

Topic: Introduction to rhyme

Rhyming with numbers

Lesson concepts

- Word groups — Words and groups of words make meaning
- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — Onset and rime
- Sounds of language — Rhymes, phonemes
- Letters of the alphabet — Lowercase letters, upper case letters
- Features of literary texts — Rhyme
- Language devices — Rhythm and sound patterns
- Short presentations — Oral delivery
- Text processing strategies — Understanding phrasing and fluency
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand the use of sound patterns to identify words that rhyme with numbers
- ▶ understand how to use knowledge about letter patterns to read and write
- ▶ understand the importance of word order for meaning.

Resources

Digital

eBook — *Baa, baa, black sheep*

Video — Ten in the bed (2:15)

Learning object — Eye video

Find and prepare

Sheet — 'Over in the meadow': Number names that rhyme

Sheet — Over in the meadow

Strips and small ovals cut from paper or cardboard (to make finger puppets)

Glue, coloured pens/pencils

Lesson

Recall rhymes with numbers

Say to students

‘ We have been looking at, listening to and saying rhymes, poems and songs. We have also been thinking about rhyming words and looking at the way we say and write them.

You may remember the nursery rhyme 'Baa baa black sheep'. This rhyme is interesting because we count with our fingers as part of the rhyme: 'three bags full'.

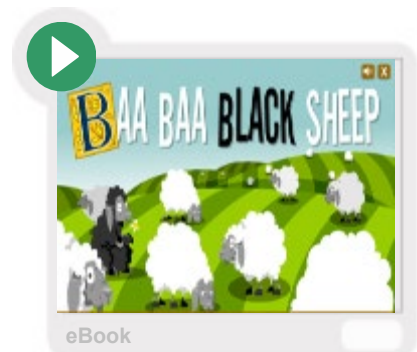
In this lesson we are going to view, listen to and say more rhymes that have numbers. ,

Focus question

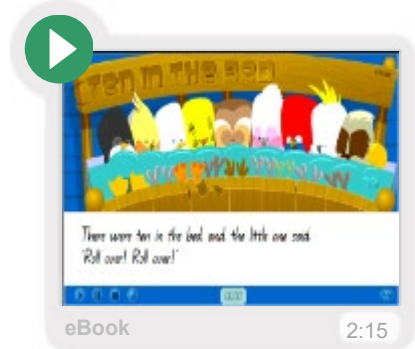
Q: *Do you know any counting rhymes?*

View or listen to rhymes with numbers

- Listen to, view and read the **eBook — *Baa, baa, black sheep***.
 - Talk about the use of numbers in the rhyme (for example: three bags full).



- Open the **Video — Ten in the bed** and have students sing along with the number rhyme.



- Encourage students to:
 - use the repetition to remember what to say or do
 - listen for the rhyming words to help them guess what words come next.

Investigate words that rhyme with number names

- Ask students to think of words that rhyme with the numbers 1 to 10.

Focus questions	
Q: <i>Which words rhyme with one?</i>	Q: <i>Which words rhyme with six?</i>
A: For example: fun, ton, won, bun	A: For example: fix, sticks
Q: <i>Which words rhyme with two?</i>	Q: <i>Which words rhyme with seven?</i>
A: For example: zoo, do, moo	A: For example: eleven, heaven
Q: <i>Which words rhyme with three?</i>	Q: <i>Which words rhyme with eight?</i>
A: For example: tree, free, see	A: For example: gate, plate, bait
Q: <i>Which words rhyme with four?</i>	Q: <i>Which words rhyme with nine?</i>
A: For example: door, jaw, more	A: For example: fine, line
Q: <i>Which words rhyme with five?</i>	Q: <i>Which words rhyme with ten?</i>
A: For example: hive, alive, dive	A: For example: Ben, when, pen

- Open the **Learning object — Eye video** and select 'Over in the meadow: Number and counting song'.
- Ask students to listen for the words that rhyme with the numbers one to five.



- Open the **Sheet — [‘Over in the meadow’: Number names that rhyme](#)**. Ask students to complete the sheet by:
 - identifying how many baby animals are in the picture
 - modelling how to write the numbers one to five
 - modelling how to write the words from the song that rhymed with each number
 - using word endings to help spell the rhyming words where possible (for example: ‘three’ and ‘tree’, ‘five’ and ‘hive’).

Say to students

‘ I know how to write the word /thr/-/ee/. That’s t-h-r-e-e. The letter pattern double ‘e’ in ‘three’ is the same ending as the word ‘tree’.

I can write ‘t’ ‘r’ for /tr/ and double ‘e’ for /ee/. ‘Three’ and ‘tree’ rhyme and have the same letter pattern on the end. ,

Transform the order of words in a sentence

- Ask students to watch as you write, then read, the following sentence on a strip of card or paper.

A mother honey bee lived in the meadow.

- In front of students, cut the words into sections and have the full stop as a separate part (for example: A / mother honey bee / lived / in the meadow / .)
- Place all the pieces out on the table in front of students in the correct order and read the sentence again. Point to the sections as you read.
- Mix up the parts of the sentence then ask students to help you reassemble the sentence.
 - Identify and talk about the capital letter for the start of the sentence and the high-frequency words students recognise (for example: in, the, a).
 - Read and re-read the words to check the sentence makes sense.
 - Talk about what is happening in the sentence and the parts of the sentence.

Focus questions

Q: *What is happening in the sentence? What action is there?*

A: lived

Q: *Who lived?*

A: a mother bee

Q: *Where did she live?*

A: in the meadow

Develop, progress and consolidate English through the contexts for learning

- Prepare students for play.
- Explain to students that they will:
 - ask questions and use words to create puppets
 - say the words of a number rhyme.
- Discuss the process for making finger puppets for a rhyming song.
- Sing the song ‘Over in the meadow’ again and/or watch and listen to it in the Learning object.

- List the animals that students would like to make and how many there are.

<i>Bees</i>	<i>5 little bees</i>	<i>1 mother honey bee</i>	<i>6 puppets</i>
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- Students could make finger puppets for all or some of the animals in the song.
- Use strips of paper or cardboard to wrap around students' fingers and small oval shapes to draw the animals on.
- Talk to students about what they are doing as they construct the puppets and model using instructional language (for example: cut, glue/paste, attach, colour).
- Use descriptions to help students think about the detail of the pictures (for example: the birds will all need little beaks and the rats will need pointy whiskers).
- Help students think through the materials and equipment they will need. For example: 'I am making the bees so I will need five puppets for the little bees and one bigger puppet for the mother honey bee. I am going to make the strip for my finger out of cardboard but will draw the animals on paper. I can glue them together to make the puppet.'
- When the puppets are completed, ask students to sing the song again and perform with their puppets.

Early literacy skills — Reading

- Read a simple repetitive text that focuses on high-frequency words that have been taught or that the students know.
- Before reading:
 - Ask students to think about what they already know about the story by looking at the title, the pictures inside and out, and their own experiences with the story content.
 - Look through the book together and talk about any words or punctuation that you think may be challenging for students.
 - Read and discuss the meaning of any new vocabulary.
 - Ask students to use the words and pictures to predict what the story will be about.
- During reading:
 - Model thinking aloud to show correct reading behaviours and talk about concepts of print.
 - Pause before a word to give students time to predict what it might be.
 - Help students predict the words then confirm by looking at the pictures.
 - Compare this story to other stories or their own ideas and experiences.
- After reading, discuss the predictions made before and during the reading.

Focus questions

- Q: *Were any of your predictions about the story right?*
- Q: *Why do you think the author wrote this book?*
- Q: *Who might like to read this book?*