

GUESS AGAIN!

By Lillian Morrison

Kindergarten

Objectives/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

Introductory Activity:

- 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?”
 - Teacher selects an object or person in the room, provides clues, and asks students to solve his/her riddle.
 - I am thinking of a pink object. It is shaped like a rectangle, and 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 step serves to model how students will construct riddles in the next activity.
- “What is in the Teacher’s Hands?”
 - 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, and have him/her provide clues about the object you are holding.
 - As a group, the class tries to guess the object. Encourage students to give good clues that describe the object.
 - Continue/repeat until all children have a turn.

Reading of the book:

- Before reading:
 - 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 “colorful” words (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.

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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 about this answer?
- What has a tongue but can't talk to you? (sneakers)
- What sits against the wall making faces? (television)

Extending Activities:

- 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
 - Teacher displays a pencil and asks students to describe this pencil. Students should be encouraged to use only adjectives when noting the pencil's attributes and may say, "Sharp, pointed, broken, bitten, bright, yellow, #2, and dull."
 - 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.
 - Using 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.
- "Mystery Bag"
 - Materials: brown paper bag, a white sheet of construction paper or Mystery Bag worksheet.
 - Students stand in front of the class and share their paper with clues, as the other students try to solve their riddle.

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Extending Activities cont.:

- “What’s in my Lunch Box?”
 - Materials: digital camera, PowerPoint
 - Each students gives 3 clues to the teacher about one item in his/her lunchbox while the teacher types these clues on a PowerPoint slide.
 - Use the 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.
 - Show PowerPoint to the class on TV monitor or projection screen. Read the students the clues 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.

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Name _____ Date _____

MYSTERY BAG

CLUE #1

You use this when you...

CLUE #2

If you touch this it feels...