



Prep

Topic: Presentation of a rhyme

Introducing the task

Lesson concepts

- A** Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- A** Sounds of language — Rhymes, syllables, phonemes
- A** Language devices — Rhythm and sound patterns
- A** Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Resources

Text

Martin, B and Carle, E 2007, *Polar bear, polar bear, what do you hear?*, Puffin, London.

Digital

eBook — *Nat's cat likes to nap*

Find and prepare

Large sheets of paper

Familiar poems, rhymes or songs (for example: *Playschool favourites* CD)

Collage materials

Audio recording device (optional)

Digital camera (optional)

Student responses and time constraints

If students are experiencing difficulty in completing tasks in the expected lesson time frame, consider some of these strategies:

- scribing for the student
- discussing questions with the student (possibly recording audio)
- asking the student to 'think about' and answer the question in their head
- students drawing pictures instead of writing
- students keyboarding rather than handwriting or handwriting rather than keyboarding
- choosing a selection of parts of a question to answer (completing parts a. and b. of a longer activity).



Use an internet search engine to find a read-aloud version of the story online. Using key terms, such as the book title, author's name, and 'read aloud', in your search should allow you to find these resources.

Lesson

- Have students listen to and sing along with or say some favourite songs, rhymes or poems.
- Ask students to say what rhyming words they hear in the song, rhyme or poem (for example: zoo, you, too).

Say to students

“ We are reading stories that rhyme. You are going to identify rhyming words and write your own four-line rhyme that uses two pairs of rhyming words. To make your rhymes more fun, you will also be able to make up actions to perform.

It will be important that when you say your rhyme, you speak so that the audience (your family members) can hear and understand you.

As well as sharing your rhyming sentences, you are also going to be a rhyming word detective and listen for rhyming words and give reasons why their rhyme was entertaining. ”

Recognise syllables

- Show students how to say and clap the parts (syllables) of a name such as a student's name (for example: Tom has one clap; Tom-my has two claps; Tim-o-thy has three claps).

Note

Short names (for example: Tom, Chris and Leigh) have one syllable (i.e. one clap).

Avoid sounding out individual letters in a name (i.e. say and clap 'Tom' using one clap, not 'T-o-m').

- Ask students to count the claps as you clap the syllables (for example: students count 1-2-3 as you clap three times and say 'Tim-o-thy').
- Ask students to copy (say and clap) each name after you.

Say to students

“ Listen as I sing and clap your names. Lilly has two claps or parts in her name. Elizabeth has four claps or four parts in her name. Now you try. ”

- Ask students to select a word that is the name of a thing, for example: rat.
- Help them use the word to make up a sentence.
 - Encourage students to begin their sentence with words they have encountered as high-frequency words, for example: I can see ..., There is a ..., Here is a ..., I like ..., I am ..., Look at ..., This is a ..., We have ..., Have you
- Ask students to share their sentence (for example: I can see a rat).
- Clap then count the syllables of the sentence.
- Add words to the 'thing' (the rhyming word) to make it more interesting (for example: I can see a big fat rat).
- Clap then count the syllables of the new sentence.
- Ask students to:
 - select a word that rhymes with the last word of the sentence, for example: hat
 - create a second sentence that has the same number of syllables and has the chosen rhyming word on the end, for example: It is wearing my dad's hat.
- Continue creating rhymes verbally, making sure each pair of sentences has rhyming words and each sentence has the same number of syllables.
- Ask students to illustrate one of their sentences. They could draw a rat in a hat!

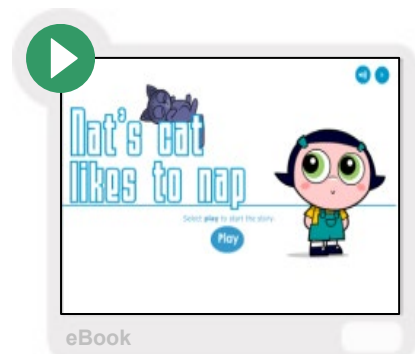
Note

You may like to write and display these rhymes for students to use as models.

Say to students

6 In this lesson, we are going to make some lists of rhyming words that you could use when you write your own rhymes. Let's begin with a book that has rhyming words in it. As you read the book, look and listen for words that have the same letter pattern and sound at the end of them. I know that the book *Nat's cat likes to nap* has the words 'cat' and 'hat'. Those words have the same sound at the end and the same letter ending. You can look for other '-at' words as you read the story. You can also look for words that have the ending '-ap' and the ending '-an'.

- Have students view, listen to and join in reading the **eBook — *Nat's cat likes to nap***.
 - Ask students to look for '-at' words, '-ap' words and '-an' words.
 - Return to the book again as necessary to point out or allow students to find these rhyming words.



- Write 'Nat', 'nap' and 'pan' in Beginner's Alphabet on top of separate sheets of paper.
- Ask students to think of rhyming words using the words from the book or ones that they already know.
- Write lists of rhyming words.
 - Encourage students to help write the words by thinking about the beginning letter sound and using the ending (for example: '-at') to finish the word.

Nat	nap	pan
cat	rap	man
hat	cap	Nan
mat	lap	fan
fat	map	can
sat	sap	fan
bat	tap	Jan
rat		ran
pat		tan
vat		van

- Display these charts for students to use as they write their own rhyme.

Read a story

- Find the book or an online reading of the book *Polar bear, polar bear, what do you hear?* by Bill Martin Jr.

Focus questions

- Q: *What do you think this story will be about?*
 Q: *Why do you think that?*
 Q: *What do you know about polar bears?*
 Q: *Where would you be able to see a polar bear?*
 A: The Arctic Circle or in a zoo.
 Q: *Where do you think this story will take place?*

- Flick through the book and look at the pictures together.
- Ask students to predict (make a sensible guess) what the book might be about.
- Read the story with a rhythmic pattern.
 - Pause to let students read the name of each new animal.
 - Have students predict what sort of noise each new animal would make.

Focus questions

Q: *What is the story about?*

Q: *What happens in the story?*

Q: *What did you like/not like about the story?*

Q: *What did you notice about the words and pictures in the story?*

- Ask students to tell which words in the story rhyme (for example: ear, hear).
- Turn to the last part of the book *Polar bear, polar bear, what do you hear?*, which shows the children acting out the actions of the animals in the book.
- Read each action again and have students pretend to be that animal and do the action.
- Say the rhyme with the correct rhythm and clap the rhythm.
- As students perform the action, say the sounds of the animal and have them say what they are doing (for example: 'I am growling like a polar bear. Roaaaaar!').

Develop, progress and consolidate English through the contexts for learning

- Prepare for real-life play experiences.
- Explain to students that they will:
 - create an animal sounds museum or zoo
 - write sentences that describe an animal and the sound it makes.
- Use collage materials to create animals that the students have read about in the book *Polar bear, polar bear what do you hear?* or that they are interested in.
- Write sentences that tell what the animal is and what sound they make (for example: 'I hear a baby bird tweeting in my ear').
- Encourage students to write their own sentences or write a sentence for them to attach to the animal collage.

Note

Students may like to take photos of their display and share this along with an audio file of the animal sounds and the reading of the sentence (optional).