

Lift-Off for Early Literacy

Directed Reading Opportunities for Struggling Students

by

Charlene Iannone-Campbell, M.A., C.A.S.E., NBCT

and

Susan Lloyd Lattimore, Ed.M., M.S.

Baltimore City Public Schools

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About the Authors

Susan Lloyd Lattimore, Ed.M., M.S., has worked with Baltimore City Public School children since 1975 as a special educator, reading specialist, and early literacy teacher leader. Her concern for the plight of struggling readers led her and a team of dedicated colleagues to launch Project Early ID, a response to intervention pilot program that became the basis for this book. From 2005 to 2010, she served as Director of the project, which identifies and addresses early indicators of reading difficulties.

Inspired by her older brother, who has intellectual challenges, Ms. Lattimore has spent much of her life learning about and implementing best practices in special education and reading resource programs. She holds a master's degree in special education from Temple University and Certificates in Educational Technology and Outdoor Education from the University of Maryland. In 2001, Ms. Lattimore was honored as a Porter Scholar by the American Federation of Teachers, which led to a master of science degree with a concentration in reading from The Johns Hopkins University. She has Advanced Professional Certification as a reading specialist and special educator.

While working as a special educator in Baltimore elementary schools, Ms. Lattimore developed a Story Pals program that recruited and trained parent, community, and university volunteers to read aloud every week to students with reading and language difficulties. In 1991, she founded The Barclay School Clean Team and Eco-Band and has worked with hundreds of students on environmental activities such as installing bird and butterfly gardens, restoring bay grasses, raising oysters, and composting. Ms. Lattimore was a mentor to new teachers in Project Early ID and to special educators in Baltimore City Public Schools, and she is currently an academic coach in the Baltimore Curriculum Project. She teaches part time in The Johns Hopkins Graduate School of Education.

Ms. Lattimore lives in Baltimore with her husband. Their children attended public schools, and two of her daughters are also teachers.

Charlene Iannone-Campbell, M.A., C.A.S.E., NBCT, is Director of Early Learning for Baltimore City Public Schools. She is dedicated to urban education and is passionate about providing excellent preschool resources to Baltimore's youngest learners and their families. She has been an educator for 18 years and has served as a classroom teacher, special educator, department head, reading specialist, and mentor-teacher.

Ms. Iannone-Campbell received her M.A. in leadership in teaching and Certification in Advanced Studies in Education (C.A.S.E.) from the College of Notre Dame of Maryland. She holds Advanced Professional Certification from the Maryland State Department of Education as a reading specialist and is also certified in the areas of early childhood, elementary and special education, and administration. Ms. Iannone-Campbell holds the distinction of certification as an exceptional needs specialist from the National Board of Professional Teaching Standards. She teaches part time in the Graduate Schools of Education at both The Johns Hopkins University and Notre Dame of Maryland University.

Ms. Iannone-Campbell spent the first year of her professional life in a Montessori children's house and then several years as a second grade teacher before deciding to turn to the world of finance. Prior to returning to education in 2000, she built a successful career as a

tax manager at The Black & Decker Corporation—although the field of public education continually beckoned to her.

Ms. Iannone-Campbell lives in Baltimore City with her husband, Jim. Her two daughters, Lyndsay and Jordan, attended local public schools before going onto college and graduate school. Lyndsay holds a master's degree in women's studies and is currently completing a master's degree in social work. Jordan is a teacher-intern in Baltimore City schools in pursuit of her master's degree in teaching.

As part of their work in Project Early ID, Ms. Iannone-Campbell and Ms. Lattimore designed a teacher-to-teacher model of professional development entitled Jump Into Reading and created a series of Parent University workshops on early literacy. Their training as Orton-Gillingham reading therapists and Direct Instruction teachers helped to mold the curriculum that they developed and delivered in tiered intervention, resulting in strong student performance. At The Johns Hopkins University, they co-teach Emergent Literacy: Research into Practice, a gateway course into the Reading Specialist Program.

Ms. Lattimore and Ms. Iannone-Campbell work collaboratively to research, develop, and disseminate early literacy best practices. They have presented their strategies and results at professional conferences, including the International Reading Association, The International Dyslexia Association, and the Council for Exceptional Children, Division of Early Childhood. They have drawn on their collective areas of specialty in developing the DROPPS intervention program, which provides the basis for their professional development seminars.



Rhyme Awareness

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ASSESSMENT	CD

Overview

WHY RHYME AWARENESS IS IMPORTANT

Rhyme awareness is one of the first steps to becoming phonologically aware and is an important precursor to reading. Rhyming helps students learn about sounds in words. Students must first be able to hear rhymes and enjoy them before they can produce them.

HOW DROPP 1 IS STRUCTURED

DROPP 1 has three complete Activity Sets: 1.1–1.3. Each Activity Set consists of four scripted lessons (Teacher Talk) that are used on 10 sequential learning days (the four lessons are repeated over the 10-day span). These intervention lessons are aimed at practicing and reviewing the skill of rhyme awareness. DROPP 1 has 30 days of intervention lessons in all (three Activity Sets of 10 days each). During the first 9 days of each set, students learn the words to rhyming songs and nursery rhymes, learn dance movements and fingerplays, and take part in interactive rhyming stories. On the 10th day, students review the skills to prepare for a short skill assessment checkout. (See the CD-ROM for the DROPP 1 Skill Assessment Checkout.)

Length of Activity Sets and Lessons

Each Activity Set is designed to be delivered across 10 sequential learning days. Each day's intervention lesson, including the transition activities, takes about 20 minutes to complete.

Lessons 1–3 within the Activity Sets are generally divided into 3 tasks.

- Task 1 is the transition into the lesson and lasts about 2–3 minutes.
- Task 2 is the concept/skill portion and lasts for approximately 12–15 minutes.
- Task 3 is the transition out of the lesson and lasts about 2–3 minutes.

Lesson 4 is slightly different because Task 3 has been eliminated to allow more time for review. Lesson 4 is generally divided into 2 tasks.

- Task 1 is the transition into the lesson and lasts about 2–3 minutes.

- Task 2 is the concept/skill portion and may be divided into Task 2A and Task 2B. This task lasts for approximately 15–18 minutes.

Goal and Emphasis of the Rhyme Awareness Lessons

The goal of Activity Sets 1.1–1.3 is to saturate your students in rhyming songs, fingerplays, movement, and rhyming books. The “Rhyming Exercise Song,” a short snappy song and large muscle exercise, has become a mainstay of our rhyming instruction and is emphasized in all Activity Sets. Always exaggerate and emphasize the rhyming words—make them as clear as possible for the students to hear. We use a multisensory approach throughout the lessons that is geared to directly reinforcing the concept of rhyme awareness: your students *see* pictures, *sing* rhymes, *hear* rhymes, participate in *large muscle motions*, and use other *body movements*.

TEACHING TIP: **Check for Success**

Maintain eye contact with all students in your group, and ensure they are responding correctly and on cue. By doing this, you are conducting a mini assessment for each child to see who may need additional help.

Student Objectives

- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme by repeating rhyming fingerplays and songs.
- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme in an interactive rhyming book by accurately predicting the rhyming word in the story.

Teacher Objectives

- Emphasize the sounds of words that rhyme so students can clearly hear that the endings of rhyming words are the same.
- Smile and ensure success for all children.
- Hold the book so that each child can see the pictures.
- Lead children to participate in the interactive rhyming book by coaching them to accurately predict the rhyming word in the story.
- Closely observe each student for focus and full participation.

Teaching Approach

Smile often and show the children how happy you are to be with them. All of these lessons are clearly instructional, but the content is fun and your delivery should be easy and happy. Students will want to join you in group and look forward to it. Small-group time allows you to understand your children’s instructional needs and how you can meet them. In order for this to happen, the children must feel comfortable and safe—safe to take risks, learn, and grow. You are opening the door to one of the joys of early childhood literacy—rhyming.

How the Rhyme Awareness Activity Set Develops Early Literacy

Multisensory Techniques

In Activity Sets 1.1–1.3, children are using both fine motor skills and large muscle movements to emphasize rhyming words in songs, poems, fingerplays, and games. Students sing rhymes and hear their

classmates sing them; listen for, identify, and locate different kinds of sounds (e.g., loud, soft, long, short, everyday, environmental); and participate in full physical responses to rhyming words by moving to and singing the “Rhyming Exercise Song.” Throughout the Activity Sets, students continually confirm rhyming word pairs by nodding their heads and giving a thumbs-up to maintain their complete focus on rhyme.

Making Meaning and Building Vocabulary

As students go through Activity Sets 1.1–1.3, they are exposed to new vocabulary words and phrases associated with nursery rhymes, fingerplays, and read-alouds. These new words and phrases are listed at the beginning of each Activity Set and are presented in a two-step approach (see Chapter 2). Although some of these words are not common ones that the children use easily or hear often in everyday speech, we recommend that you use the new words and phrases throughout the day and in different contexts to reinforce student vocabulary and oral language growth. Encourage your students to use the words when talking to each other. Set time aside to give them the opportunity to engage in meaningful conversation with their peers.

- Activity Set 1.1: entire, nursery, fleece, from the top
- Activity Set 1.2: cheer, mischief, skidoo, whack
- Activity Set 1.3: steeple, straight, stout

Print Awareness

Students will have the opportunity to take part in the read-aloud during the Literature Link in Lesson 3 of these Activity Sets and experience the left-to-right progression of word reading and the overall framework of using a book. Also embedded is the awareness that the rhyming words they hear being read to them are actually in printed form on the pages of the books. Although these concepts of print are presented at an awareness level only and are not intended as explicit instruction in word reading, they will support your students’ understanding that rhyming words can be translated into print. This is one of the core foundational understandings in learning to read.

General Tips for Implementing Activity Sets 1.1–1.3

- In Activity Set 1.1, as you introduce rhyming words, use your face as a way of guiding the students to become aware of rhyming words. When singing the words “Do they rhyme?” in the “Rhyming Exercise Song” (introduced here in DROPP 1), show “thumbs up,” a big smile, and a vigorous head nod as you exclaim, “Yes, they rhyme!” You are modeling the correct response for your students while cuing it for them at the same time.
- A listening game is introduced in each Activity Set to get the students used to listening carefully for everyday sounds, identifying them quickly, and, in some cases, locating sounds within a specified area. This activity prepares them for learning later skills in the area of phonemic awareness. Phonemes are the smallest sounds in words and children will be expected to listen carefully and identify them, as this is the foundation for future phonics instruction.
- In Activity Set 1.2, teach the students to sing and dance to “Teddy Bear, Teddy Bear”—a popular children’s song. We had enough classroom bears for each child to hold as they “performed”—if you do not, encourage the children to bring in bears from home.

Literature Link

There are three rhyming books used in DROPP 1 in order for students to hear rhyme in the context of stories. They are all presented in Lesson 3.

- Activity Set 1.1: *Hop on Pop* (LeSieg, 1963)
- Activity Set 1.2: *Hand, Hand, Fingers, Thumb* (Perkins, 1969)
- Activity Set 1.3: *I’ll Teach My Dog 100 Words* (Firth, 1973)

TEACHING TIP: Check for Success

We recommend that you try to incorporate the “Rhyming Exercise Song” into every part of your day using any sets of two rhyming words.

While reading books to students in Activity Sets 1.1–1.3, encourage them to anticipate and predict the rhyming words at the end of the sentences. The rhyming words should be read in an overemphasized voice for easy identification by the students. Read the rhyming lines slowly for the children to hear the rhymes and think about the sound-alike qualities of the rhyming words.

Pause and Punch Technique

As you read, pause slightly just before the first rhyming word, and then punch it with your voice to make an impact. Continue reading to its rhyming match, and when you come to it, pause again to cue the students to supply (predict) the rhyming word. An example follows.

A tiny bug went for a walk (*emphasize the last word in the line*).

He met a cat and stopped to . . . talk! (*Pause for the students to say the rhyming word and as they supply the rhyme, nod vigorously, and emphasize the word talk.*)

Choose easy and familiar rhyming words at first (e.g., *bear* and *chair*, *mouse* and *house*, *cat* and *hat*) so the students can make accurate choices when predicting or supplying the rhyme. Some students are strong at predicting rhyming words, whereas others are not. Observing this skill in students provides important insight into rhyme development.

TEACHING TIP: Expert Read-Alouds

Always preview the book privately before reading aloud to the students to become familiar with the story and the rhyming words. Once you are comfortable with the storyline and the rhymes, you will be able to read the book “from the side” and hold it open for the children to see the pictures. Using this approach will keep the students actively engaged in the story.

Review

On Day 10 of each Activity Set, students get the opportunity to review the rhyme awareness skills by practicing several of the games, songs, read-aloud books, and so forth from the prior 9 days before their skill assessment checkout. The review is taken from Lessons 2 and 3.


Skill Assessment Checkouts

After your review lesson is completed, set aside a few minutes during that same day to give each child an individual rhyme awareness checkout. These take about 2 minutes per child to administer and provide useful information to guide your small-group placements. Based on the checkout and collaborative conversations with all teachers, you will determine which students should continue on in Tier 2 small-group intervention and which students can successfully return to Tier 1 whole-class instruction.

Assessment Outcome: The student is aware that two familiar words rhyme and that two unfamiliar words rhyme.

ACTIVITY SET 1.1

Lesson Descriptions

Lessons	Sequence of daily activities	 Vocabulary
Lesson 1: Sound Chips	Fingerplay for "The Itsy-Bitsy Spider" Target: Game—Listening for sounds Fingerplay for "The Itsy-Bitsy Spider"	Entire
Lesson 2: Mary Had a Little Lamb	Fingerplay for "Five Little Ducks" Target: "Mary Had a Little Lamb" Fingerplay for "Five Little Ducks"	Nursery Fleece
Lesson 3: Hop on Pop	Song and movement for "Head, Shoulders, Knees, and Toes" Target: Rhyming book— <i>Hop on Pop</i> (LeSieg, 1963) Song and movement for "Head, Shoulders, Knees, and Toes"	From the top
Lesson 4: Rhyme Awareness Review	Song and movement for "Head, Shoulders, Knees, and Toes" Target: "Mary Had a Little Lamb" Rhyming book: <i>Hop on Pop</i> (LeSieg, 1963)	

Materials Needed

- Book: *Hop on Pop* (LeSieg, 1963)
- Large nursery rhyme book with "Mary Had a Little Lamb"
- Picture of a baby nursery
- Example of fleece for the children to feel (even cotton balls or a fleece jacket work)
- Tokens for behavior/participation

- DROPP 1 Skill Assessment Checkout (see Appendix B on the CD-ROM)

CD-ROM

Sound Chips Game

- Sound clips (see Appendix C on the CD-ROM)
- Two colored chips/other tokens for each child

ACTIVITY SET

1.1

10-Day Planner

Day 1	Lesson 1: Sound Chips
Day 2	Lesson 1: Sound Chips
Day 3	Lesson 2: Mary Had a Little Lamb
Day 4	Lesson 2: Mary Had a Little Lamb
Day 5	Lesson 3: Hop on Pop
Day 6	Lesson 3: Hop on Pop
Day 7	Lesson 1: Sound Chips
Day 8	Lesson 2: Mary Had a Little Lamb
Day 9	Lesson 3: Hop on Pop
Day 10	Lesson 4: Rhyme Awareness Review

LESSON 1: Sound Chips

OBJECTIVES

Student will

- Know how to listen carefully to everyday sounds and be able to identify them
- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme by repeating rhyming fingerplays and songs

Teacher will

- Guide students in identifying common sounds
- Emphasize the sounds of words that rhyme so students can clearly hear that the endings of rhyming words are the same
- Closely observe each student for focus and full participation
- Smile and ensure success for all children

RHYMES, SONGS, AND FINGERPLAYS

"The Itsy-Bitsy Spider"

MATERIALS

Tokens for behavior/participation

Sound Chips

Sound Chips Game

- Sound clips (see Appendix C on the CD-ROM)
- Two colored chips/other tokens for each child



TASK 1

Transition fingerplay to begin the lesson (approximately 3 minutes)

INTRODUCE the big idea.

Say the following to the group after calling them together at a table.

We are going to learn about sounds. Some of these sounds are the sounds in words. Some words sound like each other and are called rhyming words. You will learn some good rhyming songs and games.

BEGIN the transition.

You are going to learn to sing a rhyming fingerplay. Words that rhyme are words that sound the same. You may know this fingerplay. It is called "The Itsy-Bitsy Spider." What's the name of the fingerplay?

► **Children's response: "The Itsy-Bitsy Spider!"**

Start by singing the first two lines of the song until you have sung two rhyming words. Exaggerate the words spout and out to convey that they are rhyming words.

My turn to sing.

The itsy-bitsy spider went up the waterspout.

Down came the rain and washed the spider out.

Sing the next two lines until you have sung two more rhyming words. Repeat the song with the children and do the movements.

Your turn to sing.

► **Children's response:**

The Itsy-bitsy spider went up the waterspout.

Down came the rain and washed the spider out.

My turn to sing.

Out came the sun and dried up all the rain.

So the itsy-bitsy spider came up the spout again.

Exaggerate the words rain and again to convey that they are rhyming words.

Your turn to sing.

► **Children's response:**

Out came the sun and dried up all the rain.

Use exaggerated, easy, consistent, and space-conscious finger and hand movements that mimic the song.



Multisensory Reinforcement

1.1
LESSON 1

 **Vocabulary**
ENTIRE

So the itsy-bitsy spider came up the spout again.

Let's start from the beginning and sing our entire rhyming fingerplay together.

The itsy-bitsy spider went up the waterspout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
So the itsy-bitsy spider came up the spout again.

Nice work using our voices and our rhymes singing "The Itsy-Bitsy Spider!"


When I say let's sing the entire song, I mean let's sing the whole song. (*form a big circle with your arms*) from start to end. We'll start to sing the song and we won't stop until we sing the entire song.

Explain vocabulary in a simple way. Follow a two-step approach. Step 1: Ask the children to describe (or act out) the vocabulary word. Everyone, show me the entire thing with your arms.

► **Children respond by forming big circles with their arms.**

Step 2: Give students the description and they supply the word. Everyone, what's another way of saying the whole thing?

► **Children's response: The entire thing.**

 **TEACHING TIP:** Use the new word in a sentence using your students' names. This always gets their attention.

Yes, *entire* means the whole thing. Another way of saying Jameel ate the whole ice cream cone is Jameel ate the entire ice cream cone.

Guide students to use a complete sentence.

Everyone, I want you all to say Jameel ate the entire ice cream cone. Get ready.

► **Children's response: Jameel ate the entire ice cream cone.**

Yes, Jameel ate the entire ice cream cone. Everyone, how much of the ice cream cone did Jameel eat?


► **Children's response: Jameel ate the entire ice cream cone.**

Yes, Jameel ate the entire ice cream cone. Let's pretend to eat the entire ice cream cone. *Pretend to eat and prompt the children to follow.*

 **TASK 2**

Play Sound Chips (approximately 12–14 minutes)

 **PLAY** the game.

 See Appendix D on the CD-ROM for the Sound Chips Game instructions and Appendix C for the sound clips.

**TASK 3**

Transition song to end the lesson (approximately 3 minutes)

1.1

LESSON 1

MAKE THE TRANSITION
to end the lesson.

You are going to practice the rhyming fingerplay you learned earlier. Can you remember the name of the fingerplay? Raise your hand if you remember. *Call on a student.*

► **Child's response: "The Itsy-Bitsy Spider"**

Yes, it's called "The Itsy-Bitsy Spider."

If the student response is incorrect, say, "The name of our rhyming fingerplay is 'The Itsy-Bitsy Spider.' Let's get our spiders ready."

Sing the entire song with them and do the movements.

The itsy-bitsy spider went up the waterspout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
So the itsy-bitsy spider came up the spout again.

Great job singing about your spiders.

Listen to the "Rhyming Exercise Song," which we can do together. Remember, words that rhyme are words that sound the same. We want to get our rhyme muscles nice and strong so our rhymes are in great shape. Follow me.

Do the movements: Pause and flex your wrists with your palms up. Put your hands in the sky. On the word hands, stretch one arm up to the sky and then the other arm. Do the rhyming exercise.

Spout (*Stretch one arm up as you say the word.*)

Out (*Stretch the other arm up.*)

Spout (*Switch arms.*)

Out (*Switch arms.*)

Spout (*Switch arms.*)

Out (*Switch arms.*)

Do they rhyme? Pause here and allow them to show thumbs up or thumbs down before you respond. Look around at each student and make eye contact. Yes. Nod vigorously. They rhyme. Give two thumbs up.

Yes. Good job. You are working hard learning your rhymes. Clam claps for us. *Hold both hands at neck height out to the side, with elbows bent, and "clap" fingers to thumb in the shape of a clam. Repeat the claps.*

Everyone now gets their winnings for learning your rhymes and for working hard. *Give out token rewards to each child.*

**Multisensory
Reinforcement****TEACH** the "Rhyming
Exercise Song."**Multisensory
Reinforcement****Model
the Activity****END** Lesson 1.

LESSON 2: Mary Had a Little Lamb

OBJECTIVES

Student will

- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme by repeating rhyming fingerplays and songs

Teacher will

- Emphasize the sounds of words that rhyme so students can clearly hear that the endings of rhyming words are the same
- Closely observe each student for focus and full participation
- Smile and ensure success for all children

RHYMES, SONGS, AND FINGERPLAYS

"Mary Had a Little Lamb"

"Five Little Ducks"

MATERIALS

Large nursery rhyme book with "Mary Had a Little Lamb"

Picture of a baby nursery

Example of fleece for the children to feel (even cotton balls or a fleece jacket can work)

Tokens for behavior/participation



TASK 1

Transition fingerplay to begin the lesson (approximately 3 minutes)

INTRODUCE the big idea.

We are going to listen carefully for rhymes and then practice our rhymes. You will learn some good rhyming songs.

Think big. Don't forget, words that rhyme are words that sound the same. What do we call words that sound the same?

► **Children's response: Words that rhyme.**

Yes, words that rhyme or rhyming words. Like *play* and *away*. Do it with me. As you say *play*, put your right palm out and tilt your head to the right and then do the same on the left side as you say *away*. Do this three times.

► **(Children respond by doing it with you.)**

Nice job rhyming *play* and *away*.

Model the Activity

BEGIN the transition.

You are going to learn to sing a rhyming fingerplay. You may know this one. It's called "Five Little Ducks."

What's the name of the fingerplay? *Coach the students for the correct response.*

► **Children's response: "Five Little Ducks."**

My turn. Listen. *Sing the first two lines of the fingerplay until you have sung two rhyming words.*

Five little ducks went out one day,
Over the hill and far away.

Sing the next two lines until you have sung two more rhyming words.

Your turn to sing. *Repeat the fingerplay, do it with them, and count down to one little duck.*

► **Children's response:**
Five little ducks went out one day,
Over the hill and far away.

My turn.

Mother duck said "quack, quack, quack,"
But only four little ducks came back.

Your turn to sing. *Sing with them and do the finger movements.*



Turn On Your Ears

Use exaggerated, easy, consistent, and space-conscious finger and hand movements that mimic the song.



Model the Activity

TEACHING TIP: Use drama to increase memory. Look very sad for the mother duck, but get happy quickly when the ducks come back.

► **Children’s response:**
Mother duck said “quack, quack, quack,”
But only four little ducks came back.

Let’s start from the beginning and sing our rhyming song together.

One little duck...but none of the five little ducks came back.

Let’s sing the last verse.

Sad mother duck went out one day,

Over the hill and far away.

The sad mother duck said “quack, quack, quack,”

And all of the five little ducks came back.

Nice job singing “Five Little Ducks.” You are working very hard.

Let’s give ourselves a round of applause. *Clap hands in a circle for a round of applause.*



TASK 2

Learning nursery rhymes (approximately 12–14 minutes)

INTRODUCE the nursery rhyme.

You are going to learn a nursery rhyme called “Mary Had a Little Lamb.” What is a nursery? Touch your nose if you know. *Call on one or two children.*

TEACHING TIP: Check on students’ focus by giving them an easy direction to follow.



Vocabulary

NURSERY

Explain vocabulary in a simple way. Follow a two-step approach. Step 1: Show the picture of a nursery and give a brief description of the word.

A nursery is a room where a baby sleeps. What is a nursery? Everyone?

► **Children’s response: A room where a baby sleeps.**

Step 2: Give students the description and have them supply the word.

Yes, a nursery is a room where a baby sleeps. Another way of saying a room where a baby sleeps is a nursery.

Everyone, I want you all to say, a nursery is a room where a baby sleeps. Get ready.

► **Children’s response: A nursery is a room where a baby sleeps.**

Guide students to use a complete sentence. Yes, a nursery is a room where a baby sleeps. Where does a baby sleep?

► **Children’s response: A nursery is a room where a baby sleeps.**

Yes, a nursery is a room where a baby sleeps. We call this a nursery rhyme because some parents and grandparents sing these rhymes to their babies as they fall asleep in their cribs. Let’s pretend we are rocking our babies and putting our baby brother or sister in their crib in the nursery. Be gentle.

1.1
LESSON 2

TEACHING TIP: Act it out. Use exaggerated movements with the students. Have them rock their babies in their arms and then put them to bed.

Give the correct answer immediately if a student responds incorrectly to a question about the rhyme story. Continue being positive and encouraging.

 **Multisensory Reinforcement**

 **Turn On Your Ears**

 **Vocabulary**

FLEECE

Explain vocabulary in a simple way.

Show students the pictures from the nursery rhyme book. The title of our nursery rhyme is "Mary Had a Little Lamb." What is the little girl's name in our rhyme?

► **Children's response: Mary.**

Yes, the girl's name is Mary. And what did she have in the rhyme?

► **Children's response: A little lamb.**

Yes, Mary had a little lamb. Why do you think Mary had a little lamb?

Accept responses from one or two children. Then, guide students toward the concept of a pet. Does anyone here have a little lamb as a pet at home? Accept responses from one or two children.

What do you think happens to Mary and her little lamb? Accept responses from one or two children.

Let's find out as we listen. Read the nursery rhyme showing the pictures as you read slowly.

Mary had a little lamb,
Whose fleece was white as snow.
And everywhere that Mary went,
the lamb was sure to go.

It followed her to school one day,
That was against the rule.
It made the children laugh and play,
To see a lamb at school.

Should I read it again?

► **(Children respond with nods.)**

Reread the nursery rhyme again slowly, showing the pictures. Touch the specific pictures as you read. Okay, listen carefully and repeat after me. Mary had a little lamb. Your turn. Say it.

► **Children's response: Mary had a little lamb.**

My turn. Whose fleece was white as snow. Your turn. Say it.

► **Children's response: Whose fleece was white as snow.**

Fleece is another name for the lamb's fur. Everyone, do you think fleece is soft or hard? Show your fleece example.

► **Children's response: Soft.**

Yes, a lamb's fleece is soft. Everyone, touch the lamb's fleece.

The children feel the fleece.

TEACHING TIP: Check on students' focus by giving them an easy direction to follow.

Tell me about something else that is soft. Touch your elbow if you know. Call on several children to respond.

Let's keep going. My turn. And everywhere that Mary went. Your turn. Say it.

► **Children's response: And everywhere that Mary went.**

My turn. The lamb was sure to go. Your turn. Say it.

► **Children's response: The lamb was sure to go.**

It followed her to _____ (where?). Everyone?

► **Children's response: To school.**

Yes, It followed her to school one day, which was against the rule. What is a rule? Touch your nose if you know. *Call on one child to respond.*

Yes, a rule is something you must do. Tell me about the rules we have at this school. *Guide students to remember some rules.* Can you bring a pet to school?

► **Children's response: No.**

Let's find out what happened when Mary's lamb followed her to school. *Show the book.*

It made the children laugh and play to see a lamb at school. Everyone, say it with me.

► **Children's response: It made the children laugh and play to see a lamb at school.**

Nice job saying "Mary Had a Little Lamb."

Let's sing the "Rhyming Exercise Song." Let's get our rhyme muscles nice and strong so our rhymes are in great shape. Remember, words that rhyme are words that sound the same, or rhyming words.

PRACTICE the "Rhyming Exercise Song."



Multisensory Reinforcement

Put your hands in the sky. *Stretch one arm up to the sky, then the other arm, on the word hands.* Do the rhyming exercise.

Show (*Stretch one arm up as you say the word.*)

Snow (*Stretch the other arm up.*)

Show (*Switch arms.*)

Snow (*Switch arms.*)

Show (*Switch arms.*)

Snow (*Switch arms.*)

Do they rhyme? *Pause here and allow them to show thumbs up or down before you respond. Look around at each student and make eye contact.* Yes. Nod vigorously. They rhyme. *Give two thumbs up.*

Let's try two more words: *rule* and *school*. *Repeat the song with the new words.*

END the song.

When time is up and before the transition, say, Your rhyming work was so good today. Let's give ourselves the trucker cheer. Do it with me.

(*Put your hands on the "wheel" and "steer" it.*) Grab your steering wheel.

(*Make the sound of a truck.*) Rrrrrr.

(*Put your fist in the air and pull the horn.*) Honk, honk.

(*Talk into your fist.*) Grab your CB radio and say, "Good job, good buddy!"

**TASK 3**

Transition fingerplay to end the lesson (approximately 3 minutes)

MAKE THE TRANSITION to end the lesson.

You are going to practice the rhyming fingerplay you learned earlier. Everyone, can you remember the name of the fingerplay? Touch your knee if you remember. *Guide for the correct response.*

▶ **Children’s response: “Five Little Ducks.”**

Yes, it’s called “Five Little Ducks.” Eyes on me. Let’s sing together. *Repeat the earlier transition.*

END Lesson 2.

Everyone now gets their winnings for learning your rhymes and for working hard. *Give out token rewards to each child.*

LESSON 3: Hop on Pop**OBJECTIVES****Student will**

- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme in an interactive rhyming book by accurately predicting the rhyming word in the story

Teacher will

- Emphasize the sounds of words that rhyme so students can clearly hear that the endings of rhyming words are the same
- Hold the book so that each child can see the pictures
- Closely observe each student for focus and full participation
- Lead children to participate in the interactive rhyming book by coaching them to accurately predict the rhyming word in the story
- Smile and ensure success for all children

RHYMES, SONGS, AND FINGERPLAYS

“Head, Shoulders, Knees, and Toes”

MATERIALS

Book: *Hop on Pop* (LeSieg, 1963)

Tokens for behavior/participation

**TASK 1**

Transition song to begin the lesson (approximately 3 minutes)

INTRODUCE the big idea.

We are going to listen for words that rhyme and we will practice our rhymes. Remember, rhyming words are words that sound the same. What do we call words that sound the same?

▶ **Children’s response: Words that rhyme.**

Yes, words that rhyme or rhyming words. Like *toes* and *nose*. Do it with me. *Put your right palm out and tilt your head to the right as you say toes; then do the same on the left side as you say nose.*

**Model the Activity**▶ **(Children respond by doing it with you.)**

Nice job rhyming *toes* and *nose*. We will read a story with many rhyming words.

BEGIN the transition.

Before you begin: Students should pull out their chairs so they will be able to touch their toes.

You are going to sing a rhyming song that you probably already know. It’s called “Head, Shoulders, Knees, and Toes.” This is a fun song with rhyming words and great movements. Everyone, what’s the name of our rhyming song?

▶ **Children’s response: “Head, Shoulders, Knees, and Toes.”**

Yes. “Head, Shoulders, Knees, and Toes.”

**Turn On Your Ears****Model the Activity**

Listen. Look at me and do what I do. *Exaggerate the movements.*

Head (*Place hands on head.*)

shoulders (*Move hands to shoulders.*)

knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Head (*Place hands on head.*)

shoulders (*Move hands to shoulders.*)

knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Eyes (*Place hands on eyes.*)

and ears (*Move hands to ears.*)

and mouth (*Move hands to mouth.*)

and nose (*Touch nose.*)

Head (*Place hands on head.*)

shoulders (*Move hands to shoulders.*)

knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Knees (*Move hands to knees.*)

and toes (*Touch toes.*)

Let's take it from the top.

What do you think take it from the top means? Pull your ear lobe if you know.

Guide students to their ear lobes.

Well, I'm glad you know. It means to start. We usually start something at the top, so *take it from the top* means to start.

Who can think of something we start at the top? *Show an example. Hold up a book, open to the first page, and point to text at the top of the page.*

► **Children's response: Reading a book, reading a page.**

Follow a two-step approach. Step 1: Give a brief description of the word. Yes, we start at the top of the page when we read. Or, the top of a book. The top of the book is called the cover. What does take it from the top mean? Guide students to use a complete sentence.

► **Children's response: Take it from the top means to start.**

**Vocabulary****FROM THE TOP**

Explain vocabulary in a simple way.

TEACHING TIP: Act it out. Use exaggerated movements with the students. Large muscles have memory. Have them pat the tops of their heads.

Step 2: Give students the description, and have them supply the word.

This is usually the thing people do when they want you to start something or take it from the top. (*Pat the top of your head.*) Do it with me. What's another way of saying you want to start something? (*Pat the top of your head.*)

► **Children’s response: Take it from the top.**

Yes, take it from the top. Good job. You are working hard.

Okay. Let’s take it from the top (*model the head pat*) and sing the entire rhyming song. That means we will sing the whole song. *Stretch out your arms to show “the whole thing.” Sing the song again with movements.*

 **TASK 2**

Listening to a rhyming book (approximately 12–14 minutes)

INTRODUCE the lesson.

You are going to read a rhyming story with me and listen for some rhyming words. What about *hop* and *pop*? Do they rhyme? Do they sound the same?

► **Children’s response: Yes.**

Yes, *hop* and *pop* sound the same. They rhyme. *Give a thumbs up.* What about *pup* and *up*? Do they rhyme? Do they sound the same?

► **Children’s response: Yes.**

Yes, *pup* and *up* sound the same. They rhyme. *Give a thumbs up.*

This book has many rhyming words. The title of the book is *Hop on Pop*. *Hold up the book and point to the title as you read.* Take a look at the picture on the cover. Everyone, where is Pop? *Move the book to the children so they can touch it.*

► **(Children respond by touching Pop.)**

I wonder who can hop on pop? Can everyone here hop? Very quietly, stand up and hop on one foot. Good job with your hops.

Let’s get ready for me to read. See if you can guess some of the rhyming words as I read the book to you. *Read the book aloud.*

TEACHING TIP: When reading aloud to students, begin to encourage them to anticipate and predict the rhyming words. Pause at the end of a rhyming line for students to orally predict the next word. Over-emphasize the rhymes as you read.

SING the “Rhyming Exercise Song.”

 **Multisensory Reinforcement**

Now let’s see if we learned some rhyming words. Let’s sing the “Rhyming Exercise Song” to check it out. Get ready.

Put your hands in the sky. *Stretch one arm up to the sky, then the other arm, on the word hands.* Do the rhyming exercise.

Wall (*Stretch one arm up as you say the word.*)

Fall (*Stretch the other arm up.*)

Wall (*Switch arms.*)

Fall (*Switch arms.*)

Wall (*Switch arms.*)

Fall (*Switch arms.*)

Do they rhyme? *Pause here and allow them to show thumbs up or down before you respond. Look around at each student and make eye contact.* **Yes.** *Nod vigorously.* They rhyme. *Give two thumbs up.*

END the song.

Sing the song several times and use the same format. Use the following words, and do as many as time permits: all/ tall; day/play; mouse/house; and pup/cup.

You are working very hard. You are the rhyming kings and queens of _____ (*insert name of school*).

**TASK 3**

Transition song to end the lesson (approximately 3 minutes)

MAKE THE TRANSITION
to end the lesson.

You are going to sing the rhyming song you learned at the beginning of our lesson. The name of the song is "Head, Shoulders, Knees, and Toes." Everyone, what is our song?

► **Children's response: "Head, Shoulders, Knees, and Toes."**

Yes, it's called "Head, Shoulders, Knees, and Toes." Eyes on me. Let's sing together. *Repeat the earlier transition.*

Let's do a sit down cheer for everyone's terrific work today. *Sing to the tune of "Kiss Him Goodbye." Substitute the words "good job."*

END Lesson 3.

Everyone now gets their winnings for learning your rhymes and for working hard. *Give out token rewards to each child.*

LESSON 4: Rhyme Awareness Review**OBJECTIVES****Student will**

- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme by repeating rhyming fingerplays and songs
- Know how to listen carefully to the sounds of rhyming words and be able to develop an awareness of rhyme in an interactive rhyming book by accurately predicting the rhyming word in the story

Teacher will

- Emphasize the sounds of words that rhyme so students can clearly hear that the endings of rhyming words are the same
- Smile and ensure success for all children
- Hold the book so that each child can see the pictures
- Lead children to participate in the interactive rhyming book by coaching them to accurately predict the rhyming word in the story
- Closely observe each student for focus and full participation

RHYMES, SONGS, AND FINGERPLAYS

"Head, Shoulders, Knees, and Toes"

MATERIALS

A large nursery rhyme book with "Mary Had a Little Lamb"

Picture of a baby nursery

Example of fleece for the children to feel (even cotton balls or a fleece jacket work)

Tokens for behavior/participation

DROPP 1 Skill Assessment
Checkout (see Appendix B on
the CD-ROM)


**TASK 1**

Transition song to begin the lesson (approximately 2 minutes)

INTRODUCE the big idea.

We are going to listen carefully for rhymes and then practice our rhymes. You will learn some good rhyming songs. What do we call words that sound the same?

► **Children's response: Words that rhyme.**

Yes, words that rhyme or rhyming words. Like *pup* and *cup*. Do it with me. *Put your right palm out and tilt your head to the right as you say pup; then do the same on the left side as you say cup.*

► **(Children respond by doing it with you.)**

Nice job rhyming *pup* and *cup*. We will read a story with many rhyming words.

BEGIN the transition.

You are going to sing a rhyming song that you already know. It's called "Head, Shoulders, Knees, and Toes." This is a fun rhyming song. Everyone, what's the name of our rhyming song?

1.1
LESSON 4

Before you begin: Students should pull out their chairs so they will be able to touch their toes.

 **Model the Activity**

► **Children’s response: “Head, Shoulders, Knees, and Toes.”**

Yes, “Head, Shoulders, Knees, and Toes.” Get ready. Let’s take it from the top. Look at me and do what I do. *Exaggerate the movements.*

Head (*Place hands on head.*)
shoulders (*Move hands to shoulders.*)
knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Head (*Place hands on head.*)
shoulders (*Move hands to shoulders.*)
knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Eyes (*Place hands on eyes.*)
and ears (*Move hands to ears.*)
and mouth (*Move hands to mouth.*)
and nose (*Touch nose.*)

Head (*Place hands on head.*)
shoulders (*Move hands to shoulders.*)
knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Knees (*Move hands to knees.*)
and toes (*Touch toes.*)

Nice job singing our rhyming song.

 **TASK 2A**


Reviewing “Mary Had a Little Lamb” (approximately 8 minutes)

REVIEW the nursery rhyme.

The title of our nursery rhyme is “Mary Had a Little Lamb.” Let’s rock our babies and place them in their cribs in the nursery. If you can tell me what a nursery is, then cover up your baby in his or her crib, put your finger on your lip, and say, “shhh.” *Call on one child.*

► **Child’s response: A nursery is a room where a baby sleeps.**

Yes, a nursery is a room where a baby sleeps. We call this a nursery rhyme because some parents and grandparents sing these rhymes to their babies as they fall asleep in their cribs.

 **TEACHING TIP:** Act it out. Use exaggerated movements with the students. Large muscles have memory. Have them rock their babies in their arms and then put them to bed.

 **Turn On Your Ears**

Listen first and then we will say it together. *Show pictures from the book.*

Mary had a little lamb,
Whose fleece was white as snow.
And everywhere that Mary went,

the lamb was sure to go.
It followed her to school one day,
That was against the rule.
It made the children laugh and play,
To see a lamb at school.

Everyone, what's another name for the lamb's white fur?

► **Children's response: Fleece.**

Yes, a lamb's fleece is his soft fur. Let's start the book again, and everyone say the nursery rhyme with me. *Read the nursery rhyme again, slowly show the pictures, and guide students to repeat the rhyme.*

PRACTICE the "Rhyming Exercise Song."

Let's sing the "Rhyming Exercise Song." Let's get our rhyme muscles nice and firm so our rhymes are in great shape. Remember, words that rhyme are words that sound the same.



Multisensory Reinforcement

Put your hands in the sky. *Stretch one arm up to the sky, then the other arm, on the word hands.* Do the rhyming exercise.

Show *(Stretch one arm up as you say the word.)*

Snow *(Stretch the other arm up.)*

Show *(Switch arms.)*

Snow *(Switch arms.)*

Show *(Switch arms.)*

Snow *(Switch arms.)*

Do they rhyme? *Pause here and allow them to show thumbs up or down before you respond. Look around at each student and make eye contact. Yes. Nod vigorously. They rhyme. Give two thumbs up.*



TASK 2B

Reviewing a rhyming book (approximately 8–9 minutes)

REVIEW the rhyming story.

We are going to read a rhyming story and listen for some rhyming words. What can you tell me about rhyming words? *Give children a hint by tugging on your ear. Pause to allow them to respond.*

► **Children's response: They sound the same.**

Yes, rhyming words sound the same. What about *day* and *away*? Do they rhyme? Do they sound the same?

► **Children's response: Yes.**

Yes, *day* and *away* sound the same. They rhyme. *Give a thumbs up.* What about *quack* and *back*? Do they rhyme? Do they sound the same?

► **Children's response: Yes.**

Yes, *quack* and *back* sound the same. They rhyme. *Give a thumbs up.* What about *house* and *mouse*? Do they rhyme? Do they sound the same?

► **Children's response: Yes.**

Yes, *house* and *mouse* sound the same. They rhyme. *Give a thumbs up.* This book has many rhyming words. The title of the book is *Hop on Pop*. *Hold up the book and point to the title as you read.*

1.1
LESSON 4

I'm ready to read. See if you can guess some of the rhyming words as I read the book to you. Let's say the title of the book together.

► **Children's response:** *Hop on Pop.*

(Read slowly and emphasize rhyming words.)



TEACHING TIP: When reading aloud to students, pause at the end of a rhyming line for students to orally predict the next word. Choose easy rhyming words at first so students make accurate choices.

That was fun. Blow the whistle if you liked hearing the rhyming words in this story.

► **(Children respond with a "Whoo! Whoo!" as they pull the "whistle.")**

When time is up and before the transition, say, Your rhyming work was so good today. Let's give ourselves the trucker cheer. Do it with me.

(Put your hands on the "wheel" and "steer" it.) Grab your steering wheel.

(Make the sound of a truck.) Rrrrrrr.

(Put your fist in the air and pull the horn.) Honk, honk.

(Talk into your fist.) Grab your CB radio and say, "Good job, good buddy!"

END Lesson 4.

Everyone now gets their winnings for learning your rhymes and for working hard. *Give out token rewards to each child.*



The DROPP 1 Skill Assessment Checkout will be completed for each student following this lesson.