

**MANCHESTER COLLEGE-- Department of Education**

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**LESSON PLAN by:** Shaina Clark and Abby Schwendeman

**Lesson:** Fall and Halloween Rhyming Words

**Length:** One Hour

**Age or Grade Intended:** 1st Grade

**Academic Standard(s):** Language Arts 1.1.7: Create and state a series of rhyming words.

**Performance Objectives:**

- When put into pairs, the students will be able to match one card that rhymes with another card with 80% accuracy.
- Using information about rhyming words from the book *J is for Jack-O'-Lantern* and the “Halloween Rhyme Time” game previously played, the students will be able to individually create a six lined poem about fall or Halloween with at least 3 correct sets of rhyming words.

**Assessment:**

- During the “Halloween Rhyme Time” game, the teacher will walk around the room and check each pair of students’ cards to see if they had 80% of them correct and check their name off an attendance list.
- Each student will individually turn in their poem written in their writer’s notebook at the end of Language Arts class before going to lunch and the teacher will check to make sure each student had 3 correct sets of rhyming words.

### **Advanced Preparation by Teacher:**

- The teacher will have a list of the students already paired for the game based on their reading comprehension skills.
- The teacher will make sure there is a set of the game cards for each pair of students. The teacher will need to have the book *J is for Jack-O'-Lantern* by Denise Brennan-Nelson and be prepared to read it.
- The teacher should have an easel and writing tools next to where they will be reading the book to list rhyming words as he or she goes along through the story.

### **Procedure:**

**Introduction/Motivation:** The teacher can start by asking the question “Who knows what holiday is coming up next?”(Blooms Taxonomy: Knowledge Level 1) After the students have answered Halloween, then the teacher can begin to introduce the book *J is for Jack-O'-Lantern*. “There is something different about this book we are about to read. Remember yesterday when we discussed rhyming words?” (Let the students answer)(Blooms Taxonomy: Knowledge Level 1) “Well, this book has lots of rhyming words in it.”

### **Step-by-Step Plan:**

1. Assemble the students to the large group reading area.
2. Engage students with introduction/motivation.
3. Read the story *J is for Jack-O'-Lantern*. (Auditory)
4. While reading the story, take time to write down rhyming words from each page on the easel next to you. (Visual/Spatial) While writing down the words, allow the students to help. For example, the teacher can ask the students to raise their hands and identify some

words that rhymed on each page.(Blooms Taxonomy: Knowledge Level 1) Also, the teacher could use other examples such as “Well, you said bat rhymes with cat. Are there any other words that rhyme with cat and bat?”(Blooms Taxonomy: Comprehension Level 2)

5. When finished reading the story and writing rhyming words on the easel, the teacher will send students around the room in their pairs from the list previously compiled.

(Interpersonal)

6. Once in their pairs, the teacher will give each pair a set of “Halloween Rhyme Time” cards. (Interpersonal)
7. The teacher will allow the students fifteen minutes to play the game.
8. The teacher will state that once each pair has completed the game, each student should keep their own cards and raise their hand.
9. When the teacher sees the pair’s hands, he or she will come over and check to see if the students completed the game with 80% accuracy and then check their names off on the list of the paired names.
10. After the teacher has checked off each pair of students, he or she will direct the students to go back to their desk and quietly pull out their writer’s notebooks and a pencil.

(Intrapersonal)

11. The teacher will then give the students directions to create a fall or Halloween themed poem of at least 6 lines consisting of at least three pairs of rhymed words. (Verbal-Linguistic)
12. The students will have 20 minutes of silent work time to finish the poem. If finished early, the students can draw a picture to go with their poem. (Visual/Spatial)

13. At the end of the 20 minutes, the teacher will do the closure.

14. After closure, the students will need to set their writer's notebooks on the teacher's desk and then line up to go to lunch.

**Closure:** During closure, the teacher will ask the students, "So who remembers the holiday that we discussed is coming up next?" (Allow the students to answer)(Blooms Taxonomy: Knowledge Level 1) Then ask, "What was the story called that we read today?" (Allow to students to answer)(Blooms Taxonomy: Knowledge Level 1) Finally, ask the students "Who remembers what was special about the book that we read today?" (Allow the students to talk about how the answer is rhyming words)(Blooms Taxonomy: Knowledge Level 1) Then end the lesson by saying, "Remember what we learned today about rhyming words, because we will be using them again tomorrow to write a short story."

### **Adaptation/Enrichment:**

#### **a. Learning Disability in Listening Comprehension:**

In order to help these students, the teacher will have check points where he or she stops and asks a question to make sure the students are following along. The teacher can re-enforce what has already been read.

#### **b. Mild Cognitive Disability:**

While writing the poem, the student will be provided with a list of words that rhyme to help assist the student in writing a quality poem.

#### **c. High Ability Reader:**

These students could have some rhyming words given to them in their stack of “Halloween Rhyme Time” cards that were not in the book to present them with more of a challenge.

**Self-Reflection:**

After the lesson is over, I would ask myself “Did the students follow and enjoy the story that was read?” “Did the students like the game ‘Halloween Rhyme Time’?” “Was the game effective in that the students learned from it?” After reading over the poems I would ask myself “Did the students understand what rhymes were and how to use them in the poem successfully?” After re-looking at all the material I collected from the students that day from observing, the check list, and the poems, I would ask myself “How successful was the lesson overall? Did the students grasp the concept of what rhymes were, how to identify them, and how to write them?”