

# ENGLISH



## Lesson 2

### Prep

#### Topic: Introduction to rhyme

#### Writing a new rhyme for a familiar book

##### Lesson concepts

- Sentences — Sentences express ideas
- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Spelling — Onset and rime
- 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
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Handwriting style — Learned letter formations: lowercase letters, upper case letters

Today students will:

- ▶ understand how to identify concepts of print in a text
- ▶ understand how to compose rhyming words.



## Resources

### Text

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 sitting in a tree (1:49)

Learning object — Create a fantasy character

Learning object — Tune in

### Find and prepare

Sheet — Words 6 (cut out)

Sheet — Poems from *Tune in*

Collage materials (paper, wool, streamers, material)

Construction materials (boxes, glue, stapler, sticky tape)

Loose or stapled pages with or without the sentence pattern 'I see' written on each page

Scrapbook

## Lesson

### Explore concepts of print

- Use the cover and the inside of the book *Have you ever seen a sneep?* to review concepts of print. Ask students to point to a:
  - picture
  - letter
  - word
  - sentence
  - question mark
  - full stop.
- Ask students to say in which direction we read the story.
- Ask students to recall what they know about rhyming words.

### Focus questions

Q: *Which parts of words sound the same when words rhyme?*

A: The endings

Q: *What helps you to decide when words rhyme?*

A: When the ends of the words sound the same.

Q: *Do rhyming words have to end with the same letters to rhyme?*

A: No, rhyming words do not have to be spelt the same way; words just have to have the same ending sound.

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



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

### Say to students

‘ Five little monkeys sitting in a tree,  
Teasing Mr Crocodile: ‘You can’t catch \_\_\_\_.’  
Here is Mr Crocodile, quiet as can \_\_\_\_.  
He snaps that monkey right out of the \_\_\_\_.’

- Explain to students that today they will continue to listen to and think about rhyming words.

### Re-read a familiar rhyming text

- Ask students to recall the names and actions of the creatures in the book *Have you ever seen a sneep?*

### Focus questions

Q: *Which creature was bothering Oliver first?*  
A: A sneep.  
Q: *What did the sneep do?*  
A: It took his things.

- Ask students to listen for the rhyming words as you re-read the story. As you read, pause so students can predict the rhyming words.
- Remember to:
  - point to and clearly say the rhyming words as you read (for example: sp/ot, l/ot)
  - ask students to listen for and say the rhyming words in the story
  - use the words ‘word’, ‘sentence’ and ‘rhyme’ as you talk about rhyming words
  - vary expression, intonation and pace while reading.

### Say to students

‘ The word ‘book’ in this sentence rhymes with the word ‘snook’ in the next sentence. ’

- Discuss how varying expression, intonation and pace create an entertaining story.

### Investigate the rhyming words in the story

- Explain to students that they will write two lists of words that rhyme with the words from the book *Have you ever seen a snoop?*
- Say the rhyming pair ‘spot’ and ‘lot’ from the story.
- Model writing and talking about the word ‘spot’ in students’ scrapbook and underline the rhyming part.

### Say to students

‘ I can write the word ‘spot’ by thinking about the sounds I hear in it. The word sp/ot has the letters ‘s’ and ‘p’, which say /sp/, this is the onset and the letters ‘o’ and ‘t’, which spells /ot/, is the rime. A rhyming word with ‘spot’ and ‘lot’ is ‘dot’. I know the letter ‘d’ says /d/ and /ot/ is ‘ot’, so ‘dot’ is spelt ‘d’ ‘o’ ‘t’. ’

- Help students write two or more rhyming words under the first word. For example: students can copy ‘lot’ from the book, then write the first letter of another word (for example: ‘p’), then copy the underlined rhyming part of the first word (/ot/).
- Repeat the process with the words ‘snook’ and ‘book’ or ‘springs’ and ‘things’.

### Create a fantasy creature

- Explain to students that they will:
  - design and create the parts of a fantasy creature
  - name the character and where it comes from
  - write a question.
- Help students to use the **Learning object — Create a fantasy character** to construct a character.
  - Work through the steps in the Learning object to design the parts of the character, including the body, face, arms, legs and other special features.
  - Think of two words that rhyme to complete the name of the character and where it comes from (for example: a ‘blip’ from Flip).
  - Print out and read the description of the character to students.



- Ask a question about the creature that is similar to a question from the book, *Have you ever seen a sneep?*. Include information about where the creature came from.
- Model answering the question using the information about the creature.

### Focus question

Q: *Have you ever seen a blip from Flip?*

A: No. I've never seen a blip from the mysterious land of Flip.

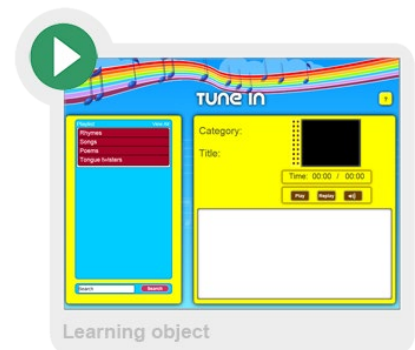
## Write a simple sentence



- Show students the word cards cut from **Sheet — Words 6** and spread them out on the table.
- Say and point to the word 'have' in the book, *Have you ever seen a sneep?*  
(Note: One example of the word with the lowercase 'h' is on the page with the snook).
- Ask students to find that word amongst the cards on the table.
- Ask students to look at where the word 'have' begins a sentence inside the book. Talk about the reason this 'Have' has a capital letter (i.e. starts a sentence).
- Ask students to find other examples of the word 'have' or 'Have'. Discuss the use of a capital in the title.
- Ask students to think of sentences that contain the word 'have' that addresses their fantasy creature (for example: 'Have you seen a blip?').
- Ask students to select other word cards and find them in the book, *Have you ever seen a sneep?*
- Ask students to write another sentence about their fantasy character (for example: The blip is in a ship.)

## Review letters and sounds

- Have students use the **Learning object — Tune in** to listen to the poems 'The goat' and 'Ten little fingers'.



- Say the poem 'Once I caught a fish alive' from the **Sheet — Poems from Tune in**.
- Show students the **Sheet — Poems from Tune in** and read the poems again.
- Point to the words as you read.

## Develop, progress and consolidate English through the contexts for learning

- Prepare for play.
- Explain to students that they will create another creature today out of collage materials — a fantasy creature.
- Discuss the materials available for the construction process.
- Plan and identify what materials will be used to create the creatures:
  - head (hair, eyes, nose, mouth, teeth)
  - body
  - arms
  - legs
  - tail
- Identify and discuss the appropriate use of materials such as glue, staplers and scissors when constructing a fantasy creature.
- Monitor students as they complete the construction of their fantasy creature.

### Early literacy skills — Reading and handwriting

- Help students to make their own 'I see a ...' or 'I see the ...' booklet.
  - Cut a couple of sheets of A4 paper in half and staple them together along the edge.
  - Write one sentence starter on each page. For example:

*I see a* \_\_\_\_\_.

*I see the* \_\_\_\_\_.

- Ask students to draw something that they can see.
- Ask students to write or scribe for them the word that labels the item.
- Help students to read the sentence back.
- Repeat for other things.
- Encourage students to read the booklet, pointing to each word and using the picture as a strategy for reading the sentence.