

## Guess Again! Riddle Poems

By Lillian Morrison  
Illustrated by Christy Hale

### **Outcome:**

Students will:

- Identify rhyming words
- Orally describe words and pictures using adjectives
- Speak in complete sentences
- Make predictions using illustrations
- Identify beginning and ending sounds
- Recognize a book title
- Repeat rhyming phrases using expression
- Draw pictures and/or use letters and phonetically spell words
- List adjectives
- Make an oral presentation to the class

### **About the Book:**

#### Guided Reading:

L

#### Character Traits:

Resourcefulness

Respect

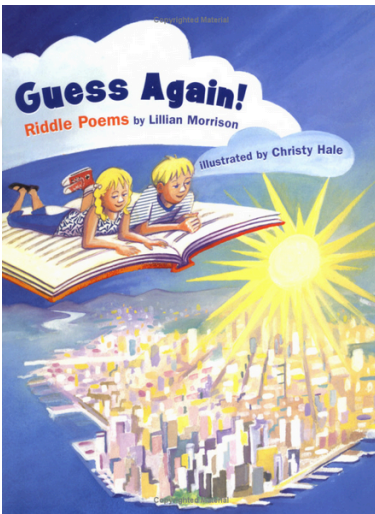
Responsibility

#### Region:

USA

#### ISBN:

978-0-8748-3730-8



## **Instructional Plan**

### Introduction

#### Directions:

- Explain that a riddle creates statements or questions that require the listener or reader to find and analyze clues to solve brainteasers or word puzzles.
- Discuss how to listen for clues within riddles.

### Play “Who Can Read My Mind”

- Teachers select an object or person in the room, provide clues and ask students to solve his/her riddle.
- Ex: I am thinking of a pink object, shaped like a rectangle. It can fit in my pocket. I use it when I make mistakes. What is it? (An eraser)
- Students share and explain their guesses. This serves to model how students will construct riddles in the next activity.

### Play “What is in the Teacher’s Hand?”

- Teacher holds a small object in her hands and informs students they will create riddles for the class to solve. Ask for a volunteer or select a student to look in your hands. Have him/her provide clues about the object you are holding.
- Class tries to guess the object. Encourage students to give good clues that describe the object.
- Continue until all children have a turn.

### Teacher Reads the Story

#### Directions:

- Before you read, review the definition of a riddle. Show students the cover and have them identify the title. Remind them that the author writes the words and the illustrator draws the pictures.
- Using a picture walk, ask students to describe what they see on each page. Encourage them to use complete sentences and adjectives.
- Read the story orally and give them time to guess each riddle.
- Have them explain their thinking.
- Reread the book and have students repeat each line.

### **Common Core**

#### Standards:

CCSS.ELA-  
LITERACY.SL.K.1

Collaborative  
conversations

CCSS.ELA-  
LITERACY.SL.K.1.A

Follow agreed-upon rules  
for discussions

CCSS.ELA-  
LITERACY.SL.K.1.B

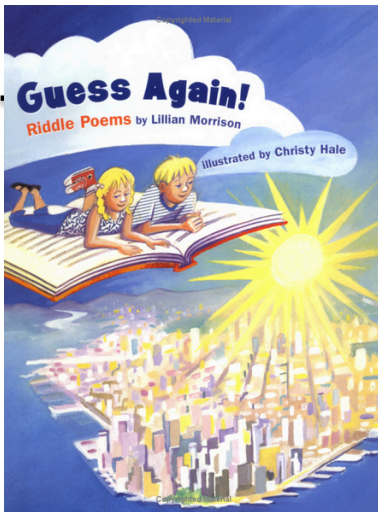
Continue conversation  
through multiple  
exchanges

CCSS.ELA-  
LITERACY.SL.K.3

Ask/answer questions in  
order to seek help/get  
information

CCSS.ELA-  
LITERACY.SL.K.2

Confirm understanding  
of text read aloud



## **Common Core**

### **Standards:**

CCSS.ELA-LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-LITERACY.SL.K.3

Ask/answer questions in order to seek help/get information

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of text read aloud

## **Questions for Assessing Students' Comprehension:**

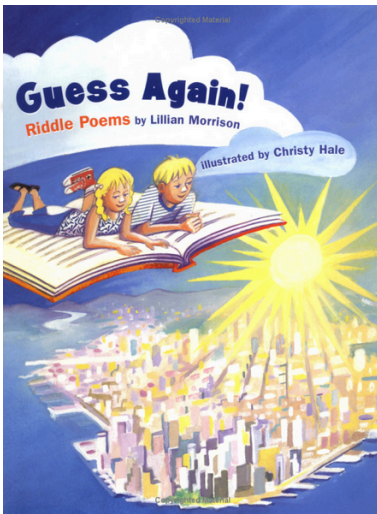
- Can you tell me how to create a riddle?
- How do we solve riddles?
- Try to remember a picture or illustration from this book and see this picture in your mind (visualization). Can you name one of the answers from this book?
- What clues told you have this answer?
- What has a tongue but can't talk to you? (Sneakers)
- What sits against the wall making faces? (Television)

## **Follow Up Activities:**

### "What's in my Lunch Box?"

#### Directions:

- Each student gives 3 clues to the teacher about one item in his/her lunchbox while the teacher types these clues on a PowerPoint slide.
- Use a digital camera to take a picture of the student holding the lunchbox open and revealing the answer.
- Insert the picture into the following slide. Repeat for all students.
- Present the PowerPoint to the class. Read the clues out loud to the students and have them guess.
- Print PowerPoint activity to create a book for your class library.
- Burn a copy of the PowerPoint onto a CD-ROM for each student to take home and share with parents.
- Students play "Who Can Read my Mind?" Now they are the ones sharing the clues.



## **Common Core**

### **Standards:**

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences

CCSS.ELA-LITERACY.L.K.5

Explore word relationships and nuances in word meanings

CCSS.ELA-LITERACY.L.K.5.B

Demonstrate understanding of frequently occurring verbs and 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 real words not found in the book (*race*, *noon*) to the rhyming word chart.
- Teacher calls out rhyming word pairs, and students orally create and share sentences with these words.
  - Teacher lists these on a chart and identifies the author of each sentence.
- Teacher calls out word pairs, and the class identifies these words as either rhyming or non-rhyming word pairs.

### **Adjective Chart**

#### **Directions:**

- Teacher displays a pencil and asks students to use adjectives to describe the pencil (ex: sharp, pointed, broken, yellow, #2, etc.)
- Teacher displays additional objects and students describe these objects using adjectives.
- Teacher lists these words on a piece of chart paper.
- Teacher models the use of adjectives in formatting clues and in generating riddles.
- Use these adjectives to describe the pencil. The teacher might say, "You use me when I am sharp. If I am dull, I do not work as well. I am usually bright yellow. What am I?"
- Students use the next set of adjectives to create riddles.

### **Create a Riddle**

#### **Directions:**

- Students use these prompts to create a riddle:
  - You use this when you...
  - If you touch this, it feels like...
- Students present their riddle for the class to solve.