

Heather Perlmutter
Grade Level: 1st grade
Number of children: 17
Estimated length of lesson: 45 minutes

Poetry Lesson

Materials:

- “Rhyming at the Zoo” game
- Index card puzzles
- Dry Erase marker
- Board
- Poem

Objectives:

ACOS Objectives:

- 1.) Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.

Learning Goals:

Each individual student will gain an understanding as to what rhyming words are through a whole group activity and partner support.

Engagement:

Tell the students that today we will be learning about words that rhyme. Ask students what “rhyming” means. After they guess, tell them that you have an example of rhyming. Read them a poem.

Procedures:

1. Have students sit on the carpet in an orderly fashion.
2. Engage the students through discussion of what “rhyming” means.
3. Read a poem to the students.
4. Clarify what “rhyming” means.
5. Ask for students to tell the class some words that rhyme. Model an example on the board.
6. Explain the “Rhyming at the Zoo” game.
7. As a class, participate in the game together for more clarification as to what rhyming words are.
8. After the game, explain IN DETAIL the instructions for the puzzles. Discuss how partners should act and how the puzzle pieces work.
9. Ask for questions.
10. Pair students off and dismiss them quietly. Let each pair work on a puzzle.
11. Assess the students on rhyming words through the puzzles.
12. When completed, have all students come sit on the rug and discuss rhyming words in a “wrap up” conversation.

Question(s):

1. Why is it important to know what words rhyme?
2. How do we know when words rhyme?
3. Do all words rhyme with one another? Why does cat and hat rhyme but not dog and hat?
4. What are some ways that we can see if words rhyme or not?
5. What is it called when someone writes a story that rhymes?

Wrap-up:

After having the students work on the puzzles, bring them back to the rug to discuss rhyming words in a concluding conversation.

Assessment:

The assessment for this assignment is if the can accurately do the puzzles: 5 for staying on task and working the puzzles correctly; 3 for partially staying on task and partially working the puzzles correctly; 1 for not staying on task and/or not working on the puzzles correctly.

Evaluation:

1. Were the students able to rhyme correctly?
2. Were they on task the whole time?
3. Were the students able to correctly work with their partner and puzzle pieces with very little teacher assistance (ie: spelling, letters, phonemic awareness, etc.)?

Reference: Heather Perlmutter