Adapted Scripted Lesson Plan

Lesson Topic: Rhyming Words

Lesson Objective: Students will be able sound out, say, and rhyme words with “it”.

Language Function: Naming people, places, and things.

Language Form: Simple sentences with the verb to rhyme using common nouns and verbs.

Materials and Preparation
Pictures  
Eraser  
Whiteboard  
Marker  
Scripted Reading Intervention Program: Reading Mastery; lesson 34, tasks 4-6

Task 4
Opening:
Good morning! Today we will be working on rhyming words with “it”.

Preteach vocabulary: explain what rhyming means, and show pictures of a mitt, sit, and fit.

Language modeling: Ask students if they can tell me two words that rhyme. If they cannot give me two words that rhyme, on the whiteboard I will show them a word that rhymes with me. I will show them that to rhyme, words need to have the same ending. I will have students practice words that rhyme. During the lesson we will generate sentences using the sentence structure: _________ and _________ rhyme. I will model: Me and he rhyme.

Body of Task:
We will follow task 4 as scripted in lesson 34. I will say the first sound, and ask students to practice saying the sound.

Review:
Use visuals and graphic organizers
I will write on the whiteboard “me” and “he” and explain to students that the two words rhyme. I will show students the pictures of a mitt, sit, and fit to show what the rhyming words are. Students will then practice making rhyming words, following the task script.

Systematic and explicit instruction in reading components and strategies
Decoding strategies will be revisited as needed. We will repeat the correction strategies until children are firm with the task.

Strategic use of native language: Explain, in Spanish, what rhyme means. Also after showing them the pictures tell them what each picture is, in the native language.
Task 5:

**Preteach vocabulary**: explain what rhyming means, and show pictures of a mitt, sit, and fit.

**Language modeling**: Ask students if they can tell me two words that rhyme. If they cannot give me two words that rhyme, on the whiteboard I will show them a word that rhymes with me. I will show them that to rhyme, words need to have the same ending. I will have students practice words that rhyme. During the lesson we will generate sentences using the sentence structure: ________ and ________ rhyme. I will model: *Me and he rhyme.*

**Body of Task:**
We will follow task 5 as scripted in lesson 34. I will say the first sound, and ask students to practice saying the sound.

**Review:**
**Use visuals and graphic organizers**
I will write on the whiteboard “me” and “he” and explain to students that the two words rhyme. I will show students the pictures of a mitt, sit, and fit to show what the rhyming words are. Students will then practice making rhyming words, following the task script.

**Systematic and explicit instruction in reading components and strategies.**
Decoding strategies will be revisited as needed. We will repeat the correction strategies until children are firm with the task.

**Strategic use of native language:** Explain, in Spanish, what rhyme means. Also after showing them the pictures tell them what each picture is, in the native language.

Task 6

**Preteach vocabulary**: explain what rhyming means, and show pictures of a mitt, sit, and fit.

**Language modeling**: Ask students if they can tell me two words that rhyme. If they cannot give me two words that rhyme, on the whiteboard I will show them a word that rhymes with me. I will show them that to rhyme, words need to have the same ending. I will have students practice words that rhyme. During the lesson we will generate sentences using the sentence structure: ________ and ________ rhyme. I will model: *Me and he rhyme.*

**Body of Task:**
We will follow task 6 as scripted in lesson 34. I will say the first sound, and ask students to practice saying the sound.

**Review:**
**Use visuals and graphic organizers**
I will write on the whiteboard “me” and “he” and explain to students that the two words rhyme. I will show students the pictures of a mitt, sit, and fit to show what the rhyming words are. Students will then practice making rhyming words, following the task script.

**Systematic and explicit instruction in reading components and strategies.**
Decoding strategies will be revisited as needed. We will repeat the correction strategies until children are firm with the task.

**Strategic use of native language:** Explain, in Spanish, what rhyme means. Also after showing them the pictures tell them what each picture is, in the native language.