

Topic: Introduction to rhyme

Analysing a rhyming song

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
- Spelling — High-frequency sight words, known words
- Sounds of language — Rhymes, syllables, phonemes
- Letters of the alphabet — Lowercase letters, upper case letters
- Features of literary texts — Rhyme
- Language devices — Rhythm and sound patterns
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- 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 use of repetition and rhyme in a rhyming song
- ▶ understand the parts of a sentence
- ▶ understand how to use knowledge of the elements of a sentence and the features of rhyme to construct new verses for a song.

Resources

Digital

Learning object — Eye video

Learning object — Tune in

eBook — *Sam's pram*

Learning object — Old Mother Hubbard

Learning object — Make a rhyme

Find and prepare

Supporting learning resource — Songs and poems

Sheet — Down by the bay (save for future lessons)

Sheet — 'See that' rhyme

Lesson

View, listen to and join in with a rhythmical song

- Share songs and poems that rhyme.

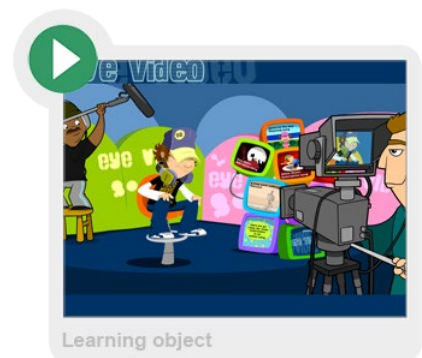
Note

Refer to the songs and poems listed on the **Sheet** — [Songs and poems](#) or use the term 'songs' or 'poems' in a search engine.

- Discuss the rhyme and rhythm used in the song or poem. Read the poem with expression, intonation and pace for effect.

Examine the song

- Have students listen to and view an old song that has rhyming words. It is called 'Down by the bay'.
 - Open the **Learning object — Eye video** and select 'Down by the bay: Rhyming song'.
 - Discuss the content and meaning of the song and talk about the rhyming endings on words from the song.



Focus questions

Q: *Who would listen to this song and why?*

A: Children would enjoy it because it's fun and entertaining and they could join in.

Q: *Where was the song set?*

A: By the bay

Q: *What grew down by the bay?*

A: Watermelons

Q: *What were some of the reasons the girl gave for not wanting to go home?*

A: Fly wearing a tie, whale with a polka dot tail, bear combing its hair, llama eating pyjamas, moose kissing a goose, crow learning to sew.

Q: *What part of the song was repeated?*

A: Down by the bay; back to my home, I dare not go; Did you ever see a ...

Say to students

‘ In the song, there were pairs of words that rhymed. Did you hear all the rhyming pairs in this song?

The rhyming pattern for the pairs of words is at the end of the word. Like /fl/-/y/ and /t/-/ie/; /wh/-/ale/ and /t/-/ail/. You can hear that ‘fly’ and ‘tie’ sound the same on the end and so do ‘whale’ and ‘tail’.

Which other words are rhyming pairs? ,

Investigate a song's text



- Show students the **Sheet** — [Down by the bay](#).
- Point to the words as you slowly read or sing them.
- Ask students to stop you and point to:
 - high-frequency words
 - a full stop
 - a capital letter
 - a question mark
 - speaking marks
 - same letter patterns at the end of words that rhyme
 - different letter patterns at the end of words that rhyme.
- Model writing a simple sentence based on the song's words.

The bear was combing its hair.

- Ask questions to help students understand the sentence parts.

Focus question

Q: *What words tell the reader/listener what action is happening in the sentence?*

A: Was combing

Q: *Who or what was combing?*

A: A bear

Q: *Who or what was the combing being done to?*

A: The bear's hair

Q: *Which words in the sentence are the rhyming pair?*

A: Bear and hair

- Discuss another line from the text breaking down the different parts of the sentence that make meaning.

Jointly construct new oral verses for the song

- Model creating some new verses for the song 'Down by the bay'.

Say to students

Now let's think of some new verses for the song 'Down by the bay'.

First we need to think of 'a thing'. Maybe it could be an animal.

How about a flea?

Next we need to think of what the flea was doing (the action).

How about the flea 'was drinking'?

Lastly, we have to think of something that the flea 'was drinking' and that rhymes with 'flea'. How about 'some tea'?

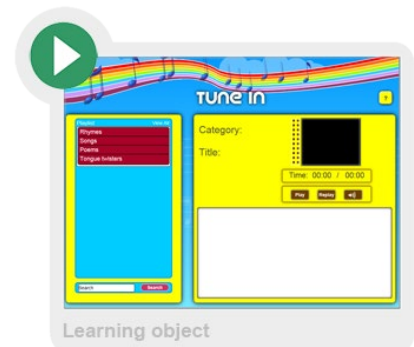
Let's sing our new verse for the song.

'Did you ever see a flea drinking some tea?' (Down by the bay)

- Ask students to think of other verses (for example: seal eating peel, skunk throwing junk, monkey being funky, eagle chasing a beagle).

Share new verses with the wider community

- Ask students to sing their new verse using the instrumental version of 'Down by the bay' from the **Learning object** — **Tune in**.
 - Ask students to record and share these new versions with family or friends.



Note

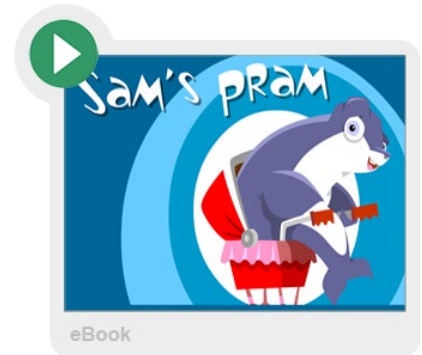
After the lesson keep **Sheet — Down by the bay** in a safe place to be used in future lessons.

Review letters and sounds

Note

Draw students' attention to the letters and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

- Have students view, listen to and join in with reading the eBook — *Sam's pram*.



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 a 'See that' rhyme.
- Show students the **Sheet** — ['See that' rhymes](#) and talk about how to complete the sheet.



Say to students

‘ This sheet has a rhyme on it that has some words missing. You need to use what you know about rhyming words to finish each sentence. ’

- Read the rhyme to students and ask them to find a word on the right-hand side of the sheet that rhymes with the last word of the first line.
- Ask students to cut out the words and paste them into the correct space (or have them write the words, or write the word for them, that finishes the rhyme).
- Allow time for students to draw a picture for one of the sentences.
- Help students think of words to make a new verse for the rhyme (in the last section of the sheet).

Say to students

- ‘ At the bottom of the page you can create your own rhyming sentence.
Think of an animal or someone you know that is ‘looking’.
Now think of ‘who’ they are looking at.
Now find a word that rhymes with the name of the person/animal and
think of a way to finish the last sentence. ’

- Read the completed rhyme together.
- Help students to complete the **Learning object — Old Mother Hubbard.**
 - Use picture, context and letter–sound clues to read the sentences in the rhyme.
 - Model strategies for working out unfamiliar words when reading.
- Help students to complete the **Learning object — Make a rhyme** to create new rhyming words.
 - Use picture clues, letter knowledge and knowledge of word beginnings and endings to write and match rhyming words.

