

#### Topic: Exploration of funny characters

#### Exploring letter patterns

##### Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Punctuation — Capital letters and full stops for sentences
- 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 read and write rhyming words.

### Resources

#### Digital

Learning object — Rhymes and stories

#### Find and prepare

Sheet — Alphabet chart

Sheet — Rhymes and stories

Sheet — Being the best reader I can be

Sheet — Making /e/ words and /u/ words (from previous lesson)

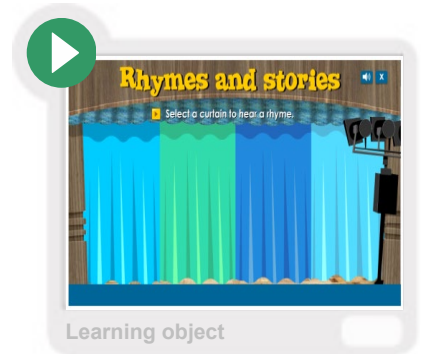
Sheet — Words 8 (cut out, save for future lessons)

Scrapbook

## Lesson

### View and listen to more funny stories

- Have students listen to and view more funny stories and rhymes in the **Learning object — Rhymes and stories**, and then talk about what might be funny about each rhyme.



### Focus questions

Q: *What is funny about the characters?*

A: For example: I think it is funny that a pig is wearing a sparkling gown.

Q: *What is funny about the events of the story in the rhyme?*

A: For example: I think it is funny that the old woman could swallow so many animals.

Q: *What is funny about the way the child presented the rhyme?*

A: For example: I think the rhyme 'Two cane toads' is funny because of the way the presenter shows how Mary shines up her warts.

### Write opinions of rhymes

- Explain to students that they are going to write a sentence that will tell why they thought the story or rhyme they chose is funny (give an opinion).
- Allow time for students to think of an opinion that could be written about the funny character or the events. For example: I think the rhyme 'Two cane toads' is funny because Mary was shining her warts before she got married.
- Model writing the sentence.
- Think aloud to demonstrate how to write the sentence:
  - using the sounds of the letters
  - using the direction of the writing and how the letters are formed
  - saying the word slowly to emphasise the letters that are in the word
  - using a capital letter to start the sentence and a full stop to finish it.
- Model how to find letters on the **Sheet — [Alphabet chart](#)**.
- Read the sentence and help students to point to each word.



## Read and explore reading strategies

- Explain to students that they can use their knowledge of rhyming words and letters and the sounds they make to help them work out words they don't know.
- Model pausing before the rhyming words as you work together to read the rhyme 'Two cane toads' on the **Sheet** — [Rhymes and stories](#).
- Ask students to think about what clues they could use from the rhyme to work out words they don't know.

### Say to students

‘ *Two cane toads named Mary and Fred*

*Decided they wanted to \_\_\_\_\_ (wed).*

This word rhymes with 'Fred' and has the letter 'w' at the beginning.

The letter 'w' makes the /w/ sound. It must be 'wed'.

*He wore his best shorts,*

*She shined up her warts*

*And they married behind the old \_\_\_\_\_ (shed).*

This word rhymes with 'Fred' and 'wed' and has the letters 'sh' at the beginning. The letters 'sh' make the /sh/ sound. It must be 'shed'.

To work out these words I used what I know about rhyming words, and then I checked using what I know about letters and sounds (w/ed rhymes with Fr/ed).

- Continue to read the other rhymes on the **Sheet** — **Rhymes and stories** and pause before the rhyming words to allow students to guess the next word.

## Reflect on ways to help read

- Ask students to give some ideas about what 'being the best reader' means to them.
- Use the **Sheet** — [Being the best reader I can be](#) to help students remember what they do as they engage with stories.
- Talk about what strategies students use when they read. These may include:
  - predicting/thinking about what would make sense, using their knowledge of different types of texts (how/when/why they are used) and knowledge of topics
  - using their memory of the text or a similar text
  - using picture clues
  - remembering some familiar words (for example: 'Mum' or 'Dad', 'I' and 'the')
  - using letter and sound clues (at the beginning, middle and end of words)
  - choosing how to break words into useful sound chunks (syllables, onset and rime and/or sounding out)
  - understanding that readers 'read ahead' (and then come back) to work out a difficult word or piece of text.
- Give students time to read a rhyme from **Sheet** — **Rhymes and stories**.
- Discuss the strategies they used to read unknown words.

## 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 letters cut from the **Sheet** — [Making /e/ words and /u/ words](#) (from previous lesson).
- Put the 'e' card aside.
- Place the 'u' card in front of students and ask them to choose two letters from the other cards that they could use to make a three-letter word, for example: choosing the letter 'b' and the letter 'g' students could make the word 'bug'.
- Continue choosing letters to make three-letter words with the letter 'u' in the middle, for example: nut, hug, mud, bun, gum.



- Show students the word card 'to' cut from **Sheet** — [Words 8](#).
- Read the word and then ask students to find the word 'to' in the rhymes 'My pig likes to eat rubbish' and 'There was an old woman' in the **Learning object** — **Rhymes and stories**.

### Note

After the lesson keep **Sheet** — **Words 8** in a safe place to be used in future lessons.



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

- Prepare students for play.
- Explain to students that they will draw a picture of a funny character.
- Ask students to think about something they thought was funny in the Mr McGee books or in the rhymes in the **Learning object** — **Rhymes and stories**.

### Say to students

‘ When you've thought of a funny part of the story or rhyme, draw a picture of it in your scrapbook. It could be one of the characters doing something funny or a funny event from the story. Once you have drawn the picture, you need to think about why you think it is funny so we can write a sentence about it. ’

- Encourage students to add detail to the drawing so the action that is happening is clear.
- Ask students to explain who is in their picture and what they are doing.