

Student Teacher Candidate: Peyton Allen  
Lesson Subject(s)/Title: Phonemic Awareness  
Lesson Date(s): 20 April 2017  
Course & Grade(s): 1<sup>st</sup> Grade

### INSTRUCTIONAL MATERIALS:

Index cards with pictures  
PowerPoint  
Pictures with magnets  
Worksheet with pictures that rhyme

### ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What is an onset and rime?  
Why do words rhyme?

### PURPOSE:

The purpose of this lesson is to get the students to recognize literary devices such as rhyming and to improve their oral language skills.

### SPECIFIC LEARNING OBJECTIVES: (clear, observable)

After the anticipatory set, the students will work with partners to generate and recognize rhyming pictures.

After singing verses of their rhyme words, the students will generate a rhyming word for a given keyword through a song called "Down by the Bay".

At the end of the lesson, the students will do a ticket out the door to assess their understanding.

### STANDARDS:

1.3. K.D. – Recognize literary devices

### ANTICIPATORY SET:

I will remind the students of onsets and rhymes and show them an example.

### INPUT/ ACQUIRE NEW KNOWLEDGE:

The students will be given index cards with pictures on each.

At a given signal, the students will walk around the classroom and find their "partner" with the matching rhyming word. Students should sit down with their partners when they have made a match. Once all students have found their rhyming partners, I will ask them if they know the song "Mary Had a Little Lamb." I will then tell students that they are going to be singing a different version of the song today. The song goes as follows:

Who has a word that rhymes with \_\_\_\_\_, rhymes with \_\_\_\_\_, rhymes with \_\_\_\_\_;  
Who has a word that rhymes with \_\_\_\_\_, Oh Yes! the word is \_\_\_\_\_.

\_\_(name)\_\_ has \_\_\_\_\_ which rhymes with \_\_\_\_\_, rhymes with \_\_\_\_\_, rhymes with \_\_\_\_\_.  
\_\_(name)\_\_ has \_\_\_\_\_ which rhymes with \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ they rhyme!

I will sing the song with the students, calling up one student from the pair and having the second student (the rhyming word) call out their word at the appropriate time in the song.

| Sensory Register                 | STM                                        | LTM                              |
|----------------------------------|--------------------------------------------|----------------------------------|
| Attention Recognition Perception | Focus Organization Rehearsal Visualization | Connections Elaborations Meaning |

### Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

### Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

### Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

### Complex Interactions

1. Discussion
2. Argumentation

### Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

### Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

### 9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

and/or

**APPLY/ DEEPEN NEW KNOWLEDGE:**

I will display "Down by the Bay" and point to each of the pictures and name each one aloud so students are familiar with them. I will read the chorus several times and have students sing or read with to familiarize themselves with the chant. With "Down by the Bay" on the PowerPoint, the students will choose from the board which pictures rhymes with the word capitalized on the PowerPoint.

**CLOSURE/ASSESSMENT:**

The students will be given a worksheet where they have to draw a line between the pictures in each box that rhyme. This will be their ticket out the door.

**HOMEWORK: (Purpose- Preparation, Practice, Expansion)**

The students will make a list of their own rhymes.

**EVALUATION/ASSESSMENT OF STUDENTS:**

The evaluation will be the ticket out the door.

**INSTRUCTIONAL PROCEDURES:**

**Time:**

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| <p>The teacher will:</p> <ol style="list-style-type: none"><li>1. Refresh the student's memories on onsets and rimes.</li><li>2. Give the students index cards and have the students sing a song with their rhyming word.</li><li>3. Show the students a PowerPoint and have them choose which picture rhymes with the capitalized word.</li><li>4. Give the students a worksheet as a ticket out the door.</li><li>5. Assign homework.</li></ol> | <p>The students will:</p> <ol style="list-style-type: none"><li>1. Find their matching rhyme with a partner.</li><li>2. Choose the correct rhyme to the PowerPoint.</li><li>3. Complete a ticket out the door for evaluation.</li><li>4. Be given homework.</li></ol> |
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