LESSON PLAN by Ashley Vice

Lesson: Character and Action Identification with Rhymes

Length: 1 hour

Grade: 1st Grade

Adapted By: Carole Fraher
http://www.eduref.org/Virtual/Lessons/Language_Arts/Story_Telling/STT0009.html

Academic Standards:
Language Arts
1.5.3 Write simple rhymes.

Performance Objectives
- Given a word bank of ten verbs, students will rhyme each of the three bank words with two other words with 90% accuracy.

Advanced Preparation
Collect materials:
- *In the Tall, Tall Grass*, by Denise Fleming
- Storyboard on chalkboard with the following written on it:

  What is it?  What does it do?  Rhyming Words
  (character)  (action)

- Colored construction paper
- Individual storyboard models on worksheet
- Crayons

Procedure:

**Introduction/Motivation:** After finishing the lesson rhyming words yesterday the teacher asked the students to think about a time when they have seen animals or insects for tomorrow. To begin the lesson, ask the students about the animals they thought of yesterday. Ask, “What were the animals doing?” Then ask the students, “How would you describe the action of the animal?” (Knowledge) (Naturalist)

**Step-by-Step Plan:** For a prereading activity, being asking introduction questions. Next, use shared reading to read the story *In the Tall, Tall Grass*, by Denise Fleming. Before reading, though, ask the children what they think the book is about based on the title.

Next, after reading the story, ask the students to think about the different animals and insects in the book and the actions they were doing. Reread the story while stopping to fill in the characters, the actions of the characters and two rhyming words on the storyboard with the children’s help. When the story mentions the beetles, stop and ask,
“Why do you think the author choose to write that the beetles hurried?” (Analysis)
Finish rereading the story and finish writing the twelve characters from the story on the storyboard.

After that has been done, the students will respond to the story. Ask what the students liked about the story and what they did not. After the students get a chance to discuss their likes and dislikes, ask the following questions:

- Would the story be better without the actions of the characters? Why? (Evaluation)
- What is the main idea of the story? (Comprehension) (Students may need guiding with this question, the teacher might need to rephrase and ask students why they think the author wrote the story.)
- Why do you think there are so many rhyming words in the story? (Analysis)
- Can you tell me what would be different about the story if there weren’t rhyming words? (Linguistic)

After discussing the questions, tell the students they will get the chance to make a story board of their own which will be put into a classroom book. Give the students the individual storyboard model worksheet. Explain the direction, telling students to think of three animals or insects they want to put into the classroom book. Tell students to fill out the chart with the animals or insects, use a word from the word bank for the actions, and rhyme the action with two other words. (Linguistic)

**Closure:** When students are finished, have them cut out the chart and glue it onto construction paper. Tell students to decorate the border with pictures they want to use to help guide the classroom story. Ask questions like, “How do you choose what picture to draw in a story?” (Synthesis) When students finish the page, collect them. The pages should put together with spiral binding. Eventually, read the story to the class when the book has been put together.

**Adaptations/Enrichments:** Adaptations for the lesson: students who have problems with writing will cut out the base words and glue them onto the chart. The student will then write the two rhyming words. Enrichment activity for the lesson: students will write as many words they can think of when filling out the chart. Other students may do this activity as long as they finish their chart completely.

**Self-Reflection:** Questions to ask after the lesson has been taught:
Was the lesson successful? In what ways? How was it not successful?
Was the book helpful in showing students how rhymes can be used?
Did the students understand the worksheet after the class did a storyboard as a group?
Was the assessment successful?
Did the method of assessing help with knowing if the students could write simple rhymes?