


LESSON 131

Decoding and Encoding Rhyming Words

Summary of Core Instruction

 **Daily Routines:** Informal Assessment

★ **Step 1** Give decoding practice with rhyming words

★ **Step 2** Give encoding practice with rhyming words

★ **Step 3** Quick writing: Story with rhyming words

Materials

Student Book for Units 8–9 (KQ, J)

Handwriting and drawing paper

Crayons or markers

Pocket Chart and Teacher Letter Cards

Student White Boards

Progress Test 4

Student Objectives

Reading

Phonological Awareness

Identify rhyming words

Phonics

Blend sounds to decode words

Writing

Expressive Writing

Generate ideas before writing

Write a story with rhyming words

Spelling

Encode rhyming words



DAILY ROUTINES: Informal Assessment

Blending

Use Teacher Letter Cards for *b, d, e, g, j, l, m, p, r, s, t,* and *u*. Form *et* in your Pocket Chart and have children blend the sounds. Make words ending in *-et* and have children blend sounds in each new word. Point out that the words rhyme. Repeat with *-ump* and *-ust* families.

| | | |
|------------|-------------|-------------|
| <i>-et</i> | <i>-ump</i> | <i>-ust</i> |
| bet | bump | dust |
| get | dump | just |
| jet | jump | must |
| let | lump | rust |

Dictation

Say a word, give a context sentence, and ask children to write the word. Tell them that the /k/ at the end of the words is spelled *ck*.

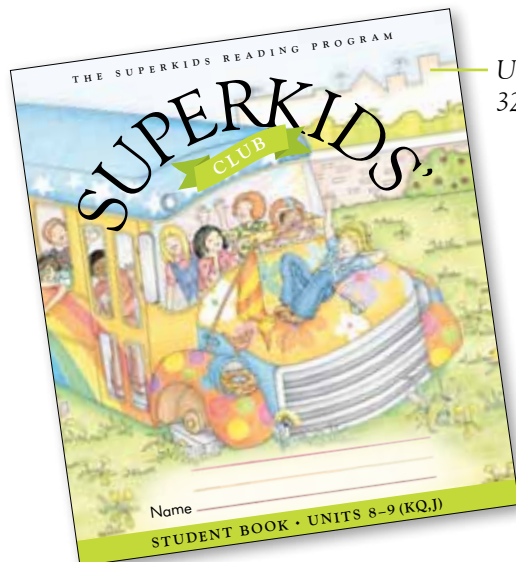
pack back black jack

Handwriting

Have children read the sentences aloud before copying them.

Jill said to jump up.

Jack jumps.

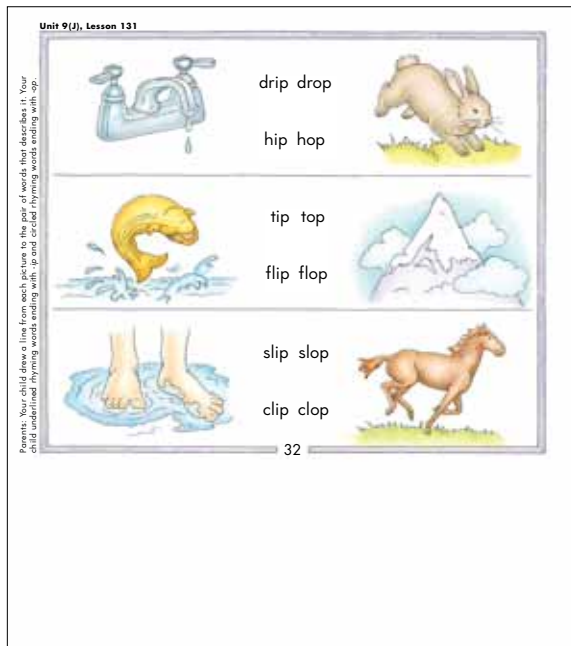


Use pages
32–33.



Step 1 Give decoding practice with rhyming words

Use Student Book page 32.



Child draws a line from each picture to the pair of words that describe it: faucet: *drip drop*; rabbit: *hip hop*; fish: *flip flop*; mountain: *tip top*; wet feet: *slip slop*; horse: *clip clop*. Child underlines words ending with *-ip* and circles words ending with *-op*.

Have children match pictures with word pairs. Have children turn to page 32. Explain that this page is a rhyming puzzle from Ettabetta. Help children identify the two pictures in the first row. (*faucet, rabbit*) Point out the two pairs of words in between the pictures. Have children read the words to themselves and then aloud together. Ask which pair of words tells about the faucet (*drip drop*) and which tells about the rabbit. (*hip hop*) Have children draw a line from the faucet to *drip drop* and from the rabbit to *hip hop*.

For the remaining rows, have children look at the pictures, read the word pairs, and draw a line from each picture to the pair of words that describes it. Review answers by calling on children to name a picture and read aloud the words they matched with it.

Have children identify rhyming words. Tell children to underline the word *drip* in the first row and all the words on the page that rhyme with *drip*. Then have them circle the word *drop* in the first row and all the words on the page that rhyme with *drop*. When they finish, have them read aloud the words that rhyme with *drip*. (*hip, tip, flip, slip, clip*) Ask what two letters are the same at the end of these words. (*-ip*) Have children read aloud the words that rhyme with *drop*. (*hop, top, flop, slop, clop*) Ask what two letters are the same at the end of these words. (*-op*)



Step 2 Give encoding practice with rhyming words

Use Student Book page 33.



Child circles pictures of pen, hand, Jack, jam, jet, bug and writes the picture names on the lines.

Have children identify and write rhyming words. Have children turn to page 33. Tell them this is another rhyming game from Ettabetta. Have children look at the first box and read aloud the word under the first picture. (*hen*) Help them identify the other two pictures in the box. (*fan, pen*) Ask which picture name rhymes with *hen*. (*pen*) Have them circle the picture of the pen and write *pen* on the lines in the box.

For each remaining box, have children read the name of the first picture, circle the picture with the rhyming name, and then write the rhyming name on the lines.

Review by having children name the rhyming words in each box. Call on children to spell the word they wrote on the lines.



Step 3 Quick writing: Story with rhyming words

Use *Student Book* page 33, *handwriting and drawing paper*, and *crayons or markers*.

Help children generate ideas before writing.

Have children look at page 33. Explain that they can write funny stories using pairs of rhyming words from this page. Have children discuss how they might start a story using the first pair of words, *hen* and *pen*. (For example, “A hen wrote her name with a pen.” or “The farmer dropped his pen on the hen.”) Help them think of other rhyming words, such as *men*, *ten*, *when*, and *then*, that they could use to continue the story.

Have children write and illustrate a story with rhyming words. Distribute writing and drawing materials. Tell children to choose a pair of rhyming words from page 33 and start

a story using the pair of words in a sentence or two. Encourage them to add other sentences with words that rhyme with the first two words. When they finish writing, have them draw a picture to illustrate their story.

Review children’s work with them individually, giving them opportunities to change or add to their story and rewriting their sentences as needed to correct spelling and punctuation.

Then have children share their stories and pictures. Encourage listeners to ask writers questions about their work and to tell them what they like about it. Some children may get inspired to make some changes to their work after talking about it with their classmates. Give them time and support to do that before you collect or display their work.

Before moving on to Unit 10(XY), be sure to teach the *Super Smart* lesson and introduce the *Superkids’ Club* Library Books for Unit 9(J).

✓ Assessment: Progress Test 4

Use Progress Test 4 to assess the skills taught in Units 8–9 (KQ, J).

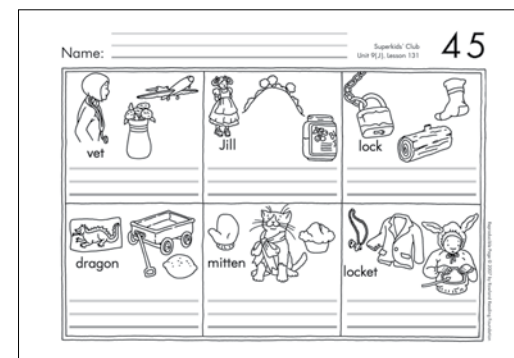


TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Encoding: Rhyming Words

Use *Blackline Master 45*.



Child circles jet, hill, sock, wagon, kitten, and pocket and writes the picture names.

Distribute copies of Blackline Master 45. Help children name each picture. Have them read aloud the picture name in the first box. Ask them to find another picture in the box whose name rhymes with *vet*. (*jet*) Tell them to circle the jet and write *jet* on the lines. For each of the other boxes, tell them to read the word under the first picture, circle the picture whose name rhymes with that word, and write on the lines the rhyming name.