

#### Topic: Presentation of a rhyme

#### Creating actions for your 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** Purpose and context — Listen and respond orally: informal situations, classroom situations
- A** Short presentations — Oral delivery
- 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.

##### Find and prepare

Sheet — Pencil play / word play 5

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 two lessons, we practised making rhymes and illustrating these. You then wrote your own four-line rhyme.
- Today, you’re going to make up actions you can perform when you’re reading your sentences to make them more enjoyable for your audience, and add illustrations to these. ’

### Say to students

- ‘ Remember there are two important parts of this task: finding rhyming words and writing and illustrating your own four-line rhyme, and then reading your rhyme, using actions to make your sentences more fun. ’

### Create actions for your rhyme

- Read and talk about the four-line rhyme written in the last lesson.

### Say to students

- ‘ We have just written a new part for the rhyme about the things we can see around us. Now we are going to think of some actions we could do for the rhyme. Remember that your own rhyme, which you created in the last lessons, needs to have actions.
- The actions or gestures need to match what is in the rhyme and be done using the rhythm of the rhyme. ’

- Give students the opportunity to practise presenting their rhyme.
- Prompt and provide advice on matching the words of the students rhyme with the actions and gesture as necessary.
- Discuss their choice of actions.

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

- Explain to students that they will create actions and gestures for a game.
- Explain to students how the game of charades works.
  - Ask students to act out a familiar word or phrase without speaking.
  - Allow students to give you hints if necessary (for example: say where an object is found).
  - Encourage exaggerated movements so that the word is easier to guess.
  - Explain that the more detail in the action the better.
  - Model the responses in sentences.

### Say to students

‘ Is the object from the kitchen cupboard? Are you showing a spoon? ’



- Have students complete the **Sheet** — [Pencil play / word play 5](#).
  - This sheet contains an activity that will build pencil control by tracing lines.