

Lesson 5

Rhyme With Me!



SAY

Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un! We are going to say our Rhyme With Me chant!
Repeat the chant after me!
"It's rhyme time!
We are going to have a fine time rhyming together today!"



DO

Say one sentence at a time of the Rhyme With Me chant and ask the students to repeat after you.



SAY

Let's practice our rhyming skills! When I say a word you say a rhyme. Ok?



DO

Wait for the students to say yes. Repeat directions as needed.



SAY

Think about a word that rhymes with: spoke. Whisper the word in your hand and hold it tight. We will share after we all have a chance to think first.



DO

Listen and watch as students think of a word. Provide support as needed.



SAY

Ok, let's hear them. What word rhymes with: spoke?

Lesson 5



DO

Repeat rhyme practices with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Rhyme List: sat, click, dock, slip, dot, knat, map, pat, sock, jet, lump, fan, send, win, time, dove, spoke

Words are Broken into Syllables!



SAY

We are going to say our Words are Broken into Syllables chant! Repeat the chant after me!

“Words are broken up into syllables!

Words are broken into syllables, to help us catch the rhythm and beat!”



DO

Say one sentence at a time of the Word are Broken into Syllables chant and ask the students to repeat after you.

Lesson 5



SAY

Let's practice our hearing syllables in words! Raise a quiet hand if you have ever heard of the word "syllable." A syllable is a beat in a word. So, if I say my name: _ _ _ _, I can clap out the beats in my name. Those are the syllables. Names and words can have 1, 2 or more syllables!

Listen to these words and clap them out with me. The first word is olive. Say the word and clap out the syllables.



DO

Observe and listen as students clap out the words and identify the number of syllables. Use scaffolded questions to support student's thinking. For example, what is the word? Clap out the word, how many times did you clap? So, how many syllables does the word have?



SAY

Yes, olive has 2 syllables. Listen, "ol|live". Great thinking! Let's try some more words.



DO

Follow the same procedure with the list of words. Repeat 2-3 times.

Syllable List: grey, cucumber, light, kite, running, snake, igloo, cat, penguin, horse, turnip, rabbit, walrus, sunshine, olive

Reviewing Letters



SAY

We are going to say our Learning Letters chant! Repeat the chant after me!
“It’s time to learn our letters!
It’s time to learn our letters to help us learn to read.”



DO

Say one sentence at a time of the Learning Letters chant and ask the students to repeat after you.
Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.



SAY

We are going to review all of letters today. First, let’s sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.



DO

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.



Reviewing Letters Instructional Practice

Below you will find guidance on how to facilitate this instructional practice. Use student data to inform specific focus area(s) for this additional practice.

Lesson 5



We are going to review the letters we explored so far. We are going to use our whiteboards. Let's get our **whiteboard, marker, and eraser** ready. Let's put our listening ears on.



Lead students through the instructional practice that is aimed at identifying the letters based on the sound the letter makes. Strategically decide the letters and order of letters to review based upon the data collected in **Level PR Unit 4 Post-Letter Learning Formative Assessment**.



What letter makes the “__” sound? Write the letter on your **whiteboard**.



Observe students to determine if they are able to identify the correct letter name and write the correct formation of the letter.



Great thinking! Yes, the letter ____ makes the “__” sound.



Repeat this instructional practice for all (A-Z) letters or select letters based on **Level PR Unit 4 Post-Letter Learning Formative Assessment**.



Great thinking! You know the letters _____. You can say their name, their sound, and you can write them. Super! Pat yourself on the back!

Lesson 5

Showcase of My Learning



SAY

This is so exciting! We are so very proud of all of your hard work on learning your letter names, sounds, and how to write them. We are going to complete a Gallery of **Learning My ABCs Books**. We've invited your family and other special guests to come celebrate your learning.



DO

Ask students to stand (or sit) behind their books. Ask students to place their books on the desk (or table or area) in front of them. Ask guest to rotate the room to visit the students to share their **Learning My ABCs Books**. Provide the **Showcase of Learning Prompts** to guests (What is your favorite letter and why? What are you most proud of? What did you learn?).