

ENGLISH

Lesson 7

Prep

Topic: Introduction to rhyme

Exploring reading strategies

Lesson concepts

- Sentences — Sentences express ideas
- Word groups — Words and groups of words make meaning
- 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
- Language devices — Rhythm and sound patterns
- Text processing strategies — Understanding phrasing and fluency
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Comprehension strategies — Understanding and discussing texts
- 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 that using prior knowledge helps to comprehend a text
- ▶ understand how to use knowledge of rhyme to predict words
- ▶ identify high-frequency words in simple repetitive text.

Resources

Text

Morton-Shaw, C, Shaw, G and Butler, J 2006, *Wake up, sleepy bear!*, Puffin, London.
(Or use an internet search engine to find a read-aloud version of the story.)

Rhyming book or story

Digital

eBook — *The nest ... a Rosie and Wallace story*

Video — Being the best reader I can be (2:47)

Find and prepare

Sheet — Game instructions: Rhyming bingo

Sheet — Rhyming bingo boards

Sheet — Rhyming bingo cards

Audio recording device (optional)

Scrapbook

Lesson

Listen to and comprehend a rhyming text

- Find a rhyming book at home.
- Read the title and the author and illustrator's name.
- Ask students if they have read or listened to any other books written or illustrated by the same author or illustrator.
- Ask questions to help students talk about the illustrations on the front cover.

Focus questions

Q: *What clues does the title give you about the information that you will find in the book?*

Q: *What clues do the illustrations give you about the information that you will find in the book?*

Q: *What might this book be about?*

Q: *Why do you think that?*

- Explain that the book also has rhyming words in it.

Explore reading strategies

- Read the chosen rhyming book.
- As you read, pause before some rhyming words to allow students to predict the next word.
- At the end of reading the story, discuss what you or students did for knowing or suggesting the missing word.

Investigate high-frequency words in a sentence

- Ask students to watch as you say and write the following sentence in their scrapbook:

Look at the sleepy bear.

- Ask students to think about the parts of the sentence and what job they do in the sentence.
- Discuss the capital letter to indicate the beginning and the full stop to signal the end of the sentence.
- Identify high-frequency words in the sentence.

Focus questions

Q: *Which word tells what is happening in the sentence? What action is happening in this sentence?*

A: look at

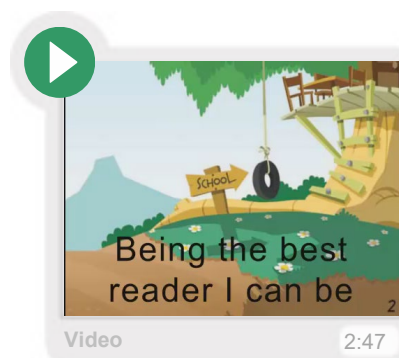
Q: *Who or what is looked at?*

A: the sleepy bear

Share reading of a simple repetitive text

Note

Listen to and view the **Video — Being the best reader I can be** for information on the strategies students use when they read. This video provides a model for students to monitor understanding as they read. It provides instruction on directionality, matching spoken words to written words and using an up-and-down voice.



- Have students look at the eBook — *The nest ... a Rosie and Wallace story.*



- Ask students to think about what they do when they are exploring or reading a book.

Focus questions

Q: *What are you thinking about when you are exploring or reading a new story?*

A: For example: What do I already know about the topic in the story? Where is the story set? Who are the characters? What has happened to me that is similar to this story?

Q: *How do you use the pictures in the story?*

A: I look to see who or what is in the pictures and what they are doing. I might ask myself, 'Are any of the words the name of something in the picture?'

Q: *What do you think about when you are looking at the words or the letters?*

A: Do I know any of these words or the sounds the letters make?

- Talk about these strategies as students read the book again. Encourage them or model how to be fluent as they read.

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.

Develop, progress and consolidate English through the contexts for learning

- Prepare students for play.
- Explain to students that they will play games that help them think about rhyming words.
- Play a game of 'I spy a word that rhymes with ...'

Say to students

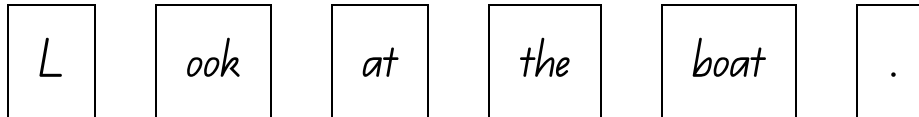
‘ I spy with my little eye something that rhymes with ‘block’. (Answer: ‘clock’) ’



- Use the **Sheets** — [Game instructions: Rhyming bingo](#), [Rhyming bingo cards](#) and [Rhyming bingo boards](#) to play games where students identify matching rhyming cards (words that have the same ending letter pattern).

Early literacy skills — Reading

- Write the parts of a sentence in Beginner's Alphabet on separate cards. Include words that have been introduced in these lessons. Separate the starting capital letter and full stop by writing them on individual cards. For example:



- Say the words as they are written and ask students to help spell the words where possible and suggest correct punctuation.
- Shuffle the parts of the sentence.
- Say the original sentence and ask students to reassemble the words.
- Help students work out how to put the parts of the sentence back in the correct order.
 - Allow students to make mistakes and self-correct.
 - Ask students to identify particular words (for example: point to the word 'at').