

Do You Like Trains?

LESSON PLAN

SECOND GRADE: Rhyming Words

CCS OBJECTIVE: Describe how words or phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. (CCS.Literacy.RL.2.4).

Materials:

- ◆ *Do You Like Trains?* book
- ◆ Worksheet #1 (Focus: Underlining rhyming words)
- ◆ Worksheet #2 (Focus: Word bank and matching rhyming words)
- ◆ Crayons or colored pencils

Instructions:

- ◆ Teacher will read *Do You Like Trains?* book to the class telling them to listen to the rhythm of the story.
- ◆ After reading the book, the teacher will discuss the importance of rhyme by asking the students the following questions while aiding them with the answers:
 1. **Do you like the way it sounds?** It's pleasing to the ear and is fun to read.
 2. **How is rhyme like music?** It has rhythm. It helps you learn the rhythm of our language.
 3. **How does rhyme help you learn?**
 - It helps you remember stories and predict what's coming.
 - It helps you learn sounds and syllables in words.
 - Words that share common sounds often share common letters.
- ◆ The teacher will distribute the 1st worksheet (Underlining Rhyming Words) to the students. (See reference next page of instructions)

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Instructions: (continued)

- ◆ The teacher will go over the 1st worksheet (Underlining rhyming words) with the entire class asking them which words rhyme in each stanza. (Teacher can display worksheet on Smart Board)
- ◆ The students will underline the rhyming words once they identify them.
- ◆ The teacher will distribute Worksheet #2 (Word Bank) to the students.
- ◆ The students will work independently matching the rhyming word and drawing a picture to match the word being matched. Images are provided in the Word Bank portion to help the students.

Teacher Quick Reference (Worksheet #1):

1. "I love trains everywhere I go!"
"I like them fast. I like them slow."
"I even like them in the snow."
2. "There are trains that are old and trains that are new."
"What about engines that are red, white and blue?"
3. "What about the tracks? Some are double. Some are single."
"And there's a Christmas train with bells that jingle."
4. "Do you like trains now? You don't? Oh no!"
"Maybe you will like trains when you hear the horn blow!"

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Teacher Quick Reference (Worksheet #1): (continued)

5. "There's hoppers, boxcars, and the caboose!"
"And best of all, the cowcatchers that push aside cattle and moose."

6. "What about their whistle? And their clickety-clack?"
"They can be heard from far away chugging down the track."

7. "So you like trains now? You are still not sure?"
"Well, then, I have the cure!"

8. "What do you think now that you're here?"
"I see a smile! It does appear!"

