

Topic: Get the message

Share rhymes 2

Lesson concepts

- O Spelling** — Letters of the alphabet represent sounds in spoken words
- N Sounds of language** — Rhymes, syllables, phonemes
- N Language devices** — Rhythm and sound patterns
- O Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand how to match the sound at the beginning of words to the correct letter
- ▶ understand that some spoken words rhyme
- ▶ understand how to use the rhyme in a text to help recite it.

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

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

Video — Five little monkeys sitting in a tree (1:48)

Slideshow — A visit to the post office

Sheets

Sheet — Rhyme time

Sheet — Alphabet chart

Lesson

Share and find rhyme in a story

Say to students

Today you will listen again to the story *The Jolly Postman* by Janet and Allan Ahlberg.

When we read the book this time, we will listen for words that rhyme.

Focus questions

Q: *Can you remember what I mean when I say 'rhyming words'?*

Read or listen to an online reading of *The Jolly Postman* by Janet and Allan Ahlberg.

Ask students to listen to and say out loud some of the rhyming words in the text with you.

Give students examples of rhyming words to help them. For example:

Say to students

'S-ay and 'd-ay' rhyme. They both have the 'ay' sound at the end.

'T-ea' and 's-ee' rhyme. They both have the 'ee' sound at the end.

The words sound the same at the end.

Focus questions

Q: *What other words rhyme with 'tea' and 'see'?*

Read a page of the text and ask students to listen for and identify pairs of rhyming words on the page you just read.

Focus questions

Q: *What rhyming words did you hear on this page?*

A: For example: tell, bell.

Q: *Which part of the words sound the same?*

A: For example: 'ell'.

Q: *Can you think of other words that rhyme with 'tell' and 'bell'?*

A: For example: fell, sell.

As you read another page of the text, stop before you read the second rhyming word and ask students to predict the rhyming word.

Listen for rhyming words in text



Provide students with the **Sheet** — [Rhyme time](#).

Read one verse at a time aloud.

Note

Read each verse twice.

On the first reading, ask students to clap when the rhyming words are said.

On the second reading, have students supply the rhyming word.

Point to and talk about some rhyming words in the verses. Explain:

Say to students

‘W-all’ and ‘f-all’ rhyme. They start with different letters, but end with the same sound, /all/.

‘C-at’ and ‘m-at’ rhyme. Which part of the words are the same or different?

Note

Separate the first sound and the end sound as you say each rhyming word (for example: h-at, c-at, b-ook, l-ook).

Words like ‘men’ and ‘again’ rhyme but do not look the same. Explain to students that words can have different end letters and ‘look’ different but still rhyme.

Help students to read the verses on the **Sheet — Rhyme time** by:

- using details in the pictures
- looking at some of the letters and sounds to work out words
- using rhyme and remembering repeated lines as they read.

Review letters and sounds in words in familiar contexts



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

Identify and talk about examples of words that begin with the letter 'm'.



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



Say to students

‘Let’s listen to the rhyme about the five little monkeys again. The word ‘monkeys’ starts with the /m/ sound. Can you remember what letter makes the /m/ sound?

The letter ‘m’ makes the /m/ sound.

Find the letter ‘m’ on the **Sheet — Alphabet chart**.

Draw the letter ‘m’ in the air with your finger.

Every time you hear the word ‘monkey’, scratch your head like a monkey. ’

Listen to other rhymes and songs that feature words that begin with the letter ‘m’.



For example, use the **Video** — **Five little monkeys sitting in a tree** (1:48).



Develop, progress and consolidate English through the contexts for learning

Say to students

Now we are going to find out more about a post office worker's role.

View the **Slideshow — A visit to the post office.**

As students view the slideshow, ask them to talk about:

- their own experiences or knowledge about posting letters
- the clothes the post office worker is wearing
- the equipment and machines they are using.



For example:

The post office worker has mail bags and wears a special uniform.

The post office worker at the front of the post office uses scales, has special stamps and sorts the letters.

Ask questions to help students remember what they found out while they viewed the slideshow.

Focus questions

Q: *What does the post office worker do? What words, actions or equipment do they use?*

Q: *How do they work with other people?*

Q: *What was your favourite part of the visit?*

Consolidate learning

Take time each day to point out rhyming words in real-life situations or play with rhyming words (for example: listen for rhyming words in songs or books, or make up 'nonsense rhymes' — *I have a key. It looks like a bee.*).

Discuss with students new pairs of rhyming words that they have learned.

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