

# ENGLISH

## Lesson 16–17

### Prep

#### Topic: Presentation of a rhyme

#### Presenting and responding to 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** 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.

#### Digital

Learning object — Rhymes and stories

#### Find and prepare

Video camera (optional)

## Lesson

### Note

This lesson is completed over two sessions.

### 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 presenting your rhyme to family members, using actions to make your rhyme more entertaining.

### Practise presenting

- Listen for rhyming words in sentences.
  - Have students say rhymes from previous lessons or make up some rhymes.
  - Read rhyming books and ask students to listen for pairs of rhyming words. Emphasise the rhyming pairs as you read.
  - View and listen to the rhymes from the **Learning object — Rhymes and stories**.



- Thinking of the performances you saw in the learning object just viewed, ask students some of these questions:

### Focus questions

- Q: *Could you hear the student and understand what they were saying?*
- Q: *Did they speak clearly and loudly enough?*
- Q: *Was their voice interesting?*
- Q: *Did they use the right expression? (for example: make their voice go up and down)*
- Q: *Did they say the sentences too quickly, too slowly, or just right?*
- Q: *Did they use actions that matched the syllables of the rhyme?*
- Q: *Did their actions match what they were saying in their sentences?*

- Use the above questions as a guide for what to give feedback on, as they read or retell some rhymes. (For example: ‘Your voice was clear and I could understand all the words. I could understand you but I think you could make your speaking a little bit louder than your normal voice. Your actions matched the syllables in the words really well.’)
- When students are ready, have them present their rhymes to family members.