




Topic: Introduction to rhyme

Exploring sounds in words

Lesson concepts

- Punctuation — Capital letters and full stops for sentences
- 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, phonemes
- Letters of the alphabet — Lowercase letters, upper case letters
- Features of literary texts — Rhyme
-  Purpose and context — Listen and respond orally: informal situations, classroom situations
- 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 how to predict unknown words using knowledge about rhyme, context and phonics.

Resources

Digital

Slideshow — Look at the ...

Find and prepare

Sheet — Word sort cards for /a/ (cut out)

Sheet — Pencil play/word play 3

Sheet — Pencil play/word play 4

Digital camera (optional)

Playdough, sand, modelling clay or collage materials

Lesson

Use high-frequency words and letter–sound knowledge to read

- Explain to students that they are going to:
 - read a book that has the words ‘look’, ‘at’ and ‘the’ in it
 - use the pictures on each page to help them read some of the words in the book
 - think about the sound some letters to help them read the words.
- Explore the **Slideshow — Look at the ...** and talk about the pictures on each page.



- Model reading the second screen and think aloud about the strategies you are using to decide what the words are.

Say to students

‘ This sentence says ‘Look at the ...’.

Now I wonder what this word is at the end of the sentence. I think that it is a picture of a mouse. What letter does the word ‘mouse’ start with?

The letter ‘m’ is at the start of the word ‘mouse’. That can’t be right because this word starts with the letter ‘b’. I think this word is ‘bilby’.

Yes, it is a picture of a bilby so the sentence is ‘Look at the bilby’.

- Allow time for students to read the slideshow independently. Help students to:
 - predict what the last word is by looking at the picture
 - use their letter–sound knowledge to confirm what the last word is.
- Identify and discuss the punctuation, noting capital letters and full stops.

Re-read and explore the words of a literary text

- Find a text that is informative, for example, an information, non-fiction or fact book.
- Ask questions to help students talk about their experiences with information texts.

Focus questions

Q: *Why do we read books with facts or watch documentaries?*

Q: *Who reads to you or tells you information?*

Q: *Where does the information come from?*

Q: *Why are information books written?*

Q: *How do you find out about things you want to know?*

Q: *How is an informative book different to an imaginative book?*

A: It contains facts; it may have more realistic pictures or even photos.

- Look at the informative text and talk about the information that is given and where you could find more information.
- Ask students to explain what may be different about this book to other information books.
- Ask students to explain the difference between a rhyming book and the information book.

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.

For the following game, use only the three-letter words.

- Explain to students that they are now going to further investigate the letter 'a' and the short sound /a/ it makes in the middle of words by playing a 'Who am I?' guessing game.
 - Spread the three-letter word cards cut out from the **Sheet** — [Word sort cards for /a/](#) on the table.
 - Explain to students that there are some words on these cards that have the short /a/ sound in the middle.
 - Explain that you will give some clues about the word and that they will have to guess the word and then find its name on a card.



Say to students

Who am I? I have three letters. I have the short /a/ sound in the middle.
You can hit a ball with me.

Develop, progress and consolidate English through the contexts for learning

- Prepare for a real-life experience.
- Explain to students that they will create a photo story of a play experience.
- Ask students to make a series of things using playdough, sand, modelling clay or collage materials that are available at home.
- As the items are finished, take and store a digital photo of them or draw a picture of them on separate pieces of paper.
- Select a sentence starter that uses any of the words introduced in these lessons.

Say to students

You've created a great castle out of sand. Let's use the words 'Here is a' to describe the photo. What would the sentence say? Let's write it.

- Write the sentence on the computer or on the piece of paper next to the drawing.

Here is a castle.

- Talk about using a capital letter at the start of the sentence and a full stop at the end.
- Help students spell the name of the item they have drawn/photographed.
- Create a hard copy of the pages or a photo story of the images with the words.
- Allow time for students to read and re-read their book or photo story.

Early literacy skills — Handwriting



- Have students complete the **Sheets** — [Pencil play/word play 3](#) and [Pencil play/word play 4](#).