



Crab's Rhyming Game

Level: BB1.3 Rhyme Awareness

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Lesson One – Prior Knowledge

Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Discuss the title and the cover photo. Tell the students that the animal holding up the card is a crab. The card must have something to do with the rhyming game.
- Discuss the setting. Ask the students where they think they would see a crab. Have them close their eyes and picture this place. Invite volunteers to say what they see.
- Explain that they will learn what about the rhyming game is as you read them the book.

- Turn to the title page. Tell the students that before you read them the book they are going to find out some things about the real animals. Click on the crab picture. Ask the students what they already know about crabs. Add to, or correct their knowledge as necessary.
- Tell the students – *Crabs are different from you. They have their flesh on the inside and their bones on the outside. Crabs have ten legs. The first set of legs have claws on the end that can nip you very hard. Crabs use their ten legs to walk sideways. The biggest crab is called a Japanese spider crab. This crab can grow as wide as a car.*
- Click on the sandhopper picture. Follow the same procedure. Then tell the students – *Sandhoppers live at the high-tide mark on sandy beaches. They stay under the sand in the daytime and come out looking for food at night. This means that they are nocturnal animals. Sandhoppers can jump very high.*
- Click on the gull picture. Follow the same procedure. Then tell the students – *Gulls are seabirds. They are usually silver or white and have marking on their head, wings, or tail. Gulls eat all sorts of things. They eat fish, crabs and earthworms. Sometimes they eat things that people leave behind, and this can kill them.*

During Reading

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

After Reading

- Discuss what the student’s liked and didn’t like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best part.
- Write the student’s dictated caption using the following sentence frame. “*I like the part when...,” said...*”
- Have the students write or copy their own name.
- Invite volunteers to share their pictures with the class, talk about the part they liked the best, and read the caption.

Lesson Two

Comprehension Strategies – Visualizing

Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about crabs, sandhoppers and gulls in the previous lesson.
- Tell the students that as you read the story this time you are going to ask them to close their eyes sometimes and see if they can see a picture in their heads.

During Reading

- Turn the audio down and read the story.
- Invite the students to participate in the reading by asking them to close their eyes and think about what they could see, hear, smell, touch, and taste if they were at the beach. For each example, introduce the appropriate language for your ELL students who may not have the English words they need. Have them repeat the words you supply to consolidate meaning and pronunciation.
- Page 2/3 - Say – *Close your eyes and think about the sound the waves. Can you hear them? What sound do they make?*
- Page 4/5 - Say – *Close your eyes and pretend you're at the beach. How does the sand feel?*
- Page 8/9 - Say – *Close your eyes and listen to the gulls screeching. Can you hear them? Can you think of another word for screech?*
- Page 18/19 - Say – *Close your eyes and dip your finger in the water. What does it taste like?*

After Reading

- Ask the students some literal comprehension questions about the story, for example –
What did crab use to play the rhyming game?
How do you play the rhyming game?
Where were the animals when they were playing the game?
Why did Gull fall over?
What are they going to do when they get home?
What word rhymes with cat?
- Ask some inferential questions, for example –
Why do you think the animals were at the beach?
Why do you think Sandhopper kept getting the answers wrong?
Who is better at playing the rhyming game, Sandhopper or Gull?
Why do you think the animals thought the pig card was funny?
- Discuss with the students how good they think they would have been at playing the rhyming game.

Lesson Three - Exploring the Setting

Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn the names of some of the things in the photos.
- Turn to page 2/3. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English, but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' answers, for example – *Yes these are stones. Little stones on the beach are called pebbles. What are little stones on the beach called?*
- Ask questions about items that the students do not mention. For example - *Who knows what this is called? It's called seaweed. Seaweed washes up onto the beach as the tide comes in. After a storm you can see lots of seaweed on the beach. The seaweed dries out in the sun.*
- Repeat this sequence with the other pages in the book.

During Reading

- Turn the audio down and read the story reinforcing the setting. As you read, stop and discuss the setting further, for example –
Page 2/3 - Say – *Look at where the water is. Do you think the tide is in or out?*
You may need to explain about tides to some students. *What makes you think that?*
Page 4/5 - Say – *What is different about the beach in this photo?*
Page 8/9 - Say – *What is different about the sand in this photo?*
Page 10/11 - Say – *Look at the ripples on the sand. What do you think made them?*
Page 12/13 - Say – *Why do you think there would be a fence at the beach? Have you ever been to a beach where there was a fence?*
Page 18/19 - Say – *What can you see in the distance?*
Page 24 - Say – *Do you think this part of the beach is where crab might live? Why or why not?*

After Reading

- Have the students close their eyes and think about the beach.
- Have them draw themselves on the beach they can see in their head.
- Have them write, copy or trace the caption, *"I am at the beach," said...*
- Invite volunteers to share their pictures, tell about them, and read the caption.

Lesson Four – Exploring Characters

Before Reading

- Tell the students that today they are going to learn more about the characters in the book.
- Turn to page 8/9. Click on Crab and a popup box will appear with Crab only in it.
- Invite the students to recall the facts they know about crabs.
- Invite volunteers to describe what the crab character looks like.
- Have them say what is the same as/different from a real crab and the crab character.
- Guide their responses if necessary by asking questions such as – *Do real crabs have eyes on stalks? Are real crabs pink and orange? Can real crabs sit up?*
- Repeat this sequence with each of the characters.

During Reading

- Turn the audio down and read the story to the students.
- Invite them to join in as much of the reading as they can.
- Use the oral cloze procedure of hesitating before certain words to encourage the students to participate in naming the animals on the cards and in the rhyming words for example - *Can a goat...? Goat and ... sound the same, they ... What is this? she said. A...*

After Reading

- Discuss the characters with the students.
Which character do they like the most? Why?
Why does Gull screech and Sandhopper shout when they are answering Crab?
When Crab, Gull, and Sandhopper all laughed and laughed, what does that tell you about the them?
Are Gull and Sandhopper smart? Why or why not?
- Have the students chose their best character to draw.
Caption their drawing with, *I like ... the best.*
- Invite volunteers to share their drawings, tell about their picture, and read the caption.

Lesson Five – Rhyme Awareness

Before Reading

- Tell the students that today they are going to learn more about words that rhyme, just like the characters in the book did.
- Tell the students to listen carefully as you say the next words because the words sound the same, or rhyme.
- Say *goat* and *float*.
- Have the students say *goat* and *float* with you listening to themselves say the rhyme.
- Say *boat*. Tell the students that *boat* rhymes with *goat* and *float*.
- Say *coat*. Ask the students if *coat* rhymes with *goat*, and *float*, and *boat*?
- Say *cat* and *hat*. Ask the students if *cat* and *hat* rhyme?
- Say *rug* and ask the students if *rug* rhymes with *cat* and *hat*?
- Invite the students to say some other words that rhyme with *cat*. If necessary, provide clues, for example – *I'm thinking of a word that rhymes with cat, it looks like a big mouse, it's called a ...*
- Say the following list of words and ask the students which is the odd one out – *pig, dig, wig, jog, jig, fig.*

During Reading

- Turn the audio down and read the story to the students. Have them join in as much as possible especially with the words that rhyme.

After Reading

- Ask the students questions such as –
Which word rhymes with *sheep*?
Which word rhymes with *cake*?
What is another word that rhymes with *cake*?
Do *swim* and *float* rhyme?
Do *crab* and *drab* rhyme?
What is a word that rhymes with *book*?
What are two words that rhyme with *sand*?
- Invite volunteers to say a word and ask the others a word that rhymes with it.

Lesson Six – Innovations

- Tell the students that today they are going to make a new story. The new story is going to have different rhyming words.

- Write on the board, *Can a goat, float?*
- Invite students to choose rhyming words to replace *goat* and *float*.
- List their responses above and below *goat* and *float*, for example -

dog, jog?
Can a goat, float?
cow, bow?
bee, see?
giraffe, laugh?

- Invite the students to read the new stories with you -

Can a dog, jog?
Can a cow, bow?
Can a bee, see?
Can a giraffe, laugh?

- Invite the students to suggest other rhyming sentences, for example -

Can a kitten wear a mitten?
Can a frog sit on a log?
Can a fox eat a box?
Can a bear cut her hair?

- Tell the students that now they know about words that rhyme they can make up all sorts of rhyming sentences.
- Invite volunteers to make up rhyming sentences to share with the class.
- Have the students choose and draw one of rhyming sentences.
- Write the rhyming sentence they choose for them and display them as a wall story.
- Read the rhyming story together.

Lesson Seven – Revise, Consolidate, Extend

During Reading

- Turn the audio up and encourage the students to join in as much of the reading as they can. Have them emphasize the rhyming words.

After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Have them close their eyes and visualize themselves on the beach with Crab, Gull, and Sandhopper. Have them see themselves laughing and laughing until they fall over.
- Invite volunteers to point to the places that they recall and identify some of the objects in the background photos.
- Discuss the difference between the characters and real crabs, sandhoppers and gulls, with the students. Correct any misconceptions.
- Re-read the wall story.
- Invite the students to name objects in the classroom and see if they can think up a word that rhymes, for example - *wall, hall; board, cord, paint, saint*.
- Have the students work in pairs or small groups to reread the story at the computer with the audio on.