**Lesson Plan**

**Title:**Phonological Awareness/Rhyming

**Technology Resource Requirements:**Computer(s) with Internet connection, printer, a word processing/drawing/painting program (ClarisWorks for Kids, KidWorks, Kid Pix), a multimedia program (Hyperstudio, Powerpoint)

**Other Resources:**Bunny Puppet (idea from the Phonological Zoo program by Linda J. Ayres, Ph. D.), Pictures That Rhyme Cards (by Media Materials), a xylophone or bell (referred to as rhyme chime), assorted rhyming books [(Click here to see Rhyming Book List)](http://www.schools.pinellas.k12.fl.us/educators/tec/Russell/booklist.html)

**Subject Area(s):**Reading/Language Arts

**Grade Level:**Kindergarten

**Short Description :**The students will develop their phonological awareness through activities that focus on rhyming words and word families.

**Interactions:**Students work independently, in pairs, small groups, and in a whole group setting. Level of guidance is dependent on student's needs and maturity levels.

**Approximate Time Required:**2-3 weeks

**Gain Attention:**Introduce the students to the puppet Funny Bunny and his rhyme chime. Funny Bunny always rings his chime when he hears two words that rhyme. Funny Bunny demonstrates his skill while you and the students read and/or recite familiar nursery rhymes. Visit this web site for Mother Goose Rebus Rhymes: <http://www.enchantedlearning.com/Rhymes.html>

**Tasks:**

1. Send home the parent letter: *Helping Children with Rhyming* which includes; ideas for practicing and reinforcing rhyming, a list of rhyming and poetry books, and several web sites relating to rhyming.[Click here to see the sample letter](http://www.schools.pinellas.k12.fl.us/educators/tec/Russell/parent.html)

2. Read the story, One Sun to the children for pleasure. Reread the book and have Funny Bunny ring his chime when he hears the rhyming word pairs (The teacher will model use of the rhyme chime with Funny Bunny during the first week. During the second week you may want to select a child for the task.) After you have reread the story, go back and record the rhyming pairs on chart paper or a word processing document. Compare the words for students to discover that they have the same group of letters at the end of the word and tell them that we call them word families or rimes. Then have the students generate new words that rhyme with each pair (ex. for sand/hand, they could say land, band, etc.) Record the new rhymes. Continue generating rhyming words for each pages rhyming pair and save for future innovations.

3. Continue reading rhyming text on a daily basis with Funny Bunny and his rhyme chime.

4. Play Funny Bunny and the Rhyme Line. Introduce the students to the *Pictures That Rhyme Cards*going through and naming each picture so the students know the names of each picture. Pass out the picture cards to the students. The teacher and Funny Bunny will move slowly among the students singing the Funny Bunny Song to the tune of *The Bunny Hop*: "Funny Bunny likes to rhyme. Funny bunny rings his chime." Stop in front of a child and that child tells the name of the picture on the card. The child with the matching rhyme card stands up and tells the name their picture. Each time the children find their rhyming pair, Funny Bunny rings his chime and those children join the rhyme line. Continue sing the song and continue stopping in front of different children until everyone is part of the rhyme line.

5. Read the book Oh, A-Hunting We Will Go to the students for enjoyment. Reread the book with Funny Bunny and his chime to help the students identify the rhyming pairs. Now sing the the song Oh, A-Hunting We Will Go with the children for fun. Next, have the students recall the funny rhyming pairs from the book while you record them on a Hyperstudio stack (one rhyming pair per page). Students then draw and paint or find clipart to illustrate each page. Save the stack on the computer for students to revisit during centers, rest, or free time. (You will need to create the Hyperstudio stack prior to this activity with text boxes, buttons, etc.)[See Hyperstudio Stack; Oh A-Hunting We Will Go](http://www.schools.pinellas.k12.fl.us/educators/tec/Russell/hunting.stk.html) To run it you will need a Hyperstudio plug-in.. To download the plug-in[click here](http://www.hyperstudio.com/resource/hsplugin/plugin.html).

6. Re-read or sing Oh, A-Hunting We Will Go, this time choose students to help Funny Bunny ring his chime. Then have students brainstorm new rhymes for an innovation of the story they will be making using the same repeated text pattern from the story (Oh, a-hunting we will go, a-hunting we will go, we'll catch a \_\_\_\_\_ and put him in a \_\_\_\_\_ and then we'll let him go.) Each student or pairs of students will then make an innovation page on *ClarisWorks for Kids* using the Paint and Write Template. They will copy the text pattern and then type in their new animal and object words and then find graphics for or draw and paint their illustration. Finally we will put all the students printed pages together in a class book.

7. Go to the website*A Pocket Full of Rhymes* at <http://members.aol.com/Bvsangl/pocket.html> and do several of the Guess What??? or Guess Who??? rhymes with the class. Then show the students the[Powerpoint Presentation; Guess a Rhyme](http://www.schools.pinellas.k12.fl.us/educators/tec/Russell/guess.ppt/index.htm) I have created. Save this presentation on the computer for students to revisit during centers, rest, or free time. You can explore this site further on another day, reading some of the poems in The *Poetry Corner* for the students with Funny Bunny ringing his chime for the rhyming words.

8. Read the book, *The Completed Hickory Dickory Dock*, choose different students to work Funny Bunny and his rhyme chime as you read each page. After students chime they must identify the rhyming words. Show the students the[Hyperstudio stack; Hickory Dickory Dyme, Help the Mouse Rhyme](http://www.schools.pinellas.k12.fl.us/educators/tec/Russell/mouse.stk.html). The students are to identify the word that rhymes with the innovated text on each page from the three choices. Students can make up their own innovations to be added to the stack. Save this stack on the computer for students to revisit during centers, rest, or free time.