

## **English Year 1: Rhyme Time**

### **Introduction**

In this activity, pupils will use a word bank to consolidate understanding of rhyme.

### **Skills involved**

#### **What will the children learn?**

- That poems and rhymes can be reproduced on screen
- Reinforcement of rhyme through the written and spoken word.

#### **What prior experience do the children need?**

The children need to be able to use a mouse in order to correctly position the cursor on a page of prepared text. They need to be familiar with the notion and workings of a word bank.

### **Equipment**

- A word processor with a talking word bank facility
- A strongly patterned rhyming text.

### **The Lesson**

Choose a strongly patterned rhyming book or poem. Make sure that the children are familiar with the rhyme through shared reading over a period of time. First, practise the activity orally by covering some of the rhyming words with masking tape or your hand, or by leaving a pointed space in the recitation. Let the children fill in the rhyme.

Prepare a screen by typing the rhyme (or section of it) leaving out some of the rhyming words. Put these into a word bank. Colourful backgrounds produced by scanning an image from the text, if book based, or through the use of an art package, will make the screen more visually appealing. Ensure that the written text remains clear, though, and that there is room to place the carat or cursor easily in order to add the rhyme endings.

Introduce the onscreen version of the text to the class and discuss how it differs from the original both in terms of layout and by the fact that some of the lines are unfinished. Explain the task, reminding the children how to place the carat within the poem and how to select text from a word bank.

This activity can be done individually or in pairs once the children have seen a quick demonstration.

### **Why are we using ICT?**

Using a talking word bank facility allows children to see the connection between the spoken and written word. A word bank helps pupils to select the words they want to use, so they concentrate on the message rather than worrying whether they can spell the words.

## References

### QCA Schemes of Work ICT Unit 1b: Using a word bank

<http://www.standards.dfes.gov.uk/schemes2/it/?view=get>

### National Literacy Strategy Framework for Teaching Y1 T1 W1: from YR, to practise and secure the ability to rhyme, and relate this to spelling patterns through exploring and playing with rhyming patterns

[http://www.standards.dfes.gov.uk/literacy/teaching\\_resources/nls\\_framework/](http://www.standards.dfes.gov.uk/literacy/teaching_resources/nls_framework/)

## Where do we go next?

Repeat the activity with different rhymes, including those not familiar to the children so that they focus on sight and sound rather than memory.

Once the children are familiar with the idea of text manipulation and can move text using a mouse, many simple books or poem-related activities can be created using a program such as My World, which allows easy movement of onscreen text.

- Choose a book containing a strongly patterned text of simple, repetitive sentences, type the beginnings of sentences on one side of the screen and endings on the other. The children then select endings and join them to beginnings. These may make 'silly' sentences or may match the originals
- Choose a text with a strong sequence – for example, one involving numbers or days of the week. Prepare the screen by typing each line of text and then rearrange them. The children have to put the lines into the correct sequence.

## Differentiating the activity

More able children could be introduced to the activity without the aid of the word bank's speech facility, so they have to rely on their reading rather than listening abilities. Less able children could be assisted by a more able peer in paired work.

## Reflecting on their work

In a plenary session, ask the children to talk about how they approached the task and discuss any difficulties they may have had. If working on an unfamiliar text, there may be a number of possible solutions as several rhymes may fit a sentence end. Discuss these before visiting, or revisiting, the original text.

## Supporting links

### Useful URLs

- This BBC Words and Pictures contains children's rhymes/poetry  
<http://www.bbc.co.uk/education/innovation/public/wordsandpictures/gallery/>
- This BBC Words and Pictures contains worksheets to help children write their own poems.  
<http://www.bbc.co.uk/education/innovation/public/wordsandpictures/cvc/print/poem/poemop.html>