

Learning Experience 1

Name of Lesson/Activity & Time Required

Identifying Rhyming Words 30-40 min.

Giraffe and a Half by Shel Silverstein

Grade Level

Kindergarten

Identifying for Individuals with Diverse Learning Needs

MJ Learning delays, needs one on one support to stay focused and follow directions. Needs consistent one step directions to follow tasks through to the end. Needs writing support, as he is familiar with most of his letters and some of the letter sounds, but is not familiar with sight words or fragmenting. Will dictate thoughts for him and write them down. He will copy words next to or below the sentence written.

JW Is on target in most areas, needs support in sounding out and fragmenting words at times, extending activities and taking things to the next step help to challenge him consistently.

Focus & Rationale

The focus of this activity is to get children thinking about rhyming words. We will read Giraffe and a Half by Shel Silverstein together and find the words that rhyme in the book. We will then record rhyming words we think of as a group on an anchor chart. Once we do that, the children will choose a rhyming word pair and write two sentences with the words and draw a picture to go with it. This will be a beginning of our poetry unit, introducing and identifying rhyming words before we get into meter and types of poems. This will help to introduce to the children words that go together and rhyme, and why they rhyme.

<i>Standards</i>	<i>Objectives</i>	<i>Assessment</i>
CCSS.ELA-Literacy.RF.K.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <u>CCSS.ELA-LITERACY.RF.K.2.A</u> Recognize and produce rhyming words.	Children will verbally identify words that rhyme. Children will write words out phonetically based on their own knowledge of letter sounds.	The formal assessment will be that of rubric assessing students written work (and what they do while they are writing). The informal assessment will be observation (anecdotal note taking page) of students demonstrating their ability to verbally identify words that rhyme (will be written on chart).

Vocabulary & Academic Language Demands

Rhyming

Poetry

Ending Sounds

Rhyming Word Pairs

I will be inserting short phrases and explanations that define and explain the target words. I will be modeling examples to show connection to the words. These vocabulary terms are directly related to my lesson objectives. They are necessary to complete the activity. I will be assessing students understanding of these terms at the beginning of the lesson, throughout the main chunk of the lesson and during the end of the lesson. These assessments will be in the form of spoken and written. The word 'rhyming' will be discussed as a group before I explain to them what it means. We will keep this in mind as we read the story. Then, we will discuss what we saw about 'rhyming' within the story and write down examples. This will be an introduction to poetry. We will talk about the main idea of poetry, and I will ask them what they think it is, again, before we talk about the actual meaning of it. We will start simply with rhyming words and continue to build on those until we are ready to move on to a more complex form of poetry (ie. meter, different types of poems, etc). We will discuss that, oftentimes, words that rhyme have the same ending sounds but different beginning sounds. Together, we will look at examples and of words with the same ending sounds from our book, and through discussion. This is what we will write on our anchor chart before we move on to writing.

Materials Preparation

Book, large paper for anchor chart, marker, writing journals, pencils, crayons, color pencils.

The Learning Experience

<i>Component</i>	<i>Time & Grouping</i>	<i>Procedures/Directions</i>	<i>Planned Questions to ask Students</i>	<i>Planned Differentiation</i>
<i>Anticipatory Set/Hook</i>	10-15 minutes Whole Group	Discuss the word 'rhyming'. Discuss the word 'poetry'.	What does the word 'rhyming' mean? What does it mean to rhyme, or to see words that rhyme? How can we make a 'rhyme'? Where do you often hear rhyming? What do you think of when you hear the word 'poetry'? What does poetry mean? Where do you hear poetry?	I will be looking for "beginning to" rather than mastery in this activity. These will be probing questions to start out the activity to get the children's wheels turning. I will be prompting and supporting as needed during this time.

		<p>Invite students to think about these things as we read the story.</p> <p>Discuss rhyming words that we heard during the story.</p> <p>Write the rhyming pairs on anchor chart.</p> <p>Discuss 'ending sounds'.</p> <p>Discuss poetry once again.</p> <p>Model directions to students by going through activity together with them.</p> <ol style="list-style-type: none"> 1. Choose a rhyming pair 2. write two sentences with the rhyming pair, one sentence per word. 3. Draw a picture to go with your rhyming pair sentences and color. 	<p>How do you make a poem?</p> <p>What do you notice about most of the rhyming words that we have written? (If no response) I notice that most of our rhyming words we have written here have the same endings. The same ending sounds. The beginning sounds can be different, but the endings are the same!</p> <p>What makes the books we read 'poetry'. How do you know? Do you notice that the words that rhyme are almost always at the end of the sentence? Why do you think that is?</p> <p>We are going to use the rhyming word pairs to write our own short poem. Here is an example of using a rhyming word pair in two sentences to create a poem. 'There is a green <i>bug</i>. I want to give it a big <i>hug</i>.'</p>	
Main Activity	20-25 minutes small group			During this activity, I will repeat steps to students in the center with me as we go

		Start activity. Use directions above.		through it together. We will look at and compare what we see on each paper.
Closure	5 minutes	I will summarize the learning from this lesson by looking at the different creations with all the children. We will let them dry and decide what to use them for (hang them up, use as a backdrop or for writing etc.)		

Learning Experience 2

Name of Lesson/Activity & Time Required

Finding Rhyming Pairs 20-30 min.

Grade Level

Kindergarten

Identifying for Individuals with Diverse Learning Needs

MJ Learning delays, needs one on one support to stay focused and follow directions. Needs consistent one step directions to follow tasks through to the end. Needs writing support, as he is familiar with most of his letters and some of the letter sounds, but is not familiar with sight words or fragmenting. Will dictate thoughts for him and write them down. He will copy words next to or below the sentence written.

JW Is on target in most areas, needs support in sounding out and fragmenting words at times, extending activities and taking things to the next step help to challenge him consistently.

Focus & Rationale

The focus of this activity is to get children thinking about rhyming word pairs. There will be no words to look at, only pictures of the words we talked about previously on our anchor chart. The children will have to think about the sounds each word makes in order to find their rhyming partner. They will be up and moving during a lot of this activity, and there will be a lot of interaction between the students to figure out which words are pairs and which are not. They will need to be actively listening to the sounds each word makes in order to make the connection between the rhyming words. This will help solidify their understanding of rhyming words further as we continue our poetry unit.

<i>Standards</i>	<i>Objectives</i>	<i>Assessment</i>
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<p>CCSS.ELA-Literacy.RF.K.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Children will verbally identify words that rhyme.</p> <p>Children will converse with one another to confirm and discuss words that rhyme, and words that do not rhyme.</p>	<p>The formal assessment will be that of rubric assessing their verbal and physically written partner work.</p> <p>The informal assessment will be observation (anecdotal note taking page) of students demonstrating their ability to verbally identify words that rhyme and working collaboratively.</p>
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Vocabulary & Academic Language Demands

Rhyming

Poetry

Ending Sounds

I will be inserting short phrases and explanations that define and explain the target words. I will be modeling examples to show connection to the words. These vocabulary terms are directly related to my lesson objectives. And they are necessary to complete the activity. I will be assessing students understanding of these terms at the beginning of the lesson, during the main chunk of the lesson and during the end of the lesson. These assessments will be in the form of spoken and written. The word ‘rhyming’ will be discussed as a group, we will go over the meaning of the word as we did in the lesson prior to this one. This will be a refresher on what the word rhyming means. We will talk about examples of rhyming words that we discussed and wrote on our anchor chart as well as any other rhyming words that the children think of. This is a continuation of an introduction to poetry. We will discuss that words that rhyme have the same ending sounds but different beginning sounds and we will remember this as we continue with our rhyming word pair activity. We will especially pay attention to sounds we hear that are the same (at the end of a word, because some words have the same beginning sounds but do not rhyme, the rhyming we are looking for happens at the END of a word).

Materials Preparation

Crumpled up paper (snowballs), pictures of words that rhyme (ie. a picture of a hat, and a picture of a rat), blank white paper, writing utensils and drawing tools (already out on the tables).

The Learning Experience

<i>Component</i>	<i>Time & Grouping</i>	<i>Procedures/Directions</i>	<i>Planned Questions to ask Students</i>	<i>Planned Differentiation</i>
<i>Anticipatory Set/Hook</i>	10-15 minutes	Recall what we learned about rhyming words during our previous lesson, when we read Giraffe and a Half, and	Before directions about activity:	I will be looking for “beginning to” rather than

	<p>Whole Group</p>	<p>look over our Anchor chart.</p> <p>Show students the rhyming 'snowballs'.</p> <p>Explain that each snowball has a picture on it. Each picture has a partner, another snowball, that has a picture of something that rhymes with that picture.</p> <p>For example, I have a snowball with a picture of a dog on it, I also have a snowball with a picture of a log on it. These two snowballs are partners because they both rhyme!</p> <p>I am going to spread all of the snowballs out on the floor and when I say go, I want you to go pick one up, and find someone that has the matching partner to your snowball. You will need to look at the picture on your snowball and say the name out loud so everyone knows what you have.</p> <p>You may walk up to other people with your snowball, show each other your pictures and say the name of your picture out loud. If the two words rhyme, then they are rhyming pairs and you may sit with your partner.</p> <p>Once everyone has found their rhyming partner, you and your partner will get a sheet of paper to write your rhyming pair and draw pictures of them together.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Toss snowballs out on the carpet 2. Say 'Go' and children go out and pick a snowball. 3. Look at your snowball, say the name of the picture on your snowball 4. Find a partner, show each other your pictures, say the name of your picture 5. If they rhyme, sit down. If they do not rhyme, find another partner and say the names of the pictures on your snowball. 6. Continue until you find your rhyming partner and 	<p>What do you remember about the word 'rhyming'?</p> <p>What does it mean to rhyme, or to see words that rhyme?</p> <p>How can we make a 'rhyme'?</p> <p>Where do you often hear rhyming?</p> <p>What do you remember about the rhyming words we wrote on our chart? What can you tell me about them?</p> <p>What do you think of when you hear the word 'poetry'?</p> <p>What does poetry mean?</p> <p>Where do you hear poetry?</p> <p>How do you make a poem?</p> <p>What do you notice about most of the rhyming words that we have written?</p> <p>(If no response) I notice that most of our rhyming words we have written here have the same endings. The same ending sounds. The beginning sounds can be different, but the endings are the same!</p> <p>What makes the books we read 'poetry'. How do you know?</p> <p>Where are the words that rhyme located? Why do you think that is?</p>	<p>mastery in this activity. These will be probing questions to start out the activity to get the children's wheels turning. I will be prompting and supporting as needed during this time.</p>
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		then sit down		
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Main Activity	20-25 Whole group/pairs.	Start activity, Use directions above.	During Directions about activity: If you and another person say the names of your picture, and the beginning sounds are the same, but the ending sounds are not, is that a rhyming pair? Why not? If you and another person say the names of the pictures on your snowball and the ending sounds are the same, but the beginning sound are different, is that a rhyming pair? Why? If students cannot find their rhyming partners (and the majority of students are sitting down with their partners): Lets help _____ find their rhyming partner. _____, will you say the name of the picture on your snowball? Who has a words that sounds like that, but with a different beginning	During this activity, I will be walking around to give assistance as needed (ie helping sound out words, giving examples, repeat steps etc.)
Closure	5 minutes	I will summarize the learning from this lesson by asking the rhyming pair partners to come up together and tell the class about their rhyming pair and show the pictures they drew.		

Learning Experience 3

Name of Lesson/Activity & Time Required

Grouping Ending Sounds 20-30 min.

Grade Level

Kindergarten

Identifying for Individuals with Diverse Learning Needs

MJ Learning delays, needs one on one support to stay focused and follow directions. Needs consistent one step directions to follow tasks through to the end. Needs writing support, as he is familiar with most of his letters and some of the letter sounds, but is not familiar with sight words or fragmenting. Will dictate thoughts for him and write them down. He will copy words next to or below the sentence written.

JW Is on target in most areas, needs support in sounding out and fragmenting words at times, extending activities and taking things to the next step help to challenge him consistently.

Focus & Rationale

The focus of this activity is to get children thinking about rhyming word families (words that have the same endings). We have spent time talking about words that rhyme, and rhyming word pairs. This is a continuation of learning about ending sounds in rhyming words. The children will focus on sorting the words into families based on the endings of the words and if the words rhyme. This will continue to lead us into our poetry unit where we will learn how to make poems and use our knowledge about rhyming words to help us do that.

<i>Standards</i>	<i>Objectives</i>	<i>Documentation</i>	<i>Assessment</i>
CCSS.ELA-Literacy.RF.K.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Children will verbally identify words that have the same endings. Children will physically sort the words with the same endings into groups. Children will distinguish between finding the same endings of words and words that have the same beginning.	The documentation will be that of written words on paper that the children will write once their words are physically sorted into groups.	The formal assessment will be that of a rubric checklist and will be assessing the categorizing the children do. The informal assessment will be observation (anecdotal note taking sheet) of students demonstrating their ability to physically sort the ending families.

Vocabulary & Academic Language Demands

Rhyming

Poetry

Ending Sounds

Word Ending Families

Grouping

I will be inserting short phrases and explanations that define and explain the target words. I will be modeling examples to show connection to the words. These vocabulary terms are directly related to my lesson objectives. And they are necessary to complete the activity. I will be assessing students understanding of these terms at the beginning of the lesson, during the main chunk of the lesson and during the end of the lesson. These assessments will be in the form of spoken and written. The word 'rhyming' will be discussed as a group, we will go over the meaning of the word as we did in the lesson prior to this one. This will be a refresher on what the word rhyming means. We will talk about examples of rhyming words that we discussed and wrote on our anchor chart as well as any other rhyming words that the children think of. We will go more in depth about ending sounds and the ending of rhyming words, what this means and why the ends of the words are important. This is a continuation of an introduction to poetry. We will discuss that words that rhyme have the same ending sounds but different beginning sounds and we will remember this as we continue with our ending family sort. We will especially pay attention to words we see that have the same ending (because some words have the same beginning sounds but do not rhyme, the rhyming we are looking for happens at the END of a word).

Materials Preparation

popsicle sticks with words glued to them, small jars or cups with 'endings' of words taped to them, worksheet with 'word ending' categories. Writing utensils.

The Learning Experience

<i>Component</i>	<i>Time & Grouping</i>	<i>Procedures/Directions</i>	<i>Planned Questions to ask Students</i>	<i>Planned Differentiation</i>
<i>Anticipatory Set/Hook</i>	10-15 minutes Small group	Go over rhyming, beginning sounds and ending sounds. Talk about what sorting means. (grouping things together that are the same, or have the same things) Directions: <ol style="list-style-type: none">1. Look at all jars and each ending for each jar2. Look at words on popsicle sticks.3. Match words on popsicle sticks to the endings on the jars4. Place popsicle stick words in jars with matching endings.5. Write words for each jar on paper	Before directions about activity: What can you recall about rhyming words? What does it mean to rhyme, or to see words that rhyme? What do you remember about the rhyming words we wrote on our chart? What can you tell me about them? What is important about ending sounds in rhyming words? What about beginning sounds? What do you notice when you look at our jars here?	I will be looking for "beginning to" rather than mastery in this activity. These will be probing questions to start out the activity to get the children's wheels turning. I will be prompting and supporting as needed during this time.

		categorized for each ending. 6. Go over words in each category		
Main Activity	20-25 small group	<p>Start activity.</p> <p>Use directions above</p> <p>We will begin the activity by going over what we have learned about rhyming words.</p> <p>I will show the children the popsicle sticks words and go over what sorting means.</p> <p>We will talk about the ways in which we will sort the words.</p> <p>Each jar has an 'ending' taped to the front so we know where to sort the words.</p> <p>Each group of words we sort will have the same ending and ending sound.</p> <p>When we begin they will be mixed up on the table and students will have to sort them by their endings into the jars.</p> <p>When they have finished sorting, they will write the words from each ending family on a worksheet that has columns for each ending family.</p> <p>We will go through the words and identify each family when done.</p>	<p>During Directions about activity: How can you make sure that the popsicle word you put in the jar is part of that family? If two words have the same beginning but a different ending, are they apart of the same ending family? How do you know?</p>	<p>During this activity, I will be walking around to give assistance as needed (ie helping sound out words, giving examples, repeat steps etc.)</p>
Closure	5 minutes	<p>I will summarize the learning from this lesson by going through each ending word family with the students when the activity is complete and they have written the words on the categorizing sheet.</p>	<p>Which words are in ____ this category? Do you notice any words that do not belong? How do you know that each word is in the right family?</p>	

Learning Experience 4

Name of Lesson/Activity & Time Required

Hula Hoop (Venn Diagram) Word Sort 20-30 min.

Grade Level

Kindergarten

Identifying for Individuals with Diverse Learning Needs

MJ Learning delays, needs one on one support to stay focused and follow directions. Needs consistent one step directions to follow tasks through to the end. Needs writing support, as he is familiar with most of his letters and some of the letter sounds, but is not familiar with sight words or fragmenting. Will dictate thoughts for him and write them down. He will copy words next to or below the sentence written.

JW Is on target in most areas, needs support in sounding out and fragmenting words at times, extending activities and taking things to the next step help to challenge him consistently.

Focus & Rationale

The focus of this activity is to get children thinking about how to sort different words into different groups based on the letters and sounds they make. With three different sections using a hula hoop, left being the beginning sounds, right being the ending sounds, and middle having both the same beginning AND ending sounds (which will only be one word). This will help children to continue to look for and see the letters that we are sorting (like when we sort by the word endings with rhyming words). It is a continuation of the beginning of our poetry unit as the children develop knowledge about rhyming, how to see, and make, rhyming words.

<i>Standards</i>	<i>Objectives</i>	<i>Assessment</i>
CCSS.ELA-Literacy.RF.K.2.A Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Children will verbally identify words that have the same endings. Children will physically sort the words with the same beginning and endings into groups on a venn diagram.	The formal assessment will be that of a rubric checklist and will be assessing the sorting that children do. The informal assessment will be observation (anecdotal note taking sheet) of students demonstrating their ability to physically sort into groups of beginning and ending sounds/ parts of words.

Vocabulary & Academic Language Demands

Word Endings

Beginning sounds

Sorting

Venn Diagram

I will be inserting short phrases and explanations that define and explain the target words. I will be modeling examples to show connection to the words. These vocabulary terms are directly related to my lesson objectives. And they are necessary to complete the activity. I will be assessing students understanding of these terms at the beginning of the lesson, during the main chunk of the lesson and during the end of the lesson. These assessments will be in the form of spoken. We will discuss, and I will show them where we find the ending of words and what the ending consists of for this lesson. We will discuss where we find the beginning of words and what the beginning consists of for this lesson, I will show them examples with our words. We will discuss what it means to sort in terms of the activity we will do with the hula hoop venn diagram.

Materials Preparation

Two hula hoops, cut out words, some that start with S, some that end with 'ap'. "Titles" for each section of the hula hoop, one that has an 'S', one that has 'ap' and one that has both (for the middle).

The Learning Experience

<i>Component</i>	<i>Time & Grouping</i>	<i>Procedures/Directions</i>	<i>Planned Questions to ask Students</i>	<i>Planned Differentiation</i>
<i>Anticipatory Set/Hook</i>	10-15 minutes Small group	We will begin the activity by going over what we have learned about rhyming words. I will show the children the popsicle sticks words and go over what sorting means. We will talk about the ways in which we will sort the words. Each jar has an 'ending' taped to the front so we know where to sort the words. Each group of words we sort will have the same ending and ending sound.	Before directions about activity: What can you recall about rhyming words? What does it mean to rhyme, or to see words that rhyme? What do you remember about the rhyming words we wrote on our chart? What can you tell me about them? What is important about ending sounds in rhyming words? What about beginning sounds? What do you notice when you look at our jars here?	I will be looking for "beginning to" rather than mastery in this activity. These will be probing questions to start out the activity to get the children's wheels turning. I will be prompting and supporting as needed during this time.

		<p>When we begin they will be mixed up on the table and students will have to sort them by their endings into the jars.</p> <p>When they have finished sorting, they will write the words from each ending family on a worksheet that have columns for each ending family.</p> <p>We will go through the words and identify each family when done.</p>	<p>During Directions about activity: How can you make sure that the popsicle word you put in the jar is part of that family? If two words have the same beginning but a different ending, are they apart of the same ending family? How do you know?</p>	
Main Activity	20-25 small group	<p>Start activity.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Look at each section for sorting 2. Find words that match each section (beginning letter, ending, both) 3. place words in the section they belong in 4. Go over each section of words 		<p>During this activity, I will be walking around to give assistance as needed (ie helping sound out words, giving examples, repeat steps etc.)</p>
Closure	5 minutes	<p>I will summarize the learning from this lesson by going through each ending word family with the students when the activity is complete and they have written the words on the categorizing sheet.</p>		