

## Overview

The teacher reads the book *Hop on Pop* by Dr. Seuss. During the reading, the teacher helps the children to point out the rhyming words. The teacher shows the children a basket full of objects that rhyme. A child volunteers to take an item out of the basket and find the matching object that rhymes.

## Lesson Context

Rhyming is one of the first skills in the Phonological Awareness Continuum. By working with fun rhyming games, predictable rhyming books, and nursery rhymes, children become aware that some words have similar sounds. One of the best ways to introduce rhyming is by playing games using the children's names.

## Objectives

- To direct attention to the similarities and differences between the sounds of language
- To use meaning and rhythm to predict rhyming words
- To generate rhymes

## Materials

- The book *Hop on Pop* by Dr. Seuss
- A basket with pairs of objects that rhyme (e.g., log/frog, hat/cat, etc.)

## Planning the Lesson

- Review the book *Hop on Pop* by Dr. Seuss.
- Look for questions that you, the teacher, would like to ask before, during, and after reading the book.
- Make a basket with the following items:

Bat/hat	Rock/clock
Frog/log	Car/star
Top/mop	Can/fan

## Vocabulary Words

- Hop
- Stop
- Pop

*It is recommended that you have a sentence strip for each vocabulary word and a picture illustrating the word for the children to see. Then, place the words on the word wall.*

### Teaching the Lesson

- Begin the lesson by introducing the book *Hop on Pop* by Dr. Seuss.
- Review the cover with the children and ask:
  1. "What do you think this book will be about?"
  2. "Who do you think is Pop?"
  3. "What does it mean to hop?"
  4. "Do you know of anything that hops?"
  5. "Can you hop?"
- State the author and illustrator and ask:
  1. "Have you ever read a book by this author before?"
  2. "What other books have you read from this author?" (Many children have already read some of the Dr. Seuss books at home.)
- Begin reading the book. During the reading, point out the different words that rhyme and ask the children if they hear the similarities in those words.
- Also, make sure to leave some opportunity (in the form of a short pause) for the children to complete the rhyme as you are reading. This practice allows the children to feel as if they are participating and accomplishing something too.
- After the reading, work with small groups of children. Show the children the basket full of objects. Tell the children, "These are special objects because they share similar sounds."
  1. Name the different objects with the children.
  2. Ask a child to take an object out and see if the child can find the other object in the basket that has the same sounds.
  3. Continue until all the objects have been rhymed and all the children have had a turn.

### Evaluating the Lesson

*What methods were used to determine if the students understood the instruction?*

- The teacher allowed an opportunity for the children to predict the rhyming text in order to determine their ability to do so. The teacher determined whether it is easy or difficult for children to predict the rhyming text.
- The teacher allowed the children to participate in the activity in order to engage them in the learning process.

*What criteria were used to evaluate students' products for the lesson?*

- The teacher had a basket full of objects with rhyming names. Each child was asked to pick an item out of the basket and to name it. Then, the child found the item in the basket that had a rhyming name and said that name. (This activity also helped to assess the children's understanding of the lesson.) The teacher noted which children needed individual practice with rhyming.

## **Summary**

Dr. Seuss is a great source for teachers to use for phonological awareness activities such as rhyming. Many times the children are already familiar with the text. The children love reading *Hop on Pop* because it is a fun book. Putting rhyming objects in a basket for the children to sort and name helps the children understand the concept even better.