

# ENGLISH

## Lesson 14-15

### Prep

#### Topic: Presentation of a rhyme

#### Continuing 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** 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, *Polar bear, polar bear, what do you hear?*, Puffin, London.

##### Digital

Slideshow — Rhymes

##### Find and prepare

Sheet — Rhyme checklist (saved copy from Lesson 12)

Sheet — Share a rhyme

Sheet — Pencil play / word play 6

Familiar books

## Lesson

### Note

This lesson is completed over two sessions.

### Say to students

“ In the last lesson, you started making actions for your rhymes to make them more fun for the audience.

Today, you’re going to keep working on your rhymes. You can continue writing your rhymes if you need to, and working on your pictures and actions.

Remember, you’ll be sharing your rhyme with another person.”

### Continue the task

### Say to students

“ So far, you have been thinking about rhyming words by reading rhyming stories, listening to songs that have rhyme and writing rhymes.

There will be more time in the next two lessons for you to finish working on all the parts of your rhyme.”

- Read and view the **Slideshow — Rhymes** to provide examples of rhymes.
  - Review the importance of having the same number of syllables in each line of the rhyme.



- Show students the **Sheet — [Rhyme checklist](#)** and help them to use the sheet to decide what they still need to complete.

### Say to students

“ You have spent some time in the last few lessons writing your rhyme. If you have finished, you are now ready to think about how you will recite the rhyme to another person.”

- Recite one or more rhymes with actions as a model for students.

- Ask students to think about how you are:
  - making your voice loud enough to be heard
  - speaking clearly
  - using expression or intonation
  - using eye contact and body language
  - reciting the rhyme correctly
  - making the recitation interesting and entertaining
  - using actions that go with the syllables in the words and are appropriate to what is happening in the words
  - looking directly at the audience.

### Focus questions

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: *Did I use the right expression? (i.e. make my voice go up and down)*

Q: *Did I say the sentences at the right pace? Was I too fast? Too slow?*

Q: *Did I use actions that matched the syllables in the words of the rhyme?*

Q: *Did my action match the syllables of my rhyme?*

Q: *Was I making good eye contact?*

- Explain to students that they will now rehearse their rhyme.
- Discuss with students that they will receive feedback on their:
  - gesture
  - body language
  - voice levels
  - articulation.

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

### Prepare students for transition into a new learning experience

- Explain to students that they will:
  - read a rhyme and talk about the direction of print
  - talk about rhyming words, print and pictures
  - help to write rhymes.
- Draw a picture to match words in a rhyme.
- Show students the **Sheet** — [Share a rhyme](#).
  - Read the first two verses of the rhyme to students.
  - Show and talk about the direction for reading print (from left to right across the page and top to bottom down the page).
- Talk about words, print and pictures.
  - Ask students to read the rhyme or just listen and say out loud the rhyming words with you. (For example: 'T-ea' and 'm-e' rhyme. 'R-ain' and 'tr-ain' rhyme. The words sound the same at the end.)



- Read the first two verses of the rhyme again, and ask students to point to the pictures that match the words you are reading.
- Finish writing the rhyme.
  - Complete the third verse by thinking about words that rhyme with 'red' and that will make sense in the sentence.
  - Help students complete the last verse.
- Draw pictures to match the new rhyme.
- Read the whole rhyme again.
- Have students complete the **Sheet** — [Pencil play / word play 6](#).

