





Topic: Get the message

Share rhymes 1

Lesson concepts

-  **Text organisation** — Concepts about print: books
-  **Spelling** — Letters of the alphabet represent sounds in spoken words
-  **Expressing preferences** — Feelings and thoughts about events, characters
-  **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand concepts about print
- ▶ understand how to share feelings and thoughts about what happens in a text and make connections to their own experiences
- ▶ understand how to comprehend text by making inferences about character feelings.

Resources

Text

Ahlberg, J and A 2006, *The jolly postman, or, Other people's letters*, Puffin, London.
(Or use an online search engine to find a read-aloud version of the story.)

Digital

Learning object — Monkey, monkey

Video — Five little monkeys jumping on the bed (1:28)

Sheets

Sheet — Alphabet chart

Sheet — Monkey, monkey in the tree

Lesson

Focus on letters and sounds

Note

These lessons provide opportunities for students to explore the letters 'f', 'l', 'r', 'm' and 's'. Draw students' attention to the letters and the obvious sounds they make within words as you write and read texts; for example: stories, factual texts and everyday or environmental print.

Predict, read and discuss a story

Say to students

Today you will look at a book and think about what it might be about before reading it.

After listening to the story, you will talk about how the story characters may be feeling.

View the book online or show the book *The Jolly Postman* by Janet and Allan Ahlberg to students and discuss.

Say to students

This story is called *The Jolly Postman* and it is written by Janet and Allan Ahlberg. Remember that the outside front of a book is called the front cover.

Here is the title, *The Jolly Postman*, written in big capital letters.

The author has also written 'or other people's letters' under the title.

The authors added this to help the reader know what the book might be about.

These words down here tell us the authors' names: Janet and Allan Ahlberg.

Focus questions

- Q: *Does the book's name give you any clues as to what the story will be about?*
- Q: *What else do you see on the front cover?*
- Q: *Do you know any of the characters in the picture?*
- Q: *Where have you seen them before?*
- Q: *What are the characters on the front cover doing?*
- Q: *Does that give you any clues as to what the story will be about?*

Invite students to look at the pictures in the book.

Ask students what is special about this book and how it is different from other books they have read or seen.

Invite students to talk about the different forms of mail (for example: letters, invitations, catalogues, postcards).

Read or listen to the story and talk about correct reading behaviours while reading.

- Make sure students can see the pictures and words as they are listening.
- Bring attention to which parts of the page are pictures, and which parts have letters and words.
- Talk about looking at words and pictures when reading.

Ask students to identify the stories or rhymes that have the same characters as the book.

Focus questions

- Q: *Where have you seen these characters before (point to the Three Bears)?
What other characters are in 'The Three Bears' story?*
- A: Goldilocks
- Q: *Can you find Goldilocks in this book?*
- Q: *What do you remember about the 'The Three Bears' story?*

Talk about why the author chose to use letters in this story and ask questions to help students talk about how each character is feeling.

Focus questions

Q: *Why do you think the author used letters throughout this story?*

A: For example: They are used to tell the story in a different or more interesting way.

Q: *How did the Jolly Postman deliver the letters?*

Q: *Does your postman ride a push bike?*

Q: *How do they deliver the mail to your house?*

Q: *How did each of the characters in the story feel when the postman delivered their mail?*

Q: *Have you ever received something in the mail?*

Q: *What was it? Who sent it to you?*

Q: *What was written on it? Was there anything inside it?*

Q: *How did it make you feel?*

Identify text types

Look back through the story with students and ask questions to help them identify what type of message they received and why it was written, and to make connections to their own experiences.

Focus questions

Q: *What did Goldilocks send to the Three Bears?*

A: A letter.

Q: *Why did she send them a letter?*

A: To say sorry.

Q: *What did the Wicked Witch get in the mail?*

A: A catalogue.

Q: *Why do shops send catalogues?*

A: For example: So we know what we can buy from their shop.

Q: *What catalogues do you receive in the mail?*

Q: *What did the Jolly Postman bring the Giant?*

A: A postcard.

Q: *Why did Jack send the Giant a postcard?*

A: To tell him about his holiday.

Q: *Who received a birthday card in the mail?*

A: Goldilocks.

Q: *Have you ever received a birthday card in the mail?*

Q: *Who sent it to you?*

Q: *What was written on it? Was there anything inside it?*

Q: *How did it make you feel?*

Match letters and sounds in words in the story



Provide students with the **Sheet** — [Alphabet chart](#).

Ask students to identify and talk about examples of words that begin with the letter 's' on the chart.

Ask students to draw the letter 's' in the air with their finger.

Show students the book *The Jolly Postman*.

Ask students to find examples of words that begin with the letter 's' in the book *The Jolly Postman*.

Say to students

Let's look through the book again and see if we can find words that start with the 's' (for example: so, see, soon, stopped, sang, sold, surprise).

Read a book

Talk about listening with students.

Explain to students that hearing is one of their senses and that their sense of hearing is very important for understanding the world around them.

Discuss the best way to listen.

Say to students

When you have to listen carefully, you should stay still with your whole body and watch the person who is speaking or the device you are listening to.

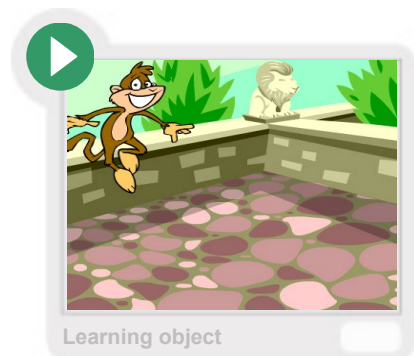
View the **Learning object** — **Monkey, monkey** with students.

Read the rhyme *Monkey, monkey* with students.

Read the rhyme again with students. Move your finger under the words as you read the rhyme.

Encourage students to have a go at reading it by themselves, pointing to each word to see the connection between one spoken word and one written word.

Talk about sentences, words and letters. Explain to students:



Say to students

A word is a group of letters. How many words are in this rhyme?

Talk about how rhyming words can help us to read a text.

Say to students

‘ The rhyming words help you to read because the sentence ends in words that sound alike. ’



Show students the **Sheet** — [Monkey, monkey in the tree](#).

Read the rhyme *Monkey, monkey in the tree*. Pause before the rhyming words and have students supply the rhyming word.

For example:

Monkey, monkey in the tree.

I see you and you see [me].

Hang by your fingers.

Hang by your toes.

But don't you fall on your pretty pink [nose].



Ask questions to help students talk about the rhyming words.

Focus questions

Q: *How did you know what word came next in the rhyme?*

Explain to students:

Say to students

‘ The words ‘me’ and ‘see’ are rhyming words. (Emphasise the rhyming part of the words, for example: m-**e**, s-**ee**.)

The /ee/ sound is at the end of both words.

The words ‘t-**oes**’ and ‘n-**ose**’ are rhyming words. ’

Focus questions

Q: *Which part is the same in both words?*

A: -ose.

Ask students to show the correct listening behaviours and listen to your simple examples of other rhyming words (for example: hat, bat, rat, fat; fan, man, can, tan).

Help students to say the word clearly, emphasising the part of the word that rhymes (for example: c-**at**, b-**at**; f-**an**, m-**an**).

Develop, progress and consolidate English through the contexts for learning



Ask students to view, listen to and copy the actions in the **Video — Five little monkeys jumping on the bed (1:28)**.

Ask students to sing along with the rhyme and indicate when they hear a rhyming word by, for example:

- clapping
- jumping
- only saying the rhyming word.

Explain to students that they are going to change some of the words in a song.



Focus questions

Q: *Which words in the song tell us what animals there were?*

A: Monkeys.

Q: *And what were the monkeys doing?*

A: Jumping on the bed.

Tell students that they will change some of the rhyming words in the song.

Say to students

Let's think of another word to use in this rhyme instead of 'bed' (for example: tree). 'Five little monkeys jumping in the **tree** ...'

What are some words that rhyme with 'tree' that we can use in the rhyme? (for example: knee, flea, sea)

Let's use 'sea' in the song and sing it again: 'Five little monkeys jumping in the tree... One fell off and landed in the **sea**. ...'

Continue working with students to create a new version of the rhyme *Five little monkeys jumping on the bed*.

Note

Optional: Ask students to select toys and make up rhymes using the same pattern as *Five little monkeys* (for example: Five little teddies jumping on the chair, one fell off and flew through the air).

Consolidate learning

Discuss with students the words that rhyme in their new version of *Five little monkeys jumping on the bed*.

Take time each day to play rhyming games, for example: take it in turns to say words that rhyme like: You say 'rat'. Students say 'mat'. You say 'pat'.

Ask students to pack away the materials they used in this lesson.