

**Lesson Plan: Review of Rhyming words #2**

<b>Subject/Grade:</b> English Language Arts Grade 1/2 <b>Lesson Title:</b> Review of Rhyming words #2 <b>Teacher:</b> Ms. Flunder	
<b>Stage 1: Identify Desired Results</b>	
<b>Outcome(s)/Indicator(s):</b>  <b>AR1.1</b>  <b>Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.</b>  a) reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.  c) Seek feedback from peers, teacher, and others.  e) Self-check for meaning.	
<b>Key Understandings:</b> <b>(‘I Can’ statements)</b>  I can match words to the rhyme pattern.  I can read word patterns with assistance.  I can match rhyme patterns to pictures.	<b>Essential Questions:</b>  What is a rhyme pattern?  Can you read the rhyme pattern?  What is the rhyme pattern?  What picture matches the rhyme pattern word?
<b>Prerequisite Learning:</b>  Students will have previous knowledge about rhyme patterns, they have learnt all the rhyme patterns that are common in grade 1/2 words. Students have been previously taught reading strategies such as lips the fish, eagle eye, stretchy snake, and chunky monkey.	
<b>Instructional Strategies:</b>  Discussion Method  Listening and Viewing  Exercises	

## Stage 2: Determine Evidence for Assessing Learning

Students will be assessed during teacher led center, they will be tested during their read aloud to the teacher. Students should be able to read student appropriate text with little assistance, by using their reading strategies and word pattern learning.

## Stage 3: Build Learning Plan

### Set (Engagement):

**Length of Time:** 5 mins

Review common word patterns used in grade 1/2 language; and previously taught rhyme patterns by writing rhyme patterns on the board and asking students what the word pattern is and what they could add to the beginning to create a word.

### Development:

**Time:** 15 mins

a group lesson students will use the SmartBoard lesson; spelling patterns #2. Students will start with listening to a rhyme pattern book on the Smartboard, then students will match the words to the correct rhyme pattern (different rhyme patterns than yesterday). Students after will match the beginning sound to the rhyme pattern and drag the words to the correct rhyme pattern spaceship.

### Learning Closure:

**time:** 45 mins

Guided reading: Students will read aloud to the teacher who will assess them on their reading and use of reading strategies.

Play & Exploration: Students will spell out rhyme pattern words using picture cards and magnetic letters.

Ipad: Rax kids & Starfall

Word Work/ Word Families- Word pattern booklet

### Materials/Resources:

- Smartboard
- work book
- Ipad
- Pencil
- Paper

### Possible Adaptations:

- hands on activities
- Ipads with speech

### Differentiation:

- Fidget spinners
- Walk around the room to check on students during closure.
- No time limit for smartboard activities

### Management

- Strategies:
- Eyes on me
  - Rules of the classroom
  - Quiet bodies
  - Calling students up who are losing focus

### Safety

#### Considerations:

- Use hand sanitizer to limit contact between students and smartboard

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