

Discipline: Reading, Writing, Speaking, and Listening
Standard Category: Reading, Analyzing, and Interpreting Literature
Lesson Focus: Identify and produce rhyming words

PA Standard(s):	Related TESOL Standard(s):
1.3.3C: Identify literary devices in stories. <ul style="list-style-type: none"> • Rhyme • Rhythm • Personification 	Goal 2: To use English to achieve academically in all content areas. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none"> • Listen to, and/or point to the number on the page, and/or hold up the appropriate number of fingers for each verse. 	Students will be able to: <ul style="list-style-type: none"> • Hear and orally identify the rhyming words in each verse and participate with the class in the shared reading of the selection. 	Students will be able to: <ul style="list-style-type: none"> • Hear and identify the rhyming words in the text and orally produce additional words that rhyme with the identified words.

Materials:

1. Over In the Meadow by Paul Galdone
2. Chart paper, colored markers
3. Pointer and/or highlighting tape

Procedure: (ESL suggestions are written in italics)

1. This lesson would be part of ongoing instruction in recognizing and producing rhyming words.
2. The first time the teacher reads aloud the story the students simply listen and look at the pictures.
3. The teacher rereads the story. *At the beginning of the rereading, the teacher will model how to point to the number on each page and hold up the correct number of fingers for each number..*
4. The teacher will also model how to orally identify the rhyming word for the number word. After the modeling, the teacher will lead the students in rereading and they will be asked to orally identify the rhyming words throughout the selection.
5. After rereading, the teacher will lead the class in pointing to and/or using highlighting tape to identify the rhyming pairs of words. As a class, the students will orally produce additional words that rhyme with the number words.
6. Shared Reading: The teacher will lead the class in rereading the story together. Students may take turns in using the pointer as the class reads. As a writing extension, the class can produce original lines for each verse:

Suggested Level:
Primary

Lesson Focus:
Identify and produce rhyming words

Teaching Strategies:
Whole group instruction

Modeling/reading aloud

Shared reading

Shared writing

Assessment Strategies:
Non-verbal and verbal means of identifying

Oral participation

Oral contribution

Over in the meadow

_____ (rhyming word for “two”)

Lived a _____

And her little _____ two

Assessment:

Teacher’s written anecdotal records of students’ participation using ESL Level Key Objectives as guidelines for expectations:

Beginning

Students will be able to listen to, and/or point to the number on the page, and/or hold up the appropriate number of fingers for each verse.

Intermediate

Students will be able to hear and orally identify the rhyming words in each verse and participate with the class in the shared reading of the selection.

Advanced

Students will be able to hear and identify the rhyming words in the text and orally produce additional words that rhyme with the identified words.

Notes: In order to promote a low-stress-level environment for the ESL student, reading stories with numbers in them may prove helpful. Modeling is a necessity.

As students attempt pronunciation, keep in mind that some English sounds are not part of other languages. Please note the chart below for examples (not a comprehensive list).

<u>Language</u>	<u>Sounds Not Part of the English Language</u>
Chinese	b cd d dg g oa sh s th th v z
French	ch ee j ng oo th th
Greek	aw ee I oo schwa
Italian	a ar dg h I ng th th schwa
Japanese	dg f I th th oo v schwa
Spanish	dg j sh th z

Bouchard, M. (2001). *ESL Smart!* West Nyack, NY: The Center for Applied Research in Education.