

A Shy Fellow



Grow Up Great

MATERIALS & SETUP

- *I Know a Shy Fellow Who Swallowed a Cello* by Barbara S. Garriel

CONNECTIONS TO STANDARDS

LANGUAGE AND LITERACY DEVELOPMENT

- Actively engage in group reading with purpose and understanding.
- With modeling and support, recognize and produce rhyming words.
- With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

PHYSICAL WELL-BEING & MOTOR DEVELOPMENT

- Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister

Objective: Students recognize rhyming words and produce additional words that rhyme.

ACTIVITY (15 minutes)

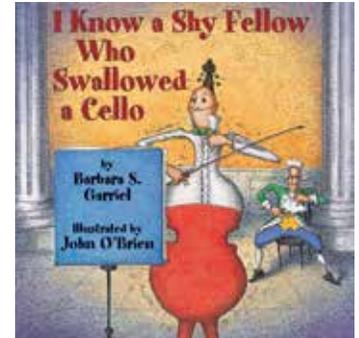
1. Have students sit on the rug for a group reading of *I Know a Shy Fellow Who Swallowed a Cello* by Barbara S. Garriel. Begin by reading the title and asking students what a rhyme is. Identify the rhyming pair in the title: fellow and cello.
2. As you read the book and meet each new instrument, ask students to identify the instrument and the word that rhymes (harp and sharp, sax and relax, flute and hoot, etc.).
3. After you finish reading, ask students to remember which instruments the fellow swallowed. As they name each instrument, remind them of the rhyming pair. Ask students to come up with another word that rhymes (e.g. boot rhymes with flute and hoot).
4. When you have a few instruments with two rhyming words, sing the following to the tune of Twinkle, Twinkle Little Star. Have students repeat each verse after you.

I know an instrument called the cello.

Cello rhymes with fellow and bellow.

I know an instrument called the flute.

Flute rhymes with hoot and boot



REFLECTION

1. Did the student correctly identify rhyming pairs?
2. Did the student remember the instruments in the story?
3. Did the student come up with another word that rhymes with the instrument?

EXTENSION

1. As students become more comfortable finding rhyming words, re-read the book and sing the “I know an instrument” song after each new instrument is introduced. Call on a student to complete the song with a new rhyming word