

Teaching notes

A Shark in a Shirt

Things to collect and words to display

shark sharp shape

shed sheep shell

shirt ship

shoes shop short

fish dish wish

lash mash rash crash splash

sight words: a and in on

Rhymes and jingles, songs and books

Anna and Barbara Fienberg, *Tashi*, Allen and Unwin, 1995, Australia

Marcus Pfister, *The Rainbow Fish*, North-South Books, 1992, Australia

Joy Cowley, *Mrs Wishy Washy Makes a Splash!*, Philomel, 2003

There Was an Old Woman Who Lived in a Shoe

Reading the big book

Begin with a brainstorm

Provide students with clipboards and paper and ask them to walk around the room looking for words that have *sh* in them. They record each word. When students come together as a class again, have them read some of their words. Help them to realise that when *s* and *h* are written next to each other, they often make a *sh* sound. Read the text of the big book and ask students to add words onto their list.

Break it up

Point to the picture of the shell. *I'm going to say the first part of this word and I want you to say the last part: sh- ?* Students reply by saying *ell*. Help students to break up more words from the text: *sh-op, sh-eep, sh-ed, sh-ark, sh-irt, sh-oes*. Show students **Work sheet 1**. Explain that the first part of each word has been written. Students need to choose the second part of the word from the options written in the shirt. Encourage students to use a process of elimination for more difficult letter combinations. They can refer to the text in the big book if necessary.

Craft

Tell students to pretend there is a brand of clothes called SH. Ask students to design shirts, shorts and shoes for this brand name. They must make sure that all the designs have some connection to the sound *sh*. They could create a shell design or have a collage of pictures that start with *sh*.

Making noise

Have a day when students listen for you to say '*sh sh sh*' whenever silence is required. Students can then echo '*sh sh sh*'.

Letting them loose with the little books

Wonderful words

Show students **Work sheet 2**. Explain that they will play the game in groups of two to four. They need one die, a sheet of paper and a pen, and a counter per person. Students will take turns to throw the die. They move forward the given number. If they land on a box marked '*sh*' they have to say a word containing '*sh*' before they can land. Each '*sh*' word should be recorded on the paper. Each student needs to say a word that has not previously been used. Play continues around and around the t-shirt shape until students can no longer think of any '*sh*' words.

Time for a rhyme

After students have read the text through once, they reread each page. They choose a word that starts with *sh* and they say a word that rhymes with it. For example on page 2, students read 'A shell.' Then they think of a word such as *smell, fell* or *tell*. *When we think of rhyming words we make sure the end of the words sound the same.*

Blending

Draw a small picture of a shark. Students choose a *sh* word from the text. They start saying the *sh* part of this word as you hold the picture and move it from their left to right. When the picture of the shark suddenly drops down, they say the end of the word. The word *shell* would be: '*shhhhhhhhhhhell*.' Repeat this for different words in the text.

Looks like

Students discuss the correct way to form the letters *s* and *h* when they are writing. They look at the starting positions and they discuss the directions their pencils should travel. Students locate the straight, curved and diagonal parts of the letters. If possible they use a selection of small shells to make the shapes.

