



## Daily and Supporting Learning Targets

- Opening A: I can identify the name and sound for the letters “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g.” (RF.K.3)
  - I can identify the name of each uppercase and lowercase letter.
  - I can say the sound that each consonant letter makes in words.
  - I can identify the most common, single graphemes (letters) for short vowels.
- Work Time A: I can identify and produce words that rhyme. (RF.K.2)
  - I can listen to a list of three rhyming words and create a new rhyming word with a different sound (provided by the teacher; example: “pat,” “bat,” “hat,” /s/).
  - I can listen to a line of text containing two rhyming words, and pick out and say the two words.
  - When given a word, I can create a new rhyming word by changing the first sound in the word.

## Ongoing Assessment

- Observe students during Work Time A.
  - Determine whether they can identify the rhyming words in lines of the poem.
  - Also determine whether they can produce a new word that rhymes when provided with a new initial sound.
- Record students’ progress on the Snapshot Assessment.

## Agenda

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”
2. **Work Time (10 minutes)**
  - A. Rhyme Time
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Enlarged poem: “The Grumpy Iguana” (handwrite on chart paper, display electronically, or enlarge a photocopy)
  - Pictures of a goose and a boot to use during Work Time A (see Supporting Materials)
  - Snapshot Assessment (optional; one per student)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- rhyme, rhyming (L)

## Materials

- ✓ Work Time Picture Card: goose (one for display)
- ✓ Work Time Picture Card: boot (one for display)
- ✓ Enlarged poem: “The Grumpy Iguana” (to display; from Lesson 32)
- ✓ Large pointer (optional; for teacher to point to words in poem as the class recites)
- ✓ Poetry notebooks (from Lesson 32)
- ✓ Articulatory Gestures chart (from Lesson 31)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

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### A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):
  - “**Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound. When we chant together, we sound great. Listen up to the sounds we make!**”
- Begin the Letter-Sound Chant instructional practice:
  1. Teacher says: “Today we will do a Letter-Sound Chant with ALL the letters we have learned so far.”
  2. Teacher models the Letter-Sound Chant for “i”: “i, iguana, /i/,” and repeats.
  3. Teacher asks students to join in the Letter-Sound Chant for “i”: “i, iguana, /i/,” and repeats.
  4. Repeat steps 2–3 with letters learned to this point.
  5. Teacher says: “Great job! Knowing the sounds for letters helps us become better readers.”

### Meeting Students’ Needs

- Refer to the Articulatory Gestures chart (see Lesson 31 supporting materials) as needed to support students in producing sounds for each letter.

## Work Time

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### A. Rhyme Time

- (Suggested transition song, sung to the tune of “Frère Jacques”):
  - “**Now it’s rhyme time, now it’s rhyme time. Hear the sounds, hear the sounds. Listen for the pattern, listen for the pattern. At the end, at the end.**”

1. Teacher says: “moose,” then shows the **Work Time Picture Card: goose** and says: /g/.
2. Students say: “goose.”
3. Teacher invites students to say both words.
4. Teacher asks:
  - “Do these words rhyme?” (yes)
  - “How do you know?” (sound the same at the end)
  - “What part of the word helps you know that they rhyme? The beginning or the end?” (end)
  - “What is the beginning sound in ‘moose?’” (/m/)
  - “What is the ending chunk in ‘moose?’” (/oos/)
  - “Can you think of another word that rhymes with ‘moose’ and ‘goose?’” (“juice,” “loose,” “spruce”)
5. Teacher says: “boot,” and then shows the **Work Time Picture Card: boot**.
6. Teacher repeats steps 2–4 with this second set of words.
7. Teacher says: “Let’s see if we can be detectives and find words that rhyme in our poem.”
8. Teacher invites students to recite the first two lines of the **enlarged poem: “The Grumpy Iguana”** aloud.
9. Teacher asks:
  - “Did you hear any words that rhyme?” (yes)
  - “Which words rhyme?” (“gate,” “late”)
  - “How do you know they rhyme?” (same ending sound)
10. Teacher says: “Let’s check: /g/ /ate/ and /l/ /ate/. You’re right. They have the same ending sound!”
11. Repeat steps 8–10 with the rest of the poem.
12. Teacher says: “Let’s recite this entire poem aloud together now, feeling the rhyme in our bodies and mouths. Every time we hear a rhyming word, we’ll jump.”
13. Teacher and students recite the poem together, jumping for the rhyming words.
14. Teacher invites students to listen to this list of words: “you,” “do,” “blue.”
15. Teacher asks:
  - “Can anyone think of another word that rhymes with these words?”
16. Teacher invites students to talk to an elbow partner or whisper the answer into their hand.
17. Teacher recites all the rhyming words aloud (“you,” “do,” “blue,”) and adds words provided by the students.

### Meeting Students' Needs

- During step 6, scaffold students' growing understanding that it is the final sound that determines whether or not a word rhymes by showing the picture of the rhyming word.

- Hearing rhymes can be challenging for some students. Providing the pictures in steps 1–9 allows them to successfully produce rhyming words, which they can then analyze to identify the sounds that match in those words.
- Consider extending Work Time A to include pointing to each word as students recite it and then, each time they jump on a rhyming word, have them say the word “stop.” Circle the words that rhyme each time the students say “stop.” Invite students to notice if they see anything similar in the words you circle.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:
  - “How do we know that ‘you’ and ‘do’ are rhyming words?” (have the same ending sound: “oo”)
  - “How might knowing rhyming words help us with reading and writing?” (Responses will vary.)

### Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Example:
  - “When I say the words ‘you’ and ‘do,’ I hear \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.*

### Pre-Alphabetic:

- Practice activity: Which One Doesn’t Belong?
  - Students work with teacher to determine which of the pictures in a set of three does not rhyme with the other two.
  - Starting with the first set, teacher supports students as they say the name of each picture.

- Students and teacher work together to identify the picture that does not rhyme and cross it out.
- Consider asking students to offer a new word that does belong (rhyme) with the other two.
- Repeat with the remaining sets of pictures.
- Additional Supporting Materials:
  - Copies of “Which One Doesn’t Belong?” (one per student)
  - Pencil or other writing utensil (one per student)

### **Early Partial Alphabetic:**

- Practice activity: Which One Doesn’t Belong?
  - Students work with teacher to determine which of the pictures in a set of three does not rhyme with the other two.
  - Starting with the first set, teacher supports students as they say the name of each picture.
  - Students and teacher work together to identify the picture that does not rhyme and cross it out.
  - Consider asking students to offer a new word that does belong (rhyme) with the other two.
  - Students repeat with the remaining sets of pictures with less teacher support.
- Additional Supporting Materials:
  - Copies of “Which One Doesn’t Belong?” (one per student)
  - Pencil or other writing utensil (one per student)

### **Late Partial and Early Full Alphabetic:**

- Independent practice activity: Do They or Don’t They Rhyme?
  - Students work independently to determine whether or not all the words in each row of pictures rhyme. They cross out any that don’t rhyme with the others in the row.
  - Students say the name of each picture.
  - Students identify any picture that does not rhyme and cross it out.
  - Consider asking students to compare their choice with a classmate.
  - Consider asking students to draw and label a new word next to the set that does belong (rhyme) with the other two.
- Additional Supporting Materials:
  - Copies of “Do They or Don’t They Rhyme?” (one per student)
  - Pencil or other writing utensil (one per student)