

2: It's Time to Rhyme

Based on the Florida quarter reverse



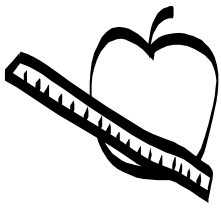
OBJECTIVE

Students will identify and create rhyming words.



MATERIALS

- 1 copy of an age-appropriate text that relates to rhyming words or pairs, such as:
 - *Daddy Is a Doodlebug* by Bruce Degan
 - *Pigs* by Roseanne Williams
 - *Panda Bear, Panda Bear, What Do You See?* by Eric Carle
 - *Brown Bear, Brown Bear, What Do You See?* by Eric Carle
 - *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
 - *The Flea's Sneeze* by Lynn Downey
 - *The Itsy Bitsy Spider* by Rosemary Wells
 - *Ten Little Monsters* by Jonathan Emmett
 - *Clickety Clack* by R. and A. Spence
- Magnetic letters
- 1 overhead projector
- 1 class map of the United States
- 1 overhead transparency (or photocopy) of the Florida quarter reverse
- Copies of the “Color the Rhymes” page
- Trays or baggies
- Scissors
- Glue
- Crayons
- Copies of the “Rhyming Pictures” chart
- 1 overhead transparency of the “Rhyming Pictures” page
- White unlined paper (cut into 5” squares)
- Chart paper
- Markers



It's Time to Rhyme



PREPARATIONS

- Locate an appropriate text that relates to rhyming words or pairs (See examples under “Materials”).
- Make an overhead transparency (or photocopy) of the Florida quarter reverse.
- Make copies of the “Color the Rhymes” page (1 per student).
- Prepare a tray or baggie for each student with scissors, glue, and crayons (1 per student).
- Make copies of the “Rhyming Pictures” chart (1 per student).
- Make an overhead transparency of the “Rhyming Pictures” page.
- Cut the white unlined paper into 5” squares (1 per student).
- Make a three-column chart on chart paper.



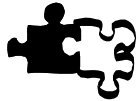
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Art



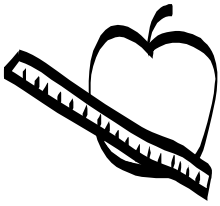
TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Rhyme



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of rhyming skills.



It's Time to Rhyme



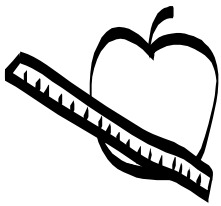
STEPS

Session 1

1. Select a book about rhyming, specifically one that stresses end-rhymes. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
2. Read the selected text aloud to the class. As you read, leave the rhymes open so that students can create the second word in a rhyming pair (ex.: “Johnny went to the pet store with Nat. Johnny told Nat that he wants a _____.”). Or, challenge students to raise their hand when they hear a pair of words that rhyme. During the reading, attend to any unfamiliar vocabulary.
3. Identify rhyming pairs. Have students say each rhyming pair aloud several times.
4. After reading the book, ask students to guess what the word ‘rhyme’ means. Provide examples of rhyming words and as a class create a list of rhyming pairs on chart paper.
5. Play a game with students where you place magnetic letters on the overhead projector. Spell out the word “CAT”. Have students say the word aloud. Remove the “C” and ask students to say the remaining sound (“AT”) aloud. Add the letter “B” to spell “BAT”. Have students say the word aloud. Remove the “B” and replace with other appropriate letters to create other rhyming words.
6. Continue this game using other rhymes, such as: -op, -ag, -ut.

Session 2

1. Revisit with students the concept of rhyme and the rhyming pairs from yesterday’s game.
2. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Florida quarter reverse. Locate Florida on a classroom map. Note its position in relation to your school’s location.
3. Have students identify what objects they see on the Florida coin. Guide students to respond: ship, space ship, and land. On the 3-column chart paper, label one column “SHIP”, one column “SPACE”, and one “LAND”, drawing pictures next to each word.
4. Distribute one “Color the Rhymes” page to each student and one tray or baggie of materials to each group.



It's Time to Rhyme

5. Have students identify what they see in each picture. Read the word under each picture for the students and ask the students to say each word aloud.
6. Direct students to color each of the pictures, then cut them apart.
7. Distribute a “Rhyming Pictures” chart to each student. Have students practice sorting their pictures by rhyming sounds. They can practice several times, race a friend, or try to beat the teacher in correctly sorting the pictures.
8. To check for student comprehension, use the overhead transparency of the “Rhyming Pictures” chart to review the sort.
9. Direct students to glue all of the pictures into the appropriate columns on their charts.
10. Distribute the 5-inch squares to students.
11. Revisit the transparency (or photocopy) of the Florida quarter reverse. Remind students that this quarter represents a state.
12. As a class, generate a list of words that rhyme with the word “state” on chart paper. Include pictures with each word.
13. Direct students to select a word from the list. On his or her square, have each student draw a picture of his or her chosen word. Direct students to label their pictures.
14. Invite students to share their pictures with a partner and say aloud each rhyming pair.



ENRICHMENT/EXTENSIONS

- To extend this activity, have students practice the same steps with their state quarter (if available). Other quarters that would work well with this activity are: Delaware, Georgia, Massachusetts, Rhode Island, Kentucky, Tennessee, Maine, and Arkansas.
- For continued practice creating rhyming pairs, cut out several pictures from a magazine, being sure to find pictures that rhyme. Label each picture. Mount each picture onto construction paper. Create a class center where students have to sort the pictures into rhyming pairs.



DIFFERENTIATED LEARNING OPTION

Struggling students can sort the pictures from the “Color the Rhymes” page with a partner after having sorted them individually.



CONNECTION TO WWW.USMINT.GOV/KIDS

Did you know that there are other coins directly related to Florida? Check out August 2001’s Coin of the Month to find out more about the 1935 Old Spanish Trail commemorative half dollar.

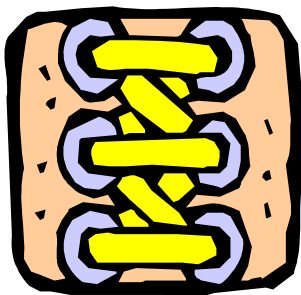
NAME _____



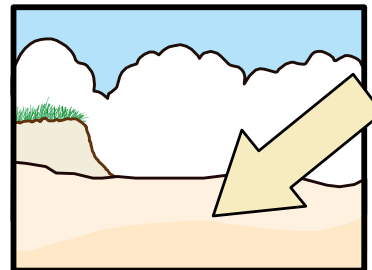
Color the Rhymes



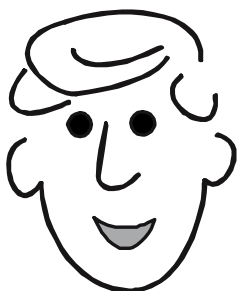
CHIP



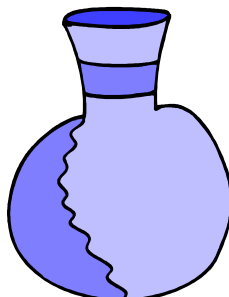
SHOE LACE



SAND



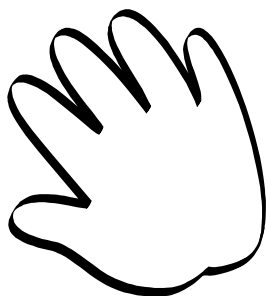
FACE



VASE



RACE



HAND



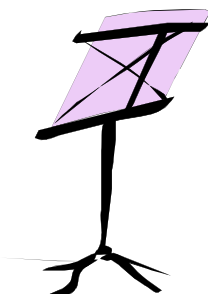
TRIP



HIP



BAND



STAND



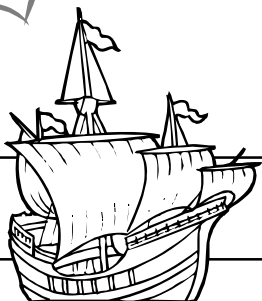
LIP

NAME _____



Rhyming Pictures

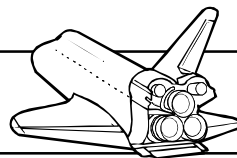
SHIP



LAND



SPACE





Florida Quarter Reverse

