

Rhyming Poetry

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Overall Goal for the Lesson:

The students will see examples of rhyming poetry. Then given a word student will have to come up with words that rhyme in order to make their own poem.

Description of classroom, grade level, and students:

3rd grade Ages: 9-10

Average class(roughly 25 students)

Students will have a range of ability levels ranging from advanced to students with disabilities. These disabilities will include a child with autism, and a child who is blind.

Student Objectives for the lesson.

Given a word, students will be able to identify 6-8 words that rhyme.

Using these 6-8 words, students will be able to write their own rhyming poem.

Given opportunity for participation, students will write poems, read poems, and provide discussion with peers and teacher at least once a class period.

Length of Lesson

30 to 40 minutes. If student finishes early, student may illustrate poem.

Schedule of Activities:

- 1)First I will discuss with the student about what rhyming words are. We will discuss words that rhyme and give examples of words that rhyme.
- 2)Second I will show famous rhyming poems. I will read the poems aloud to the class.
- 3) Then I will have students come to the smart board and underline the words that rhyme.
- 4)After I will have a dice with words on it. As a class we will click on the dice to roll it. The dice will have different words on it. As a class we will come up with 6 to 8 words that rhyme with that word
- 5)Using these words the class will brainstorm and come up with a rhyming poem.
- 6)The student can roll the dice to see what word they get. The students must come up with 6-8 words that rhyme with the word they rolled.
- 7)Last, they will use these words to come up with a rhyming poem of their own.
- 8) When students create their own poem, teacher will walk around the room to guide students.

PASS and Common Core Standards Addressed

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

***Standard 1: Writing Process.** The student will use the writing process to write coherently.

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.

***Standard 2: Modes and Forms of Writing.** Communicate through a variety of written

forms (modes), for various purposes, and to a specific audience or person.

3. Write descriptive and creative stories and poems about people, places, things, or experiences

that:

a. develop a main idea.

b. use details to support the main idea.

c. have a clear beginning, middle, and ending.

6. Write various modes of simple poems.

Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.

a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).

b. Read, understand, and discuss a variety of genres.

PASS Instructional Technology Standards

Standard 8: The student will apply the technology design process to create useful products and systems.

1. Identify criteria required to determine an effective technology design process.

2. Apply reasoning, problem solving, imagining, creating and constructing design and technology tools.

Standard 12: The student will apply safe and proper use of tools, machines, materials, processes and technical concepts.

Assessments: How will these activities be assessed?

Students will be assessed by being able to rhyme at least 6 to 8 words.

Students will then be assessed if they are able to add these 6 to 8 words into their own rhyming poem.

Students will also be assessed by their amount of participation, must participate at least once to get participation credit for that class period.

Accommodations: How might the lesson need to be adapted for students with special needs?

I will use the verbal tool on the mac in order for the blind student to know what is going on. Because rhyming is based off verbal recognition the blind student will be easily accommodated into the lesson.

The student with autism will need a structured hand out so the moving pictures on the board do not overwhelm him.

Materials Needed:

Computer

SmartBoard

SmartBoard Notebook

Handout given definition and examples of rhyming words

Pencil

Fun Paper for the student to write final draft

Blank white paper for the student to practice.

Coloring materials for if students add a picture to their poem