

Concept/Skill/Theme: Rhyme Recognition	Duration: 10-minute One-on-One
Grade Level: Pre-Kindergarten	
Objectives-Goals: The student will be able to... <ul style="list-style-type: none"> → Recognize a rhyming pair → Match two words that rhyme to create a rhyming pair → Produce a rhyming pair when prompting with one word 	
Next Generation Sunshine Standards/Common Core Standards: LAFS.K.RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words FELD's Standard: 4 years-Kindergarten (48 months) <ul style="list-style-type: none"> ○ 2. Shows age-appropriate phonological awareness Benchmark A. Distinguishes individual words within spoken phrases or sentences.	
Concept Planning/Scaffolding: <ul style="list-style-type: none"> 1) Prompt Amayra to recall what the book "Pete the Cat and the Missing Cupcakes" was about. <ul style="list-style-type: none"> ○ "Can you describe what happened in the book we just read?" 2) Prompt Amayra to think about rhyming pairs. <ul style="list-style-type: none"> ○ "You were asked to feed Pete the Cat a cupcake when you heard something. What were you listening for?" <ul style="list-style-type: none"> ⚡ Correct answer is rhyming pairs or rhyming words ○ "Can you tell me what a rhyming pair is? I forgot!" <ul style="list-style-type: none"> ⚡ Correct answer is words that end with the same sound like pat and cat. ⚡ If Amayra struggles to answer this, help model by saying "I think pat and cat have the same ending sound, does this mean they're a rhyming pair? Yes it does! Pat and cat are a rhyming pair." 3) Tell Amayra that we are going to play a game about rhyming pairs! 	
Teaching Materials and Props: <ul style="list-style-type: none"> - Cupcake picture cut-outs (ex: a picture of a box on a cupcake) - Scissors - Tape 	Teacher Resources: <ul style="list-style-type: none"> - Cupcake print-out from Muse Printables
Lesson Steps/Procedure: (Engage, Explore, Explain, Elaborate, Evaluate) BEFORE LESSON/ ENGAGE: <ul style="list-style-type: none"> 1) To start the lesson, first model what is expected each "round" of the game. <ul style="list-style-type: none"> a. Lay out all of the cupcakes on the table. b. Pick up one cupcake and say what picture is on it. (EMPHASIZE THE ENDING SOUND) c. Pick up another cupcake and say what picture is on it (EMPHASIZE THE ENDING SOUND) d. Repeat both words one after the other, with emphasis on the final sound. Then say "Hm, are these words a rhyming pair?" e. Model both of the following: one rhyming pair and one non-rhyming pair. <ul style="list-style-type: none"> → "Yes because they end with the same final sound" → "No because they end with different sounds." f. If the two words are a rhyming pair, put the two cupcakes together and then place them off to the side. 	

DURING LESSON/ EXPLORE/ EXPLAIN:

- 2) Now that you have modeled what to do, help Amayra complete one match (**scaffold**).
 - a. Ask Amayra, "Go ahead and pick up one cupcake. What is on it?"
 - b. "Now, grab another cupcake. What is on that one?"
 - c. Compare the two words by **over-annunciating** each final sound. Repeat the words and say, "Do these words end with the same sound?"
 - "Yes because they end with the same final sound"
 - "No because they end with different sounds."
 - d. Be sure to encourage Amayra to repeat after you when you are saying each word.
 - e. Repeat this scaffolded step as many times as needed, until Amayra seems comfortable and confident solving a match on her own!
- 3) Ask Amayra to complete a match on her own (**independent practice**).
 - o While Amayra is attempting to solve a match on her own, make note of the ones she matches correctly and the ones she matches incorrectly.
 - o If she matches an incorrect pair, over-annunciate the word with Amayra and have her echo/repeat the final sounds. Help her understand that if they sound the **SAME** at the end, they are a rhyming pair. If they are **DIFFERENT** at the end, they are **NOT** a rhyming pair.

AFTER LESSON/ ELABORATE/ EVALUATE:

- 4) After Amayra has attempted to match all the rhyming pairs, go over each one by doing the following:
 - a. Pick up a rhyming pair.
 - b. Say both words with emphasis on the final sound and have Amayra repeat/echo you.
 - c. "These two words are rhyming pairs because they have the same final sound"
- 5) Now that she has had the opportunity to solve on her own and with scaffolded help, its time to assess her understanding through a quick review.
 - a. Hold up two random cupcakes and say, "Do these two words rhyme?"
 - o Have Amayra say the words by herself without your help. You can point to each picture on the cupcake to prompt her response, but do not verbally say each word.
 - b. Record her answer for that rhyming pair here:

Rhyming Pair	Box-fox	Girl-Squirrel	Sock-Lock	Boat-Goat	Cat-Bat	Bee-Tree
Correct ✓						
Incorrect ✗						

- c. Amayra will be assessed based on how many rhyming pairs she correctly identifies. This comes from the Phonological Awareness Skills Test (P.A.S.T). A score that shows mastery of rhyme recognition is a **5/6**.

Adaptations (special needs, ESOL, etc.):

For students with Special Needs: To adapt this activity, I could attach sticks to each of the cupcake cut-outs so that they are easier to grasp. I could also contain the cut-outs in a sheet tray or pan so that a student with mobility issues doesn't have to reach very far to grab a cupcake.

For ESOL Students: Since rhyming words don't translate directly into other languages, the only adaptation I can think of is to use simpler words depending on the level of the EL. Modeling might be needed much more frequently than for native speaking children.

<p style="text-align: center;">Higher Order Thinking Questions</p> <p>Remember: Recall what the book “Pete the Cat and the Missing Cupcakes” was about.</p> <p>Understand: “Can you describe what happened in the book we just read?”</p> <p style="text-align: center;">Gardner’s Intelligences Covered</p> <p>Linguistic in their ability to identify a rhyming pair.</p> <p>Logical in their ability to compare and contrast and then come to a conclusion.</p> <p style="text-align: center;">Webb’s Depth of Knowledge</p> <p>DOK-1: Student will be able to reproduce emphasis on final sounds in words.</p> <p>DOK-2: Student will be able to compare final sounds in different words.</p>	
<p>Types of Assessments: Summative, Formative, Observation etc.</p> <p>Formative: Amayra will be assessed based on the accuracy. She will be given a point for every correctly identified rhyming pair using the P.A.S.T. test.</p>	
<p>Follow-up Activities:</p> <p>Practice with Rhyme Production: Teacher says a word and then Amayra produces a rhyming word. This can be done with picture cards similar to this activity.</p>	<p>Home Connection:</p> <p>Amayra will be asked to keep identifying things around her that rhyme with the help of parents and teachers around her.</p>
<p>Self-Assessment and Reflection:</p> <p>After I finish this lesson, I will reflect on how Amayra performed and what my role was in her success or struggle by asking myself these questions:</p> <ul style="list-style-type: none"> - Did Amayra understand what a rhyming pair was better than before? - Was she able to correctly match more rhyming pairs than on her first attempt on the P.A.S.T.? - Did she understand the word from the picture on the cupcake cut-out, or was it difficult for her? 	