

Guess Again! Riddle Poems

By Lillian Morrison
Illustrated by Christy Hale

Outcome:

Students will:

- Share background knowledge
- Define a riddle
- Recall riddles previously heard
- Identify the importance of predictions
- Generate clues to describe objects
- Identify spoken rhyming words and the visual patterns of rhyme
- Create rhyming words
- Write in complete sentences
- Make predictions based on clues
- Describe nouns and list nouns
- Recall examples from a read aloud
- Recognize a book title, author and illustrator
- Identify and recall adjectives
- Describe illustrations using adjectives
- Speak in complete sentences
- Repeat phrases using expression

About the Book:

Guided Reading:

L

Character Traits:

Resourcefulness

Respect

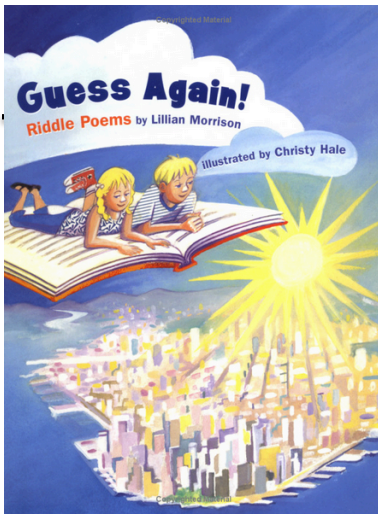
Responsibility

Region:

USA

ISBN:

978-0-8748-3730-8



Guess Again! Riddle Poems

First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases

CCSS.ELA-LITERACY.L.1.4.A

Use sentence-level context as a clue to meaning

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clarify topics and texts

CCSS.ELA-LITERACY.RL.1.2

Retell stories and demonstrate understanding of lesson

Instructional Plan

Vocabulary

- What is a **riddle**? What is a **clue**? How are they related?
- Can you have one without the other?
- What does it mean **to predict**? What is a **prediction**?
- Have students share riddles they have heard while their classmates guess or predict the answers to their riddles.
- Do their predictions change after every new clue?
- Are some clues better than others?

Play “What’s in my Pocket?”

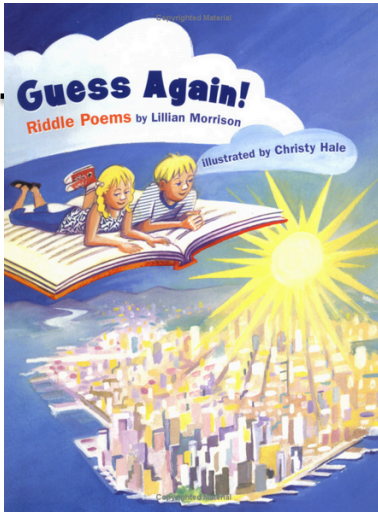
Directions:

- Teacher places an object in his/her pocket and generates clues as she lists the object’s attributes. Students form hypotheses, share ideas, and explain their guesses.
- Ex: “You listen to me and speak to me. If you are tired of me you can make me quiet or turn me off. I connect you to other people and you push three of my numbers in an emergency. What am I? (Cellphone)

Teacher Reads the Story

Directions:

- Show students the cover of the book and present the title
- Have them read or point to the title, author and illustrator
- Ask them to make predictions about the title. Point to the red writing under the title and ask a student to read the words “Riddle Poems”.
- Ask students to supply naming words or nouns and list these words on the board.
- Students supply describing words. Tell them that these words are adjectives, which describe nouns (people, places, things, animals and ideas).
- Students share words they might hear as the story is read.
- Using illustrations, students identify nouns and adjectives.
- Teacher creates a chart.
- Read the story aloud and give students time to guess each riddle. Have them explain their thinking.
- Reread parts of the book and have students repeat each line.



Questions for Assessing Students' Comprehension:

- What illustrations do you recall seeing?
- What words helped describe them?
- What is easy to open and takes you places? (Book)
- What is an edible piece of fluff? (Popcorn)
- What grumbles in the sky? (Thunder)

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives

Follow Up Activities:

Rhyming Words

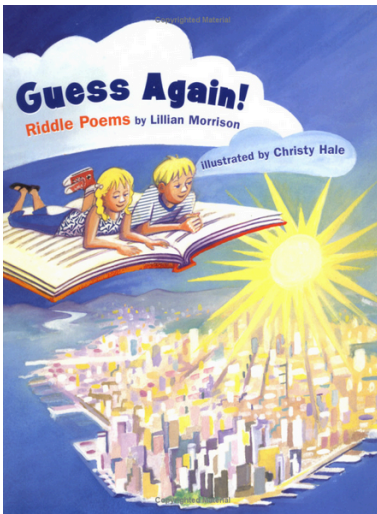
Directions:

- Students recall rhyming words, teacher makes a chart and notes spelling patterns (*space/face, moon/spoon*)
- Students add additional words not found in the book (*race, noon*) to the rhyming word chart.
- Hand out a piece of writing paper. Students choose a rhyming word pair and create a complete sentence.
- Underline the rhyming words and illustrate the sentence.
- Share orally and bind to make a rhyming class book.

“Adjective Caterpillar” Worksheet

Directions:

- Define what an adjective is. Have students name some adjectives.
- Name adjectives that describe a caterpillar.
 - As students volunteer adjectives, write each one on a circle.
 - When finished, connect all circles together to create an adjective caterpillar.
 - Hang on a wall that is easily viewed by students to use as a reference while writing.



Guess Again! Riddle Poems

First Grade

Follow Up Activities:

Animals and Adjectives

Directions:

- Use the “Adjective Caterpillar” as a reference for this activity
- Each student chooses an animal to draw and color. Label the drawing with 5 or more adjectives that describe it.

“Mystery Bag” Worksheet

Directions:

- Choose one item from the room (of their house) that can fit into a paper bag.
- Complete the “Mystery Bag” worksheet and present to the class. Have other students make predictions based on the clues provided.

“Who Am I?”

Directions:

- Take a picture of each student.
- Have students pick the name of a classmate out of a container.
- Students give 3 clues to the teacher about this person while teacher types responses on a PowerPoint slide.
- Teacher inserts the picture of the student (the answer) into the following slide.
- Repeat for all students
- Present the PowerPoint to the class. Read the students’ clues and have them guess each riddle.
- Print the PowerPoint presentation to create a book for the class library.

Common Core

Standards:

CCSS.ELA-
LITERACY.L.1.1.F

Use frequently occurring adjectives

CCSS.ELA-
LITERACY.SL.1.1.6

Produce complete sentences

CCSS.ELA-
LITERACY.SL.1.1.C

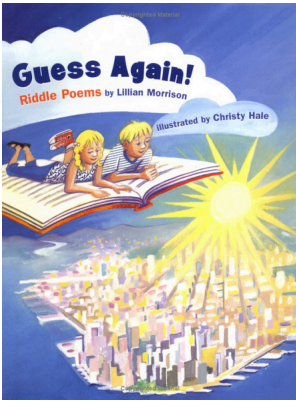
Ask questions to clarify topics and texts

CCSS.ELA-
LITERACY.SL.1.1

Participate in collaborative conversations

CCSS.ELA-
LITERACY.SL.1.1.B

Respond to comments of others



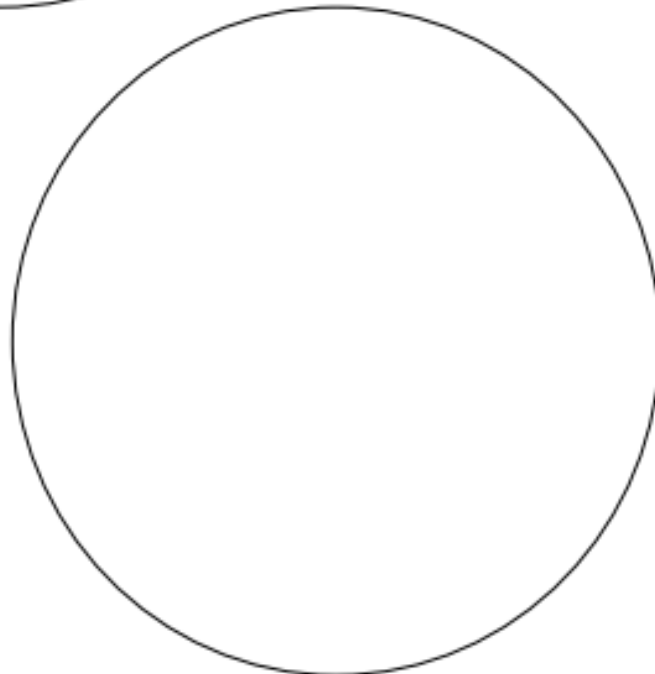
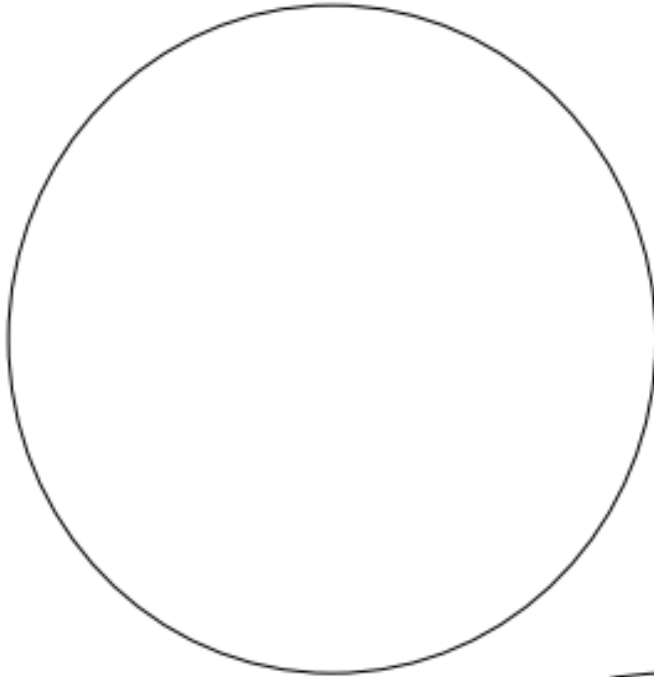
Guess Again! Riddle Poems

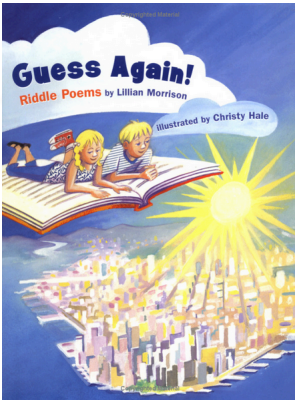
First Grade

Name _____

Date _____

Adjective Caterpillar





Name _____

Date _____

Mystery Bag

In my bag is something

_____.

It has _____.

It is made of _____.

I use it when I _____.

You can find me _____

_____.

What am I? _____.