

RIDDLES

SAMPLE LESSON

- Skill Area:** Conversational Skills
- Language Stage:** Speech Emergence
- Outcome:** Students will be able to create a simple riddle about an object by utilizing its attributes.
- Materials:** Pictures of animals (or objects), paper, glue
- Procedure:** Have each student choose an animal picture. Working with the students, web several attributes of the animal. Explain that each attribute can be a clue in a riddle, and that the best or most obvious attributes should go last. Have the students create sentences from the attributes they have generated; for example, "I am green. I eat insects. I jump. I live in the water. What am I?" After the students have developed their riddles, make a "peek-at a-boo" book for the class to share. (Using a piece of paper, write the riddle at the top and then fold a flap at the bottom. The picture is mounted on the reverse of the flap. When the flap is lifted, it reveals the object referred to in the riddle.)

Note: This is a good way to learn vocabulary such as occupations, household items, tools, etc.

SAMPLE LESSON

- Skill Area:** Conversational Skills
- Language Stage:** Speech Emergence
- Outcome:** Students will be able to understand, tell, and compose riddles.
- Materials:** A small box, a piece of cloth, pencils, paper, a selection of objects typically found in a classroom that will fit in the box
- Procedure:** Place several small objects in the box and cover so that students cannot see inside. Have a student put one hand in the box and touch one of the objects. Have the student describe that object by giving clues or attributes, but without naming the object. Other students ask questions and make guesses. After students have correctly guessed the object, ask which pieces of information were most important in their decision. Have another student pick an object and repeat the process. After students have gone through the process a few times, have each compose a riddle about an object in the room. Students can use sentences beginning with "I am . . . (an attribute or characteristic of the object)." The more descriptive the attribute, the later it ought to appear in the sequence of clue sentences. Answers are written on the back of the sheet. Have students edit completed riddles. The riddles then can be put into book form. Students can take turns sharing the book.