

LESSON PLAN
GRADE 2-3
Beetle Spots

LESSON TITLE: Learning to Write with Rhyming Patterns

OBJECTIVE: The students will identify and understand how rhyming patterns are used in writing. Students will write a short story using a rhyming pattern and read their story to the class.

MATERIALS: Book *Beetle Spots*, paper, pencils, crayons

LESSON PLAN

1. **ENAGE:** Create a KWL chart on the board and ask the students what they know about patterns, where they seen patterns and why patterns are used. Ask students how patterns could be useful to an author and in writing.
2. Ask students to detect the writing pattern as they view the book *Beetle Spots*.
3. **TEACH:** Call on a student to describe the pattern they observed in the book, which is a rhyming pattern. Every other sentence ending rhymes (A, **B**, C, **B** rhyming pattern).
4. Clarify that the rhyming pattern in *Beetle Spots* is created by rhyming the last word in every other sentence. Discuss how the pattern affects, shapes and enhances the story.
5. On the board, model how to write a short story using this rhyming pattern. Think out loud for the students as you write your first sentence. “Now my last word in this sentence is house, so let me think of all the words that rhyme with house.” Create a list of the rhyming words for house and ask the students to help you add to the list. Write your next sentence, which will not rhyme. Then write your third sentence, which will rhyme, and demonstrate how you choose a rhyming word from the list. Continue modeling a few more sentences and demonstrate how you create new rhyming lists to complete your short story.
6. **GUIDED PRACTICE:** Ask students to think of a topic they would like to use as a practice story on the board. Call on a volunteer to pick the story’s topic, and another volunteer to write the first sentence on the board. Let the students make the rhyming lists and select words from the list to create the rhyming pattern. Call on a variety of students to contribute a sentence to the story until they become comfortable with this rhyming pattern and writing process.
7. **INDEPENDENT PRACTICE:** Tell students they are going to write their own short story using this rhyming pattern.

8. Explain the writing directions to the students. Directions: The students are to select their favorite bug as the topic for their short story and use this rhyming pattern in their story. Students are to use a separate sheet of paper to generate the rhyming word lists. Then, students may illustrate their story.

9. **CLOSURE:** Ask students what they learned about patterns, rhymes and how authors can use them to enhance writing. Fill in the “L” column the KWL Chart with the students responses.

10. **ASSESSMENT:** Students will read their bug rhyming pattern story to the class then show their illustrations. As the student reads his/her story, listen for the rhyming pattern. Then, collect the stories and evaluate the written stories directly.

Quiz Key

Beetle Spots

1. What kind of bug is this story about?
 - a. an ant
 - b. a butterfly
 - c. a bumble bee
 - d. a beetle**
2. What the main problem in the story?
 - a. a young beetle thought he lost his mother
 - b. a young beetle thought he lost his spots**
 - c. an old beetle thought he lost his spots
 - d. an old beetle has a dog named Spot
3. Which body part were the spots on?
 - a. on its hands
 - b. on its feet
 - c. on its tail
 - d. on its shell**
4. How did the beetle parents feel when he told them he lost his spots?
 - a. the mother was angry but the father was not**
 - b. the father was angry but the mother was not
 - c. both the mother and the father were angry
 - d. both the mother or the father were glad
5. What did the father suggest they do to find the young beetle's spots?
 - a. post "lost spots" signs around the neighborhood
 - b. draw new spots on the young beetle shell
 - c. backtrack the steps where the young beetle had been that day**
 - d. track down the person who took the spots
6. The father beetle used the word "backtrack." What does "backtrack" mean?
 - a. the backside of a train
 - b. the marks on a beetles back
 - c. to retrace where you have been**
 - d. to go where you have never been
7. Who walked with the young beetle as he retraced his steps?
 - a. his friends
 - b. his mother and father**
 - c. only his mother
 - d. only his father

8. Where did they search for the lost spots?
- a. over the bridge and through the woods
 - b. across the street and through the park
 - c. in the garden until they came to the wall**
 - d. in the river and the pond
9. What color was the wall in the garden?
- a. blue
 - b. pink
 - c. black
 - d. brown**
10. What did the beetle think had fallen on him while he was playing?
- a. an egg
 - b. snowflakes
 - c. rain**
 - d. a leaf
11. What actually fell on the beetle's shell?
- a. flower petals from the garden
 - b. leaves from the trees
 - c. water from the lawn sprinkler
 - d. wet paint from the wall**
12. What did the beetle finally realize about his spots?
- a. He never had spots.
 - b. His spots were gone forever.
 - c. His spots were covered up with paint.**
 - d. His spots were too heavy and fell off.