

#### Topic: Presentation of a rhyme

#### Creating a rhyme

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

##### Digital

Slideshow — Rhymes

eBook — *When dad was a lad*

Video — Caught a fish alive (0:31)

##### Find and prepare

Sheet — Rhyme checklist

Sheet — Numbat, numbat, what do you see? (cut out pages and make into a book)

Scrapbook

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 the resources you may need.

## Lesson

### Say to students

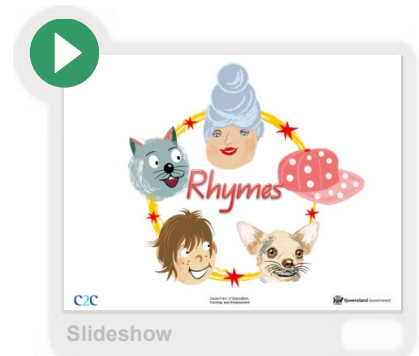
‘ In the last lesson, we practised making rhyming sentences and illustrating these.

Today, you’re going to start writing your own four-line rhyme.

You’re also going to be thinking about how you can illustrate your rhyme and thinking of actions you can perform when you’re reading your rhyme to make it more enjoyable for your audience. ’

### Create and recite a rhyme

- Explain to students that the work they are doing now will help them when they plan, write and recite their own rhymes to an audience (family members).
- Read and view the **Slideshow — Rhymes** to provide students with models of rhymes.
  - Return to each slide and ask students to find and say the rhyming words.
  - Clap the syllables in each sentence.



- Show students the **Sheet — [Rhyme checklist](#)** and read each step.
- Explain to students that they will follow these steps to plan and make their own rhymes just like in the **Slideshow — Rhymes**.

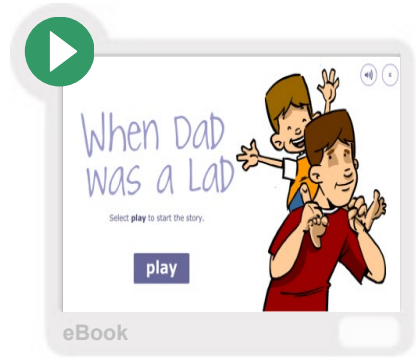
### Say to students

‘ You may have already thought of some rhymes that you might write for your task. In this lesson, we are going to create some rhymes that have different letter endings.

As you think about rhyming words, think about how you might use these words to write your own rhymes. Let’s look at another book that has rhyming words. ’

- Read the words created in the previous lesson.

- Have students watch, listen to and join in reading the **eBook** — ***When dad was a lad.***



- Write the words 'dad', 'laps' and 'rip' on separate sheets of paper.
- Ask students to think of words that rhyme with those words using the words from the book or 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: '-ad' to finish the word).

<i>dad</i>	<i>rip</i>	<i>laps</i>
<i>lad</i>	<i>clip</i>	<i>claps</i>
<i>bad</i>	<i>dip</i>	<i>gaps</i>
<i>had</i>	<i>flip</i>	<i>maps</i>
<i>mad</i>	<i>hip</i>	<i>naps</i>
<i>pad</i>	<i>lip</i>	<i>raps</i>
<i>sad</i>	<i>nip</i>	<i>taps</i>

- Keep these charts for students to use as they write their rhyme.
- Say each of the rhyming words and clap to show the syllables or sound parts of the words.
- Read/view rhymes and rhyming stories such as *Polar bear, polar bear, what do you hear?* or *Brown bear, brown bear, what do you see?*
  - Ask students how they think these rhymes are the same.
- Review the task of creating and reciting a rhyme and model saying a rhyme.

## Say to students

Do you remember that for your task you will write your own rhymes and then present them to an audience? You also need to think of an action to go with the rhyme and you need to recite your rhyme so that your audience can hear and understand it.

Listen now while I say some of the rhyme *Polar bear, polar bear, what do you hear?* (You will need to find this again through your internet search.)

As you are listening, think about how I am:

- making my voice loud enough to be heard
- speaking clearly
- showing the action that goes with the sentences
- looking directly at my audience.

While I'm saying the rhyme, you can listen for rhyming words too and then give me some feedback.

- Recite one or more verses of the rhyme as a model for how students need to recite their rhyme for the task later in the unit.
- Ask students to:
  - identify some rhyming words that they heard in the rhyme
  - give some feedback about how well you said the rhyme.

## Focus questions

Q: *Which rhyming words did you hear?*

Q: *Could you hear me and understand what I was saying?*

Q: *Did I speak clearly and loudly enough?*

Q: *Was my voice interesting?*

Q: *Was I making good eye contact?*

Q: *Did I use actions that matched the rhyme?*

- Explain to students how to get started on writing their rhyme.

### Say to students

It is now time for you to write your own four-line rhyme. You can use the words we have used so far to words that begin your first sentence. You can also look at the rhyming words charts we have made. You might even have another pair of rhyming words you'd like to use. You'll need to say the words you want to write, and listen to the most obvious sounds you can hear in the words to help you write the letters. Thinking about beginning and ending sounds in words will help you work out how to write them. Let's look at how to create a rhyme now.

- Model creating the sentences for a rhyme.
  - Think about words that the sentence could start with, for example: I can see ..., There is a ..., Here is a ..., I like ..., I am ..., Look at ..., This is a ..., We have ..., Have you ... .

*I can see*

- Decide on a word to use at the end of the first sentence that will be easy to rhyme with.

*cat*

- Use one or more interesting describing words for the thing.

*a fluffy grey cat*

- Check how many syllables the sentence has.

*I can see a fluffy grey cat.*

- Create a second sentence that has a word that rhymes with the last word in the first sentence. It should tell what the thing is doing and/or where it is and should have the same number of syllables as the first sentence.

*She is sitting on a red mat.*

- Finish writing the draft of the four-line rhyme so that it makes sense and has a good rhythm.
- Allow time for students to work on the task independently and at their own pace. Remind students to:
  - use correct punctuation — capital letters for the start of the sentence and names and full stops at the end
  - listen for the most obvious sound they hear and match the correct letters to it
  - use word charts or understandings about how to use beginning letter sounds (onset) and word endings (rime) (for example: /at/).

## Develop, progress and consolidate English through the contexts for learning

- Explain to students that they will:
  - read a book with a repetitive sentence pattern
  - watch, listen to and join in with another animal story.
- Ask students to use pictures and letter–sound clues to read the book *Polar bear, polar bear, what do you hear?* by themselves.
- Show students the book made using the **Sheet** — [Numbat, numbat, what do you see?](#) and explain that this story uses the same pattern as *Polar bear, polar bear, what do you hear?*



### Say to students

‘ This book sounds a bit like *Polar bear, polar bear, what do you hear?* but some of the words are different.

All the animals in this story are Australian animals.

What animals do you think you will find in this book? ’

- Read the first two pages of the story *Numbat, numbat, what do you see?* to students and ask questions to help them talk about the innovation.

### Focus questions

When a story uses the same pattern as another story but some of the words are changed, we call it an innovation.

Q: *How is the story ‘Numbat, numbat, what do you see?’ the same as ‘Polar bear, polar bear, what do you hear?’*

Q: *How is it different?*

Q: *What is the question in the title in ‘Numbat, numbat, what do you see?’*

Q: *What is the question in the title in ‘Polar bear, polar bear, what do you hear?’*

### Note

In this unit, students will investigate innovations on a story (for example: make up a new story based on a known story). This builds the student’s awareness of story structure and language, which is important for learning to read.

Use *Brown bear, brown bear, what do you see?* by Bill Martin Jr, as another example of a story innovation.

- Read the rest of the new story, *Numbat, numbat, what do you see?*
- Have students identify the action word on each page.
  - Explain to students that they are to finish the story by writing the name of an animal that starts with 'p' on the last page.
  - Have students draw the animal on the last page of the story. Tell students to make sure their drawing matches the action in the sentence (for example: grinning).
- Watch, listen to and join in singing the song in the **Video** — **Caught a fish alive** to provide students with movement of fingers and hands before beginning to write (for example: finger plays and writing rhymes).



- Staple a few pages together and write the words 'Look at' on each page in Beginner's Alphabet.

*Look at*

- Ask students to draw something on each page and then write or help them write words that finish the sentence and tell what the picture is.

*Look at the clock.*

- Encourage students to read the sentence back. Repeat for other things to create the pages of the booklet.
- Encourage students to read the booklet, pointing to each word and using the picture as a strategy for reading the sentence.
- Take time each day to read or share books from students' personal collection or booklets they make during lessons.