

Topic: Exploration of funny characters

Investigating the words and pictures

Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — Onset and rime
- Sounds of language — Rhymes, syllables, phonemes
- Letters of the alphabet — Lower case letters, upper case letters
- Personal opinions — Favourite stories, authors, illustrators
- Expressing preferences — Feelings and thoughts about events, characters
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonetic knowledge

Today students will:

- ▶ understand the use of semantic knowledge and phonic knowledge to predict and read
- ▶ understand the use of onset and rime to identify and write rhyming words

Resources

Find and prepare

- Sheet — My favourite book (from previous lessons)
- Sheet — 'Humpty Dumpty' rhymes
- Sheet — Making /e/ words and /u/ words (cut out, save for future lessons)
- Sheet — 'Crazy Jack' rhyme
- Art materials (coloured pens, pencils, collage materials, paint)

Lesson

Review the reasons why readers love stories



- Re-read the **Sheet** — [My favourite book](#).
- Ask students to think about other reasons why they love a particular book.
 - Talk about the books that have been reading and think about why they might be someone's favourite. (For example: I think the book *Mr McGee and the biting flea* might be someone's favourite because Mr McGee does some funny things. If a book has funny characters, that might be a reason someone likes the book.)

Share a text of a funny character



- Predict the words of a rhyme.
 - Show students the **Sheet** — [‘Humpty Dumpty’ rhymes](#)
 - Allow time for students to look at and discuss the pictures to help them predict (make a sensible guess) what each verse of the rhyme is about.

Focus questions

- Q: *What do you think this rhyme is about?*
- Q: *Who might this character be?*
- Q: *What is she/he doing?*

- Explain to students that the other verses are an innovation on the traditional ‘Humpty Dumpty’ rhyme.
- Ask students to help you read the rhyme in sections, one verse at a time.
- Remember to model and talk about:
 - using details in the pictures
 - looking at some letters/sounds to work out words
 - using rhyme to help predict
 - remembering repeated lines and words as you read.
- Ask students to tell you some of the words that rhyme as you read.
- Explain to students that knowing the parts and sounds of the word helps with reading and writing the word correctly.

Note

Separate the first sound (onset) and the end sound (rime) as you say each rhyming word (for example: ch/air, h/air, m/at, c/at). Words like ‘men’ and ‘again’ rhyme (sound the same at the end) but do not have the same letter pattern. Explain to students that words can have different end letters but still rhyme because the ending sound is the same.

Identify rhyming words and their letter patterns

- Make a list of the pairs of rhyming words from each of the verses on the **Sheet — ‘Humpty Dumpty’ rhymes** (for example: wall, mall; car, far; bend, end; chair, hair; mat, cat; house, mouse; wall, tall; rest, nest).
- Ask questions to help students review what they know about rhyming words.

Focus questions

Q: *What part of rhyming words sounds the same?*

A: The end

Q: *What part of rhyming words changes?*

A: The sound at the beginning

- Talk about word beginnings and endings.

Say to students

‘ We know that when two words rhyme they have the same sound at the end. The words ‘w-all’ and ‘m-all’ rhyme because they have the /all/ sound at the end. The letter pattern ‘a-l-l’ is at the end of both words.

The letters at the beginning of the words are different. The word ‘wall’ has the letter ‘w’ at the beginning and the word ‘mall’ starts with the letter ‘m’.

Thinking about the letters and sounds in words and how they rhyme will help you when you are reading and writing.

If I can read the word ‘car’ (/c/-/ar/) then I know how to read the word ‘far’ (/f/-/ar/). Knowing how to write the word ‘c-ar’ helps me know how to write the word ‘f-ar’.

Note

Remember that some words rhyme but do not have the same letter pattern at the end of the word (for example: ‘men’ and ‘again’ from the traditional version of ‘Humpty Dumpty’).

Model giving an opinion about a funny character

- Ask students to think about why someone might think that the ‘Humpty Dumpty’ rhymes are funny.
 - Allow time for students to think of an opinion that could be written about the funny character or the events, for example: I like the ‘Humpty Dumpty’ rhyme because it is funny when Humpty cuts his hair with a knife and fork.

- Model writing the sentence.
 - Think aloud to demonstrate how to write the sentence, letters and their sounds by copying words from other texts, for example: the **Sheet — ‘Humpty Dumpty’ rhymes**.
 - Work together to revise the sentence for punctuation, spelling and sense.
For example:

I like the humpty dumpty rhyme because it is funny when Humpty cuts his hair with a knife and fork

Model response:

I like the ‘Humpty Dumpty’ rhyme because it is funny when Humpty cuts his hair with a knife and fork.

Review letters and sounds

Note

Provide opportunities for students to explore the letters ‘w’, ‘c’ (as in ‘cent’), ‘g’ (as in ‘get’), and the short ‘u’ and ‘e’ sounds.

Draw students’ attention to the letters and the obvious sounds they make in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.



- Show students the letters cut from the **Sheet — [Making /e/ words and /u/ words](#)**.
- Put the letter ‘u’ card aside.
- Place the letter ‘e’ card in front of students and ask them to choose other cards that they could use to make a three-letter word, for example: choosing the letter ‘m’ and the letter ‘n’ students could make the word ‘men’.
- Continue choosing letters to make three-letter words with the letter ‘e’ in the middle, for example: ten, net, peg, leg, bet.

Note

After the lesson, keep **Sheet — Making /e/ words and /u/ words** in a safe place to be used in future lessons.



Develop, progress and consolidate English through the contexts for learning

- Explain to students that they will:
 - talk about the parts of a sentence
 - use knowledge of letters and sounds to write words about a character.
- Read the sentences on the **Sheet** — [‘Crazy Jack’ rhyme](#) to students.
 - Talk about individual words and the sentences.



Say to students

‘ Can you see the capital letter, the full stop and the spaces between each word?

When we count the letters in the word ‘a’ we notice that it only has one letter.

Which words start with ‘l’? (leg, like, looks)

Which words have three letters? (leg, peg, one, has)

Which words rhyme? (peg, leg)

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- Ask students to point to the beginning and end letters in two or more words and tell you the names of the letters and the sounds they make.
- Ask students to think about a character who is a little funny or crazy that they could draw, paint or make out of collage materials.
- As students create their character, ask them to explain the body parts and suggest a name for the character.
- Help students label the character and/or write and attach its name.