

# ***Dr. Seuss – Make Time for Rhymes***

Grade 1

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## **Author's Note**



My passion is children; my gift to connect with them is teaching. It seems that my *role as educator* is as varied as those I have been blessed to teach. My first teaching experience began at the age of twelve with the *opportunity to teach* Sunday school to primary students. I was hooked.

Since that time I have shared learning experiences with students ranging from *ages three to sixty-five*. Professionally, I am in my seventh year of teaching where I have taught grades one, two, and five. I also had the opportunity to serve our school as the Title I coordinator. Non-professionally, I have served as a volunteer educator in my local church and community. A recent accomplishment is my involvement in the conception and development of a *new preschool ministry*.

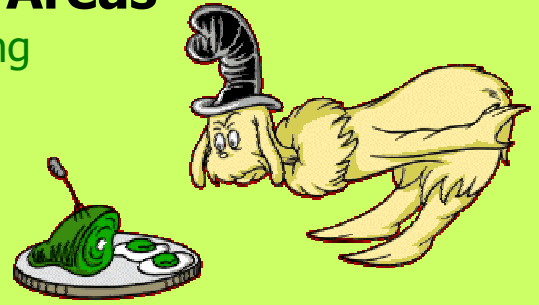
Technology continues to inspire me and my participation in our school's UDL team has enhanced instruction and motivated increased learning in my classroom.

## **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 using them in their writing. The use of technology in this lesson is used to motivate and facilitate learning.

# 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>

MCREL <http://www.mcrel.org/standards/>

Indiana Learning 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.



## First Grade Writing Rubric

U	1	=	Little connection between written work and topic
Makes an effort		=	Child cannot read written work
No understanding		=	Writes scattered letters
S-	2	=	Writes simple sentence or phrase slightly related to the topic
Incomplete		=	Child can read written work
Confusing		=	Writes letter strings
S	3	=	Writes a message in simple sentence form related to the topic
O.K.		=	Leaves space between words
Good try		=	Early phonetic spelling
S	4	=	Writes an appropriate, understandable message in sentence form
Good		=	Related to the topic
Gets the job done		=	Uses phonetic spelling
S+	5	=	Writes several sentences related to the topic
Very good		=	Uses some correct punctuation and capitalization
Clear and Strong		=	Uses phonetic and some conventional spelling
O	6	=	Writes several complete sentences related to the topic in appropriate writing form
Exceptional		=	Some supporting details are included
Awesome		=	Uses accurate punctuation and capitals consistently
Goes Beyond		=	Uses conventional spelling most of the time

## 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.catinthehat.org/history.htm>

# Modifications

Learning Barrier	Possible Solutions	Weblink / Resources
Student cannot read at grade level.	<ol style="list-style-type: none"> <li>1. Text to Speech Software.</li> <li>2. Buddy read.</li> </ol>	
Student has difficulty comprehending the material.	<ol style="list-style-type: none"> <li>1. Visually map concepts.</li> </ol>	
Student has difficulty mastering the vocabulary of the unit.	<ol style="list-style-type: none"> <li>1. Assist students in identifying and using Word Wall words.</li> <li>2. Visually map sorted word family words.</li> <li>3. Visually map concepts.</li> </ol>	
Student needs instructional material in a language other than English.	<ol style="list-style-type: none"> <li>1. Use text to Speech to convert story into other languages.</li> <li>2. Use multiple visual representations of concepts.</li> </ol>	
Student has difficulty with handwriting (speed or accuracy).	<ol style="list-style-type: none"> <li>1. Use Danas, WordPad, or other grade-appropriate hardware/tools.</li> <li>2. Use cooperative learning partners to transpose responses.</li> </ol>	
Student needs additional challenges.	<ol style="list-style-type: none"> <li>1. Encourage independent compositions</li> <li>2. These students could compose the beginning or ending to the story using Co-writer.</li> <li>3. Extend the lesson to survey, chart, and evaluate student responses to eating a typically undesirable food sample.</li> </ol>	
Student has difficulty with calculating activities.		
Student needs help with conducting research.	<ol style="list-style-type: none"> <li>1. Use a webquest to facilitate research.</li> </ol>	