

In this lesson, students will demonstrate comprehension of literal meanings through reading, listening, and viewing non-fiction selections by pronouncing new words using phonics skills and demonstrating appropriate techniques for learning new vocabulary. Students will hear similarities in the words through rhymes, identify rhyming words, and make up their own rhyming words. Students will also get to learn about rhyming through listening and participating in song. Children will learn literal comprehension through rhyming and song.

Grade level: Kindergarten

I. Concept Rhyming

II. Objectives:

- *Students will hear the similarities in the words through rhymes.
- *Students will identify rhyming words.
- *Students will be able to make up their own rhyming words.

III. Materials:

- "Teacher's copy of "The Rhyme"
- *Wee Sing Fun'N'Folk
- *Guitar
- *30 sheets of plain paper
- *Markers, crayons, colored pencils

IV. Procedure:

1. Ask questions...
 - Who knows what a rhyme is?
 - Do you know any rhyming words?
2. Say... what if I told you that by the end of the day you kids are all going to be Rhyme Masters!! You have to listen up if you want to be a Master!
3. What exactly is a rhyme? A rhyme is a word that's ending sounds like another word's ending. Examples cat and hat. .sick and kick. (Make sure to express the endings when you are saying the words!) Have students come up with some.
4. Learn the song **The Rhyme**.
5. Talk about the verses of the song and what rhyming words they heard. Break the verses apart so the students know what they are singing and see all of the rhymes in the song.
6. Tell the students that a rhyme is somewhat like a last name...most everyone in your family has the same last name but different first names, just like a rhyme family.

7. Next have the students think to themselves about a couple rhymes for their own name. Make sure you tell them that it can be a "silly word" like Kelly, belly, smelly would be an example of my name. When they have come up with something have them raise their hands.
8. Allow each student to share what they have come up with to the group.
9. Sing **The Rhyme** song again with the children. Remind them to listen for rhyming words in the song this time.
10. Ask the students what type of rhyming words they heard. Write them down for them to see the endings. Discuss student's findings about how words can rhyme but they don't have to have the same endings.

V. Evaluation: Have students come up with their own rhyme while you are in a group setting. Tell them that their name has to be included and three other words that rhyme, they can be silly words. Go around the group and have each child share.

The Rhyme (To the tune of "The Bear")

1. If you have two words (echo) And their ends sound alike (echo) Then you have a rhyme (echo) Cause their ends sound alike (echo) If you have two words and their ends sound alike, Then you have a rhyme cause their ends sound alike.
2. Now let's try moo (echo) And find a rhyme (echo) Could it be boo (echo)? Or maybe Sue (echo)? Now let's try moo and find a rhyme, Could it be boo or maybe Sue?
3. Apple, orange, and grape (echo) Those don't sound right (echo) Let's try again (echo) Maybe we'll get it right (echo) Apple, orange, and grape those don't sound right Let's try again and maybe we'll get it right
4. Bat cat and fat (echo) Mat sat and hat (echo) Bat cat and fat (echo) Mat sat and hat (echo) Bat cat and fat...mat sat and hat Bat cat and fat...mat sat and hat
5. It sure sounds good (echo) Oh yes it does (echo) It sure sounds good (echo) In this neighborhood (echo) It sure sounds good, oh yes it does It sure sounds good, in this neighborhood.