

Topic: Introduction to rhyme

Analysing a familiar rhyme

Lesson concepts

- Punctuation — Capital letters and full stops for sentences
- Sentences — Sentences express ideas
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Spelling — Onset and rime
- A Sounds of language — Rhymes, syllables, phonemes
- Letters of the alphabet — Lowercase letters, upper case letters
- Features of literary texts — Rhyme
- A Language devices — Rhythm and sound patterns
- A Short presentations — Oral delivery
- A Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge
- Handwriting style — Learned letter formations: lowercase letters, upper case letters

Today students will:

- ▶ understand the importance of word order in simple sentences
- ▶ recognise and/or match high-frequency words in different contexts
- ▶ identify rhyme and syllables in simple rhyme.

Resources

Digital

Learning object — Eye video

eBook — *The cubby house ... a Rosie and Wallace story*

Find and prepare

Sheet — Words 6 (cut out from Lesson 2)

Sheet — 'I see' a rhyme

Sheet — Pencil play/word play 1

Sheet — Pencil play/word play 2

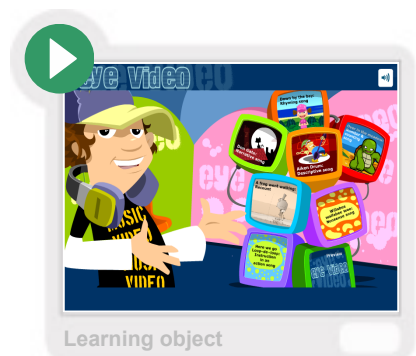
Images and writing about imaginary and fantasy creatures

Lesson

Share new rhymes about a character

In this lesson you will be looking at some very old rhymes. You will be listening and looking for words that rhyme and learning about how to write rhyming words. First, you are going to share some of the work you have been doing on the fantasy creatures.

- Ask students to revisit the imaginary creature and the fantasy creature they created in Lessons 1 and 2 and any writing they have about them.
- Encourage them to talk about these resources and share with another person.
 - Read any information they wrote or gathered about each creature (for example: sentences or questions they wrote, or a description they printed from the **Learning object — Create a fantasy character**).
- Have students view and listen to another imaginary character.
 - Use the **Learning object — Eye video** and select 'A frog went walking'.



Investigate high-frequency words in a sentence

- Have students view the eBook — *The cubby house ... a Rosie and Wallace story*.



- Remind students that when a sentence is written, it will begin with a capital letter and end with a full stop, question mark or exclamation mark.
- Ask students to find examples of a capital letter, a full stop and an exclamation mark in the text.
- Help students to find words that they have seen before in a Rosie and Wallace story or that they recognise from their high-frequency word wall.

Say to students

Look at this word. It says 'we'. This word has been written into this story and I remember it from another Rosie and Wallace story.

Let's see if we can find it again on another page.

How many times has 'we' been written into this story?



- Show students the word card for 'we' and another word card (from the **Sheet — Words 6** cut out in Lesson 2) and clap out syllables for each word on the list.
- Ask students to point to the word that they think is 'we'.
- Ask questions or talk out loud about your thinking.

Focus questions

Q: Which word do you think is 'we'?

Q: Can you hear the /w/ sound at the beginning?

The letter 'w' says /w/.

Q: Which of these two words has the letter 'w' at the beginning?

A: we

- Talk about the features of the word 'had' to help students remember it.
- Read the eBook — *The cubby house ... a Rosie and Wallace story* and ask students to look for the word 'we'.

Analyse a familiar rhyme

- Ask students to choose a rhyme that they know. Read it to students or have them say it with you and point to the words.
- Ask students to listen and tell you the words that rhyme as you repeat some lines of the rhyme.

Review words and simple sentences

- Help students to think of two words (real or made-up) that rhyme with two pairs of rhyming words from a nursery rhyme they have chosen.

Say to students

Using the nursery rhyme *Humpty Dumpty*, tell me three more words that rhyme with 'w/all' and 'f/all' (for example: tall, ball, hall).

Using the nursery rhyme *Mary, Mary, quite contrary*, tell me three more words that rhyme with 'r/ow' and 'gr/ow' (for example: low, tow, bow).

- If students need help thinking of words that rhyme with the nursery rhyme rhyming pairs, give a clue (for example: think of something you might need to play a game of tennis. It starts with /b/ and rhymes with 'wall').
- Use the word 'wall' to talk about rhyming words.

Say to students

Great! That's another rhyming word. Can you think of one more word that rhymes with 'wall'?

- Explain to students that they will write some rhyming words on the next page of their scrapbook.
- Write the first word for students and underline the rhyming part of the word.

wall

- Ask students to copy the word 'wall' then use the word ending 'all' and letter-sound knowledge to write more words that rhyme.

Say to students

The words 'wall' and 'fall' are two rhyming words from the nursery rhyme *Humpty Dumpty*.

I have written the word 'wall'. Underneath it, write the word 'fall', which you can copy from the book. Then write the first letter of another word (for example, 't'), then copy the underlined rhyming part of the first word ('all').



- Write the title 'Rhyming words' at the top of the page and today's date.

- Repeat the rhyme again or read a different rhyme.
 - Clap the rhythm.
 - Say the rhyming words.
 - Talk about the importance of the words and the events of the story being in the right order.
- Point out punctuation, including full stops, capital letters and question marks.

Develop, progress and consolidate English through the contexts for learning

- Prepare for investigations.
- Explain to students that they will:
 - explore words and sentences
 - identify words that rhyme
 - write rhyming words.

Make an 'I see a ...' rhyming book

- Show students the **Sheet** — ['I see' a rhyme](#) and talk about how to make a rhyming book from the sheet.

Say to students

‘ This sheet will be used to make a rhyming book, but some rhyming words are missing from the pages. You need to use picture clues to work out the rhyming words and finish each page. You will draw and write to make rhymes for the last two pages. ’

- Read each page with students and prompt them to use sounds, letters and picture clues to work out the missing rhyming words (for example: fish/ dish; dog/ log; book/ hook; hat/ bat; bee/ knee).
- Ask students to write the missing rhyming words.
- Help students to choose rhyming words to finish the last two pages (for example: I see a fox. It is in a box. I see a star. It is in a car. I see a bug. It is on a rug.)
- Ask students to finish the last two pages by drawing pictures to match the rhymes they wrote.
- When students have completed the pages, cut out the boxes and staple them together to make a booklet.

Use clues to read with support

- Talk with students about the pattern of words (repeated words) and clues they can use to read the booklet.

Say to students

‘ The words 'I see a' and 'It is' are repeated on each page. Try to remember the repeated words to help you read. Look at the letters, use the pictures and think about the rhyme to help you read. ’

- Help students to read the booklet, using their memory and sound–letter knowledge and rhyme and picture clues.

Early literacy skills — Reading and handwriting



- Have students complete the **Sheet** — [Pencil play/word play 1](#) and **Sheet** — [Pencil play/word play 2](#).
- These activities will build pencil control by tracing lines and shapes.