Lesson Introduction:

This language arts lesson was designed in conjunction with a unit celebrating the beloved children’s author Theodor Seuss Geisel, better known to the world as Dr. Seuss. The primary focus of the lesson is to strengthen student’s phonemic awareness by identifying families of rhyming words and then using them in their writing. The use of technology in this lesson is used to motivate and facilitate learning.
Objectives:
The students will listen to and then respond to the Dr. Seuss story *Green Eggs and Ham*. Students will identify rhyming words from the story. Students will then use these rhyming words (plus others they generate in cooperative groups) to form sentences and create a class-written version of the story.

Some students will be able to fluently read, identify, and then generate new pairs of rhyming words to use in composing complete and accurate sentences for inclusion in a collaborative classroom story following the author’s format.

Most students will be able to orally identify, record, and sort rhyming words according to word families. They will then be able to write sentences using two of the rhyming words.

All students will be able to orally identify rhyming words from the story and then use two words in a sentence.

Language Arts Subject Areas
Reading, Writing, Listening

**Reading**

**Concepts About Print**
1.1.1 - Match oral words to printed words.
1.1.2 - Identify letters, words, and sentences.

**Phonemic Awareness**
1.1.4 - Distinguish beginning, middle and ending sounds in single-syllable words.
1.1.7 - Create and state a series of rhyming words.
1.1.8 - Add, delete or change sounds to change words.
1.1.9 - Blend two to four phonemes into recognizable words.

**Decoding and Word Recognition**
1.1.10 - Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.
1.1.11 - Read common sight words.
1.1.14 - Read common word patterns (-ite, -ate).

**Writing**

**Organization and Focus**
1.4.1 – Discuss ideas and select a focus for group stories or other writing.
1.4.2 – Use various organizational strategies to plan writing.

**Evaluation and Revision**
1.4.3 – Revise writing for others to read.

**Applications**
1.5.3 – Write simple rhymes.
1.5.4 – Use descriptive words when writing.
1.5.5 – Write for different purposes and to a specific audience.

**English and Language Conventions**
1.6.1 – Print legibly and space letters, words, and sentences appropriately.
1.6.2 – (Sentence Structure) Write in complete sentences.
1.6.3 – (Grammar) Identify and correctly use singular and plural nouns.
1.6.6 – (Punctuation) Correctly use periods, exclamation points, and question marks at the end of sentences.
1.6.7 – (Capitalization) Capitalize the first word of a sentence, names of people, and the pronoun I.
1.6.8 – Spell correctly three and four letter words and grade-level-appropriate sight words.

**Listening**

**Comprehension**
1.7.1 – Listen attentively.

**Speaking Applications**
1.7.10 – Use visual aids, such as pictures and objects, to present oral information.

More information on Indiana Academic State Standards: [Http://www.Indianastandards.org](http://www.Indianastandards.org)
Developing Educational Standards [http://edStandards.org/Standards.html](http://edStandards.org/Standards.html)
MCREL [http://www.mcrel.org/standards/](http://www.mcrel.org/standards/)
Indiana Learning Standards [http://www.doe.state.in.us/standards/](http://www.doe.state.in.us/standards/)
Procedures

Day 1

1. Establish prior knowledge by asking: Have you ever been afraid to try something new for dinner? What kinds of excuses did you make? What happened when you finally tried the food?
2. Read and discuss Green Eggs and Ham by Dr. Seuss. Pay special attention to the rhyming words.
3. Have students reread specific passages from the story. Ask groups of students to “round up” and record the rhyming words. Sort them according to their word families.
4. Collect and display the rhyming words in a graphic organizer (Kidspiration).

Day 2

5. Explain to students that they will be collectively writing a rhyming story as a classroom family. Decide on a food that students might be reluctant to try (i.e. zucchini, anchovies, etc.). Each student will then select two rhyming words from the lists generated on Day One (or select two new words of their own) to include on their page of the story.
6. Have the students complete sentences such as the following.
   I will not eat ______________ in/on a ______________________.
   I will not eat ______________ with a ______________________.
   I do not like ______________ can’t you see!
7. Have students publish their sentences using the Danas, Word-pad, Co-Writer, or pencil-and-paper.
8. Give students time to illustrate their passages.
9. As a class, write an ending in which the final outcome has the main character trying the food, at last. Decide on and publish a final response to the tasting.
10. Collate and bind the collective story.
11. Share and display the work for others to enjoy.
Assessment

1. The students will be evaluated using the attached Grade 1, writing rubric. The data from the rubrics will be used to make comparisons between students’ writing samples.
2. Anecdotal notes may be taken to assess/confirm student’s ability to read the selection, identify rhyming words, sort words into word families, generate other rhyming words, and compose written sentences.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Rubric Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>= U</td>
<td>Little connection between written work and topic</td>
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<tr>
<td></td>
<td>Makes an effort</td>
<td>Child cannot read written work</td>
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<tr>
<td></td>
<td>No understanding</td>
<td>Writes scattered letters</td>
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<td>2</td>
<td>= S-</td>
<td>Writes simple sentence or phrase slightly related to the topic</td>
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<tr>
<td></td>
<td>Incomplete</td>
<td>Child can read written work</td>
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<tr>
<td></td>
<td>Confusing</td>
<td>Writes letter strings</td>
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<tr>
<td>3</td>
<td>= S</td>
<td>Writes a message in simple sentence form related to the topic</td>
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<tr>
<td></td>
<td>O.K.</td>
<td>Leaves space between words</td>
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<tr>
<td></td>
<td>Good try</td>
<td>Early phonetic spelling</td>
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<tr>
<td>4</td>
<td>= S+</td>
<td>Writes an appropriate, understandable message in sentence form related to the topic</td>
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<tr>
<td></td>
<td>Good</td>
<td>Related to the topic</td>
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<tr>
<td></td>
<td>Gets the job done</td>
<td>Uses phonetic spelling</td>
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<tr>
<td>5</td>
<td>= O</td>
<td>Writes several sentences related to the topic</td>
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<td></td>
<td>Very good</td>
<td>Uses some correct punctuation and capitalization</td>
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<tr>
<td></td>
<td>Clear and Strong</td>
<td>Uses phonetic and some conventional spelling</td>
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<tr>
<td>6</td>
<td>= Exceptional</td>
<td>Writes several complete sentences related to the topic in appropriate writing form</td>
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<tr>
<td></td>
<td>Awesome</td>
<td>Some supporting details are included</td>
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<tr>
<td></td>
<td>Goes Beyond</td>
<td>Uses accurate punctuation and capitals consistently</td>
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<tr>
<td></td>
<td></td>
<td>Uses conventional spelling most of the time</td>
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Materials
- Green Eggs and Ham by Dr. Seuss
- Chart paper
- Paper
- Pencils
- DANA’s
- Word Pad
- Co-Writer
- WYNN Software
- Kidspiration

UDL Team Objective
By the end of the 2-day lesson, students will have been exposed to a variety of writing tools. They will have had the opportunity to select one of these tools to publish their work. We hope to find that giving students choices in their writing will improve their writing.

Teacher/Learner Library
Related Links
http://www.seuss.org/seuss/seuss.links.html

Teacher Resources
http://falcon.jmu.edu/~ramseyil/seuss.htm
http://myschoolonline.com/page/0,1871,48624-196200-51-104362,00.html

Author’s Biography
http://www.catinthepad.org/history.htm
## Modifications

<table>
<thead>
<tr>
<th>Learning Barrier</th>
<th>Possible Solutions</th>
<th>Weblink / Resources</th>
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<tbody>
<tr>
<td>Student cannot read at grade level.</td>
<td>1. Text to Speech Software.</td>
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<td></td>
<td>2. Buddy read.</td>
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<tr>
<td>Student has difficulty comprehending the material.</td>
<td>1. Visually map concepts.</td>
<td></td>
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<tr>
<td>Student has difficulty mastering the vocabulary of the unit.</td>
<td>1. Assist students in identifying and using Word Wall words.</td>
<td></td>
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<tr>
<td></td>
<td>2. Visually map sorted word family words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Visually map concepts.</td>
<td></td>
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<tr>
<td>Student needs instructional material in a language other than English.</td>
<td>1. Use text to Speech to convert story into other languages.</td>
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<td></td>
<td>2. Use multiple visual representations of concepts.</td>
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<td>Student has difficulty with handwriting (speed or accuracy).</td>
<td>1. Use Danas, WordPad, or other grade-appropriate hardware/tools.</td>
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<td></td>
<td>2. Use cooperative learning partners to transpose responses.</td>
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<tr>
<td>Student needs additional challenges.</td>
<td>1. Encourage independent compositions</td>
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<td></td>
<td>2. These students could compose the beginning or ending to the story using Co-writer.</td>
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<td></td>
<td>3. Extend the lesson to survey, chart, and evaluate student responses to eating a typically undesirable food sample.</td>
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