessments:**

In subsequent lessons as part of the Rhyming to Spell Unit, students will draw images of rhyming words (Days 2 and 3) and later spell the same words (Days 4 and 5). The production of the images on Day 3 will be independent and will serve as the summative assessment for the comprehension of rhyming. See example below:

Directions: Draw three rhyming pictures in the boxes below.

|  |  |
| --- | --- |
| Possible correct set | Possible incorrect set |
| C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\WXGCF35I\MC900299755[1].wmf | C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\J94FP7K0\MC900287195[1].wmf |
| C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\UW9W4BSO\MC900438167[1].wmf | C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\J94FP7K0\MC900389380[1].wmf |
| C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\DM3TKS4G\MC900359545[1].wmf | C:\Documents and Settings\Gina Ciani\Local Settings\Temporary Internet Files\Content.IE5\WXGCF35I\MC900215624[1].wmf |

**6. Materials Needed:**

1 copy of “Green Eggs and Ham” by Dr. Seuss

Dry erase or chalk board and markers chalk

1 copy of each handout (attached) for each student

**7. Expectations for Behavior and Class Activities:**

1. The teacher will have students model appropriate and inappropriate listening techniques prior to beginning the read-aloud. Appropriate students will be sitting cross-legged with their hands in their laps and being quiet.
2. When the teacher discusses the text, students will raise their hands and wait to be called on before answering questions. If the class gets loud, the teacher will ring a bell or chimes in order to remind the class to stay quiet.
3. The teacher will explain the when someone is talking then others should be listening quietly. If necessary incorrect and correct models will be used at the start of class to remind students of these behaviors.
4. During the activity, students should use pencils to complete the worksheet and may only color their handouts after they have answered all the questions. Students are expected to write their own names at the top of their handouts in pencil. Additionally, students are expected to do their own work and not to copy other students’ answers.

**8. Description of Learning Activities:**

Description of Introductory Activity (Anticipatory Set)

Teacher will begin by engaging students in conversation about what rhymes are and have students already familiar with the concept give some examples. The teacher will then introduce the read-aloud, “Green Eggs and Ham” by Dr. Seuss. The teacher will connect to prior knowledge by asking students about previous Dr. Seuss books they may have read and talking about trying new things. The teacher will discuss how Dr. Seuss uses a lot of rhyming words to make this book fun and tell students to pay attention for rhyming words.

Modeling/Demonstration (also elaborations/connections to content)

The teacher will read “Green Eggs and Ham” to the students as a read-aloud book. After each set of pages, the teacher should stop and ask students what is happening or what happened on that set of pages. If students do not appear to comprehend the text, the teacher should draw students’ attention to the pictures and reread the page. When Sam I Am keeps trying to get the main character to eat green eggs and ham, the teacher may connect to students own lives. The teacher can ask if students’ parents try to get them to eat things they are afraid to try over and over again. Once students connect to and comprehend the text, the teacher should focus on rhyming. For the first couple of pages, the teacher should model finding rhyming words by showing surprise to the many words that rhyme in the text. The teacher should make note that these words are often at the ends of each line. Next, students should be called on to name rhymes from the set of pages that was just read. The teacher must pay close attention to make sure each student gives at least two sets of rhyming words.

Guided Practice and Feedback (also probing questions/student responses)

As a group the students will reflect on “Green Eggs and Ham” and the multitude of rhymes in the book. The teacher should ask students why the author used so many rhyming words and look for responses such as “to make the text fun” and “to get the reader’s attention.” Next, the teacher should use the board to help students understand how learning rhyming helps them learn other concepts. The teacher can use the word “bat” for instance and write this on the board. The teacher should prompt students for words that rhyme with bat and write them under “bat” on the board. The teacher should have students attend to the repeated endings (at) in the words. Next the teacher should give examples of items around the classroom and have students name items that rhyme with those words. Students should be demonstrating a clear understanding of how to name rhyming words at this point and have a vague understanding that rhyming words sometimes have the same ending letters.

Independent Practice/Exploring

Students will next be given the first handout. The teacher should go through the first question with the class as a group. The teacher will read the image of pie out loud and then read “van, egg, tie” to the class. The class should answer the question as a group and then draw the line appropriately. The teacher should circulate around the classroom to make sure students do this correctly and then have students answer the remaining three items on their own.

Next, the students will be given the second handout. As before the teacher should go through the first item with the class as a group. The teacher will read the images on the left and the images on the right. The teacher should then perform a think-aloud. “I know the first picture is of a book. The pictures that I can match it to are bat, dive and hook. Which word has an ending that sounds the same as b-OOK? Is is b-AT? No, that has the same beginning sound, but a different ending sound. Is is d-IVE? No, that is not the same at all. Is is h-OOK? Yes! B-OOK and H-OOK sound the same at the ending. I need to draw a line between these.” For the next picture, dive, the teacher should ask as student to show the class how he or she would think through this item and have them do it just like she did. The class should follow along drawing lines as appropriate each time. For the third item, students may do this on their own and the teacher should circulate to make sure students understand how to answer the question appropriately. When students have completely the handouts, the students may have some free time to color the handout to relax a bit before the next part of the lesson.

Discussion Questions

The teacher should ask the following questions after handout are completed to check for student understanding of the day’s concepts:

1. How can we tell if two words rhyme?
2. Why might I use rhyming if I wrote a book like Dr. Seuss did?
3. How else might rhyming help us learn?
4. What questions do you have about rhyming?

Review and Preview

At the end of the lesson students should think about rhyming and each student will have a chance to make a silly name for his or her self that uses his or her first name and a rhyming word. For instance, a student named Gina might make up the name Gina Beana. This will help students remember that rhyming is fun and let them continue to be excited to rhyme in the next lesson.

General Accommodations for Diverse Learners

The teacher will make the following modifications for diverse learners:

1. Diverse learners will be able to use any assistive technology normally used by that student throughout the day’s lesson.
2. When reading “*Green Eggs and Ham*”, time will be taken to make sure all the students understand the content of the story and the concept of rhyming.
3. If students with audiological or visual disabilities are present, these students will be seated near the front of the class during the read-aloud to optimize their learning experience. If students who are deaf or hard of hearing are present, special attention will be given to matching letter endings for rhyming words as well as the sound. This will give students who are deaf or hard of hearing an equal opportunity to learn the concept of rhyming.
4. When discussing rhyming with international students of ELL, an attempt will be made to use examples of rhyming words in the students’ native language. This will enhance comprehension for the ELL student as well as bring about a broader understanding of the rhyming concept for all students in the classroom.
5. The teacher will give explicit instructions while modeling each step of the handout activities.
6. A wait time of at least 5 seconds will be used after all questions to ensure that all students have ample time to understand each question or topic.
7. Diverse learners will be expected to complete the objectives with equal accuracy to that of general education students. Any assistive technology used by diverse learners will be allowed for use during the lesson and assessment as it is normally used per the student's needs.
8. Teacher will write individual questions on the board for students to focus on.
9. The teacher will mount plastic or wood card holders on students' desks to display steps of activity or questions that are asked; use words, pictures, photos, or symbols if needed.
10. The teacher will display the cover of the book using PowerPoint or an overhead projector as well as the pages of the book and any worksheets.
11. The teacher will create visuals of expected behavior, rules etc.; show alternative behavior options and tape a small version of list to desk if needed..
12. The teacher willhighlight important words in the text that will focus students’ attention. (used for comprehension or for focusing on rhyming words).
13. The teacher will color code by assigning specific colors for various rhyming words.
14. The teacher will use prewritten words/phrases on labels/cards/paperfor answering questions or other writing tasks.
15. Students can respond to the activity using picture cards for the words and letters.
16. Felt board with Velcro letters and Velcro words can be used for students to respond.
17. Pictorial directions will be provided as necessary for the activity (ELL students)

**9. Sources:**

Dennis-Shaw, S. (1999). Generating rhymes: Developing phonemic awareness. Retrieved from http://www.readwritethink.org/classroom-resources/lesson-plans/generating-rhymes-developing-phonemic-121.html?tab=1#tabs.

Staman, A. (2000). Rhyming pictures. Retrieved from http://eps.schoolspecialty.com/ external/read\_write\_think/rhyming\_pictures.pdf.

Yopp, H.K., & Yopp, R.H. (2000). Supporting phonemic awareness development in the classroom. *The Reading Teacher*, *54*, 130–143.

**10. Reflections:**

Not applicable at this time.



**Rhyming to Spell (Day 2): Drawing and Identifying Rhyme Words**

**1. Target Grade or Age Level:** Kindergarten

**2. Pennsylvania Content Standards:**

* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + 1.3.K.A: Respond to works of literature.
  + 1.3.K.D: Recognize literary devices (e.g., rhyming, alliteration).
  + 1.3.1.D. Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).

**3. Learning Objectives:**

* The student will listen to “Hey, Little Ant,” by Phillip and Hannah Hoose and respond correctly with “Funny Bunny,” when they hear a rhyme with 80 % accuracy as observed by teacher.
* The student will identify rhyming words that match at the conclusion of the lesson with 80% accuracy on a Yes or No quiz

**4. Formative Assessments:**

* While reading “Hey, Little Ant”, the teacher will acknowledge the students that understand rhyming as demonstrated by their utilization of “funny bunny.”
* After, “Hey, Little Ant,” the students will engage in a game, “Rhyming Twister.”

**5. Summative Assessments:**

At the end of the lesson the students will complete a Yes or No worksheet. The student will circle Yes if the pair of words rhyme. The student will circle No is the pair of words do not rhyme. The rhyming words will have images next to them to aid in comprehension.

**6. Materials Needed:**

1 copy of “Hey, Little Ant” by Phillip and Hannah Hoose

A “Funny Bunny,” for each student

Markers

Circular piece of paper with CVC, VCC or CVCC word at the top

5 x 7 sheet of easel paper

Yes or No rhyming quiz for each student (attached)

**7. Expectations for Behavior and Class Activities:**

1. Prior teacher will have students model appropriate and inappropriate listening techniques prior to beginning the read-aloud. Appropriate students will be sitting cross-legged with their hands in their laps and being quiet
2. When the teacher discusses the text, students will raise their hands and wait to be called on before answering questions. If the class gets loud, the teacher will ring a bell or chimes in order to remind the class to stay quiet.
3. The teacher will explain the when someone is talking then others should be listening quietly. If necessary incorrect and correct models will be used at the start of class to remind students of these behaviors.
4. Teacher will model when and how to use “Funny Bunny”

**8. Description of Learning Activities:**

Description of Introductory Activity (Anticipatory Set)

The teacher will begin by showing the book, *Hey Little Ant*, by Phillip and Hannah Hoose. The teacher, while pointing to front cover will explain that this is also a rhyming book and that everyone in the class is going to receive a “Funny Bunny.” The teacher will pass out a bunny while simultaneously explaining that this bunny will “hop” in the air when he hears a rhyme.

Questions for Discussion Prior to the Read-Aloud:

* What makes a word rhyme with another word?
* What are your two favorite rhyming words?
* Have any of you ever stepped on an ant?
* What do you think this story might be about?
* Do you think that ants have feelings?

Modeling/Demonstration (also elaborations/connections to content)

The teacher will introduce the book, *Hey Little Ant* and ask questions such as; “Has anyone ever stepped on an ant,” in an effort to get them engaged in the book. The teacher will demonstrate how to use their “Funny Bunny.” After each time the student raises his or her Funny Bunny the teacher will pause and ask what words they heard that made their bunny hop.

Questions for Discussion During the Read Aloud:

* Teacher will ask students why they have their “Funny Bunny,” in the air! (correct response: they heard two words that rhyme).
* Can you predict what will happen next?
* After Page 3: Do you think the Kid will step on the ant?
* What else rhymes with ant?
* Do any of your friends squish ants?

Guided Practice and Feedback (also probing questions/student responses)

After the read aloud, the students will participate in the group activity, “Rhyming Twister.” Rhyming Twister”: Teacher will pass out a circle piece of paper with a CVC, VC, CCVC, or CVVC word at the top. The student will draw the image of the word on his or her card. The student will hand it to the teacher. The teacher will model how to complete the activity.

Game Process:

1. Take piece of paper from teacher that has a CVC, VC, CV, CCVC, or CVVC word at the top
2. With a marker, independently draw the image on the card
3. Hand the card back to the teacher
4. Teacher will glue image to a sheet of easel paper
5. After every students image is glued to the sheet of easel paper they will line up in front of paper that is now on the floor.
6. Teacher will say, for example, “bat,” to the first student in line and the correct response is for the student to “stomp,” on the circle that rhymes with bat which would be, “cat.”
7. The students will each have at least one turn, or even more than one turn if time permits and teacher observes the students are having fun.

Independent Practice/Exploring

After the “Rhyming Twister” game, the teacher will distribute a Yes or No handout quiz to each student. This quiz will be completed independently. The teacher will go over the first Yes or No question to help students start. The Yes or No quiz will have images that correspond with the words.

Directions:

1. Read the two words that are next to each other and look at the images
2. Circle Yes, if the two words rhyme
3. Circle No, if the two words do NOT rhyme
4. Students may draw two words that rhyme together at the bottom of the worksheet

Discussion Questions

The teacher discusses the following questions:

1. What makes our “funny bunny,” hop?
2. Do you like to hear words that rhyme?
3. Why or why not?
4. What can you tell me about rhyming?
5. Do you have any questions about rhyming?

Review and Preview

At the end of the lesson, the teacher will point to objects around the room. The teacher will ask students to raise their hand if they can think of a word that rhymes with the pointed object. For example, the teacher may point to a piece of chalk. The correct response would be, “talk.”

Teacher will tell the students to take their “Funny Bunny,” home and are encouraged to practice reading with a parent, sibling, guardian or grandparent to make their bunny hop to a rhyme!

General Accommodations for Diverse Learners

The teacher will make the following modifications for diverse learners:

1. Diverse learners will be able to use any assistive technology normally used by that student throughout the day’s lesson.
2. When reading “*Hey Little Ant*”, time will be taken to make sure all the students understand the content of the story and the concept of rhyming.
3. If students with audiological or visual disabilities are present, these students will be seated near the front of the class during the read-aloud to optimize their learning experience. If students who are deaf or hard of hearing are present, special attention will be given to matching letter endings for rhyming words as well as the sound. This will give students who are deaf or hard of hearing an equal opportunity to learn the concept of rhyming.
4. When discussing rhyming with international students of ELL, an attempt will be made to use examples of rhyming words in the students’ native language. This will enhance comprehension for the ELL student as well as bring about a broader understanding of the rhyming concept for all students in the classroom.
5. The teacher will give explicit instructions while modeling each step of the handout activities.
6. A wait time of at least 5 seconds will be used after all questions to ensure that all students have ample time to understand each question or topic.
7. Diverse learners will be expected to complete the objectives with equal accuracy to that of general education students. Any assistive technology used by diverse learners will be allowed for use during the lesson and assessment as it is normally used per the student's needs.
8. Teacher will write individual questions on the board for students to focus on.
9. The teacher will mount plastic or wood card holders on students' desks to display steps of activity or questions that are asked; use words, pictures, photos, or symbols if needed.
10. The teacher will display the cover of the book using PowerPoint or an overhead projector as well as the pages of the book and any worksheets.
11. The teacher will create visuals of expected behavior, rules etc.; show alternative behavior options and tape a small version of list to desk if needed..
12. The teacher willhighlight important words in the text that will focus students’ attention. (used for comprehension or for focusing on rhyming words).
13. The teacher will color code by assigning specific colors for various rhyming words.
14. The teacher will use prewritten words/phrases on labels/cards/paperfor answering questions or other writing tasks.
15. Students can respond to the activity using picture cards for the words and letters.
16. Felt board with Velcro letters and Velcro words can be used for students to respond.
17. Pictorial directions will be provided as necessary for the activity (ELL students)
18. During the “Rhyming Twister,” activity, the teacher may provide prompts such as, “okay, your word at the top is car, what word rhymes with car?”
19. English Language Learners will be provided with the opportunity to explore words that rhyme in their native language to help them in understanding the concept.
20. The teacher will always provide positive and constructive feedback to students that are struggling.
21. Gifted students will be provided with the opportunity to explore words and draw pictures that rhyme that are beyond the usual words mentioned in class.
22. Advanced learners will be given more challenging words during this activity such as “said.” His or her correct response would be to step on the word “bed.”
23. If all students do not receive 8 out of 10 on the quiz, the teacher will make sure to provide more feedback and scaffolding in regards to rhyming.
24. Quiz will have colorful images that correspond with words on quiz to aid in comprehension of words listed.
25. During the “Rhyming Twister,” activity students with disabilities may opt to throw a bean bag at the correct word.

**9. Sources:**

Boushey, G. & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades.* Portland, ME: Stenhouse.

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Russell, L. (2001). Rhyming lesson plan. Retrieved from http://www.schools.pinellas.k12.fl.us/ educators/tec/russell/index.html.

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**10. Reflections:**

During the lesson, there may not be enough time to complete all 3 activities (Funny Bunny, Rhyming Twister, and a Yes or No quiz). As a teacher, I will have to evaluate my usage of time and evaluate what I can do to make sure these activities are not rushed. If it appears too rushed, I will have to critique this lesson and make adjustments. The completion of all 3 activities will be dependent on the needs and diversity of the students.

I also understand that a Yes or No quiz may be too difficult for kindergarten. Again, as a teacher I will have to assess the level of students and what accommodations need to be made.

The idea of a Yes or No quiz seems a little bit “bland” to me. As a teacher I would like to find another way to summative assess my students. However, I feel that a Yes or No quiz definitely has its purpose because it is very black and white: The students either circle yes if the images rhyme or they circle no if the images do not rhyme. To ensure that boredom does not capture the youngsters’ attention I will make sure that the Yes or No quiz is no longer than 5 “questions.” The quiz will also have images next to the word.

During the “Rhyming Twister” activity, the teacher may decide to break students up into groups to maximize time with the game. This will depend on the size of classroom and the amount of time the teacher wants to spend on the activity. The “Rhyming Twister,” activity may not be suitable for students in wheelchairs, have visual complications (blindness) or lack of balance. In this case, the teacher will have students find a partner or throw a bean bag. The students will work in pairs to find the word on the life-size board that rhymes. Working in pairs will also benefit English Language Learner’s and students with disabilities because they are matched with students more familiar with the language.

My rationale behind only one content standard listed is because I really want to focus on the concept of rhyming and assessing my students’ comprehension of the topic. Another concern is my choice of book for this lesson, “*Hey, Little Ant*.” My rationale behind my choice is because the book is so interesting and is a great lesson for people of all ages. I think this book is suitable for kindergarten but my only concern is that the rhyming patterns may be spaced too far apart. For example, in a Dr. Seuss book, words that rhyme are not very far apart at all. Again, I will have to formatively assess my students and may switch to another book for the purpose of utilizing the “Funny Bunny.”

I am very excited to cross the bridge from “theory to practice,” and am eager to try this lesson.

YES NO QUIZ PLACEHOLDER

TO BE INSERTED AFTER LESSON PRESENTATION PER AMEY BROWN.

**Rhyming to Draw (Day 3): Drawing Rhyming Words**

**1. Target Grade or Age Level:** Kindergarten

**2. Pennsylvania Content Standards:**

* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + 1.3.K.A: Respond to works of literature.
  + 1.3.K.D: Recognize literary devices (e.g., rhyming, alliteration).
  + 1.3.1.D. Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).

**3. Learning Objectives:**

* The student will identify at least three sets of rhyming words by utilizing his or her “Funny Bunny.”
* The student will be able to draw two sets of images that rhyme and create his or her own “matching game.”

**4. Formative Assessments:**

* While reading “*Wolf’s Coming*”, the teacher will assess the student raising his or her “Funny Bunny,” after a rhyme is read in the book. If a student does not acknowledge a rhyming patter, the teacher will pause and say, “I think I heard a rhyme! Would anyone like to share what they heard that rhymes?”
* Student will play an interactive matching game. Student will be assessed by his or her response to the card he or she matches with.

**5. Summative Assessments:**

At the end of the lesson each student will independently draw two sets of words that rhyme with 80 % accuracy.

**6. Materials Needed:**

1 copy of “*Wolf’s Coming*” by Joe Kulka

Matching cards

Markers

Construction paper for summative assessment

**7. Expectations for Behavior and Class Activities:**

1. The teacher will have students model appropriate and inappropriate listening techniques prior to beginning the read-aloud. Appropriate students will be sitting cross-legged with their hands in their laps and being quiet.
2. When the teacher discusses the text, students will raise their hands and wait to be called on before answering questions. If the class gets loud, the teacher will ring a bell or chimes in order to remind the class to stay quiet.
3. The teacher will explain the when someone is talking then others should be listening quietly. If necessary incorrect and correct models will be used at the start of class to remind students of these behaviors.
4. Teacher will remind students to use their “Funny Bunny,” when they hear a rhyme.
5. Prior to the interactive matching game, the teacher will remind students to use their inside voices.
6. Prior to summative assessment, teacher will remind students that they are to work independently at their desks.

**8. Description of Learning Activities:**

Description of Introductory Activity (Anticipatory Set)

The teacher will begin by showing the book, *Wolf’s Coming*, by Joe Kulka. The teacher will explain that this is also a rhyming book and are encouraged to use their “Funny Bunny,” just like yesterday.

Questions for Discussion Prior to the Read-Aloud:

* What do you think this book might be about?
* Are you afraid of anything; for example, the dark? (four)
* What are your favorite rhyming words?
* What makes our “Funny Bunny” hop?

Modeling/Demonstration (also elaborations/connections to content)

The teacher will read “*Wolf’s Coming”* to the students. When a student raises his or her “Funny Bunny,” the teacher will pause and ask the student what two words they heard that rhyme.

Questions for Discussion During the Read Aloud:

* The teacher will ask students what words they heard that rhyme (i.e, slow and go)
* The teacher will ask students why they think everyone is running from the wolf. (there will be no correct response; just a prediction from students
* The teacher will ask students what they are afraid of. (there will be no correct response; just personal reflection from students.)

Guided Practice and Feedback

After the read aloud, the students will participate in a group activity, an interactive, rhyming, matching game. Interactive Rhyming Matching Game: The teacher will pass out a card to each student. Each card will have a CVC, VC, CCVC, or CVVC word at the top with the image of that word below. When the teacher says, “go,” the students will simultaneously walk around the room and find the student that has a card that rhymes with his or her card. For example, a correct match for a student that has a card that says, “mop,” will be a student that has a card that says, “flop.” Once students find their match, they are to “stop.” When every student has found his or her match, the teacher will ask each pair to share their match with the class.

Game Process:

1. Teacher will hand out a card to each student.
2. Teacher will say, “Go.”
3. Students will simultaneously navigate the room in search of their rhyming match.
4. The students will ask each other what card they have.
5. When students find their match, they will “stop,” and stand next to each other.
6. When every student has found their match, the pairs will announce their cards.
7. Student will trade his or her card with a student other than his or her partner.
8. Game will repeat as long as time permits and as long as students are having fun.

Independent Practice/Exploring

After the interactive matching game, the teacher will distribute a fun summative assessment. Each student will receive a sheet of construction paper with 4 squares. In the top two squares the student will draw two images that rhyme with each other. The student will draw two images that rhyme with each other in the bottom two squares. The teacher will collect each student’s paper when they are done.

Directions:

1. Teacher will pass out a sheet of construction paper with 4 squares to each student
2. Teacher will also pass out colorful markers
3. Students will independently draw two images in the first two top squares that rhyme
4. Students will independently draw two images in the bottom two squares that rhyme.
5. Teacher will collect paper when student is done.
6. Teacher will assess students’ images, cut the pictures out, laminate them, and bring them back the next day. The students now have their own matching game!

Discussion Questions

The teacher discusses the following questions:

1. Did you use your “Funny Bunny,” at home? (if yes, then…)
2. What made your “Funny Bunny,” hop?
3. Did you read any books at home last night? (if yes, then..)
4. Did the book have words that rhyme?
5. Was the matching game fun to play?

Review and Preview

At the end of the lesson, the teacher will ask students about the interactive matching game. The teacher will call on a student and ask them what word was on his or her card. The teacher will ask the student what word was on his or her partner’s card. The teacher may also ask the student what other words rhyme with the word that was on his or her card.

The teacher will tell students that the drawings that they made on construction paper will be made into a matching game. The teacher will cut out the images, laminate them and give to students the next day. The teacher will explain that now they have their own matching game to play at home or during free time at school.

The teacher will tell students they can take home their “Funny Bunny,” and will not have to bring it back to school; but are encouraged to use it at home.

General Accommodations for Diverse Learners

The teacher will make the following modifications for diverse learners:

1. Diverse learners will be able to use any assistive technology normally used by that student throughout the day’s lesson.
2. When reading “*Wolf's Coming*”, time will be taken to make sure all the students understand the content of the story and the concept of rhyming.
3. If students with audiological or visual disabilities are present, these students will be seated near the front of the class during the read-aloud to optimize their learning experience. If students who are deaf or hard of hearing are present, special attention will be given to matching letter endings for rhyming words as well as the sound. This will give students who are deaf or hard of hearing an equal opportunity to learn the concept of rhyming.
4. When discussing rhyming with international students of ELL, an attempt will be made to use examples of rhyming words in the students’ native language. This will enhance comprehension for the ELL student as well as bring about a broader understanding of the rhyming concept for all students in the classroom.
5. The teacher will give explicit instructions while modeling each step of the handout activities.
6. A wait time of at least 5 seconds will be used after all questions to ensure that all students have ample time to understand each question or topic.
7. Diverse learners will be expected to complete the objectives with equal accuracy to that of general education students. Any assistive technology used by diverse learners will be allowed for use during the lesson and assessment as it is normally used per the student's needs.
8. Teacher will write individual questions on the board for students to focus on.
9. The teacher will mount plastic or wood card holders on students' desks to display steps of activity or questions that are asked; use words, pictures, photos, or symbols if needed.
10. The teacher will display the cover of the book using PowerPoint or an overhead projector as well as the pages of the book and any worksheets.
11. The teacher will create visuals of expected behavior, rules etc.; show alternative behavior options and tape a small version of list to desk if needed..
12. The teacher willhighlight important words in the text that will focus students’ attention. (used for comprehension or for focusing on rhyming words).
13. The teacher will color code by assigning specific colors for various rhyming words.
14. The teacher will use prewritten words/phrases on labels/cards/paperfor answering questions or other writing tasks.
15. Students can respond to the activity using picture cards for the words and letters.
16. Felt board with Velcro letters and Velcro words can be used for students to respond.
17. Pictorial directions will be provided as necessary for the activity (ELL students)
18. During summative assessment, if student is present that is physically unable to draw, the student may ask for the teacher’s help, another student, or use stickers to convey images that rhyme.
19. Gifted students are encouraged to draw images that rhyme outside of the general realm of words used the classroom.
20. Gifted students are encouraged to make more matching cards if they wish.
21. If a “partner activity,” occurs, a student with a disability may be matched with a student that is gifted or at the general education level to scaffold student’s learning.
22. Students with visual impairments will sit in the “front row,” during Read-Aloud
23. Teacher will prompt student that is blind to attend to the way words sound when they rhyme.
24. Teacher will prompt student that is deaf to attend to the way words look when they rhyme.

**9.Sources :**

Boushey, G. & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades.* Portland, ME: Stenhouse.

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Tompkins, G. (2011). *Literacy in the early grades: A successful start for prek-4 readers and writers* (3rd ed.). New York, NY: Pearson.

**10.Reflections:**

I chose to incorporate the “Funny Bunny,” into this lesson as well. My rationale behind this decision was to ensure students got sufficient practice with a tool to help them identify rhyming words. I also feel that such a tool helps the students’ engagement and focus to the text. It also is a great way for the teacher to observe students and their comprehension on the topic without stopping after each page and asking, “What words rhyme?”

I chose again to stick with a minimal amount of content standards. During this lesson, I really want students to understand the concept of rhyming and not get side tracked by other expectations. As my lesson is refined through practice, the amount of standards may potentially increase.

I really enjoy the book *Wolf’s Coming,* by Joe Kulka and he also lives in Quakertown, PA which is very interesting. If the school is near Quakertown, the teacher could tell that to the students. I feel that when students have a connection with the author, it increases comprehension and interest level. It also promotes the realization that authors are real people that even live around us and that they too could someday write a book! This could open discussion such as, “where do you think Joe Kulka, (the author) shops for food?” or “Do you think he goes out to eat?”

I like the idea of the summative assessment that eventually will become a matching game. However, I do realize that this could promote some confusion for the teacher to grade. Some students may not be “great” at drawing. The student will also be encouraged to write the word somewhere next to the drawing. If confusion still ensues, the teacher will have to point to the image and ask the student what they drew.

MATCHING CARDS PLACEHOLDER

TO BE INSERTED AFTER PRESENTATION PER AMEY BROWN

**Rhyming to Spell (Day 4): Spelling Rhyme Words 1**

**1.** **Target Grade or Age Level:** Kindergarten

**2. Pennsylvania Content Standards:**

* **1.1. Reading Independently**
* 1.1.K.B: Employ word recognition techniques:
* Use association strategies to identify letters.
* Demonstrate phonological awareness through the segmenting and blending of phonemes.
* Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context
  + 1.1.K.D: Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + 1.3.K.D: Recognize literary devices (e.g., rhyming, alliteration).
  + 1.3.1.D: Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).
* **1.4. Types of Writing** 
  + 1.4.K.A: Write, dictate or illustrate to convey ideas for a specific purpose.
* **1.5. Quality of Writing** 
  + 1.5.K.D: Write using illustrations and descriptive words.
* **1.6. Speaking and Listening**
  + 1.6.K.A: Listen and respond appropriately to others in small and large group situations.
* **2.1. Numbers, Number Systems and Number Relationships** 
  + 2.1.K.A: Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

**3. Learning Objectives:**

* The student will listen to “Hop on Pop” by Dr. Seuss when read aloud by the teacher and respond correctly to teacher prompts for comprehension with 90% accuracy.
* The student will identify at least two sets of rhyming words, after the teacher’s prompts, during the read-aloud of Dr. Seuss’ “Hop on Pop.”
* The student will be able to read a variety of CVC, CVVC, and CVCC words, and match each one to the corresponding rhyming word by filling in the blank with 90% accuracy.

**4. Formative Assessments:**

* While reading “Hop on Pop”, the teacher will stop and check for student comprehension after each set of pages by asking questions about what happened on each page. If students struggle, the teacher will scaffold responses by drawing their attention to pictures or key words in the text as well as re-read the page or pages.
* After checking for comprehension, the teacher will ask the students to identify a set of rhyming words on each page in “Hop on Pop.” Students respond orally or with white boards or alternative communication device (see accommodations).
* Anecdotal records of students’ responses during the group activity, It’s in the Bag. The teacher will record any incorrect responses students make during the activity and scaffold correct responses through a think aloud.
* Students will be assessed using a rhyming worksheet (see attached). Students read the word in the first column, and then circle the word that rhymes in the second column. Then, students write the rhyming word by tracing the letters.

**5. Summative Assessments:**

The summative assessment consists of five CVC sight words that are broken up into syllable splits. This way, students can blend each sound together to say the word. Afterwards, students then create their own word that rhymes in the box next to the words provided. There will be two letters provided to provide guidance for students to write their own rhyming word. All the students have to do is fill in the black space with an appropriate letter that forms a rhyming word.

|  |  |
| --- | --- |
| 1. M / A / T | \_\_\_\_\_ A / T |
| 1. D / A / D | M / \_\_\_\_ / D |
| 1. L / O / G | D / \_\_\_\_\_/ G |
| 1. L / I / D | K / I / \_\_\_\_\_ |
| 1. B / U / G | H / U / \_\_\_\_\_ |

**6. Materials Needed:**

1 copy of “Hop on Pop” by Dr. Seuss

Dry erase or chalk board and markers chalk

Velcro Board and Velcro words

1 copy of each handout (attached) for each student

6 Brown Bags with a variety of CVC, CVCC, and CVVC words.

**7. Expectations for Behavior and Class Activities:**

1. Prior to the read-aloud students will model appropriate and inappropriate listening techniques. Appropriate students sit cross-legged with their hands in their laps and being quiet.
2. When the teacher discusses the text, students will raise their hands and wait to be called on before answering questions. If the class gets loud, the teacher will ring a bell or chimes in order to remind the class to stay quiet.
3. The teacher will explain when someone is talking then others should be listening quietly. If necessary, incorrect and correct models will be used at the start of class to remind students of these behaviors.
4. During the group activity, students will take turns individually choosing an item from the bag. One student will choose from the bag at one time and then that same student will record an answer on the card. Afterwards, the card is passed to the left and the same pattern continues. Students are expected to work together as a collaborative team.
5. During independent practice, students should use pencils to complete the worksheet and may only color their handouts after they have answered all the questions. Students are expected to write their own names at the top of their handouts in pencil. Additionally, students are expected to do their own work and not to copy other students’ answers.

**8. Description of Learning Activities:**

Description of Introductory Activity (Anticipatory Set)

The teacher will begin by showing the book, *Hop on Pop*, by Dr. SeusS to the class. While walking around the class and showing the cover of the book to the students, the teacher will ask a series of questions to engage the students. Draw student’s attention to the pictures and words on the cover.

Ask students to raise their hand and use their background knowledge to identify what they see on the cover. (i.e. the people and what they are doing)

Questions for Discussion Prior to the Read-Aloud:

* Where is the front cover? The back cover? The title of the book?
* How many words are in the title? (three)
* What do we call the person who writes a book? (the author) Who is the author for this book?
* What do we call the person who draws the pictures for the book? (the illustrator) Who is the illustrator for this book?
* Look at the cover, what do you see?
* What do you think this book might be about?

Modeling/Demonstration (also elaborations/connections to content)

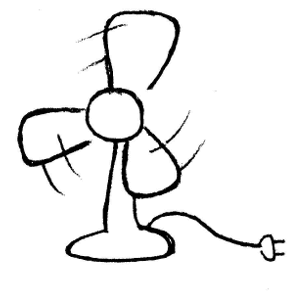
The teacher will read “*Hop on Pop*” to the students as a read-aloud book. After each set of pages, the teacher will stop and ask students what is happening on the page. If students do not appear to comprehend the text, the teacher should draw students’ attention to the pictures and reread the page. In addition, the teacher will ask students to identify words that rhyme on each page. Students respond orally or by using their white boards or alternative communication device (see accommodations below). The teacher will pay close attention to students’ responses. Record any student that responds incorrectly and scaffold a correct response by rereading the text and drawing student’s attention to the key words or pictures.

Questions for Discussion During the Read Aloud:

* After Page One: Who is up? (Pup)
* After Page two and three: Who is in the Cup? (Pup) What is on the Pup? (Cup) What word rhymes with Pup? (Cup)
* After Page four and five: Who is on the house? (Mouse) What rhymes with mouse? (house)
* After page six and seven: What do you see in the picture? Who is tall? (All) What rhymes with small? (tall or all)
* After page eight and nine: What are the people playing? (ball) What rhymes with ball? (wall or all)
* After page 10 and 11: What is happening in the picture? Who fell off the wall? What rhymes with all? (fall, all, or wall)
* After page 12 and 13: What do the people do all day? (play) What do the people do all night? What words rhyme? (play and day, night and fight)
* After page 14 and 15: Who is after me? (he) Who is after him? (Jim) What words rhyme? (him and Jim, me and he)
* After page 16 and 17: What do they see? (Bee) How many bees do they see? (count the bees as well) (three) What word rhymes with three? (bee or see)
* After page 18 and 19: How many fish are in the tree? (three)
* After page 20 and 21: What do they call him? (Red) What rhymes with red? (bed)
* After page 22 and 23: Who is in Bed? (Red, Ned, Ted, and Ed) How many are there in bed? (four) What rhymes with Ed? (Red, Ted, or Ned)
* After page 24 and 25: What do they call him? (Pat) What did Pat do? Do Pat and sat rhyme? (yes)
* After page 26 and 27: What did Pat sit on? (cat or bat) What word rhymes with Pat? (sat or bat)
* After page 28 and 29: Why should pat not sit on that?
* After page 30 and 31: Who is sad? (Dad) Why is he sad? What rhymes with dad? (sad, bad, or had)
* After page 32 and 33: What do you think that thing is? What can the thing do? (sing) What rhymes words rhyme here? (Thing and sing)
* After page 34 and 35: What is long? (song)
* After page 36 and 37: What are they doing in this picture? What rhymes on this page? (walk and talk)
* After page 38 and 39: What are they doing on Pop? Do you think Pop likes to be hopped on? Why?
* After page 40 and 41: Who is upside down? (Mr. Brown) Why?
* After page 42 and 43: Where do you think Brown is?
* After page 44 and 45: Why do you think Mr. Brown is out of town?
* After page 46 and 47: What word rhymes with black? (back)
* After page 48 and 49: What word here rhymes with black? (snack) What kind of snack would you eat with Mr. Black?
* After page 50 and 51: What words rhyme on this page? (fast and past, jump and bump, and tent and went)
* After page 52 and 53: How many dogs get wet? (two) What word rhymes with yelp? (help)
* After page 54 and 55: Why do you think Will went up hill?
* Page 56 and 57: How many people are in the family here? (five)
* Page 58 and 59: What words did brother read? (it and bit) Do these words rhyme? (yes)
* Page 60 and 61: Do you know Constantinople and Timbuktu?
* Page 62 and 63: What words rhyme on this page?

Guided Practice and Feedback (also probing questions/student responses)

After the read aloud, the students will participate in the group activity, “In the Bag”. First, students form a small group of 5 students and then the team sits in a circle (pre-determined, heterogeneous group formed by the teacher based on ability levels). The teacher will then model the first example for the activity. One person (the teacher during modeling) will have a brown paper bag with multiple index cards inside (various CVC, CVVC, and CVCC sight words). The index cards contain words that are broken up into Elkonin boxes, with a visual image above the word to help scaffold responses. In addition, below the word are additional boxes that identify the rhyming sound. On the back, there are also the same boxes. These boxes are used for responses by students.

Example:

N

A

N

A

N

A

N

A

F

N

A

N

A

FRONT BACK

The person with the bag is called the “man”. The “man” begins the activity by pulling out one index card inside the brown paper bag. Then, the “man” will read the segmented word by blending the sounds together to pronounce the word. Below the word on the front of the index card, the “man” will write another word that rhymes by recording the letter in the empty box. If the “man” struggles, he or she can ask the group for help to determine a word that rhymes. Then, the “man” will pass the card to their left and that student will blend the word together and write the same word on the back of the card in the boxes provided (keep this pattern until the word gets back to the “man”). When the word gets back to the “man”, he or she will then take that word and put it into the center of the circle (signaling a completed word). Then, the “man” passes the bag to the person on their left so there is a new “man” for the group (so everyone has the opportunity to be the man). Students complete this until all the words have been read within the bag or until the teacher stops the activity.

Students are actively learning by manipulating words within the bag. They are cooperatively learning because they are working together to achieve a common goal (correctly read the segmented word as a group and write a word that rhymes).

Independent Practice/Exploring

The teacher will then distribute the handout for the class to complete on their own. The teacher should go through the first question with the class as a group.

1. Read the word in the first box. (use pictures to help scaffold)
2. Read the words in the second box across from the first box. (use pictures for clues)
3. Circle the word in the second box that rhymes with the first word.
4. Trace the letters in the word.

Students complete numbers two through six on their own.

Discussion Questions

The teacher discusses the following questions:

1. How does rhyming help us learn?
2. Do all words spelled the same sound the same?
3. Can a word spelled differently make the same sound?

Review and Preview

At the end of the lesson, the teacher will write the word sad on the board. Then, the teacher will ask students to identify the sounds in sad. Afterwards, the teacher will drop the s in front of sad and replace it with the letter m. The teacher will then identify the new word and stress the individual sounds in m/a/d. Then, students will record their own new word using the sound a/d. Afterwards, invite students to share their new word. Next lesson will focus on writing more rhyme words.

General Accommodations for Diverse Learners

The teacher will make the following modifications for diverse learners:

1. Diverse learners will be able to use any assistive technology normally used by that student throughout the day’s lesson.
2. When reading “*Hop on Pop*”, time will be taken to make sure all the students understand the content of the story and the concept of rhyming.
3. If students with audiological or visual disabilities are present, these students will be seated near the front of the class during the read-aloud to optimize their learning experience. If students who are deaf or hard of hearing are present, special attention will be given to matching letter endings for rhyming words as well as the sound. This will give students who are deaf or hard of hearing an equal opportunity to learn the concept of rhyming.
4. When discussing rhyming with international students of ELL, an attempt will be made to use examples of rhyming words in the students’ native language. This will enhance comprehension for the ELL student as well as bring about a broader understanding of the rhyming concept for all students in the classroom.
5. The teacher will give explicit instructions while modeling each step of the handout activities.
6. A wait time of at least 5 seconds will be used after all questions to ensure that all students have ample time to understand each question or topic.
7. Diverse learners will be expected to complete the objectives with equal accuracy to that of general education students. Any assistive technology used by diverse learners will be allowed for use during the lesson and assessment as it is normally used per the student's needs.
8. Teacher will write individual questions on the board for students to focus on.
9. The teacher will mount plastic or wood card holders on students' desks to display steps of activity or questions that are asked; use words, pictures, photos, or symbols if needed.
10. The teacher will display the cover of the book using PowerPoint or an overhead projector as well as the pages of the book and any worksheets.
11. The teacher will create visuals of expected behavior, rules etc.; show alternative behavior options and tape a small version of list to desk if needed..
12. The teacher willhighlight important words in the text that will focus students’ attention. (used for comprehension or for focusing on rhyming words).
13. The teacher will color code by assigning specific colors for various rhyming words.
14. The teacher will use prewritten words/phrases on labels/cards/paperfor answering questions or other writing tasks.
15. Students can respond to the activity using picture cards for the words and letters.
16. Felt board with Velcro letters and Velcro words can be used for students to respond.
17. Pictorial directions will be provided as necessary for the activity (ELL students)

**9. Sources:**

Cox, K. (2011). Pre-kinders: Resources for pre-K teachers. Retrieved from: http://prekind ers.com/rhyme/.

**10. Reflections:**

Not applicable at this time.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:

1. Read the word in the first box (use pictures to help scaffold) and trace the word
2. Read the words in the second box across from the first box. (use pictures for clues)
3. Circle the word in the second box that rhymes with the first word.
4. Then, trace the letters in the word.

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**Rhyming to Spell (Day 5): Spelling Rhyme Words 2**

**1.** **Target Grade or Age Level:** Kindergarten

**2. Pennsylvania Content Standards:**

* **1.1. Reading Independently**
* 1.1.K.B: Employ word recognition techniques:
* Use association strategies to identify letters.
* Demonstrate phonological awareness through the segmenting and blending of phonemes.
* Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context
  + 1.1.K.D: Demonstrate listening comprehension/understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.
* **1.3. Reading, Analyzing and Interpreting Literature: Fiction and Non-Fiction**
  + 1.3.K.D: Recognize literary devices (e.g., rhyming, alliteration).
  + 1.3.1.D: Identify literary devices in selected readings (e.g., personification, rhyming, alliteration).
* **1.4. Types of Writing** 
  + 1.4.K.A: Write, dictate or illustrate to convey ideas for a specific purpose.
* **1.5. Quality of Writing** 
  + 1.5.K.D: Write using illustrations and descriptive words.
* **1.6. Speaking and Listening**
  + 1.6.K.A: Listen and respond appropriately to others in small and large group situations.
* **2.1. Numbers, Number Systems and Number Relationships** 
  + 2.1.K.A: Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.

**3. Learning Objectives:**

* The student will listen to “Chicken Soup with Rice” by Maurice Sendak when read aloud by the teacher and respond correctly to teacher prompts for comprehension with 90% accuracy.
* The student will identify at least two sets of rhyming words after the teacher’s prompts during the read-aloud of “Chicken Soup with Rice.”
* The student will be able to read a variety of CVC, CVCC, and CVVC sight words and match the words to corresponding terms by writing the correct rhyming sounds in the blank space provided with 80% accuracy.

**4. Formative Assessments:**

* While reading “Chicken Soup with Rice”, the teacher will stop and check for student comprehension after each set of pages. The questions will focus on what happened on each page. If students respond incorrectly, the teacher will scaffold students by re-reading the text and focusing their attention to the pictures.
* After checking for comprehension, the teacher will ask the students to identify a set of rhyming words on each page in “Chicken Soup with Rice.” Students respond orally when called on by the teacher, or with white boards or alternative communication device (see accommodations).
* Students will be assessed using a rhyming worksheet (see attached). Students read the given word using the Elkonin Boxes and blend the sounds together. In addition, a picture is used as a scaffold as well. Then, students look at three pictures across from the given word and unscramble the letters below to name the picture. Afterwards, students identify the picture/word that rhymes with the given word and record their response in the blank space provided.

**5. Summative Assessments:**

The summative assessment consists of five CVC and CVCC sight word combinations that were found in the read aloud stories. The students use the Elkonin boxes that split the individual sounds of word to blend together and read the actual word. Then, students use the second column to create their own words that rhyme in relation to the first column.

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| --- | --- |
| T  S  E  B E | N |
| T | O  P  H |
| P | E  E  P  D |
| P | U  C  U |
| LL | A  B  LL |

**6. Materials Needed:**

1 copy of “Chicken Soup with Rice” by Maurice Sendak

Dry erase or chalk board and markers chalk

Velcro Board and Velcro words

1 copy of each handout (attached) for each student

5 Rhyme Game Boards with a Rhyme Deck of Cards.

**7. Expectations for Behavior and Class Activities:**

1. The teacher will have students model appropriate and inappropriate listening techniques prior to beginning the read-aloud. Appropriate students will be sitting cross-legged with their hands in their laps and being quiet.
2. When the teacher discusses the text, students will raise their hands and wait to be called on before answering questions. If the class gets loud, the teacher will ring a bell or chimes in order to remind the class to stay quiet.
3. The teacher will explain the when someone is talking then others should be listening quietly. If necessary incorrect and correct models will be used at the start of class to remind students of these behaviors.
4. During the activity, students should use pencils to complete the worksheet and may only color their handouts after they have answered all the questions. Students are expected to write their own names at the top of their handouts in pencil. Additionally, students are expected to do their own work and not to copy other students’ answers.

**8. Description of Learning Activities:**

Description of Introductory Activity (Anticipatory Set)

The teacher will begin by showing the book, *Chicken Soup with Rice*, by Maurice Sendak to the class. While walking around the class and showing the cover of the book to the students, the teacher will ask a series of questions to engage the students in the text. The teacher will draw student’s attention to the pictures and words on the cover.

Ask students to raise their hand after each question.

Questions for Discussion Prior to the Read-Aloud:

* Where is the front cover? The back cover? The title of the book?
* How many words are in the title? (four)
* What do we call the person who writes a book? (the author) Who is the author for this book?
* What do we call the person who draws the pictures for the book? (the illustrator) Who is the illustrator for this book?
* Look at the cover, what do you see?
* What do you think this story might be about?

Modeling/Demonstration (also elaborations/connections to content)

The teacher will read *Chicken Soup with Rice* to the students as a read-aloud book. After each set of pages, the teacher will stop and ask students what is happening on the page. If students do not appear to comprehend the text, the teacher should draw students’ attention to the pictures and re-read the page. In addition, the teacher will ask students to identify words that rhyme on each page. Students respond orally or by using their white boards or alternative communication device (see accommodations below). The teacher will pay close attention to students’ responses. Record any student that responds incorrectly and scaffold a correct response by rereading the text and drawing student’s attention to the key words or pictures.

Questions for Discussion During the Read Aloud:

* After Page One: What month is it? Do you like chicken soup with rice in January? What words rhyme on this page? (ice & nice)
* After Page two and three: How many times did he sip the soup? What rhymes on this page? (twice & rice)
* After Page four and five: What month is it now? Why is it nice to eat chicken soup in February? Why doesn’t the snowman eat chicken soup? What words rhyme on this page? (be & me)
* After page six and seven: What rhymes on this page? (twice & rice)
* After page eight and nine: What month is it now? What did the wind do here? What do you suppose lap means? Can the wind really lap up chicken soup and roar for more? What words rhyme on this page? (floor, more, & door)
* After page 12 and 13: What month is it now? Does anyone know where Spain is? How about Bombay? (Teacher shows on a map). Why do you suppose he is dreaming of chicken soup? Do you dream about chicken soup? What words rhyme on this page? (Bombay, away, and day)
* After page 16 and 17: What month is it now? What kind of weather happens in May? What do you think concocting means? (draw attention to the picture and what the bird is doing) What is a nest? Can birds really make soup in their nest? What words rhyme? (nest, best, & dressed):
* After page 20 and 21: What is the weather like in June? What do you think droop means? (draw students attention to the picture) What do you suppose pepped means? (if you drink chicken soup it refreshes you) What words rhyme on this page? (soup, droop, & group)
* After page 24 and 25: What is the weather like in July? What do you suppose peep means? What is the boy doing in the picture? What else is going on in the picture? What words rhyme on this page? (peep, deep, & cheap)
* After page 28 and 29: Why do you think the boy will become a cooking pot in August? Would you eat chicken soup in August? What words rhyme on this page? (hot, pot, & not)
* After page 32 and 33: Do you think you could ride an alligator? Are there alligators around us? What do you think the Nile is? Where is it located? What words rhyme on this page? (while, Nile, & crocodile)
* After page 36 and 37: What do you suppose a host is? Do you think witches, goblins, and ghosts like chicken soup? What words rhyme on this page? (host, ghost, & toast)
* After page 40 and 41: Can anyone tell me what a gusty gale is? What is the weather like in November? Do you like chicken soup in November? What words rhyme on this page? (gale, tail, & whale):
* After page 44 and 45: What do you suppose baubled means? (focus attention to ornaments on the tree) Do you decorate your Christmas tree with soup bowls? What words rhyme on this page? (be, tree, & me)
* After page 48 and 49: Do you like chicken soup with rice all year round?

Guided Practice and Feedback (also probing questions/student responses)

After the read aloud, the students will participate in the group activity, “Rhyme Game”. Rhyme Game: Teacher breaks the class up into groups of five students and chooses one student to be the team captain. Afterwards, the teacher has the team captain come to the front and gather the materials needed for the game. The teacher then models how to complete the game with one of the groups of students.

Game Process:

1. Place Rhyming Game board, dice, and cards in a stack on a flat surface. Place game pieces at the START space on the game board.
2. Taking turns, the students roll the dice and move their game piece according to the number shown.
3. Name the picture where the game piece lands and look through the deck of cards to find a rhyming match.
4. If a match is made, write the match on the back of the card and place it facing up in the middle of the board.
5. Leave the game piece on the space. If a match is not made, then return the game piece to its previous space.
6. Place all incorrect cards back in the stack.
7. Continue until all students are at the END.

Independent Practice/Exploring

The teacher will then distribute the handout for the class to complete on their own. The teacher should go through the first question with the class as a group.

Directions:

1. Read the word in the Elkonin box provided by blending the sounds together. (use Elkonin boxes and pictures to help scaffold)
2. Then, look at the pictures across from the given word. (use the pictures for clues)
3. Identify each picture by unscrambling the letters below.
4. Then, identify the word/picture that rhymes with the given word.
5. Lastly, write the word that rhymes in the blank space provided.

Students complete the rest of the worksheet on their own.

Discussion Questions

The teacher discusses the following questions:

1. Can a word spelled differently make the same sound?
2. Was there a word you heard today that was spelled differently but made the same sound?
3. Is there anything that you do not understand about rhyming?

Review and Preview

The teacher will write the word dressed on the board. Then the teacher will ask students to think of a word that rhymes with dressed and write it down on paper. When prompted by the teacher, student can volunteer and share their response. Then, the teacher will write the word hare on the board and explain what a hare is. Then, students will think of words that rhyme with hare but spelled differently.

General Accommodations for Diverse Learners

The teacher will make the following modifications for diverse learners:

1. Diverse learners will be able to use any assistive technology normally used by that student throughout the day’s lesson.
2. When reading “Chicken Soup with Rice” time will be taken to make sure all the students understand the content of the story and the concept of rhyming. By checking for understanding in all students, diverse learners will have the extra opportunities for assessment needed as well as plentiful time for comprehension.
3. If students with audiological or visual disabilities are present, these students will be seated near the front of the class during the read-aloud to optimize their learning experience. If students who are deaf or hard of hearing are present, special attention will be given to matching letter endings for rhyming words as well as the sound. This will give students who are deaf or hard of hearing an equal opportunity to learn the concept of rhyming.
4. When discussing rhyming with international students of ELL, an attempt will be made to use examples of rhyming words in the students’ native language. This will enhance comprehension for the ELL student as well as bring about a broader understanding of the rhyming concept for all students in the classroom.
5. The teacher will give explicit instructions while modeling each step of the handout activities.
6. A wait time of at least 5 seconds will be used after all questions to ensure that all students have ample time to understand each question or topic.
7. Diverse learners will be expected to complete the objectives with equal accuracy to that of general education students. Any assistive technology used by diverse learners will be allowed for use during the lesson and assessment as it is normally used per the student's needs.
8. Teacher will write individual questions on the board for students to focus on.
9. The teacher will mount plastic or wood card holders on students' desks to display steps of activity or questions that are asked; use words, pictures, photos, or symbols if needed.
10. The teacher will display the cover of the book using PowerPoint or an overhead projector as well as the pages of the book and any worksheets.
11. The teacher will create visuals of expected behavior, rules etc.; show alternative behavior options and tape a small version of list to desk if needed..
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13. The teacher will color code by assigning specific colors for various rhyming words.
14. The teacher will use prewritten words/phrases on labels/cards/paper for answering questions or other writing tasks.
15. Students can respond to the activity using picture cards for the words and letters.
16. Felt board with Velcro letters and Velcro words can be used for students to respond.
17. Pictorial directions will be provided as necessary for the activity (ELL students)

**9. Sources:**

Florida Center for Reading Research. (2005). Student center activities. Retrieved from: http://www.fcrr.org/pdf/PA\_Final\_Part1.pdf.

**10. Reflections:**

Not applicable at this time.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Point to each word and blend the sounds together
* Look at the pictures within each row
* Say the name of each picture. Use the letters below the picture for help
* Identify the picture that rhymes with the given word
* Write the name of the picture that rhymes in the box provided. Use the letters for help

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