**“Books to Treasure” Lesson Plan**

**Grade Level:** 2  
**Quarter:** 4  
**Curriculum Focus:** Language Arts  
**Time Period:** 1 hour

**Developed by:** Christine Roberts

**Brief Abstract:** Students will listen to the book *This is the Van that Dad Cleaned* by Lisa Campbell Ernst. Students identify figurative language and sound devices such as rhyme, rhythm and alliteration used in the story.

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<th>Desired Result</th>
<th>Students will be able to identify figurative language and sound devices used in a story. Students will recognize how these elements affect the development of the literary work.</th>
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| **Standard/Benchmarks** | Standard I.6.3: Figurative Language and Sound Devices. Identify figurative language and sound devices in writing and how they affect the development of a literary work.  
Standard III.1.1: Listening-Listen for information and pleasure. |
| **Instructional Strategies** | Students will work in cooperative groups to identify rhyme and alliteration in a specific section of the book, *This is the Van that Dad Cleaned*. |
| **Multiple Intelligence and Bloom’s** | Linguistic, Spatial  
Knowledge, Comprehension, Analysis |
| **Special Vocabulary** | Figurative Language  
Sound devices  
Rhyme  
Rhythm  
Alliteration |
| **Inclusion (connect to learner’s past knowledge)** | Students will give examples of rhyming words and alliteration. Students will discuss how they think these devices help or hinder the development of the story. |
| **Student Arrangement** | Whole group will listen to story. Small groups will work on sections of the book to identify rhyme, rhythm and alliteration. |
| **Procedures** | 1) Teacher will review examples of rhyme, rhythm, and alliteration. Attached flashcards contain some of the rhyme and alliteration found in the story, *This is the Van that Dad Cleaned*.  
2) Teacher will read the story *This is the Van that Dad Cleaned* to students. Asking students to listen for examples of rhyme, rhythm, and alliteration.  
3) Students will be divided into five groups. Each group will receive pages of the entire text of the story to review.  
4) Students will identify and list rhyming words, examples of rhythm, and alliteration.  
5) Students will circle the repeating sound that rhymes, the sound that creates the rhythm, or the consonant sound that produces the alliteration.  
6) Students will report on the figurative language and sound devices found in the story text. |
| **Lesson Strategies** | To develop student’s awareness of figurative language and sound devices and how they help with the development of the story. |
| **Assessment** | Each student group will use another book to identify rhyme, rhythm and alliteration. |