**Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy** |
| **Lesson Title:** | **“Sing a Rhyme”**  **Initial sound phoneme substitution for rhyming** |
| **Time Frame/Lesson Length:** | 10 minutes |
| **Lesson Setting:** | This lesson is designed to be taught in a large group setting. |
| **Grouping of Students** | This lesson is easily done in a large group setting as it involves engaging movements and opportunities for children to participate at differing levels of literacy development. Students may simply listen and move, or they may be able to engage at a higher level by creating new rhyming words. |

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| **Lesson Objective:** | Students will begin to substitute initial phonemic sounds to create rhyming words.  *Student-Friendly: I can make a new word by substituting the first sound in a word.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support  a. Recognize and discriminate between rhyming words in spoken language.  c. Begin to blend and segment onsets and rhymes of single-syllable spoken words. |
| **Assessment Method:** | Teacher observation of which children attempt and successfully create new rhyming words according to the song. |

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| **Background Knowledge** | Students should have been exposed to letters and letter sounds prior to singing these songs. This activity allows students to practice phonemic skills by isolating and replacing letter sounds at the beginning of words. |
| **Intentional Vocabulary:** | beginning sound--the sound you say first when speaking a word  substitute--to exchange, or switch, one thing for another  rhyming--words that sound the same at the end, but are different at the beginning |
| **Materials Needed:** | * Knowledge of and/or music accompaniment for the song “Willoughby Wallaby Woo” by Raffi. Youtube link: <https://www.youtube.com/watch?v=8P2LSwwPBuo&feature=youtu.be> * Lyrics to “Willoughby Wallaby Woo” by Raffi written on large chart paper * Fun pointer |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | If you use the first sound of a student’s name to set the initial sounds of words in the song and the child’s name begins with a vowel, you can’t easily do the initial sound substitution. For example, if the child’s name is Alice, just say, “’A’ is a tricky letter to start with for words other than your name, but we can use the first letter of your last name” (if it’s a consonant, or use the second letter, etc). |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | *"Today we are going to sing a song that I learned from a singer named Raffi. It’s called ‘Willoughby Wallaby Woo.’ If you’ve ever heard it before give me a thumbs up.”*  Pause to acknowledge anyone who has heard of the song.  *“It’s a super silly song because it talks about an elephant sitting on your head! It’s also silly because it substitutes different sounds for the beginning of your name. Does anyone know what ‘substitute’ means? Raise your hand if you know that word.”* Look around for raised hands and invite volunteers to tell you their definition.  *“Substitute means to change something by switching it from one thing to another. In this song we are going to substitute, or switch, the first sound in our names with the sound of /w/. For example, in the song my name would be ‘Ws. Wonald’ instead of Ms. Donald. I have the lyrics to the song written on this chart paper. I will point to the words and sing first. You can join in when you’re ready. ”*  Sing “Willoughby Wallaby Woo” one time through, pointing to the words on the chart paper as you sing. Use the teacher name for this first time. | Knowledge and comprehension questions are recommended for the introduction.   * *Does anyone know what ‘substitute’ means?* |
| **Exploration:** | *“Now let’s sing the song together! We will use everyone’s name one time. Join us when you’re ready!”*  Sing “Willoughby Wallaby Woo” around the circle, changing each child’s name to start with the /w/ sound.  *“Did you know that when we substituted a new sound at the beginning of your name, we made a word that rhymes with your name? Listen, Ws. Wonald rhymes with Ms. Donald!”*  Next say, *“What if I changed the name of the song to ‘Billoughby Ballaby Boo’? What sound do you hear at the beginning of those words? Do you hear the /b/ sound? Do you know what letter makes that sound? That’s the letter ‘B’. What if we substituted the /b/ sound for the beginning sound of everyone’s name? We would make silly names that rhyme with our real names. Can you think of what your silly rhyming name would be?”*  Sing the “Billoughby Ballaby Boo” version of the song, pausing to let each child say their correct name after the line “An elephant sat on . . .”  Continue singing other variations by substituting other beginning consonant sounds as time and interest allow. Encourage the children to think of how their name will be sung in each variation. | Application and analysis questions are recommended for the exploration.   * *What sound do you hear at the beginning of the words “Billoughby Ballaby”?* * *Do you know what letter makes that sound?* * *What would your name be if it started with that letter and sound?* |
| **Closing:** | *“We made some silly words today by substituting, or switching, the first sound to a different sound. Did you know that also means we made rhyming words? Great job!”*  *“I’ll post the song lyrics on the wall near the pointers. During choice time you can use the pointer to touch the words and sing along with a friend.”* | Creation and evaluation questions are recommended for the closing.   * What are rhyming words? |

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| **Opportunities for Differentiation:** | Let the children tell you the first letter or first sound in their name and use that to direct the wording of the song.  Put magnetic letters in a bag (don’t include the vowels) and draw one out to be the choice for the next sound substitution. |
| **Extending the Learning:** | Place the chart paper with lyrics in a public area near pointers. Encourage children to practice touching the words as they sing the rhyme during choice time.  *We can sing other songs silly, too. What if we sang “Head, Shoulders, Knees, and Toes” but used the sound of /r/ instead? We’d sing about our “Red, Roulders, Rees, and Roes!” Let’s stand up and try it.*  Once students are familiar with the lyrics to the song, this is a great song to use during a transition time like walking to the playground, washing hands, etc. |

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| **Appendices (attach resources used, handouts, etc:** |
| [Raffi – Willoughby Wallaby Woo Lyrics | Genius Lyrics](https://genius.com/Raffi-willoughby-wallaby-woo-lyrics) |