



Daily and Supporting Learning Targets

- Opening A: I can match words that rhyme by the sounds I hear. (RF.K.2)
 - When given a word, I can create a new rhyming word by changing the first sound in the word.
- Work Time A: I can point to each word in a poem as I read it.
 - I can create a new rhyming word by changing the first sound. (RF.K.1, RF.K.2)
 - I can point to each word in a line of memorized text.
 - I can point to words in a shared poem.
 - When given a word, I can create a new rhyming word by changing the first sound in the word.
 - I can listen to the teacher segment a spoken single-syllable word and copy the procedure.
 - I can segment onset and rime in a single-syllable word.

Ongoing Assessment

- Observe students during the Opening and Work Time. Determine whether they can hear and match the rimes.
- Observe students during Work Time A. Determine whether they can follow along with the poem using one-to-one correspondence.
- Record students' progress on the Snapshot Assessment.

Agenda

1. **Opening (5 minutes)**
 - A. Make a Match
2. **Work Time (10–15 minutes)**
 - A. Interactive Sentence Building
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Copy and cut apart Rhyming Picture Cards.
- Write lines of interactive poem: “What Do You Want to Do?” with some words missing, on sentence strips for display (see Teaching Notes for explanation).
- Copy and cut apart Word Cards: “fish,” “bike,” “dog.”
- Prepare the 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

- interactive, segment (L)

Materials

- ✓ Rhyming Picture Cards (see supporting materials)
- ✓ Interactive poem: “What Do You Want to Do?” (each line written on a sentence strip, with one word missing from some lines; see supporting materials)
- ✓ Word Cards: “fish,” “bike,” “dog” (one of each to be placed on missing spaces in poem)
- ✓ Tape (to affix the Word Card to the poem)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Make a Match

- (Suggested transition song, sung to the tune of “Frère Jacques”):
“Now it’s match time, now it’s match time. Hear the words, hear the words. Match the endings together, match the endings together. Make a pair, make a pair.”
- Begin the Make a Match instructional practice:
 1. Students stand in a circle to “fish” for matches.
 2. Teacher says: “Today we are going to challenge ourselves to use what we know about rhyming sounds to match rhyming words together.”
 3. Teacher places **Rhyming Picture Cards** facedown in the middle of the circle.
 4. Teacher says: “When I say ‘it’s time to fish,’ each person is going to use their imaginary fishing pole to pick up a Rhyming Picture Card from the imaginary pond.”
 5. Teacher models using the imaginary fishing pole to pick up a Rhyming Picture Card.
 6. Teacher says: “Once you have your Rhyming Picture Card, you will try to make a match. You will find the person who has a Rhyming Picture Card that rhymes with your Rhyming Picture Card. Once you’ve found that person, you have made a match!”
 7. Teacher models how to make a match, choosing cards from the lesson. Teacher hands one matching Rhyming Picture Card to a student volunteer and keeps the other.
 8. Teacher says: “I have a Rhyming Picture Card of rain. I am going to ask (insert name of student) if he or she has a picture that rhymes with ‘rain.’”
 9. Teacher shows his or her card to the class (example: “rain”) and asks a student volunteer to show his or her card to the class (example: “train”).
 10. Teacher asks:
“Do I have two cards that match?” (yes)
“What makes them match?” (They both have an “-ain” ending.)

11. Teacher says: "Yes! We have made a match! So, we will sit down together with our matching Rhyming Picture Cards."
12. Teacher says: "Now it's your turn to make a match. It's time to fish!"
13. Students "fish" for cards, find partners, and decide together whether their cards rhyme with each other.
14. Partners sit down when they find a match and share their rhyming words with the class, if time allows.
15. Teacher says: "We have just matched pictures that rhyme. Next, we will find missing rhyming words together."

Meeting Students' Needs

- If students need help finding a match, provide sentence starters for them to use.
Example:
 - "I have the picture 'bed.' Do you have a picture that rhymes with 'bed,' that ends with '-ed'?"
- Circulate while students search for a match, guiding them to find their partner if they have trouble.

Work Time

A. Interactive Sentence Building

- (Suggested transition song, sung to the tune of "I'm a Little Teapot"):
"Now let's all be writers, word by word. Finish the sentences we just heard. When we choose a word, it will rhyme. It sounds just right, let's do it all the time!"
- Begin the Interactive Sentence Building instructional practice:
 1. Teacher displays **Interactive poem: "What Do You Want to Do?"** with some words missing (see Teaching Notes and supporting materials for guidance).
 2. Teacher says: "It looks like some of the words for our poem are missing! Let's see if we can figure them out!"
 3. Teacher reads the first line of the poem: "Do you want to make a wish?"
 4. Teacher reads the second line of the poem with the final word omitted: "Or do you want to catch a ____?"
 5. Teacher asks:
 - "Hm. What word would rhyme with 'wish' and make sense in this sentence?" ("fish")***
 - "How do we know that 'wish' and 'fish' rhyme?" (They both end with "-ish.")***
 6. Teacher says: "Let's check! Listen to how I segment (separate) the first sound from the ending chunk in 'wish': /w/-/ish/. I hear /ish/ at the end of 'wish.'"
 7. Teacher asks:
 - "Who can do that with the word 'fish'?"***
 8. Teacher says: "'Wish' and 'fish' rhyme. They both end with '-ish.' Now let's find that word."

9. Teacher displays the **Word Cards: “fish,” “bike,” “dog.”**
10. Teacher asks:
“How can we figure out which word is ‘fish’?” (find word that begins with /f/)
11. Teacher says: “Yes, we can find the word that begins with /f/.”
12. Student volunteer finds the word “fish” and places it at the end of the sentence.
13. Teacher rereads the two sentences, modeling one-to-one correspondence as students follow along.
14. Repeat steps 3–13 with lines 3 and 4, then 5 and 6, of the poem, if time allows.
15. Teacher rereads the entire poem, modeling one-to-one correspondence, while students follow along.

Meeting Students’ Needs

- Consider stretching each rhyming word so that students can hear the ending sounds (rime).
- Consider extending this practice by asking students to identify how many syllables are in each word (one) and to identify the vowel letter in each word and the sound it makes. This continues to lay the groundwork for developing the important understanding that every syllable contains one vowel sound.

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:
“When we match rhyming words, what part of the word are we listening to?” (the ending)
“How might that help us with reading or writing?” (Responses will vary.)

Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Example:
 — “When I listened to the sounds in ____, I ____.”

Differentiated Small Groups: Work with Teacher

Suggested Plan: Teacher works with the Pre-Alphabetic and Partial Alphabetic groups. At this point in the year, the teacher may be ready to meet with three rather than just two groups per day. If so, the teacher should work with students in the Full and Consolidated Alphabetic phases at

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least once per week. The teacher may choose to guide students through the suggested independent activity or refer to the possible practice activities.

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: Teacher guides students in sorting rhyming pictures.
 - Students cut apart Rhyming Picture Cards.
 - Teacher guides students in matching rhyming pictures.
 - Students paste pictures on Rhyme Matching sheet.
- Additional Supporting Materials:
 - Rhyming Picture Cards (one set per student; used also in Opening A)
 - Rhyme Matching sheet (one per student)
 - Scissors and glue sticks (one of each per student)

Partial Alphabetic:

- Practice activity: Students sort rhyming pictures.
 - Students cut apart pictures from Rhyming Picture Cards.
 - Students sort and paste pictures on Rhyme Matching sheet.
- Additional Supporting Materials:
 - Rhyming Picture Cards (one set per student; used also in Opening A)
 - Rhyme Matching sheet (one per student)
 - Scissors and glue sticks (one of each per student)

Full and Consolidated Alphabetic:

- Independent Practice activity: Students sort pictures by rhyme pattern.
 - Students cut apart Rhyme Pattern Pictures.
 - Students sort and paste pictures on Rhyme Pattern Sort sheet.
- Conference with students about Accountable Independent Reading.
- Choose a lesson from the K–2 Continuum to extend the students' learning. (Refer to the students' assessment data and the Assessment Conversion chart to determine an appropriate lesson or group of lessons.)
- Additional Supporting Materials:
 - Rhyme Pattern Pictures (one per student)
 - Rhyme Pattern Sort sheet (one per student)
 - Scissors and glue sticks (one of each per student)