



Daily and Supporting Learning Targets

- Opening A: I can identify the name and sound for the letters “h,” “p,” “a,” “t,” “c,” and “n.” (RF.K.3)
 - 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 identify words that don’t rhyme and produce a new rhyming word when provided a new initial sound.
- Record students’ progress on the Snapshot Assessment.

Agenda

1. **Opening (5 minutes)**
 - A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “c,” and “n”
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: “My Cat, Noodles” (handwrite on chart paper, display electronically, or enlarge a photocopy)
 - Pictures of a bed, hat, and car for use during Work Time A (see supporting materials)
 - Articulatory Gestures chart (from Lesson 16)
 - 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 (L)
- creek, newt, peek (T)

Materials

- ☑ Enlarged poem: “My Cat, Noodles” (to display; from Lesson 16)
- ☑ Large pointer (optional; for teacher to point to words in poem as the class recites)
- ☑ Work Time Picture Cards: “bed,” “hat,” “car” (one of each for display; from Lesson 15)
- ☑ Articulatory Gestures chart (from Lesson 16)
- ☑ Snapshot Assessment (optional; one per student)

Opening

A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “c,” and “n”

- (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 “h”: “h, house, /h/” and repeats.
 3. Teacher asks students to join in the Letter-Sound Chant for “h”: “h, house, /h/” and repeats.
 4. Repeat steps 2–3 with “p,” “a,” “t,” “c,” and “n.”
 5. Teacher says: “Great job! Knowing the sounds for letters will help us become better readers.”

Meeting Students’ Needs

- Refer to the Articulatory Gestures chart (see Lesson 16 supporting materials) as needed to support students in producing sounds for each letter.

Work Time

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.”
- Begin the Rhyme Time instructional practice:
 1. Teacher says: “We’re going to explore some sounds in words in the poem again today, but before we do that, we’re going to play a game. This is how it goes: I’ll say a word and then point to an object. You’ll say the name of the object, and then we’ll figure out if the two words rhyme or don’t rhyme.”
 2. Teacher says the word: “bee,” then touches his or her knee and says: “/n/...” while students say: “knee.”
 3. Teacher invites the 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 us know that they rhyme? The beginning or the end?” (end)

“What sound do they both have at the end?” (/ē/)

“Can you think of another word that rhymes with ‘bee’ and ‘knee?’” (Responses will vary.)
 5. Teacher says the word: “bee,” then touches his or her foot and says: “You say /f/...”
 6. Students say: “foot.”
 7. Teacher invites students to say both words.
 8. Teacher asks:

“Do these words rhyme?” (no)

“How do you know?” (don’t sound the same at the end)
 9. Teacher repeats steps with the following pairs of words: “tall”/“wall” and “chair”/“door.”
 10. Teacher says: “Let’s see if we can be detectives and find the rhyming words in our poem.”
 11. Teacher invites students to recite the **poem** aloud with him or her together.
 12. Teacher asks:

“Did you hear any rhyming words?”

“What words rhyme?”

“How do you know they are rhyming words?”

13. Teacher invites students to stand and recite the first two lines together, jumping when they hear a rhyming word. Teacher asks:
 - “What words did we jump on?” (“day” and “play”)*
 - “What part of the word makes them rhyme? The beginning or the end?” (end)*
14. Repeat step 13 with the next two lines of the poem, jumping on “cute” and “newt,” and then “creek and “peek.”
15. Repeat step 13 with the final three lines of the poem, jumping on “fast,” “last,” and “past.”
16. Teacher says: “Let’s recite this entire poem aloud together now, feeling the rhyme in our bodies and mouths.”

Meeting Students’ Needs

- Providing the initial sound in step 2 while indicating the object (“knee”) of the rhyming word scaffolds students’ growing understanding that it is the final sound that determines whether or not a word rhymes.
- Hearing rhymes can be challenging for some young students. Pointing to the objects (knee, chair, foot, wall, door) in steps 2–7 allows students to successfully produce the words, which they can then analyze to identify the sounds that match in those words.
- Consider extending Work Time to include pointing to each word as students recite it and have them say “stop” when they’ve jumped on a rhyming word. Circle those words. Invite students to notice if they see anything similar in those words.

Closing and Assessment

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 ‘creek’ and ‘peek’ are rhyming words?” (have the same ending sound)*
 - “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 made the sounds for the word _____, I _____.”

Differentiated Small Groups: Work with Teacher

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.
- 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)

Late Partial and Early Full 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 allowing individuals or partners do some on their own.
- Ask 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)