



Title: The Pirate Who Had to Pee		Lesson Sequence: 3 lessons
Year Level: Prep		Subject: English
Curriculum: Content Descriptors aligned to the Australian Curriculum		
Language:		
<ul style="list-style-type: none"> Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429 - Scootle) (Lesson 2) Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439 - Scootle) (Lesson 1) Understand how to use knowledge of letters and sounds including onset and rhyme to spell words (ACELA1438 - Scootle) (Lesson 1 & 3) Segment sentences into individual words and orally blend and segment onset and rhyme in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819 - Scootle) (lesson 3) 		
Literature:		
<ul style="list-style-type: none"> Share feelings and thoughts about the events and characters in texts (ACELT1783 - Scootle) (Lesson 2) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785 - Scootle) (Lesson 1) Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579 - Scootle) (Lesson 1) 		
Literacy:		
<ul style="list-style-type: none"> Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651 - Scootle) (Lesson 3) 		
Resources:	<ul style="list-style-type: none"> Lesson 1, 2 & 3 - Book – The Pirate Who Had to Pee (by Tim Miller & Matt Stanton) or Youtube link Lesson 1 - Rhyming Words Match Lesson 1 Rhyming Words Poster Lesson 2 - Likes & Dislikes Worksheet Lesson 3 - Writing Template 	Where to find? https://youtu.be/2WjxCo6K9Q4
		<ul style="list-style-type: none"> Included below Included below Included below Included below
Lesson 1: Rhyming Words		Time: 40 minutes
<ol style="list-style-type: none"> 1. Read the book to students, stopping throughout to discuss what is happening with the characters and to emphasise use of rhyming words. 1. After reading, encourage students to discuss the rhyming words used in the story. Use the Rhyming Words Poster to write words on and draw a line between them to show that they match (rhyme). These can be words from the story or from students' prior knowledge 2. Explain to students that they will get a worksheet and draw lines between the words to show that they match. 3. Read the words on the Rhyming Words Match and model how to draw the line between words again. 		



4. Hand out worksheets
5. Read the first word on the left hand column of the worksheet. Read the words on the right hand side and direct students to draw a line between the words that they think match.
6. Continue until the worksheet is complete. Support students through the task as necessary.
7. Engage class back as a group and go through answers on worksheet. Students can colour worksheet and glue into appropriate scrapbook. Display the Rhyming Words Poster in the classroom

Lesson 2: Likes & Dislikes	Time: 30 minutes

1. Read the book to students.
2. Ask students if they liked/disliked the book. Students can raise hands and ask a few students to describe why they liked/disliked it.
3. Write an example of "I liked the book because..." on a worksheet on the board (I do). Ask students to create a reason for "I disliked the book because..." Invite students to come up to write a word to finish the sentence (we do).
4. Explain that students will complete this task on their own now. They will finish both sentences on their own worksheet.
5. Hand out worksheets and scaffold students to complete the task successfully (you do).
6. Engage class back as a group and discuss students' responses.

Lesson 3: Creating	Time: 30 minutes

1. Explain to students that today you will be focusing on the rhyming words and creating their own rhyme.
2. Read the book again.
3. Say a sentence from the book but change the rhyming words to something fun and silly (I do)
4. Ask the students if they noticed what you did. Hopefully they understand that you used different words that still rhyme!
5. Think of examples changing the rhyming words as a class (we do)
6. Use the Writing Template to model task.
7. Hand out template to each student so they can complete their own rhyming sentences (you do)
8. Engage class back as a group and share some rhymes together. Display some examples in the classroom.