

GUESS AGAIN!

By Lillian Morrison

Third Grade

Objectives/Outcome:

Students will:

- Share background knowledge
- Define the parts of a book and the elements associated with each feature
- Define a riddle
- Recall riddles previously heard
- Identify and create clues
- Identify rhyming words
- List nouns, verbs, and adjectives
- Differentiate between action verbs and linking verbs
- Create adjective/noun rhyming word pairs
- Use rhyming words in sentences
- Write in complete sentences
- Make and modify predictions
- Recall examples from a read aloud
- Describe illustrations using adjectives
- Speak in complete sentences
- Pantomime a riddle

Introductory Activity:

- Riddles and Poems
 - Ask the following open ended questions:
 - What is a riddle? List responses on the board.
 - What is a poem? List responses on the board.
 - Students complete the Riddles and Poems worksheets. Provide assistance, if needed.
 - Students share and explain their answers.
 - Play “What’s my brain thinking right now?”
 - Teacher thinks of an object and supplies clues. Students share and explain their guesses.
 - You listen to me and speak to me. If you are tired of me you can make me quiet. I connect you to other people around the world. What am I? ANSWER: a cell phone
 - Identify the good clues in your example.
 - Discuss the importance of strong accurate clues.
 - Students take turns sharing riddles and identifying good clues

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Reading of the book:

- Before reading:
 - Show students the cover of the book.
 - Have a student read the title and the name of the author and illustrator. Ask students what information is found on a book cover (title, author, illustrator).
 - Ask students the purpose and location of a title page.
 - What additional information is found on the front of a title page?
 - What additional information is found on the back of a title page?
 - What is a table of contents? Do all books have a table of contents? What types of books use a table of contents?
 - Ask students to describe the front cover. What do they see? What do these images mean to them?
 - Discuss the front cover and how it makes them feel.
 - Do NOT take a picture walk...keep it a mystery!
- Read the story orally and give them time to guess each riddle. Have them explain their thinking before you turn each page to reveal the answers.

Comprehension:

- Who was the author? (look back if needed)
- What are some words or phrases the author used to describe the television set? (sings, speaks, bangs, shouts, shrieks)
- In how many illustrations did they show pieces of popcorn?" (two)
- What word from the story rhymed with: puff? (fluff), places? (faces), rumbling? (crumbling), speaks? (shrieks)
- Name animals pictured in the book? (pigeon, cat, seagulls, birds)
- Students recall rhyming words (look back if needed).
 - Make a chart to model this activity and have students provide only a few examples if you plan to use the first extension activity below. Otherwise, complete the chart.
 - Students add additional rhyming words to this chart.
- What can fit in your pocket and you do not need to lock it? (a book)
- What is an edible piece of fluff? (popcorn)
- Do all poems or riddles rhyme? Is rhyme helpful in poems and riddles? When is rhyme helpful? Is it easier to write in rhyme?
- Must you only worry about rhyme, or must you address the beat (number of syllables) in each line of a poem?

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Extending Activities:

- Rhyming words:
 - Students recall the rhyming words and make a chart.
 - Students add words that rhyme to the rhyming word chart.
 - Use these rhyming words to create riddles or poems.
- “Too Fast for Me”
 - Materials: computer, printer, Microsoft Word, markers, crayons
 - Review the definitions of nouns and adjectives and their relationship. Most of the time, adjectives precede nouns.
 - Students use the rhyming word chart for this activity.
 - Have students identify nouns and adjectives on the rhyming word chart.
 - Model adjective noun rhyming pairs.
 - slack track, fun run, dark park, space race
 - Students choose 3 or 4 words that rhyme and type a sentence that makes sense. Students rhyming words are not restricted to only adjectives noun patterns. Rhyming verbs may be used as well when students are crafting their rhyming sentences.
 - Print and illustrate.
 - Students share orally as a group. Ask for a volunteer to say their sentence 3 times quickly, without pausing.
 - Ex: I threw a small ball against a tall wall.
 - Repeat with other student volunteers.
 - Discuss how these sentences may be tongue twisters.
 - Ask listeners to identify the rhyming sounds and to produce the spelling patterns (all)
- Animal Adjectives
 - Materials: brown paper bag, white paper, markers, crayons
 - Review and discuss adjectives.
 - Have students think of words that describe animals and list these words on the board.
 - Give each student a brown paper bag and a piece of white paper.
 - Students choose an animal and list adjectives on the front of their bags to serve as clues.
 - Students draw and label their animal on the white paper and place this drawing into their bag.
 - Collect and place one bag on each student’s desk.
 - Students walk around the room reading their classmates’ bags, formatting hypotheses and making predictions about the contents. Students check their hypotheses themselves by peeking inside the bags. Continue until time is called.
 - Create a bulletin board when done.
- Pantomime Activity
 - Discuss pantomimes (motions without words).
 - Students think of a word to “ACT OUT” for the class.
 - Give each student one minute to act out his or her clue.
 - Have the class guess.

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Extending Activities cont.:

- Chart
 - What is a verb?
 - Does every sentence have to have a verb?
 - What two items does every sentence need? (subject and verb/predicate)
 - Can you name some action verbs?
 - Name some verbs you cannot see happening (am, is, are, was, were).
 - Introduce the words Linking Verb.
 - Linking verbs connect the subject to the rest of the sentence.
 - Reread book orally and pause after each line. Students will identify the action verbs or the linking verbs.
 - Create chart to post in your room.
- Create Haiku poetry.
 - Japanese lyric verse consisting of three unrhymed lines.
 - The first line has five syllables, the second has seven syllables, and the third has five syllables.
 - Usually these poems are written about nature.
 - Have books containing Haiku poetry in the classroom for the children to read.
 - Review beat and have children write their own Haiku poetry.

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Riddles

NAME _____

A riddle is

A riddle has

An example is

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Poems

A poem is

A poem has

An example is