

#### Topic: Unusual ideas in stories and rhymes

#### Creating a rhyme for a familiar song

##### Lesson concepts

- Punctuation — Capital letters and full stops for sentences
- Word groups — Words and groups of words that make meaning
- Visual language — Words and images contribute to meaning: stories
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Spelling — Onset and rime
- <sub>A</sub> Sounds of language — Rhymes, syllables, phonemes
- Letters of the alphabet — Lower case letters, upper case letters
- <sub>A</sub> Expressing preferences — Feelings and thoughts about events, characters
- <sub>A</sub> Features of literary texts — Characters, events
- <sub>A</sub> Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge

Today students will:

- ▶ understand and identify pairs of words that rhyme in a text
- ▶ understand how to write or copy letter patterns to match rhyming words and complete rhyming sentences.

#### Resources

##### Digital

Learning object — Eye video (select the song 'A frog went walking')

##### Find and prepare

Sheet — Recount rhyming words

Sheet — Picture sort cards for 'sm', 'sp' and 'st' (cut out)

Sheet — High-frequency words for games 1

Sheet — High-frequency word games

Sheet — Flipbook sentences

Scrapbook

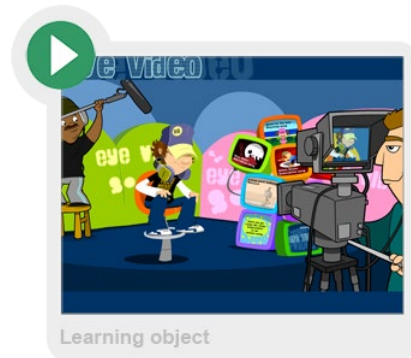
## Lesson

## Share a rhyme with unusual events

## Say to students

- ‘ Have you ever heard of a frog getting married to a mouse? That’s unusual! Here’s a story for you to read and sing today that has some very unusual things happening. ’

- Open the **Learning object** — [Eye video](#) and choose the song ‘A frog went walking’.
  - Listen to, view and join in with the rhyming song.
  - Ask students to listen for rhyming words.
  - Briefly discuss the characters and events that occurred in the song.



## Focus questions

Q: *Which characters do you remember from the story?*

A: The frog, Miss Mousy, Mr Moth, Mrs Fox, Mrs Fly, Mr Snake

Q: *Which event do you think was the most unusual thing to happen in the story?*

Q: *Which event was your favourite?*

Q: *Which rhyming words did you hear?*

A: day, way; me, tree; moth, cloth; fox, socks; fly, pie; snake, cake

- Ask students to think about why this song of the Frog and Miss Mousy might appeal to the audience listening to or viewing it.
- Remind students that this is another unusual story, just like *Old Mother Hubbard*, and that someone might like this song because it is very unusual to have a mouse marry a frog or a snake take off with the wedding cake.

## Complete the words for a rhyme

- Work together to create the rhyming story ‘A frog went walking’ using the sentence parts and words cut from the **Sheet** — [Recount rhyming words](#).

## Note

Listen to and view the song ‘A frog went walking’ again if necessary to remember the song’s events.

- Spread the rhyming words on the table in front of students.
- Read the sentence beginnings to students. Point to each word as you say it.
- Encourage students to use the story events, the pictures and the rhyming pairs to help finish the sentences.

### Say to students

‘ I can see that the sentence *The last to the wedding was Mr \_\_\_\_\_* has a picture of a snake, so the missing word must be Snake.

Here is the word ‘Snake’ to finish the sentence. Which word rhymes with snake?

Let’s read the next sentence: *He ran away with the wedding \_\_\_\_\_*.

Look at the picture. What has Mr Snake eaten? Which word rhymes with ‘snake’ and would make sense with the sentence? It must be a wedding cake. Find the word ‘cake’. It will have the same letter pattern at the end as snake.

- Complete all the sentences by gluing the missing word at the end of the sentence.
- Identify how capital letters and full stops can indicate where the word will come in the sentence.
- Read through the rhyme once the missing words have been added.
- Listen to and watch the song again.

### Use knowledge of onset and rime to write new words

- Ask students to think about the rhyming words from the song ‘A frog went walking’.
- Explain to students that they will write some words that rhyme with the words from the song.
  - Say the rhyming pair ‘way’ and ‘day’.
  - Model writing the words ‘way’ and ‘day’ in their scrapbook and underline the rhyming part.
  - Talk about how to write them.

### Say to students

‘ I can copy the words ‘way’ and ‘day’ from the song sheet. The word ‘w-ay’ has the letter ‘w’, which says /w/ and the letters ‘a’ and ‘y’, which say the long ‘a’ sound. The words ‘day’ and ‘way’ rhyme and so does the word ‘bay’. I know the letter ‘b’ says /b/ and /ay/ is ‘ay’, so ‘bay’ is spelt ‘b’ ‘a’ ‘y’.

Knowing the rhyming pattern of these words means I can spell other rhyming words.

- Talk with students about another rhyming pair from the song, but point out that even though the words rhyme, they have different letter endings.
- Ask students to verbally suggest other rhyming words (for example: fly, pie, high, tie, my).

## Review letters and sounds

### Note

Provide opportunities for students to explore three- and four-letter words that have the letter endings 'am', 'at' and 'ap'. Also explore the 's' blends 'sm', 'st' and 'sp' in words in context.

Draw students' attention to these letter patterns in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

### Say to students

‘ We’re going to do a picture sort using things whose name begins with an ‘s’ blend. ’

- Place the cards 'sm', 'sp' and 'st', cut from the **Sheet** — [Picture sort cards for 'sm', 'sp' and 'st'](#), in front of students.
- Work together to say what the picture is on the card.
  - Select the picture of the 'star' card and place it in front of students.
  - Ask students to say the word slowly and listen for the 's' blend sound at the beginning of the word. Discuss the 'st' sound.
  - Explain to students that the names of the things on the cards begin with one of the 's' blend sounds that they have been learning about (for example: 'sm', 'sp' or 'st').

### Say to students

‘ This is a picture of a star. The word 'star' begins with the letter blend 'st'. The letters 's' and 't' say /st/. That sound is at the beginning of the word 'star'. So this card is a /st/ word. ’

- Continue to identify and say the names of the items on the cards.
- After all items on the cards have been identified, ask students to sort the cards into groups with the same 's' blend (for example: star, stop, steps, steak).
  - Ask students to say the names of the pictures in each group and explain how they have sorted them. (Optional: Sort only two groups at one time.)

## Develop a bank of high-frequency word games

- Spread the cards cut from the **Sheet** — [High-frequency words for games 1](#) in front of students.
  - Explain to students that many of the words on the cards are from their high-frequency word wall.
- Explain some of the games from the **Sheet** — [High-frequency word games](#).

### Note

Choose games from the 'Matching word games' section first. When students are able to read some words, choose games from the 'Reading word games' section.



- Have students choose one or two games to play in this lesson to support the revision of the high-frequency words introduced so far.
- Follow directions on the **Sheet — High-frequency word games** to help students play their chosen games.

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

- Explain to students that they will:
  - think of simple songs and rhymes they know
  - choose, then find a copy of the words to the songs/rhymes
  - create booklets of the songs with illustrations.
- Create a song or rhyme booklet. (Optional: Make the song or rhyme into a digital resource with audio.)
- Ask students to decide which song or rhyme they would like to make into a booklet.
  - Find the words of the song or rhyme on the internet, in a book, or recall them from memory.
  - Type or copy the words.
  - Arrange the lines or verses on different pages (for example: one line or verse per page of the booklet).
  - Illustrate the booklet and encourage students to read it at other times.

## Early literacy skills — Reading and handwriting

- Have students add to the flipbook started in the previous lesson.
- Help students use high-frequency words and 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, or objects 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.

