

Topic: Unusual ideas in stories and rhymes

Exploring the appeal of rhyme

Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Sounds of language — Rhymes, syllables, phonemes
- Letters of the alphabet — Lower case letters, upper case letters
- Expressing preferences — Feelings and thoughts about events, characters
- Features of literary texts — Characters, events
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to use contextual, semantic and phonic knowledge to read and identify rhyming words
- ▶ understand how to respond to questions during informal class discussions.

Resources

Digital

Slideshow — Old Mother Hubbard

eBook — *The crowd went wild*

Find and prepare

Sheet — 'Old Mother Hubbard' rhyme

Sheet — Flipbook sentences (cut out and save for future lessons)

Lesson

Complete the words for an unusual rhyme

- Discuss the rhyme 'Old Mother Hubbard' prior to reading.

Focus questions

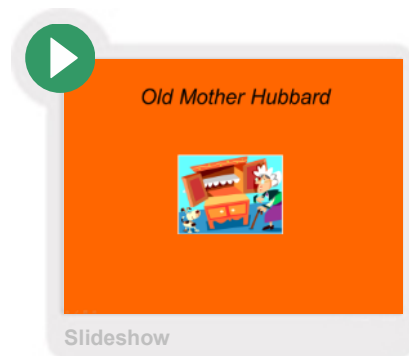
Q: *Have you heard or read the rhyme 'Old Mother Hubbard' before?*

Q: *What were some of the things that the old mother did?*

Note

If students are not familiar with the rhyme, it can be found on the **Sheet** — ['Old Mother Hubbard' rhyme](#).

- Show students the pictures from the **Slideshow** — [Old Mother Hubbard](#) one at a time and discuss what is happening with each of the characters and events.



Focus questions

Look at the first slide. The title of this rhyme is 'Old Mother Hubbard'. Click to the next slide, which has the same picture.

Q: *Who can you see on this slide?*

Q: *What else is in the picture?*

Q: *Why do you think they are they looking at the cupboard?*

Q: *What is in the cupboard?*

Q: *Who can you see on the next slide?*

A: For example: dog, Old Mother Hubbard, hat, cat

Q: *What is happening in the picture?*

A: Old Mother Hubbard went out to buy a hat and when she got home she found the dog feeding the cat.

- Ask students to look carefully at the other pictures and predict (make a sensible guess) what the rest of the rhyme is about.
- Ask questions to encourage students to use words they will encounter when they read the rhyme.

Explore the words that rhyme



- Read the **Sheet — ‘Old Mother Hubbard’ rhyme** to the students.
 - Ask students to identify words that rhyme as you read some of the rhyme again.
 - Talk about what makes a pair of words rhyme.

Say to students

When words rhyme, they have the same sound at the end of them. The words ‘w-ig’ and ‘j-ig’ start with different letters, but end with the same sound, /ig/. The words ‘c-oat’ and ‘g-oat’ rhyme.

Which parts of the words are the same/different?

Knowing the parts and sounds of the rhyming words helps with reading and writing them correctly.

- Continue saying each pair and remember to separate the first sound and the end sound (for example: h-at, c-at).

Note

You may need to point out that some words sound the same at the end (still rhyme) but don’t ‘look’ the same. They end with different letters (for example: shoes and news).

Investigate personal preferences for the rhyme

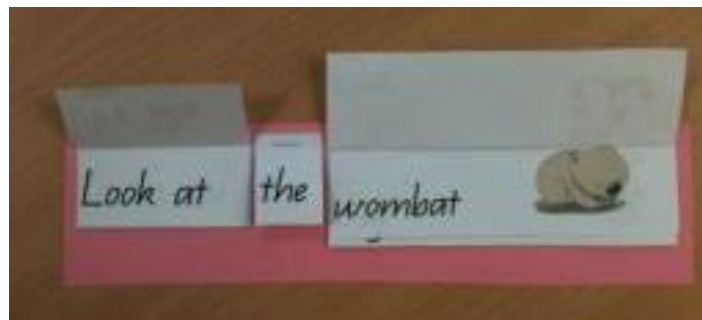
- Ask students to think about the unusual things the characters did in the rhyme ‘Old Mother Hubbard’ (for example: The dog fed the cat, played the flute, danced a jig, rode a goat and read the news. Old Mother Hubbard went to buy the dog a hat, a wig, some fruit, a coat, and some shoes.)
 - Ask students to think about which of these things would be real and which would be imagined.
 - Explain to students that some of the appeal of this rhyming story may be the unusual things the characters do.
- Review and add to the collaboratively created list of reasons an audience may have for enjoying stories.

Early literacy skills — Reading and handwriting

Note

Students may use the **Sheet — [Flipbook sentences](#)** (cut out) to create a flipbook about animals or create their own using stapled paper and cardboard.

- Explain or show students a flipbook that has been created and help them use high-frequency words plus other words and pictures to complete their own flipbook of simple sentences.
 - Use known high-frequency words for the beginning of sentences such as 'Here is', 'I can see', 'Look at'.
 - Create the next part of the sentence with 'the', 'a', 'an' or 'my'.
 - Write and then draw things for the last part of the sentence such as animals, furniture, outdoor items, and things from the kitchen.
 - Allow time for students to illustrate each sentence.
 - Encourage students to read the flipbook, pointing to each word and using the picture as a strategy for reading the sentence.
 - Create different sentence combinations by flipping each of the sentence parts.



Note

After the lesson, keep the completed flipbook (sentences) in a safe place to be used in a future lesson.