

About the Book

Text Type: Fiction/Humorous Page Count: 10 Word Count: 212

Book Summary

How Many Rhymes? is a rhyming, repetitive book containing an assortment of silly, fun rhymes. Readers are asked to count the rhymes as they read. Whimsical illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell story to read and understand text
- Identify reality and fantasy
- Manipulate initial sounds
- Read words with open vowel y
- Recognize and understand how to use adjectives
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*How Many Rhymes?* (copy for each student)
- Chalkboard or dry erase board
- Word journals (optional)
- **Reality and fantasy, adjectives, alphabetical order worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *how*, *many*
- **Content words:**
 - Story critical: ***bog*** (n.), ***dozen*** (n.), ***lame*** (adj.), ***nag*** (n.), ***rhymes*** (n.), ***wig*** (n.)
 - Enrichment: *calf* (n.), *fancy* (adj.)

Before Reading

Build Background

- Ask students to tell silly rhymes they know. Ask them to tell what they know about rhyme and rhyming words. Invite them to share why they think an author might choose to write a story using rhyme.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *How Many Rhymes?* (Accept all answers that students can justify.)

Lesson Plan *(continued)*

How Many Rhymes?

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *How many rhymes each day? How many rhymes did I say?* Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened at a sports game. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.
Think-aloud: *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, the chair breaks and Goldilocks falls to the ground.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of the story.
- Have students place sticky notes on pages 4, 6, 8, and 10. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. For example, on page 3 you might say: *It looks as though the little girl's pony is hurt. Its leg is lame.*
- Model using a known word to read an unknown word. For example, point to the word *bog* on page 4. Say: *I can read this word by thinking of a word I already know that looks like this word. I know that the word dog has the same spelling at the end of the word: og. This ending stands for the /og/ sound. The first letter of this new word makes the /b/ sound. When I put the beginning and ending together, I can say the whole word: bog. When I look at the picture, I see that the dog is in a swamp. I know that bog is another word for swamp.*


Set the Purpose

- As students read the story, remind them to listen to themselves to decide whether or not what they are reading makes sense.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them point to the first word on page 3 and use their finger to point to each word as they read. Have them read to the end of page 5. Encourage students who finish before others to reread the text.

- Model retelling.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that the girl in the story has a little dog but the dog does not have a name. She also has a pony but her pony is injured. As I continued to read I read about a pig wearing a wig and dog in the bog.
 - Have students read the remainder of the story. Remind them to stop occasionally to retell the events of the story to help them understand and remember the text.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail with students the events of the story from pages 7, 8, and 9, using the pictures as a guide.
Think-aloud: After the little girl explains that she had a kitty that lived in the city, she gives her fancy bike to Mike. Then she has a scary dream that makes her scream because in the dream she had one hundred arms and one dozen eggs.
- Have volunteers retell the events of the story, using the pictures in the book as a guide. Then have them retell the story to a partner. Listen for whether students include the following: correct events in detail, events in order.
- Ask students how pausing to retell the story in their mind helped them to remember what was happening in the story.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: Reality and fantasy

- **Discussion:** Invite students to share what they think is the silliest part of the story and why.
 - **Introduce and model:** Review or explain that some books contain characters, objects, and events that are real, and some contain those that are fantasy, or make-believe. Discuss examples of reality (a person reading a book) and fantasy (a cow reading a book). Tell students that some of the parts of this rhyming story were realistic, and others were fantasy.
 - **Think-aloud:** *On page 3, the little girl has a pretty pony that was lame. Since horses sometimes go lame, this could really happen and is not fantasy. On page 6, I read about a pig in a wig and a dog in a bog. Pigs do not wear wigs, so this part of the story is fantasy. However, a dog could be in a bog. This part of the sentence is real.*
-  **Check for understanding:** Have students circle one sentence in the story that tells about something real and circle one sentence in the story that tells something make-believe. Invite them to share their responses.
- **Independent practice:** Introduce, explain, and have students complete the [reality-and-fantasy worksheet](#). If time allows, discuss their responses.

Build Skills

Phonological Awareness: Manipulate initial sounds

- Explain to students that you are going to say some words from the story and you want them to replace the first sound of each word with the sound of /n/ as in *now*. For example, replace the first sound in *cow* with /n/ (*now*).
- Have students practice replacing the initial sound in each of the following words: *book* (*nook*), *lame* (*name*), *how* (*now*), *fancy* (*Nancy*), *flag* (*nag*).

Lesson Plan *(continued)*

How Many Rhymes?

- The following words may be used for additional practice: *lab (nab), rag (nag), sail (nail), game (name), tap (nap), wreck (neck), mice (nice), pickle (nickel), fine (nine), hip (nip), moon (noon), hose (nose), purse (nurse).*

Phonics: Open vowel y

- Write the word *many* on the board. Have students find the word in the title on the cover or title page and read it together.
- Ask students what vowel sound they hear at the end of the word (long /e/). Circle the letter y at the end of the word *many*. Point out that the letter y at the end of a word can sometimes stand for the long /e/ sound.
- Have students look on pages 3, 5, 7, and 9 to find other words that end with y as a vowel (*pretty, pony, funny, kitty, city, fancy, eighty*). Write these words on the board. Read the list of examples together as a group.
- Check for understanding:** Ask students to name other words that end with y that makes the long /e/ vowel sound. Write these words on the board, leaving off the ending letter y. Have volunteers come to the board and complete the words.

Grammar and Mechanics: Adjectives

- Review or explain that some words are used to describe a *person, place, or thing*. Explain that these words are called *adjectives*. Tell students that adjectives help readers picture in their mind, or visualize, the text more clearly.
- Point to the word *little* on page 3 and explain that the word is an adjective that describes the dog. Have students read the next sentence. Ask them to identify the adjective that describes the pony (*pretty*).
- Have students turn to page 5. Ask them to identify the adjectives on this page (*funny, brown*).
- Have students reread page 7. Ask them to find the adjectives that describe the kitty and bike (*little, fancy*). Explain that sometimes you can add other adjectives without changing the meaning of the sentence. Ask students what other adjectives could be used in place of *little* or *fancy* on page 7. Have students use the new adjectives in the sentence.



Check for understanding: Have students locate and circle the adjectives in the book. Review the adjectives together as a class.

- Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Write the words *nag* and *bog* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *n* or *b*.
- Review or explain that we can list words in order by ABC, or alphabetical, order. Words are placed in alphabetical order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *bog* would come first in an alphabetical list.
- Write the words *nag* and *pony* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet: *n* or *p*. Explain that *nag* would come first in an alphabetical list.
- Check for understanding:** Write the words *nag, how, dozen, many, rhymes, and fancy* on the board. Have volunteers come to the board to rewrite the words in alphabetical order.
- Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home several things in the book that are realistic and several that are fantasy.

Extend the Reading

Humorous Writing and Art Connection

Brainstorm a list of rhyming words with students. Write these words on the board. Have students write a rhyming sentence. Have them illustrate their rhyme. Invite them to share their rhyme and tell whether it describes something realistic or fantasy.

Math Connection

Write the word *dozen* on the board. Ask students to share what they know about the meaning of this word. Explain that the word *dozen* names a group of twelve of something. Have students draw a picture of twelve items and label their picture by completing the following phrase: *This is a dozen _____*. Invite students to share their sentence and picture. Combine the pages into a class book.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- pause as they read to retell the events of the story
- correctly identify characters, objects, and/or events in the book and on a worksheet that are fantasy and reality
- manipulate initial sounds during discussion
- correctly recognize that *y* may be used as a vowel in some words; identify examples of words from the story that use *y* as a vowel during discussion
- correctly identify adjectives in the story during discussion and on a worksheet
- accurately alphabetize words during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**