

ENGLISH











Lesson 1

Prep

Topic: Introduction to rhyme

Reading a rhyming book

Lesson concepts

-  Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Sounds of language — Rhymes, syllables, phonemes
-  Letters of the alphabet — Lowercase letters, upper case letters
-  Features of literary texts — Recognition of different types of texts
-  Features of literary texts — Rhyme
-  Language devices — Rhythm and sound patterns
-  Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
-  Comprehension strategies — Understanding and discussing texts
-  Handwriting style — Learned letter formations: lowercase letters, upper case letters

Today students will:

- ▶ understand how to identify rhyme in spoken words
- ▶ understand concepts of print and reading behaviours
- ▶ understand rhyming texts by activating and using prior knowledge.

Resources

Text

Martin, B and Carle, E 2007, *Brown bear, brown bear, what do you see?*, Puffin, London. (Or use an internet search engine to find a read-aloud version of the story.)

Pym, T and Stewart, J 2009, *Have you ever seen a sneep?*, Farrar, Straus and Giroux, New York. (Or use an internet search engine to find a read-aloud version of the story.)

Digital

Video — Five little monkeys jumping on the bed (1:30)

Find and prepare

Sheet — Rhyming pairs (cut out)

Digital camera (optional)

Small selection of highly engaging picture books matched to students' interests

Materials and equipment for creating an imaginary creature

Lesson

Understand rhyme

- Have students listen to and copy the actions of the song in the **Video — Five little monkeys jumping on the bed.**



- Say the following rhyme about monkeys and pause at the rhyming word so students can predict the missing words.

Say to students

‘ Monkey, monkey in the tree.
I see you and you see _____ (me).
Hang by your fingers.
Hang by your toes.
But don't you fall on your pretty pink _____ (nose).
,

- Ask questions to help students talk about the rhyme.

Focus questions

Q: *How did you know what word came next in the rhyme?*

A: The word rhymes with one that was said earlier.

If two words sound the same at the end, they are called rhyming words.

The words /m/-/e/ and /s/-/ee/ are rhyming words.

The /ee/ sound is at the end of both words.

The words /t/-/oes/ and /n/-/ose/ are rhyming words.

Q: *Which part sounds the same in both words?*

A: /oes/ and /ose/

- Explain to students that in this unit they will listen to rhymes and rhyming stories and then think of other words that rhyme.
- Ask students to share their experiences with rhymes.
- Explain to students that rhyming stories are fun to listen to and are often easier to read.

Focus questions

Q: *Which rhymes, rhyming stories, poems, songs, raps or chants do you know?*

Q: *Where do you hear rhymes?*

Q: *Why do you think people listen to rhymes or rhyming stories?*

A: For example: for fun/enjoyment/because they like the sound of them

Q: *What words have you heard in real-life situations that rhyme (for example: jingles or advertisements)?*

- Demonstrate how other words rhyme by clapping out the syllables. For example: thun/der/, blun/der/.

Explore a rhyming literary text

Note

If you don't have a copy of the text, use an online search engine to find a video recording of the story being read aloud. Use key terms, such as the book title, author's name, and 'read aloud' in your search.

- Open *Have you ever seen a sneep?* by Tasha Pym and Joel Stewart and model talking about the book.

Say to students

‘ Today we will read and listen to this story about a character called a ‘sneep’ and his mischievous friends. ’

- Read the title of the book and the author's and illustrator's names.
 - Discuss the role of the author (writes the words) and illustrator (draws the pictures).
 - Allow time for students to explore the information (pictures and words) on the front cover.
 - Ask students to show you where the words are and where the illustrations are.
 - Talk about the illustrations on the covers and ask what they think the story is about.
 - Allow time for students to explore the information (pictures and words) inside the book.
 - Look for clues in what the characters are doing, their expressions, dress and the setting.
 - Ask students to make connections between what is in the book and what they know.

Say to students

“ I think this book is a storybook and that means it won't have information or facts in it. It looks like an imaginative book because I have never seen a real animal that looks like the one the illustrator has drawn on the front. On the cover I can see a boy, a pile of books and a suitcase. I wonder why he is sitting on his suitcase. My grandmother had an old suitcase like that one and the stickers on it were from all over the world. I wonder whether he is planning a trip somewhere. I wonder whether he is planning to read all those books.

I have never seen a creature like the one with the boy on the front cover. It seems like they are friends because of the way the illustrator has drawn them. The other creatures do not seem scary and their faces show they like the boy.

I think this story would be good for young children because it is fun and entertaining and because it is about imaginary creatures. ”

Share a story

- Ask students to read the story.

Students should navigate the pages and use correct reading behaviours, turn the pages carefully, read using correct directionality and use the illustrations to make meaning.

- Talk about concepts of print.

Focus questions

Q: *Where do I start reading?*

Q: *Which word on this page has a capital?*

Q: *Why does it have a capital?*

A: It has a capital because it is at the beginning of a sentence (or it is at the start of a name).

Focus questions

Point to where the pictures are.

Q: *Which part of this page has words?*

Q: *Where are the words on the page?*

Q: *Name a letter inside this word (point to a word in the text). Let me know when you see a full stop, a capital letter and a question mark.*

- Reflect on the predications made about that story from the illustrations.

Focus question

Q: *Was the prediction you made about the story correct?*

Q: *How was your prediction different to what happened in the story?*

Explore the rhyming words in the story

- Re-read the book and ask students to stop when they hear two words that rhyme.
- Talk about why each pair of words rhymes.

Say to students

‘ When two words sound the same at the end, they are called rhyming words. The words do not have to be spelt the same, they only need to have the same ending sound.

As I read the book again, stop me when you hear me say two words that rhyme. ’



- Show students the mixed-up cards cut from the **Sheet** — [Rhyming pairs](#).
- Explain to students that they will find the pairs of cards that rhyme.
- Say the name of each picture clearly, emphasising the part of the word that rhymes (for example: c/at, b/oat, t/oy) and have students repeat the word after you.
- Ask students to take one card and find its matching rhyming card (for example: if students choose ‘cat’, they need to find the ‘hat’ card).
- Help students by saying the names of some pictures clearly.

Note

If students find it difficult to find a matching/rhyming card, place three or four cards in front of the student so it is easier for them to find the rhyming pair.



Say to students

‘ I can see that you have chosen the card of a ‘cat’.

Which word rhymes with ‘cat’?

‘Cat’ and ‘dog’. Do they rhyme?

No, because they do not have the same ending sound c/at, d/og.

‘Cat’ and ‘boat’. Do they rhyme?

No, because they do not have the same ending sound c/at, b/oat.

Does ‘cat’ rhyme with ‘hat’?

Yes! Both of the words end with the sound /at.

Let’s say the two words and listen for the rhyming part of the words. ,

- Ask students to say at least two more rhyming words (real or made-up words) for each rhyming pair (for example: boat, goat; float, moat; boy, toy).
- Continue the matching game until all six rhyming pairs have been matched.

Respond to the story

Focus questions

Poor Oliver. He is exhausted from all the antics of the creatures. I was feeling a bit sad for him, but he came up with a solution to these problem creatures in the end.

Q: *How did that story make you feel?*

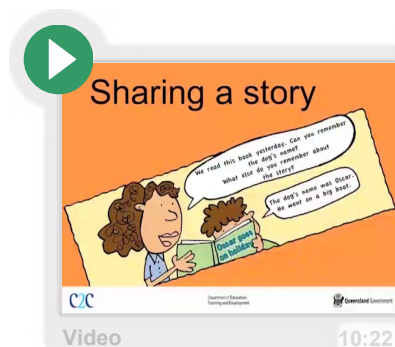
Q: *How did you feel about the creatures? The boy?*

Q: *What would you have done if all those mischievous creatures were annoying you?*

Review letters and sounds

Note

View the **Video — Sharing a story**. This video demonstrates how students develop their knowledge of letter–sound relationship and offers some techniques to engage students.



Develop, progress and consolidate English through the contexts for learning

- Prepare for play.
- Explain to students that they will:
 - use a variety of materials to create their own imaginary creature
 - think of information to write about the creature.
- Review the creatures from the book, *Have you ever seen a sneep?*
- Discuss what type of creature students would like to create and what it will look like.
- Discuss how they could make it and what materials they will need (for example: playdough, paint, drawing or collage materials).
- Help students gather the materials and equipment they will need to create their creature.
- Allow time for students to create their creature.
- Record information about the creature.
 - Take a photo of the creature or draw a picture of it to include in the students' scrapbooks.
 - Ask students to suggest a name for the creature and think about other details about its life (for example: where it lives, what it eats).
 - Ask students to watch as you write their information underneath the picture.

Talk aloud and explain what you are doing.

Note

If you don't have a copy of the text, use an online search engine to find a video recording of the story being read aloud. Use key terms, such as the book title, author's name, and 'read aloud' in your search.

Early literacy skills — Reading

- Read the book *Brown bear, brown bear, what do you see?* by Bill Martin Jnr and encourage students to join in.
- Use the following prompts to help students think about what they have read and evaluate the text in terms of their own knowledge and their own understandings.
 - What interests you? / What do you want to remember? (for example: What did you think was the most interesting thing about the book?)
 - That reminds me ... (for example: What other book does the story remind you of?)
 - What I don't understand ...
 - What I need to know more about ...
 - What I disagree with ...
 - That's different from ...
- Build responsibility in students by:
 - Have students pack away the books and any materials they used in this session.
 - Take time each day to play rhyming games (for example: say a word and take it in turns to say a word that rhymes. You say 'bin'. Students say 'tin').