

Rabbit on a raft

Things to collect and words to display

rabbit raft raincoat rat

red rhinoceros ring

river rock run

Rhymes and jingles, songs and books

Beatrix Potter, *The Tale of Peter Rabbit*, Frederick Warne and Co., 1902, New York

Janet Stevens, *Tops and Bottoms*, Harcourt Brace and Company, 1995, USA

Little Red Riding Hood

Reading the big book

Looks like

Take students outside where they will have lots of space to move. Discuss the shape of a lower case letter r. Discuss the starting point and the direction of pencil movement. Write a large lower case letter r on the ground with chalk and ask for volunteers to walk along the r in the same way that they would write the letter. Use three beanbags and place one at the start and end points of the letter r and also at the turning point. Explain to students that they are going to run in some relay races in the shape of a lower case letter r. Divide students into small groups. For each group, place three beanbags in position. Students start at the beginning where the first bean bag will be. They then run, or skip down and touch the second bean bag, and then move up and across to touch the third bean bag. Each student will form a lower case letter r before tapping the next person on the hand to indicate that it is their turn.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Tell students that you are going to say a word and that you want them to suggest other words that rhyme with it. Say the word rat. Students might suggest: mat, bat, pat, cat, fat, splat. Repeat this activity using red and run.

Wonderful words

Talk to students about the sounds of the five vowels, /a/, /e/, /i/, /o/, /u/. Explain to students that most words have at least one of these sounds in them. Help students identify some of these by saying words slowly. For example: /o/---/n/, /r/.../e/.../d/. Tell students that they need to fill in the missing vowel sounds on **Worksheet 1**.

Letting them loose with the little books

Starts with

Have students look at the text on page 8, 'A rat and a rabbit on a raft'. They take turns to read this aloud. Ask students to name the words that start with /r/. Tell them that you would like them to make up some more sentences that have a similar pattern to this one. Write the following on paper; 'A _____ and a _____ on a _____.'

Each word that students use must start with /r/.

Examples might include: 'A rhino and a racoon on a road'. Students can write their own and illustrate it before adding to a wall display.

Blending

Tell students that you are going to say a word very slowly. For example, 'Listen to these word parts, rrrrrr.....abbit. What word did I say? That's right, I said rabbit but I stretched out some of the sounds.' Show students **Worksheet 2**. Students cut out each of the boxes on the lower part of the Worksheet. Explain that you are going to stretch out some more words and that they need to work out which word you are saying. The first sound is written in the box at the top of the Worksheet. Students need to find the second part of the word and place it in the box. Use the following words: rrr-ock, rrr-abbit, rrr-aincoat, rrr-at, rrr-ed, rrr-ing, rrr-iver, rrr-ock, rrr-un.

Craft ideas

Help students make red rabbit ears from card. Attach to a head band. Students wear their rabbit ears while undertaking /r/ activities.