


MAX RHYMES WEEK 1 or 2 Be Responsible

 <p>Increase phonological awareness skills in identifying rhyme</p> <p>Utilize Read Aloud Max Rhymes to increase awareness of and encourage positive social/emotional interactions</p>	<p><u>Vocabulary</u></p> <p>Responsible Personal Vacuum Polite independent</p>	<p>Phonological Emphasis</p> <p>Rhyme pairs (list pairs)</p> <ul style="list-style-type: none"> ● Floor-door ● School-rule ● Me-see ● Away-play(ed) ● Right-fight ● Dirty-thirty ● Room-broom ● Do-through ● Night-right ● Bed-read <p>Encourage onset rime. (List possibilities may include nonsense words)</p> <p>-oor: floor, door, poor -ight: might, tight, sight -ed: bed, red, fed, Ted</p> <p>Make index cards with the rime –ed and add onsets to say the new word.</p> <p>B, L, d, f, h, j, k, m, n, p, r, s, t, w, z</p>	<p><u>Model</u></p> <p>Read Aloud, Stopping along the way to emphasis Phonological skills</p> <p><u>Syllables:</u> Af/ter Floor Re/spon/si/ble My/self Per/son/al Be/lieve Mir/ror Din/ner Car/pet Broom Po/lite Fam/i/ly</p>	<p><u>(EQ)Questions</u> for Discussion with emphasis on Social/Emotional topic (List of how, what if, why –etc- deeper thinking) Refer back to the Max characters and their experiences.</p> <ul style="list-style-type: none"> ● How is Max being responsible? ● What are some things Max does to show he is responsible? ● Who helps you do these things like Max? 	<p><u>Explore</u></p> <p>Student: Draw a picture (and label if possible) of some ways you are or can be responsible.</p> <p>Parent: Make a list of your responsibilities as a parent.</p> <p>Discussion: How does it affect everyone when we do not take care of our responsibilities?</p>
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