**Mini-Lesson**

**Name:** Sonni Potts

**Grade Level:** First

**Content:** Communication Arts

**Lesson:** Word Sorts (Rhyming Words)

**Content Objective:**

Following teacher modeling and guided practice, students will be able to identify rhyming words and non-rhyming words by doing a word sort according to their type.

**GLE:**

R.1.B.1.a

Demonstrate ability to use phonemes to construct words: produce rhyming words.

**Modifications:**

For students that are struggling to find words that rhyme with the words from the text, I will have rhyming word cards that they can refer to so that they can complete the word sort. For students with learning disabilities or students that are ESL, I will work with them in a group setting to help them understand and complete the task.

**Materials/Media/Resources:**

Sendak, M. (1988). *Where the wild things are.* New York, NY: HarperCollins Children’s Books.

Word cards from text for students

Word cards from text for teacher

Rhyming word cards for students

Word sort sheet

SMART Board

**Anticipatory Set:**

Today we will be using words from our book *Where The Wild Things Are* to help us understand rhyming words. Some of the words will have other words that rhyme with them and then there will be some words that don’t rhyme at all. I will give you an example.

**Instructional Input:**

Let’s take the word go. Some words that rhyme with go are no, so, and low. Even though low has a different ending, it still rhymes. An example of a non-rhyming word is the.

**Modeling/Demonstrating:**

Now I will show you how we will sort our words. Each table has a set of cards that are words from our book. The pair of you can take turns using the cards to sort into the section that that it belongs.

I have a sheet that looks like the one on your desk. Earlier I mentioned the word go. Since this word has other words that rhyme with it, I am going to write the word on the side of the page that says “Rhyming”. Next to the word go, I will write no, so, or low. Some of these words will have many others that rhyme with it. For this exercise, you can write just one word.

If you get stuck on a word and you are not sure if it has a rhyming word, I will have some examples that will help you decide. Remember to say the word silently to yourself before you make your decision.

Make sure that you are writing your non-rhyming words in the “Non-Rhyming section on your paper.

I will have the word sheet up on the SMART Board so that I can walk through the exercise with them. I will walk around to make sure that everyone is on the same page.

I am going to show you one more example and then it will be your turn to do it with your partner.

**Guided Practice:**

My next word is still. Is it a rhyming word? If so, what words rhyme with it? Answers: will, mill, bill, and fill. Yes you are correct, it is a rhyming word and those are great examples.

How about the word magic? Can you think of any rhyming words for it? I can’t think of any, did you? I agree, there isn’t anything that really rhymes with it. So let’s put magic in the non-rhyming words column.

Excellent!! I think you are starting to get the hang of it. I want all of you to continue working on your words. If you get stuck, you can come and look at the example cards of possible rhyming words to match. If that does not help you, just raise your hand and I will come and help you.

**Checking for Understanding:**

I will be walking around the classroom while the students are working on their words. This will allow me to help those that might be struggling.

**Independent Practice:**

Students will be working on their words with their table partner. Each student will have his or her own sheet to work on.

**Closure:**

Depending on how the students do during independent practice, I will let them continue with the process or I will regroup them and do another guided practice.

Everyone is doing an excellent job. Thank you for working quietly at your desks. Once you have completed the activity, you may put it in your class folder.

**Evaluation/Assessment:**

|  |  |  |
| --- | --- | --- |
| **where** | **wild** | **go** |
| **still** | **magic** | **kind** |
| **night** | **grew** | **falls** |
| **day** | **claw** | **king** |

The independent practice is not for a grade. This activity is to check on their understanding and to see if there is a need for reviewing the rhyming process. A rubric will be utilized to determine their understanding of rhyming words.

**Rhyming Words Tracking Sheet**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Rhyming** | **Non-Rhyming** |
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