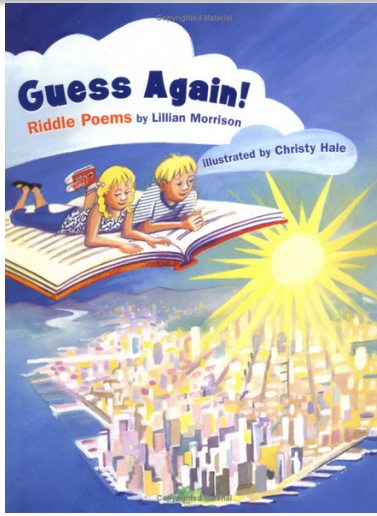




Guess Again! Riddle Poems

By Lillian Morrison

Illustrated by Christy Hale

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 adjective
- 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

About the Book:

Guided Reading:

L

Character Traits:

Resourcefulness

Respect

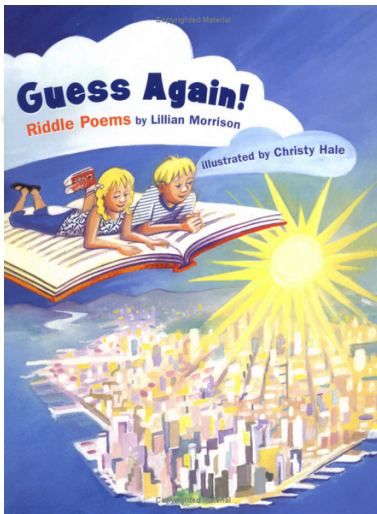
Responsibility

Region:

USA

ISBN:

978-0-8748-3730-8



Guess Again! Riddle Poems

Third Grade

Common Core

Standards:

CCSS.ELA-LITERACY.RL.3.4

Determine meaning of words and phrases

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker

CCSS.ELA-LITERACY.RL.3.10

Read and comprehend literature

Instructional Plan

“Riddles and Poems” Worksheet

- What is a **riddle**? List responses on the board.
- What is a **poem**? List responses on the board.
- Complete the “Riddles and Poems” worksheet.
- Students share and explain their answers.

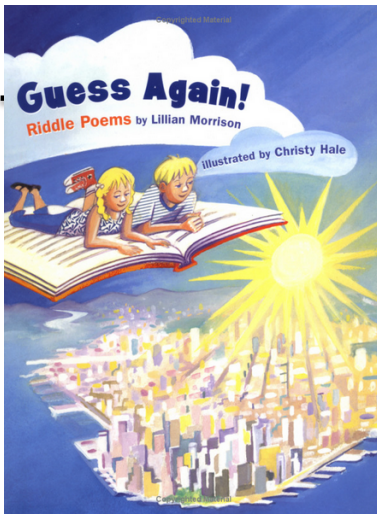
Play “What Am I?”

Directions:

- Teacher thinks of an object and provides clues.
- Students share and explain their guesses.
- Ex: “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. What am I? (Cellphone)
- Identify the good clues in the example.
- Discuss the importance of strong accurate clues.
- Students take turns sharing riddles and identifying good clues.

Read the Book

- Show students the cover of the book.
- Ask students what information is found on a book cover. Identify the title, author and 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 aloud and give them time to guess each riddle. Have them explain their thinking before you turn each page to reveal the answers.



Guess Again! Riddle Poems

Third Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.3.1

Ask and answer
questions to
demonstrate
understanding of text

CCSS.ELA-
LITERACY.RL.3.3

Describe characters in
story

CCSS.ELA-
LITERACY.L.3.2.F

Use spelling patterns and
generalizations in writing

Questions for Assessing Students' Comprehension:

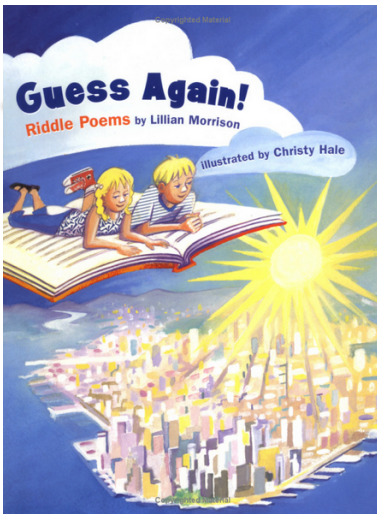
- Who is the author?
- What are some words or phrases the author used to describe the television set?
- In how many illustrations did they show pieces of popcorn?
- What word from the story rhymed with: puff (fluff), places (faces), rumbling (crumbling), speaks (shrieks)
- Name animals pictured in the book.
- Students recall rhyming words
 - 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? (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 poem?

Follow Up Activities:

Rhyming Words

Directions:

- Students recall 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.



Guess Again! Riddle Poems

Third Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.L.3.5

Demonstrate understandings of figurative language & word relationships

CCSS.ELA-
LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs

CCSS.ELA-
LITERACY.L.3.1.G

Form and use comparative and superlative adjectives and adverbs

Follow Up Activities:

“Too Fast for Me”

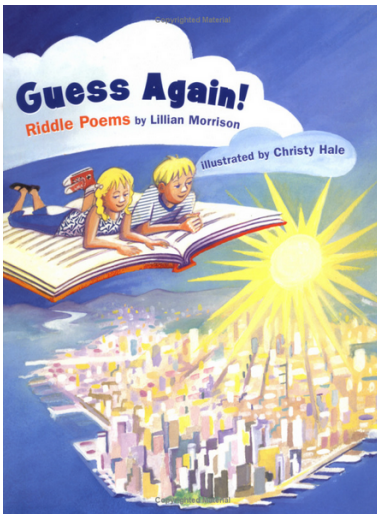
Directions:

- Review the definitions of nouns and adjectives and their relationship. Most of the time, adjectives precede nouns.
- Students use rhyming word chart for this activity.
- Students identify nouns and adjectives on the rhyming word chart.
- Students choose 3 or 4 words that rhyme and type a sentence that makes sense. Students’ rhyming words are not restricted to only adjective-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.

Animal Adjectives

Directions:

- 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.
- Display on a bulletin board.



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Third Grade

Common Core

Standards:

**CCSS.ELA-
LITERACY.SL.3.3**

Ask and answer questions about information from a speaker

**CCSS.ELA-
LITERACY.L.3.1.D**

Form and use regular and irregular verbs

**CCSS.ELA-
LITERACY.W.3.4**

Produce writing appropriate to task and purpose.

**CCSS.ELA-
LITERACY.W.3.6**

Use technology to produce and publish writing

Follow Up Activities:

Pantomime Activity

Directions:

- 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/her clue.
- Have the class guess.

Chart

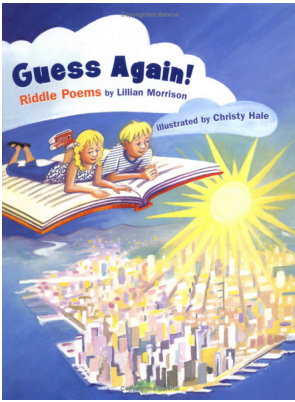
Directions:

- What is a verb?
 - Does every sentence have to have a verb?
 - What two items does every sentence need? (Subject/verb predicate)
- Can you name some action verbs?
- Name some verbs you cannot see happening (am, is, are, was, were).
 - Introduce the idea of a linking verb.
 - Linking verbs connect the subject to the rest of the sentence.
- Reread book aloud and pause after each line. Students identify the action or linking verbs.
- Create a chart to post in your room.

Create Haiku Poetry

Directions:

- Haiku: a Japanese lyric verse consisting of 3 unrhymed lines.
- The first line has 5 syllables, the second has 7 syllables, and the third has 5 syllables.
- Usually these poems are written about nature.
- Have books containing Haiku poetry in the classroom for children to read.
- Review book and have children write their own Haiku poetry.



Guess Again! Riddle Poems

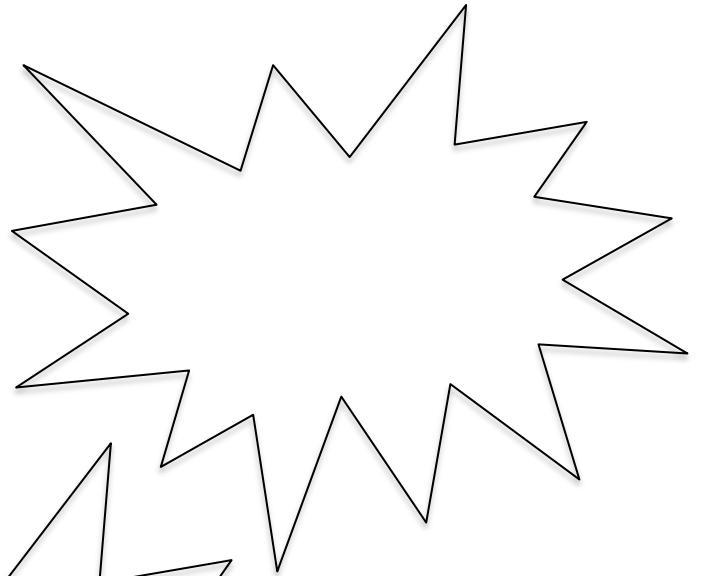
Third Grade

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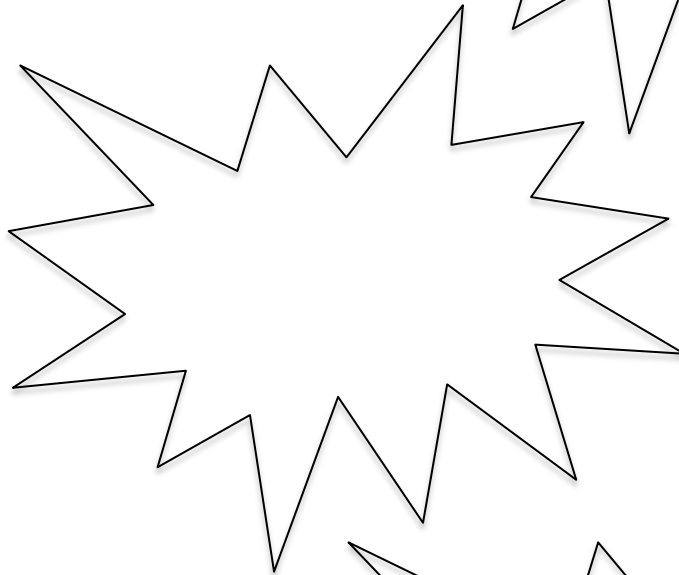
Date _____

Riddles

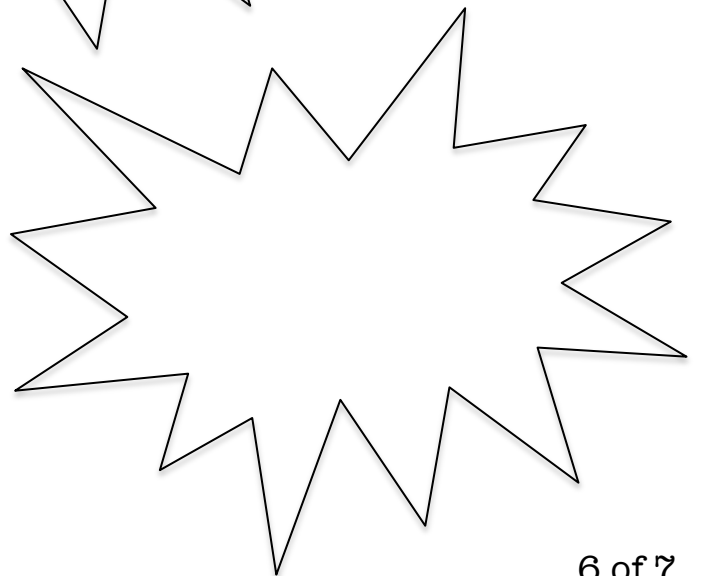
A riddle is...

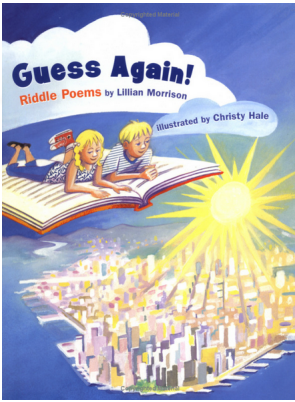


A riddle has...



An example is...





Guess Again! Riddle Poems

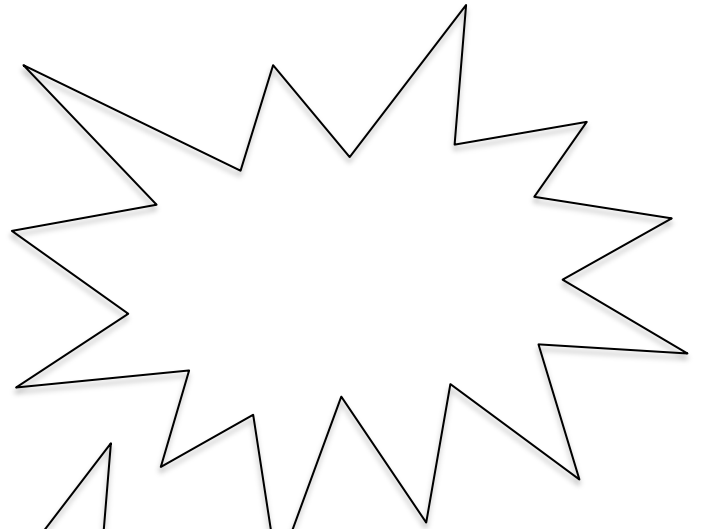
Third Grade

Name _____

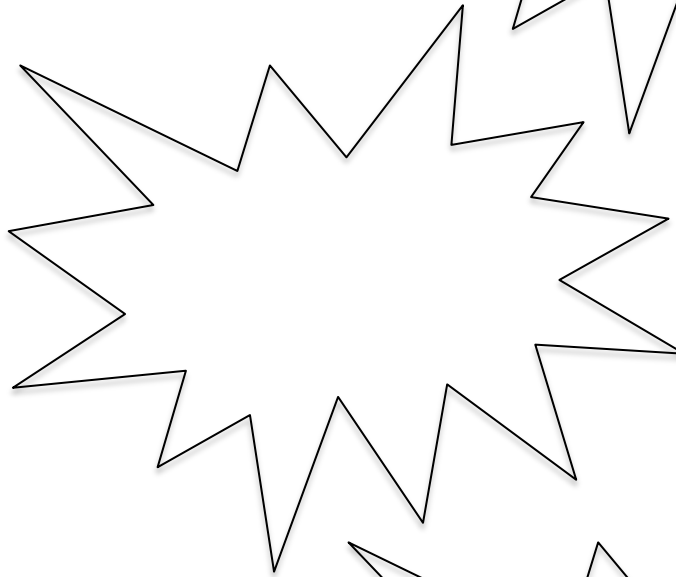
Date _____

Poems

A poem is...



A poem has...



An example is...

