

MAKE YOUR OWN POEM (LEVEL 1)

Description	Learners will get excited about books, by beginning to explore rhyming, CVC words and storytelling to make their own poem
Leading Question	Can you be an author?
Total Time Required	5 hours over 5 days
Supplies Required	Pencil, Paper, Colour Pencils / Crayons
Learning Outcomes	<ol style="list-style-type: none"> 1. Word Knowledge and sight words - Recognize a range of familiar words in print. 2. Alphabetic and phonic knowledge - Understanding of CVC (consonant vowel consonant) words 3. Independently writing some high-frequency words 4. Composing a sequenced story

DAY 1

Today you will learn about rhymes.

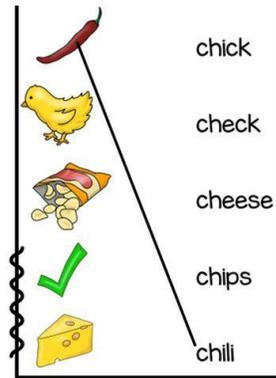
Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> • Learners will write their own short story of 8 – 15 rhyming lines • Learners will start with exploring the concept of rhyming words by playing a game with their family: Rhyming Ball <ul style="list-style-type: none"> ○ It is easier for young learners to recognize rhyming words than come up with it themselves. A parent or sibling can play a ball game; parents will say two words – if these words rhyme the learner will throw the ball back or else, he / she will keep the ball with them. ○ For example: if you sat look and book (rhyming words) the learners will throw the ball back to you and if you say right and wrong (non-rhyming words) the learners will keep the ball with them • Learners can now play the same ball game coming up with their own rhyming words. For example: Learners will say bat and throw the ball and parents will say hat and throw it back etc.

- | | |
|-------------------|---|
| 15 minutes | <ul style="list-style-type: none"> ● Numeracy extension (number and algebra): Learners will count how many times the ball was thrown without stopping on a continued rhyme and write this down, at the end of the game they will add all these numbers e.g. “at” words 8 times, “in” words 6 times , “on” words 3 times. Total: $8+6+3= 17$. ● Learners can also arrange the different numbers from the greatest to the smallest. For example, there were 8 “at” words which is greater than the 6 “in” words which is greater than the 3 “in” words. |
| 30 minutes | <ul style="list-style-type: none"> ● The learners will now begin to explore and think about the main CVC words that they will use in the rhyme in their storybooks <ul style="list-style-type: none"> ○ A CVC word is a three-letter word, the middle letter is a vowel between two consonant letters e.g. PeN, RaT, SiP, HoP etc. ○ Learners will try and identify 20 CVC words in storybooks or any written text (e.g. pen, mat, red etc.) ○ Learners will try and write down all the 20 CVC words that they identify and begin to group them as families. A family of CVC words are all the words that end with the same two letters for example the “at” family includes: hat, bat, mat, cat, rat etc. or the “un” family includes sun, run, fun etc |

DAY 2

Today you will learn about diagraphs.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Learners will explore common diagraphs to form CVC words with them. ● <i>TIP: a diagraph is a pair of letters that make one sound.</i> ● Learners will work on the diagraphs of th, wh, ch, sh and ph ● Learners will think of 2 of their own original words per diagraph, after being given the prompt of 1 word ● Learners will write the diagraph, illustrate and colour the picture of the words and write them down ● <i>Tips:</i> <ul style="list-style-type: none"> - <i>Th: Three, Thread, Throw, That, Them etc.</i> - <i>Wh: Wheel, Where, When, Whale, While etc.</i> - <i>Ch: Chocolate, Chase, Change, Chat, Cheese etc.</i> - <i>Sh: Shark, Shell, Shine, Shook, Share etc.</i> - <i>Ph: Phone, Photo, Phase etc.</i>



20 minutes

- Numeracy Extension (Data Handling): Learners will go around the house and identify how many things they find with the relevant diagraphs and make a tally chart. The tally chart will also include a column for the list of items and the total

Colours	Tally Chart	List of Items	Total
Th		<ol style="list-style-type: none"> 1. Thread 2. Three 3. Throw 4. Thermos 5. Thorn 	5
Wh		<ol style="list-style-type: none"> 1. White 2. Wheel 	2
Ch		<ol style="list-style-type: none"> 1. Cheese 2. Chair 3. Chest 4. Chain 5. Cheek 6. Child 7. Cherry 8. Chicken 	8

DAY 3

Today you will learn more and practice with CVC families.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> Learners will now select two CVC families that they want to work with e.g. the “og” family (dog, log, fog..) the “ad” family (bad, mad, sad..), the “ap” family (cap, map, tap), the “ip” family (sip, tip, hip..) <ul style="list-style-type: none"> Learners can choose the shortened “a” families – “ad” (bad, had, mad), “ab” (cab, dab, jab), “ag” family (bag, tag, wag), and ap (cap, gap, nap, map) etc. Learners will write the family with a marker or a pen on a paper and keep changing the first letter to all the different alphabets to check if it makes a word
10 minutes	<ul style="list-style-type: none"> Learners will also try making their family words with the diagraphs e.g. if they are working on the “ip” family words include: sh+ip (ship), ch+ip (chip), wh+ip (whip) OR the “at” family words include: th+at (that), wh+at (what) etc.
20 minutes	<ul style="list-style-type: none"> Learners will try to make and write 10 words for each of their chosen two families, at least 1 of these words will be with a diagraph.

DAY 4

Today you will make your own story!

Suggested Duration	Activity and Description
25 minutes	<ul style="list-style-type: none"> ● Learners will now explore the concept of storytelling to make their own story <ul style="list-style-type: none"> ○ To get creative on storytelling, we can work with a storytelling sack game. ○ Parents or siblings will make a little bag with 5 small and interesting prompt items for example a small toy car, a doll, a paintbrush, an animal figure or animal picture, a hair clip etc. ○ Step 1: The learners will take out one item and use that as a prompt to start a story, ○ Step 2: The parent will then take out one item and use that as a prompt to add to the story, ○ Step 3: The learner will take out another item and use that as a prompt to add to the story ○ Step 4: The parent will take out another item and use that as a prompt to add to the story ○ Step 5 (Final): The learner will take out the final item and use that as a prompt to finish the story ● <i>TIP: Learners can also make their own storytelling sack with items chosen by them</i>
15 minutes	<ul style="list-style-type: none"> ● Learners will now try and think of their own story or use the story that they just made up. Depending on the chosen family of words, learners will make sure there is one word from the chosen family in each sentence and one diagraph word
20 minutes	<ul style="list-style-type: none"> ● Make up a rhyme with the “at” words – help your child write more words if necessary. Put them in a sequence to create a “story” e.g. The fat cat sat on the mat holding a bat to hit the rat <p>Call and cuddle our cat She made a mess on the mat Beating a ball with her bat Can you imagine that? She climbed into her hat And because she is fat</p>

She got stuck in the hat

OR

The red cap

Began to flap

When Sam had a nap

- *Tip: Learners can choose two families or words or one depending on what they are able to do*

DAY 5

Today you finish your book and present it to your family!

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> • Learners will complete their story by thinking of a title for the story.
20 minutes	<ul style="list-style-type: none"> • Learners will illustrate the story that is written
15 minutes	<ul style="list-style-type: none"> • Learners will read the story together with the family.
15 minutes	<ul style="list-style-type: none"> • Learners will think about what the listeners like and did not like about the story and what they could do differently.

ASSESSMENT CRITERIA

- Shapes and clarity of alphabet and words written and drawing
- Student understanding of word families
- CVC sounds (# of words spot, # of words students can say etc.)
- Coherence of the sentence

ADDITIONAL ENRICHMENT ACTIVITIES

- The same activity can be repeated for any of the shortened a family of words
- Alliterations: A sentence where most words start with the same letter. Students and make up their own or have a conversation in alliterations
- Rhymes: Have a conversation in rhyme

MODIFICATIONS TO SIMPLIFY

- Learners can focus on the CVC words without the diagraphs
- Learners can identify the rhyming words and parents can support with making the diagraph