

# CUPCAKE RHYMING MEMORY

**Age Level:** 4<sup>th</sup> grade- modified individual lesson

**Subject(s) Area:** Language Arts

**Materials Needed:** Cupcake Rhyming Word cards, an open area to play, paper and pencil or google docs if time doesn't allow.

## Standards:

*RL.5:* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

## Objectives:

Student will demonstrate an understanding for rhyming words and create a poem using some of the words.

## Learning Activities:

**Technology:** **Google docs if needed.**

### Required Vocabulary

**rhyming words:** words that have the same ending sounds.

**Poem:** literature format that is written in stanzas.

**Match:** pairing two of the same.

**Opening Element:** Begin by asking for a definition of rhyming words. Give a few examples to promote an understanding for the child. Next ask the child if they have ever played memory , and explain that we will be playing a rhyming memory game.

### Instructional Methods:

Begin by going through the words with the child together to become familiar with them. Next, lay the cards face down. Instruct the child to flip two words over and ask if any of them rhyme. The child will keep the words flipped over. Next the other player (instructor in this case) will go. Look for any rhyming word pairs.

Once a pair is found put them in a pile. Continue taking turns until all of the cards have been paired. Once all of the cards have all been paired encourage the student to choose two to three pairs to construct a short poem using an ABAB pattern with. The student may write or type the poem.

**Differentiation:** **If the student is struggling with stamina for time allow the child to orally present the poem while and someone else record.**

**Reflective Questions:** How did you know which words matched? Why did you decide to use those words for the poem?

### Wrap-Up:

Ask the student to send or print their poem and read it together emphasizing on the rhyming words. Ask the child to recite some other words that may rhyme that were not on the cards and encourage the child to continue to look for word endings that sound the same.

## Assessment:

**Formative**-*Check for understanding as the child recognizes rhyming words.*

**Summative:** *Does the child understand how the words fit to make a ABAB pattern in a poem?*

## Reflection:

This activity worked well for this student with difficulty in writing and rhyming. The student was very interested in the activity, but it would have worked well to have pictures with the words so the student could identify the word on their own a little better. There were a lot of words but they were good for practice with the rhyming. After the matching game we wrote the poem and the student wanted to write so we did not use the google docs feature, but to ensure stamina to finish writing the poem the student wrote the rhyming words only. As an extension I allowed for the student to draw an illustration for their poem.