

This package of curriculum resources provides learning opportunities for students to continue their educational development and progress while not being able to access a school.

It is anticipated that the resources could be used in a variety of contexts, including teacher-directed, parent-supported or students working independently.

As students work through these resources, it is important that regular contact be maintained between classroom teachers and parents/students.

No assessment lessons or tasks are included in this package.

## Structure

The materials contained in this package include:

- lessons including links to resources.

## Lessons

There are seven lessons contained in this package. Students will need to complete them in the following order:

- Lesson 1 — [Reading a rhyming book](#)
- Lesson 2 — [Writing a new rhyme for a familiar book](#)
- Lesson 3 — [Analysing a familiar rhyme](#)
- Lesson 4 — [Analysing a rhyming song](#)
- Lesson 6 — [Rhyming with numbers](#)
- Lesson 7 — [Exploring reading strategies](#)
- Lesson 8 — [Exploring sounds in words](#)

## Monitoring opportunities

Teachers may use the following sheets and/or activities as monitoring opportunities throughout the package:

Lessons 2, 3, 7: Sheet — Words 6

Lesson 6: Sheet — 'Over in the meadow': Number names that rhyme

Lesson 3: Sheet — 'I see' a rhyme

Lesson 7: Sheet — Game instructions: Rhyming bingo

Sheet — Pencil play/word play 1

Sheet — Rhyming bingo boards

Sheet — Pencil play/word play 2

Sheet — Rhyming bingo cards

Lesson 4: Sheet — Down by the bay

Lesson 8: Sheet — Word sort cards for /a/ (cut out)

Sheet — 'See that' rhyme

Sheet — Pencil play/word play 3

Sheet — Pencil play/word play 4

## Resources

Martin, B and Carle, E 2007, *Brown bear, brown bear, what do you see?*, Puffin, London.

Pym, T and Stewart, J 2009, *Have you ever seen a sneep?*, Farrar, Straus and Giroux, New York.

Morton-Shaw, C, Shaw, G and Butler, J 2006, *Wake up, sleepy bear!*, Puffin, London.

Required resources are listed in the materials.

Students:

- will need access to everyday stationery supplies, such as pencils, pens, an eraser, colouring pencils, scissors, glue
- may print the worksheets if they have access to a printer, or write responses in a notebook or on paper
- may need access to an internet search engine to locate a particular educational resources or websites.

If you don't have a copy of the book at home, try some of the following ideas:

- search online for a video of someone reading the book, an eBook or an audio book
- substitute the book for a similar, suitable book you have available
- join your local or state library to borrow a digital version.

## Online safety warnings

Assess websites for suitability prior to displaying to your child.