

## Mini-Lesson Plan

Lesson Title: Rhyme Centers      Lesson# 2      Date: Nov. 3<sup>rd</sup>, 2021  
    English  
    Language  
 Name: Katie Ellis      Subject: Arts      Grade(s): Kindergarten

**Rationale:**

This rhyming lesson is important because students will use their reasoning and investigative skills to practice their rhyming recognition at various rhyming centers. Students will practice their ability to identify and categorize based on oral rhyming patterns and word families. This lesson is important because it is developing the student's pre-reading skills and it strengthens their understanding of phonics in a fun, hands on way!

**Core Competencies:**

Communication	Thinking	Personal & Social
Communicating Students engage in informal and structured conversations in which they listen, contribute, and develop understanding. Students communicate by receiving and presenting information orally and visually.	Critical and Reflective Thinking: Students reflect on the information they receive through observation, experience, and other forms of communication to solve problems and apply criteria.	

**Big Ideas (Understand)**

Stories and other texts can be shared through pictures and words.

Playing with language helps us discover how language works.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.</li> <li>Explore foundational concepts of print, oral, and visual texts</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify rhyming words orally, visually and in writing.</li> <li>Students are strengthening their letter knowledge skills.</li> </ul>

**Instructional Objectives & Assessment:**

Instructional Objectives (Students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Students will be able to listen to the poem as it is read aloud and may choose to participate in the discussion.</li> <li>Students will be able to identify rhyming words based on visual prompts.</li> <li>Students will be able to categorize and group together words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Student's ability to engaging meaningfully and show whole body listening will be observed during the read aloud.</li> <li>Students ability to identify, categorize and group together words that rhyme will be observed during the center activities.</li> </ul>

<ul style="list-style-type: none"> <li>Students will be able to rotate through centers in an orderly fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Student's ability to wait their turn to speak and be supportive of their peers will be observed throughout the lesson.</li> <li>Student's ability to follow verbal and visual directions and their ability to rotate through centers will be observed.</li> </ul>
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#### **Prerequisite Concepts and Skills:**

-Active listening skills  
 -Letter knowledge  
 -Group participation skills  
 -Fine motor for manipulation of objects

#### **Indigenous Connections/ First Peoples Principles of Learning:**

Learning Involves Patience and Time: This lesson allows students to practice their language skills in a fun, hands on way to encourage them to spend time exploring rhyming patterns.

Learning is holistic, reflective, reflexive, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place): In this lesson students will be using their whole body to experience language and rhyming. As the students engage in the lesson they are reflecting on which words are related by sound. The students are encouraged to collaborate with their peers to work towards a group goal. It could be discovering the mystery words in the poem or finding rhyming pairs in the centers learning benefits the group.

#### **Universal Design for Learning (UDL):**

Strong use of visuals and manipulatives so students can participate regardless of their reading skills. Peer support from working in small groups; modeling the activity for each other. Poem is read aloud to students to help strengthen basic reading conventions, words are pointed to as they are read. Repeated exposure to words and sound patterns.

#### **Differentiate Instruction (DI):**

Narrow down choices for a student that is struggling to sort/categorize the pictures or blocks. Read aloud words with emphasis on the ending of the word so that the students are unable to decode so that they can focus on listening for a rhyme pattern.

#### **Materials and Resources**

Intro:  
 Chart paper/pens for displaying poem  
 Visual prompts for poem  
 Sticky tac

Centers:  
 Rhyme mats/pictures  
 Blocks for towers (10 X 4) with words/pictures  
 Picture puzzles for matching X2

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Invite students to join me on the carpet.</p> <p>Rhyming Poem- Read aloud poem, taking student guesses of the rhyming word, prompting with pictures, revealing rhyming words as the poem is read.</p>	<ul style="list-style-type: none"> <li>- Students find an appropriate spot to sit on the carpet.</li> <li>- Students are facing the instructor and following along as the text is read aloud.</li> <li>- Students are raising their hand if they want to guess what the next word in the poem is, using rhyming as their clue.</li> </ul>	5-10 minutes
<p>Body: Explain centers while students are still seated on the carpet. Emphasizing that rhyming means the <b>ending of the words sound the same</b>. Use students daily table seating for making groups. First center = where their name tag is. Timer will be set/buzzer will indicate time to rotate.</p> <p>Explain centers:</p> <ul style="list-style-type: none"> <li>• Rhyming puzzles: Lightly supervise as students match together the words/photos with the rhyming piece.</li> <li>• Rhyme mats: Lightly supervise as students find and match the photos of rhyming words.</li> <li>• Rhyming puzzles: Lightly supervise as student match together the puzzle pieces of pictures (word on the back) that rhyme.</li> <li>• Rhyming towers: Moderate level of monitoring needed as students try to stack blocks with rhyming words (and a picture/clue on the other side) together to make multiple different towers. Towers are each 4 pieces tall. Start with some towers semi-built and some examples of a complete tower.</li> </ul>	<p>-Students will participate in explanation of centers by listening with their whole bodies and raising their hand to ask questions or if they need clarification.</p> <p>-Students will go to their nametag to start their first center. They will share the materials with their peers.</p> <p>Collaboration is encouraged for solving the puzzles and finding rhyming pairs.</p> <p>-Students will rotate through the centers when the buzzer goes off.</p> <p>-Students will do their best to find and match together words and/or photos that rhyme.</p>	<p>20 minutes</p> <p>4 minutes explaining centers</p> <p>4 X 4 minute stations</p>
<p>Closure: Clean up the stations and come back to the carpet for a quick recap. Ask the students what their favourite center was? Favourite rhyming words?</p> <p>Maybe re-read the poem if there is time, emphasizing rhyming words.</p>	<p>-Students will help clean up the last center they are at.</p> <p>-Students will gather on the carpet and show they are ready to learn.</p> <p>-Students will participate in the discussion about their favourite centers or rhyming words.</p>	5 minutes

### Organizational Strategies:

Students will gather on the carpet for explanations of centers and pre/post lesson discussions.  
Students will start their first center at their nametag to help avoid confusion at the start of the centers.  
Students will be asked to point to their next center before transitioning.

### Proactive, Positive Classroom Learning Environment Strategies:

Students will move every 5 minutes or so to help keep them engaged.  
Students are familiar with the buzzer/timer when they are doing center work.  
Introduction and conclusion will be kept brief to maximize time spent engaging directly in language activities.

### Extensions:

Can use similar style centers but with different rhyming words.  
Can progress to fewer visuals as students reading skills improve.

### Reflections (if necessary, continue on separate sheet):

Complete this after the lesson is delivered

The lesson went very well. The students were engaged and enjoyed the poem. Some students made the spontaneous observation that the letters were the same ("they both end in a-t"). The centers were simple enough that a brief explanation sufficed, the rhyming towers were a favourite of the students. Even the few students that weren't quite understand the rhyming concept were having fun and engaging in matching and building activities.

If I were to do this lesson again I might reduce the number of puzzle pieces and maintain more control over them like I did with the blocks. There were so many puzzle pieces and I feel like I could have created success for some of the students by narrowing their search a bit more. Some students really thrived with the abundance of words and enjoyed searching for rhyming pairs.

### Resources

Rhyming Mats: Created by Kristin Cummings, MS., CCC/SLP

<http://www.teacherspayteachers.com/Store/Simply-Speech>

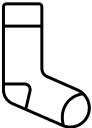





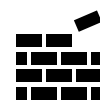
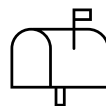













Rhyming Puzzles: Created by Little Humans Big Learning

<https://www.teacherspayteachers.com/Store/Little-Humans-Big-Learning>



[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.ca%2Fpin%2F74731675044360771%2F&psig=AOvVaw3pMOW54Tue6vGcAic6mcp&ust=1635306859976000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCIjSvPaW5\\_MCFQAAAAAdAAAAABAJ](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.ca%2Fpin%2F74731675044360771%2F&psig=AOvVaw3pMOW54Tue6vGcAic6mcp&ust=1635306859976000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCIjSvPaW5_MCFQAAAAAdAAAAABAJ)

Words/Pictures for Blocks (Rhyming Towers)

Sock 	Lock 	Rock 	Clock 
Bee 	See 	Key 	Tree 
Ball 	Fall 	Call 	Wall 
Snail 	Mail 	Pail 	Whale 
Cat 	Rat 	Bat 	Hat 
Star 	Bar 	Car 	Jar 
Big 	Dig 	Pig 	Twig 
Dog 	Frog 	Fog 	Jog 
King 	Ring 	Sing 	Wing 
Fun 	Sun 	Run 	Bun 