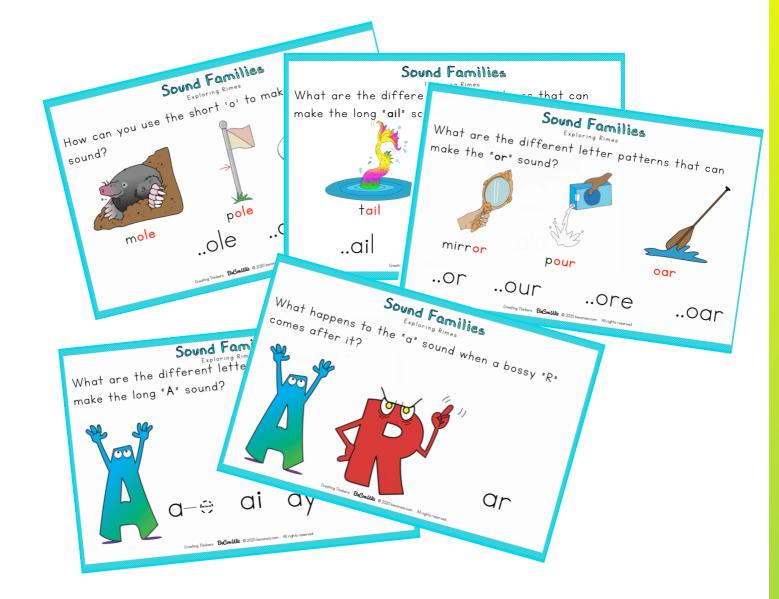
BeConWiz Creating Thinkers



RHYME RULES, GUIDES AND PATTERNS



Teaching resources that move <u>Beyond Conventional Wisdom</u>. Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching. Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

EXPLORING RHYME

DEVELOP A TEST OR A THEORY

Have your child(ren) reflect on what they know about rhyme from their own experiences.

- Do they think they could make a rule that could help people find out if words rhyme?
- How could they test this rule?

If your child(ren) come up with their own interesting test let them try it. Sometimes mistakes and retakes are valuable learning and problem-solving experiences.

THINK AND ACT

Look at the '*sound family*' cards and follow the prompts connected on these cards Give your child(ren) the '*rhyme*' bookmarks with illustrated word families on them, invite your child(ren) to predict what the words might be and what the rhyming connection might be.

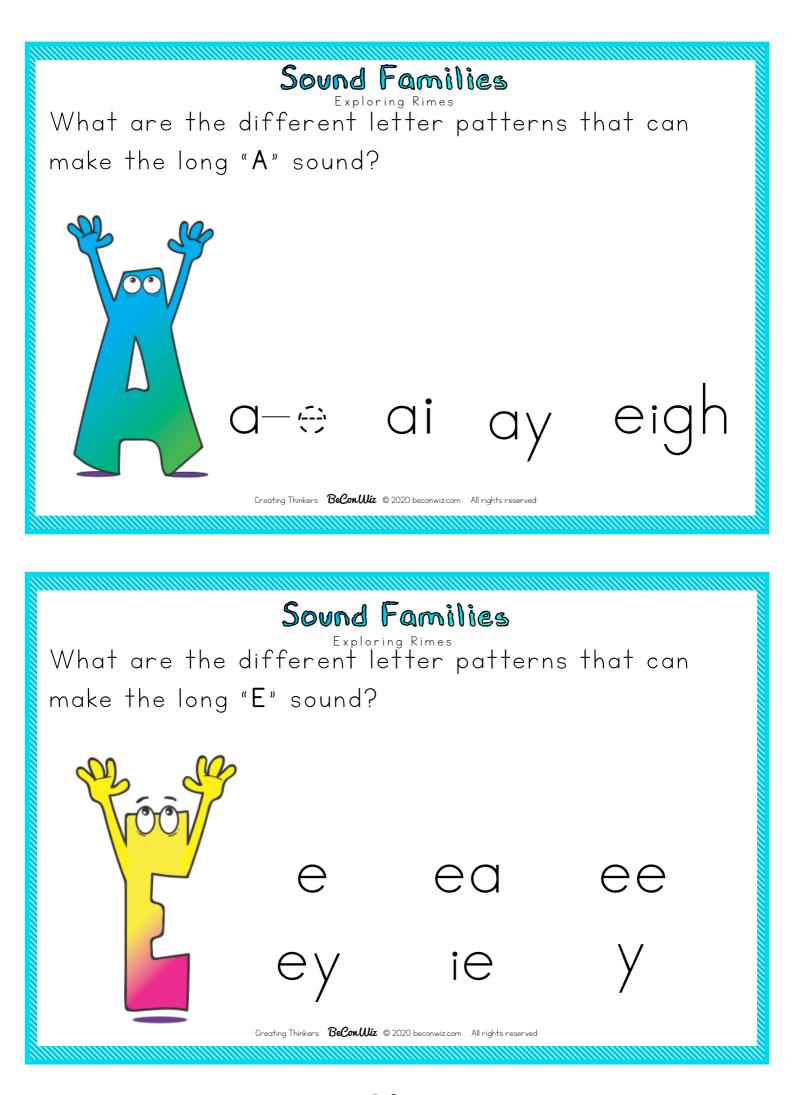
Have your child(ren) listen carefully to the sounds connected to the 'rhyme' and use the the '*sound family*' to try and complete the words.

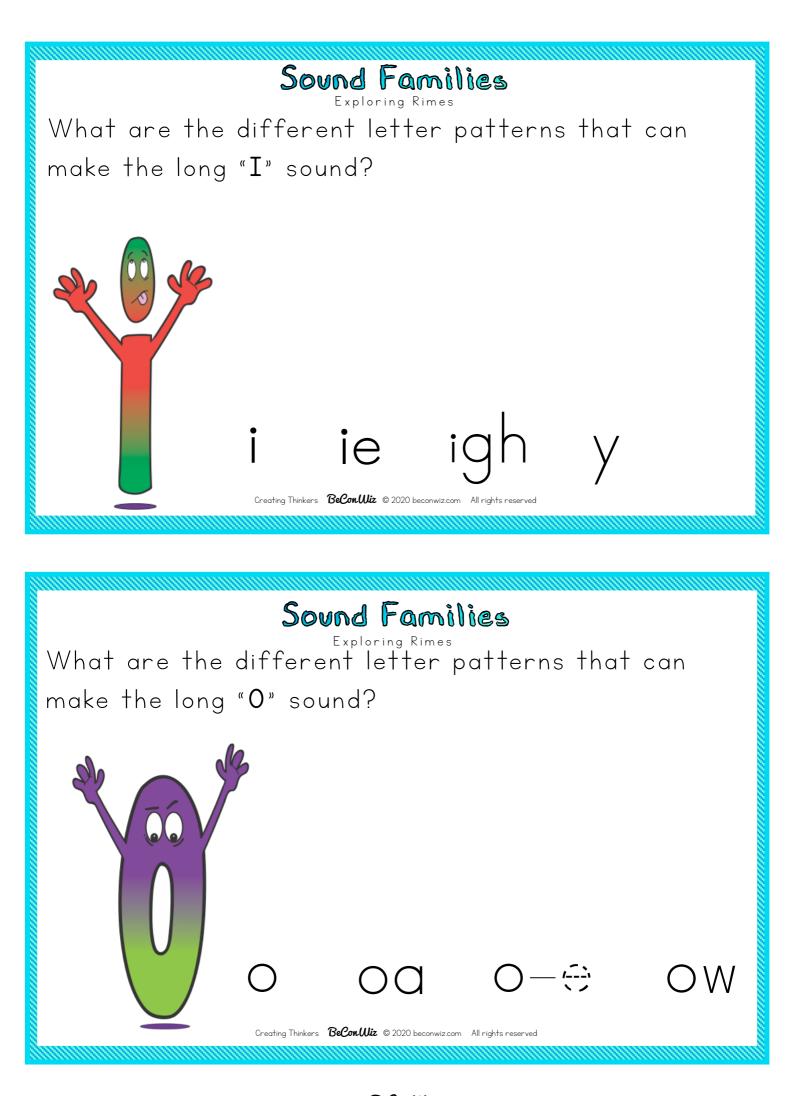
Introduce and explore the range of some simple spelling strategies to help your child(ren) find ways to check and correct the spelling of words in the rhyming families..

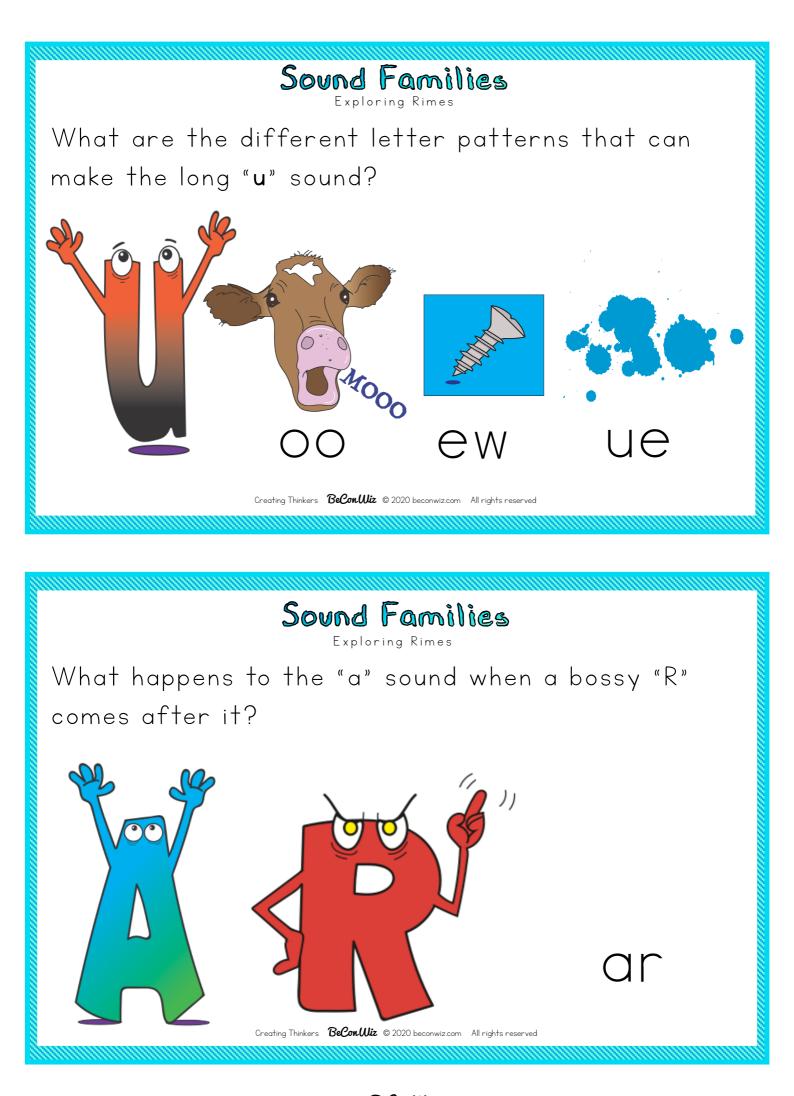
REFLECT and **CONNECT**

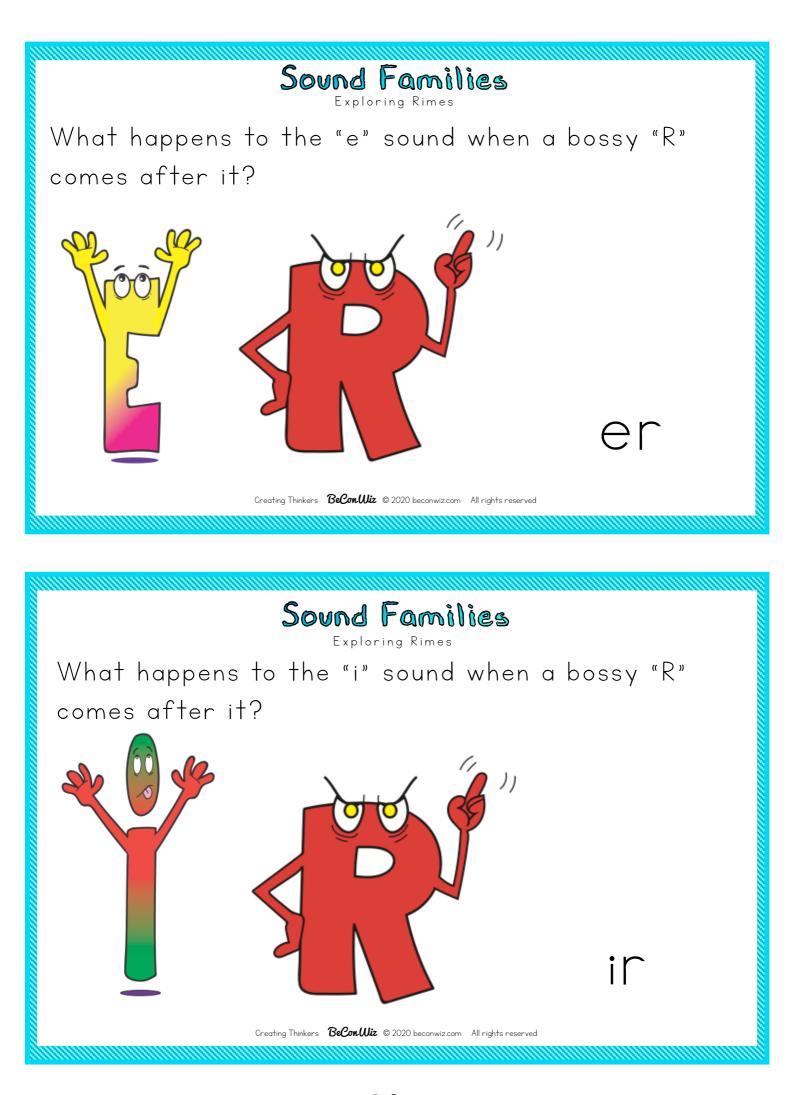
Ask your child(ren) to look back over the set of rhyming words they now have and compare what they are seeing to the rule they created.

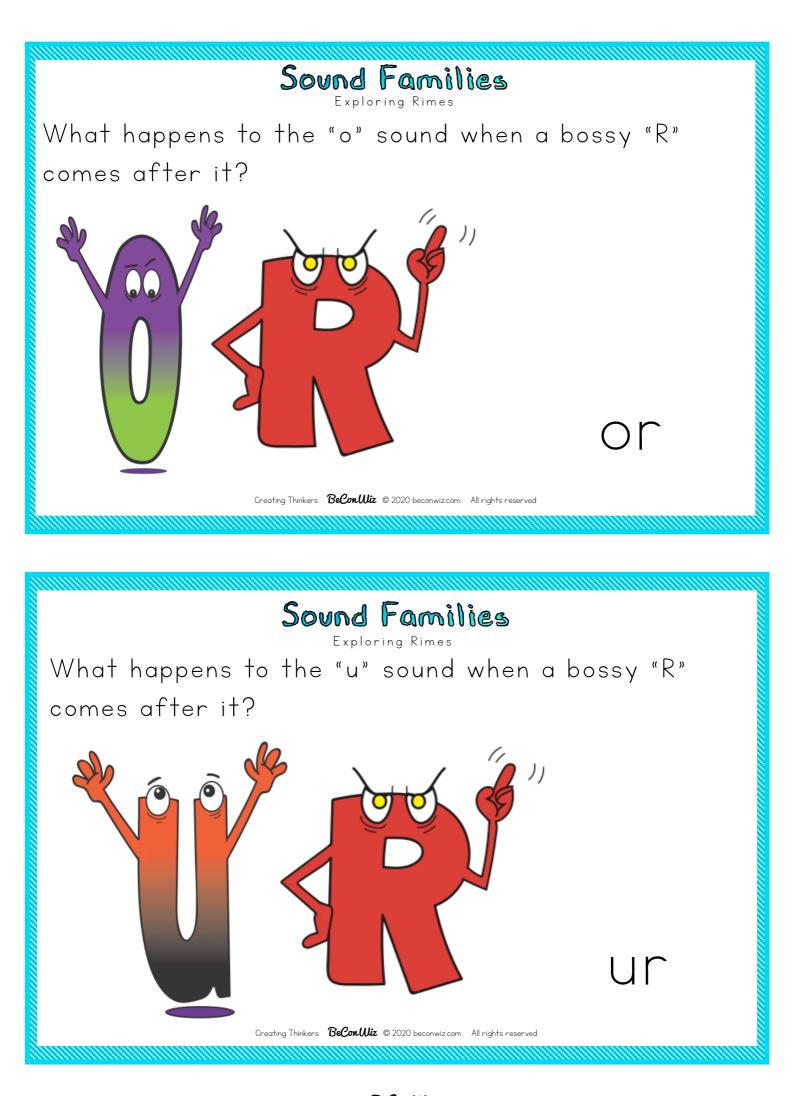
- Do they notice anything?
- Is the rule working or does it need changing?
- What does this tell us about why words rhyme?
- How could we use these ideas in other writing or reading tasks that we do?

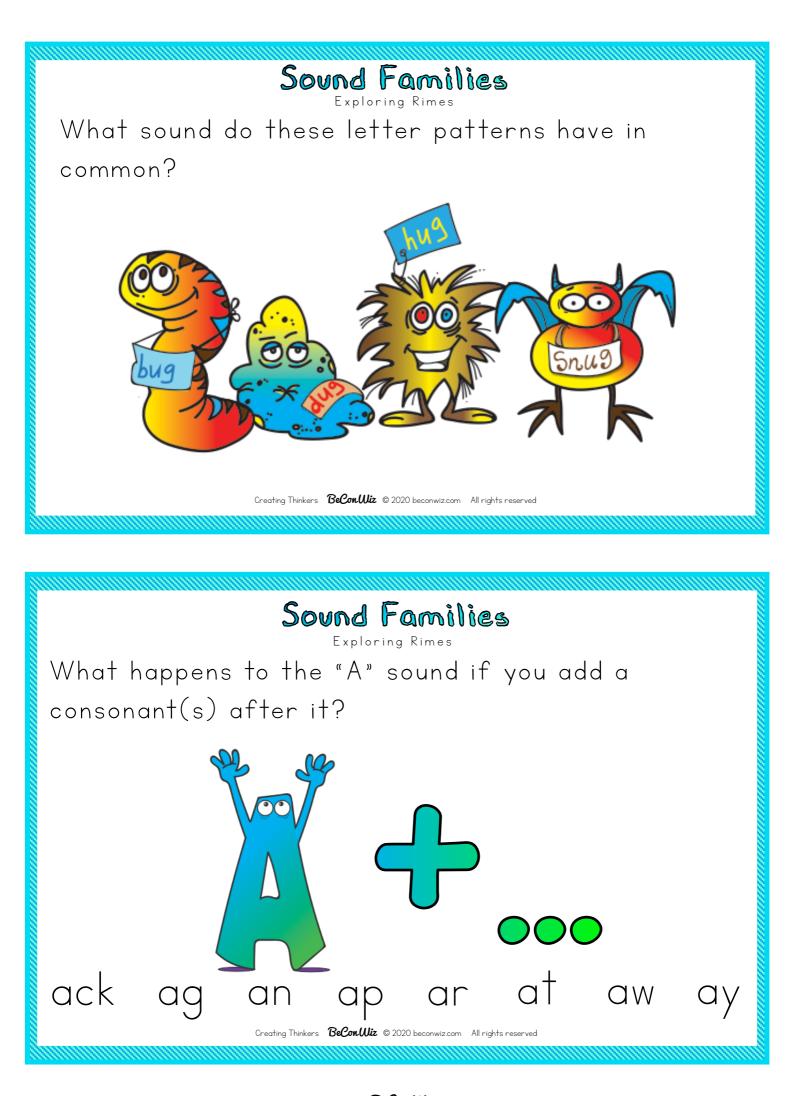


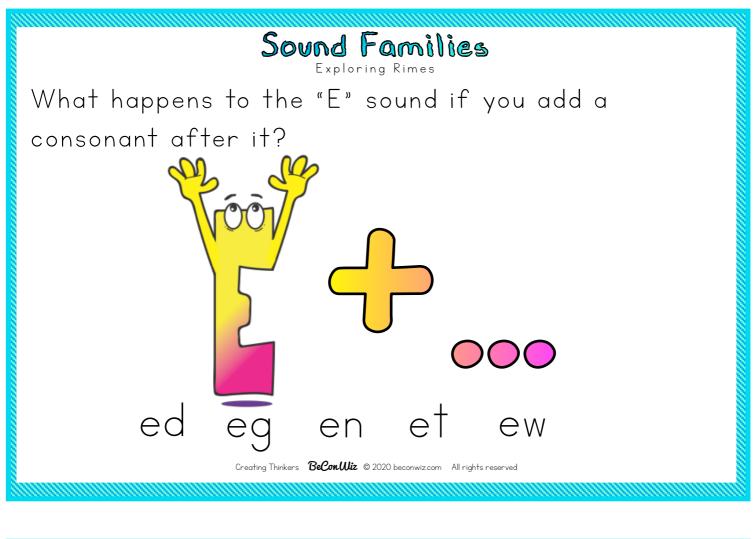


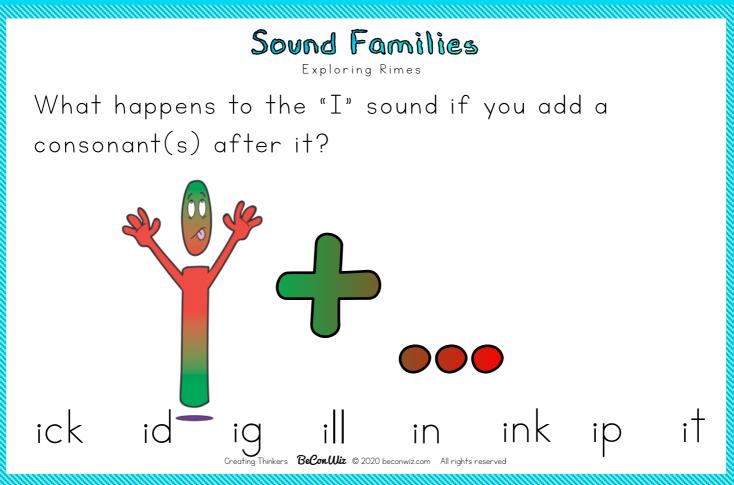


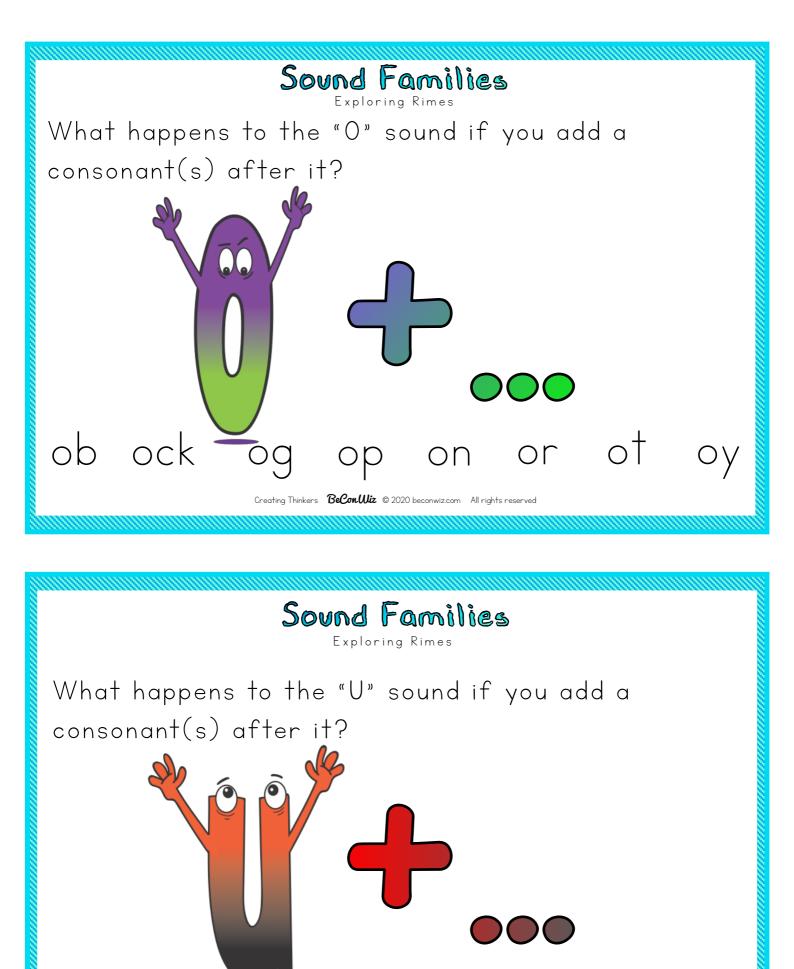












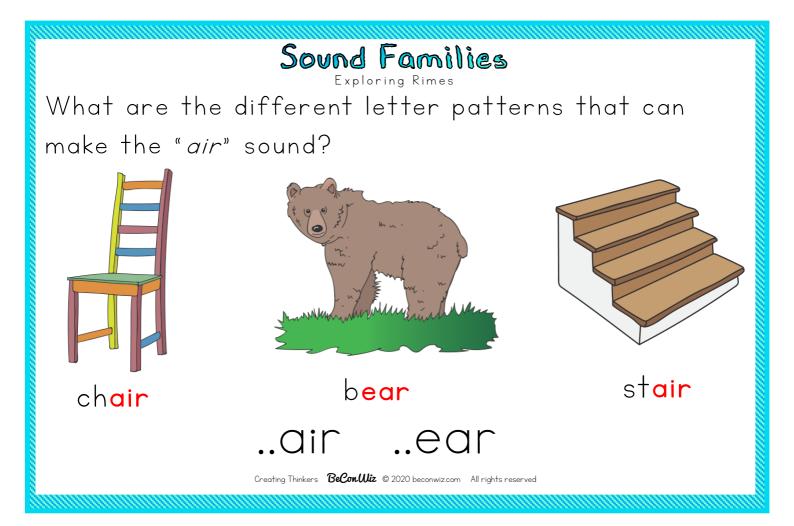
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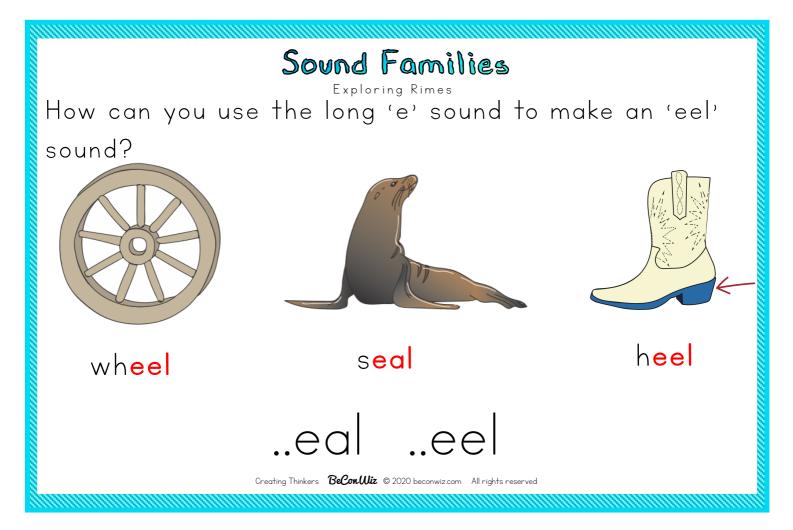
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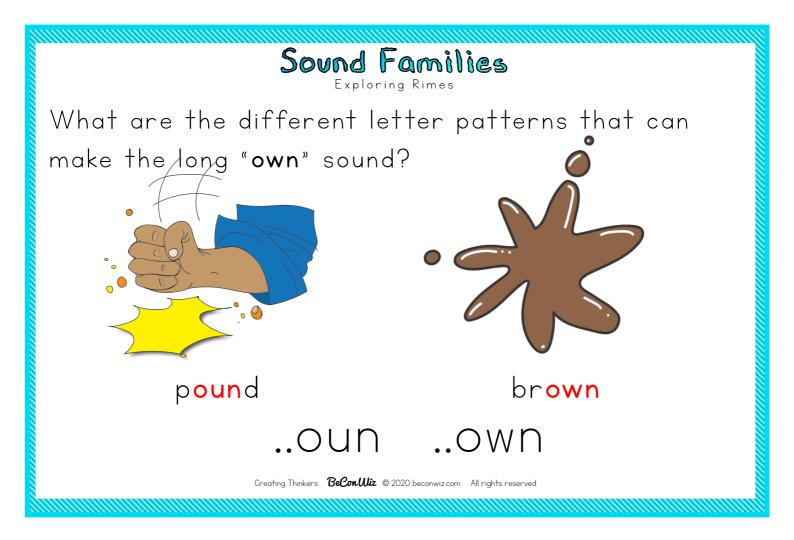
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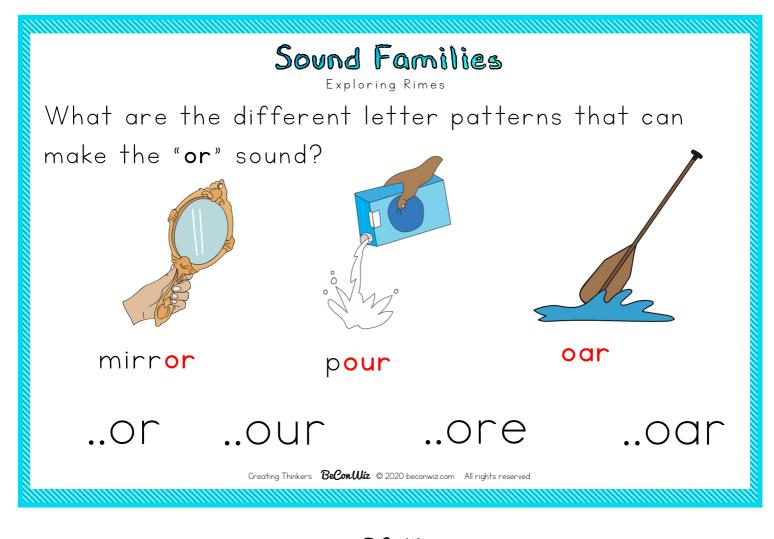
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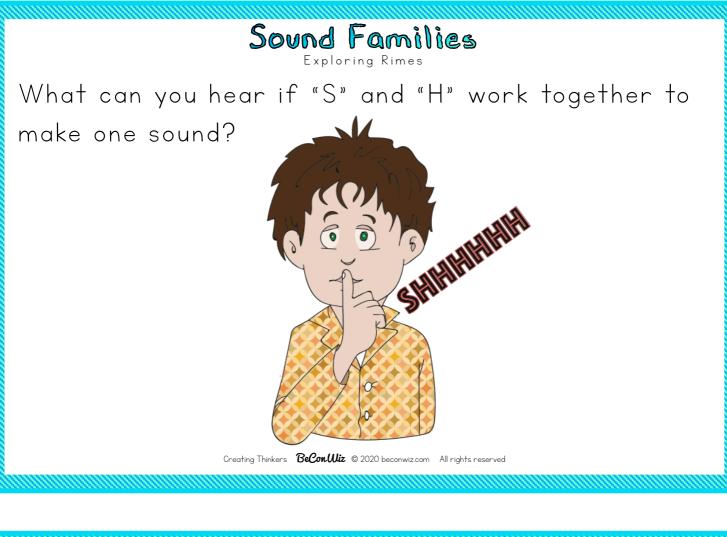
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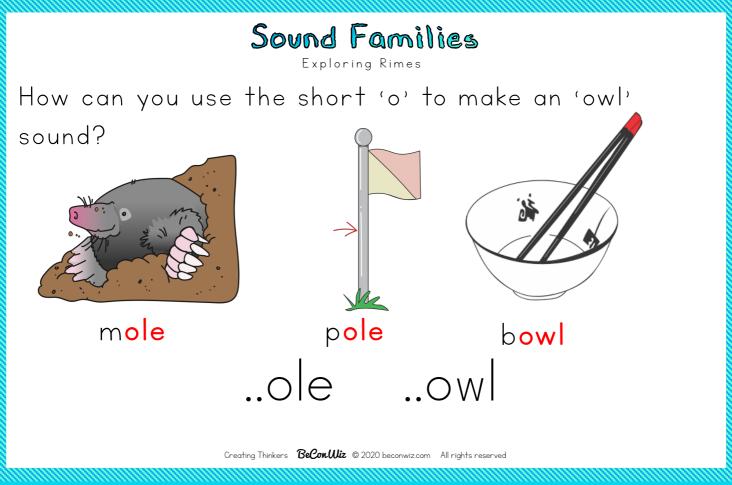


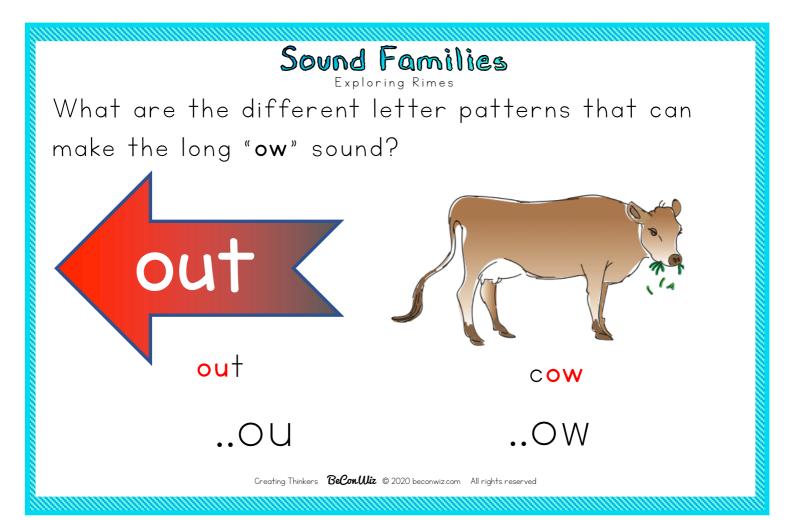


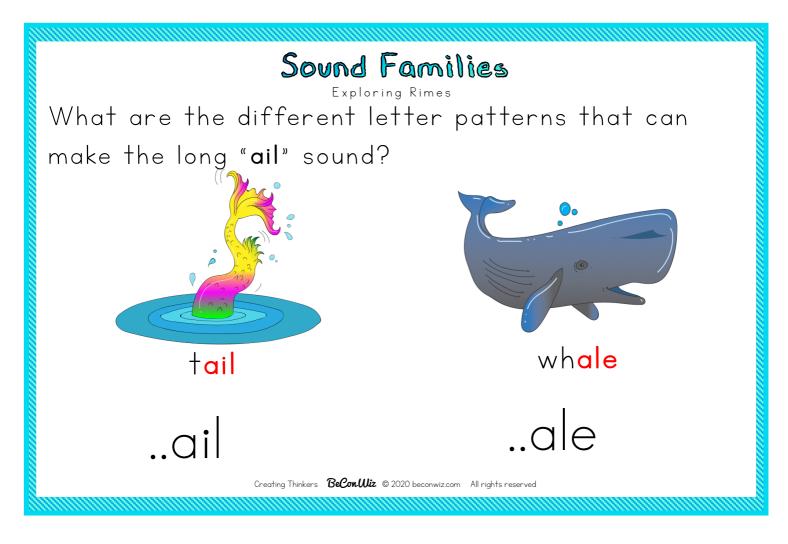




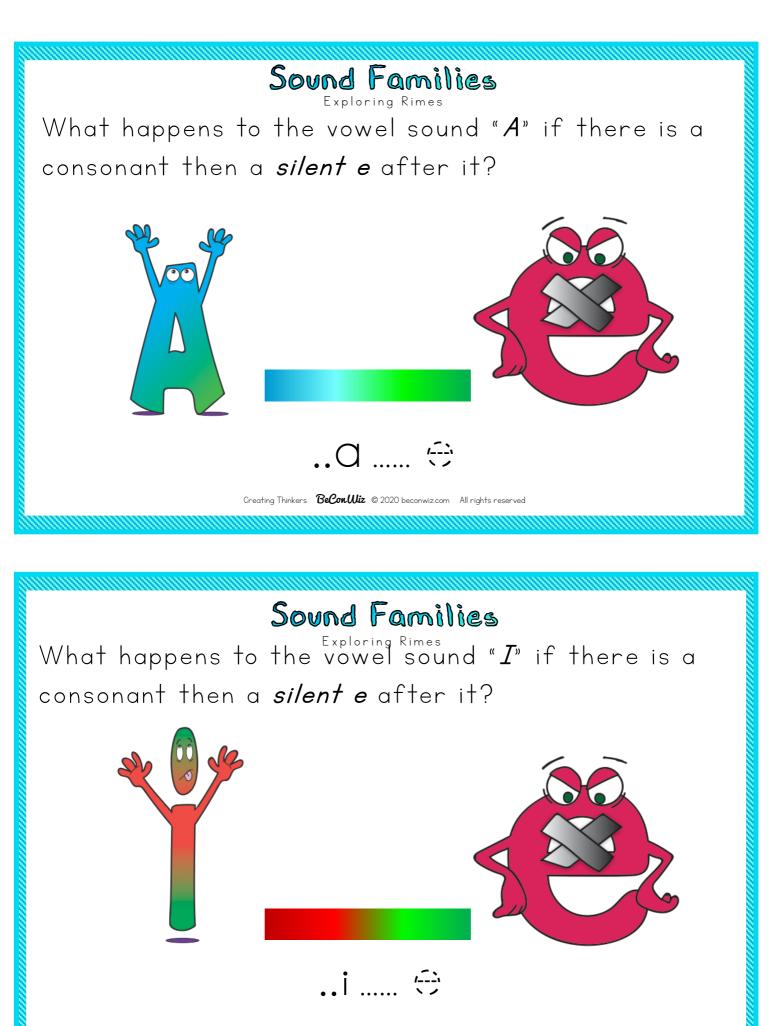




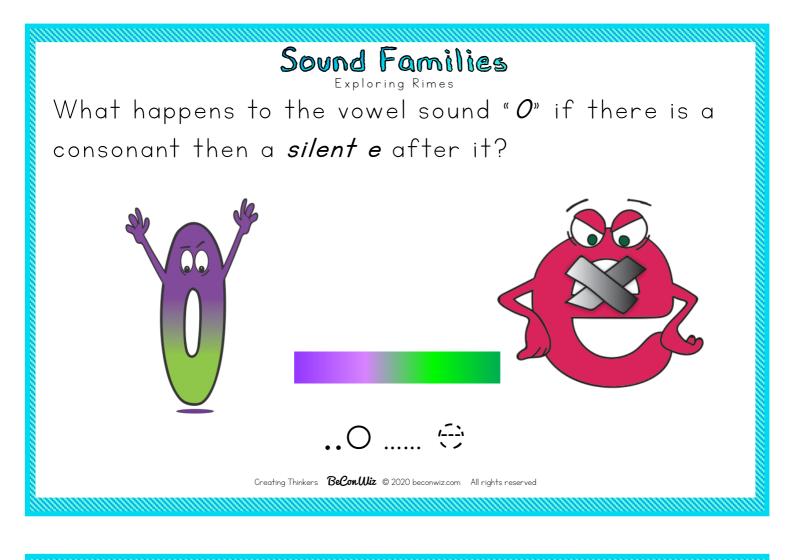


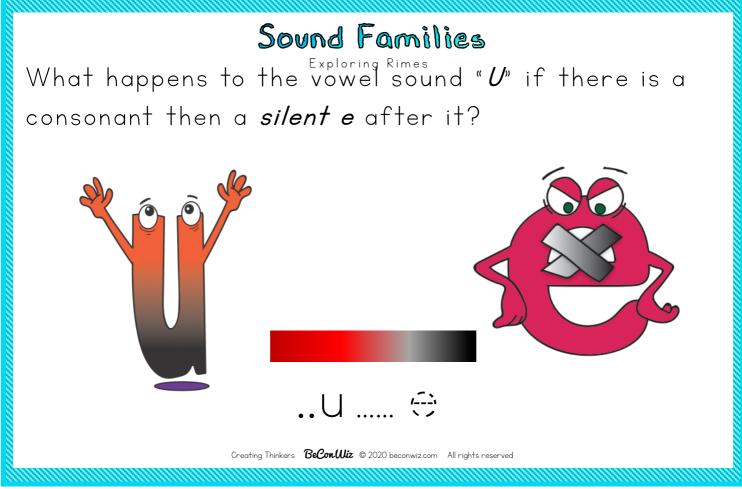


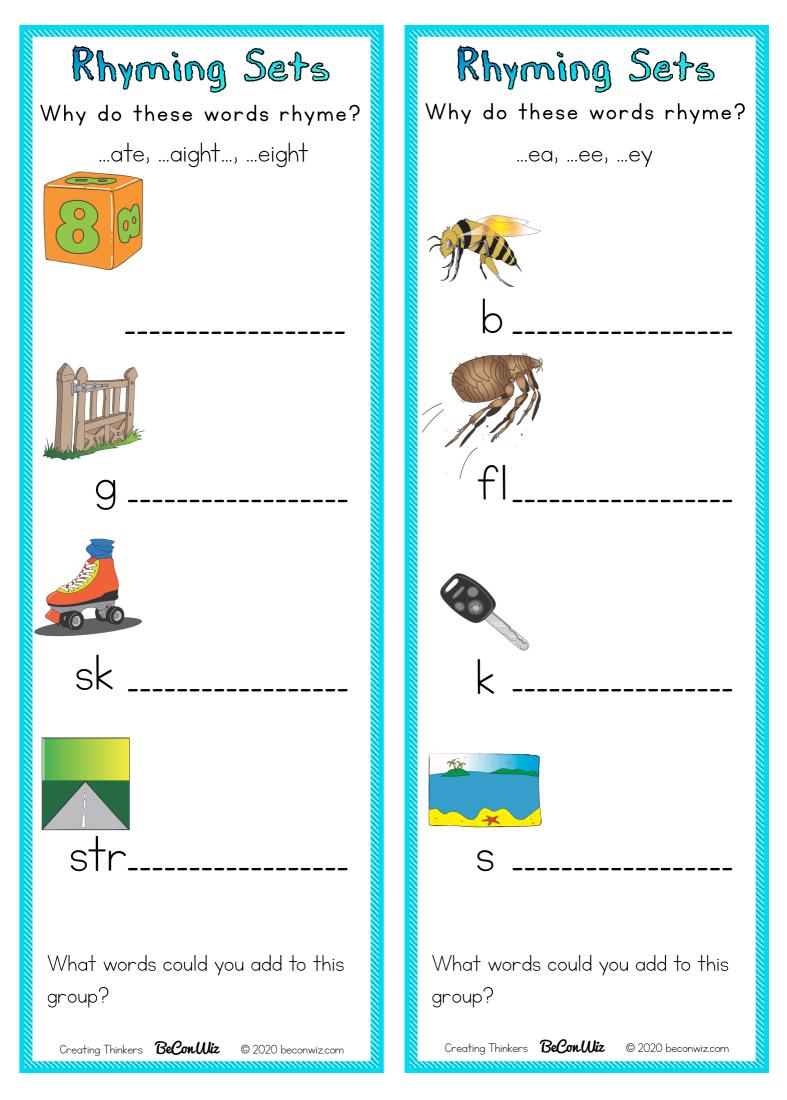
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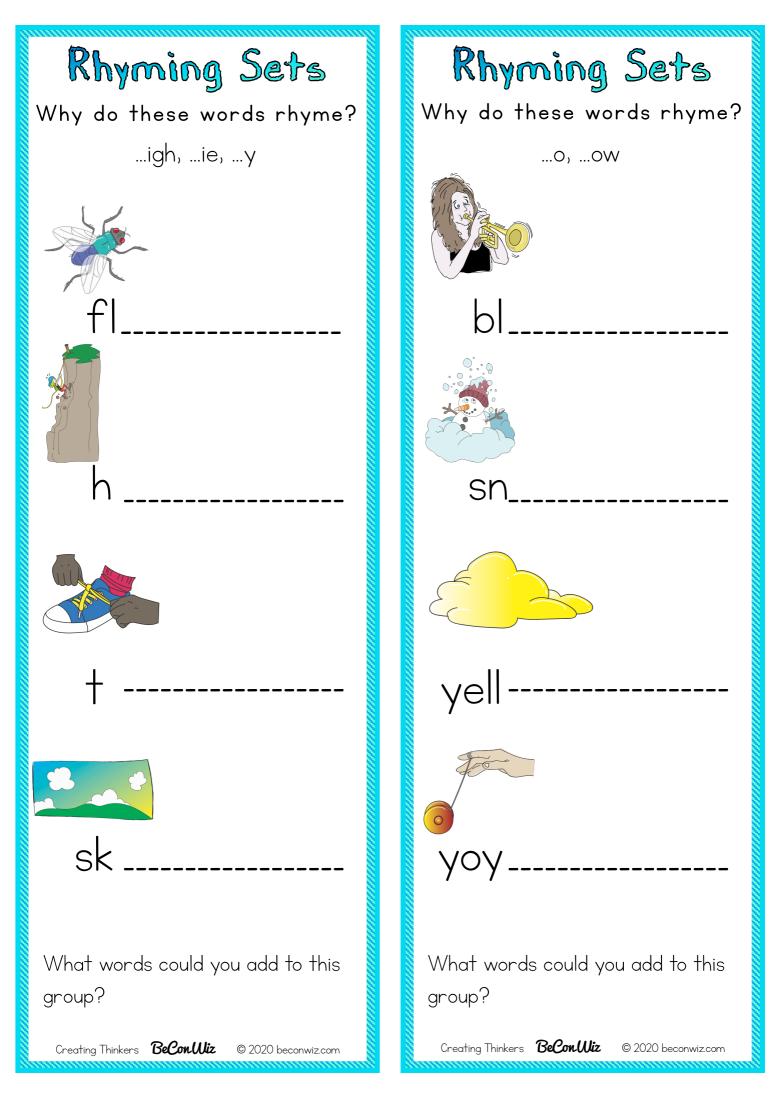


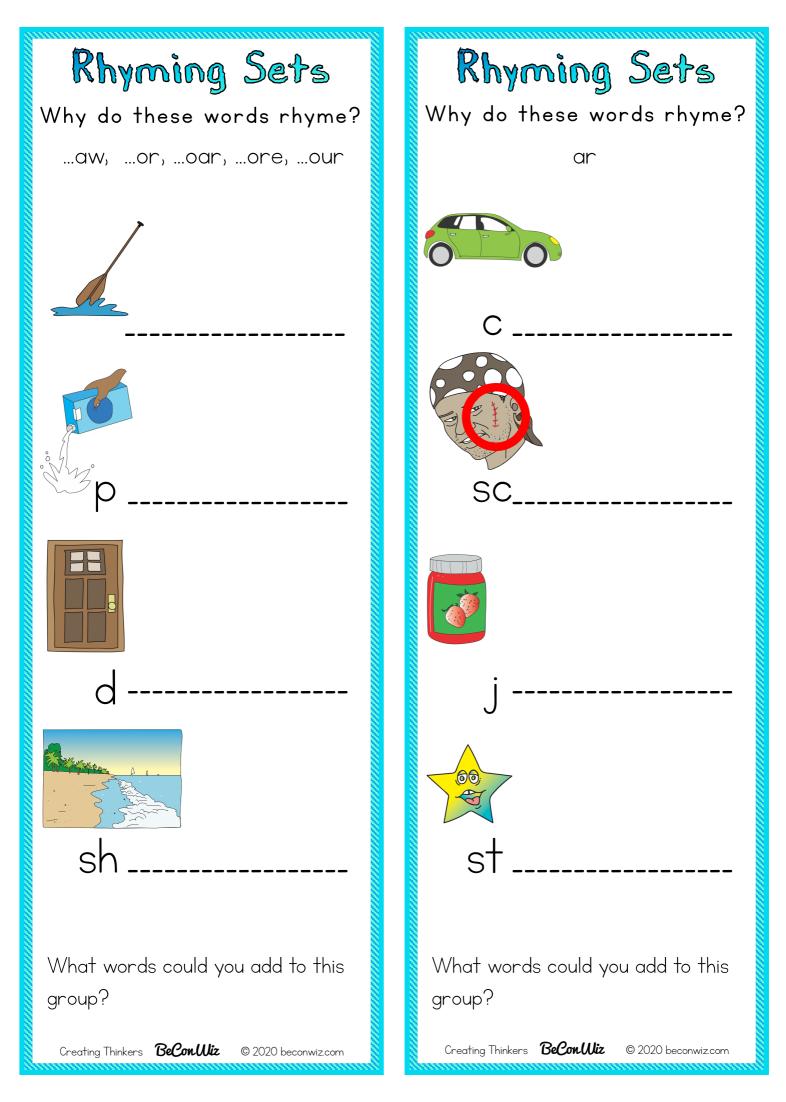
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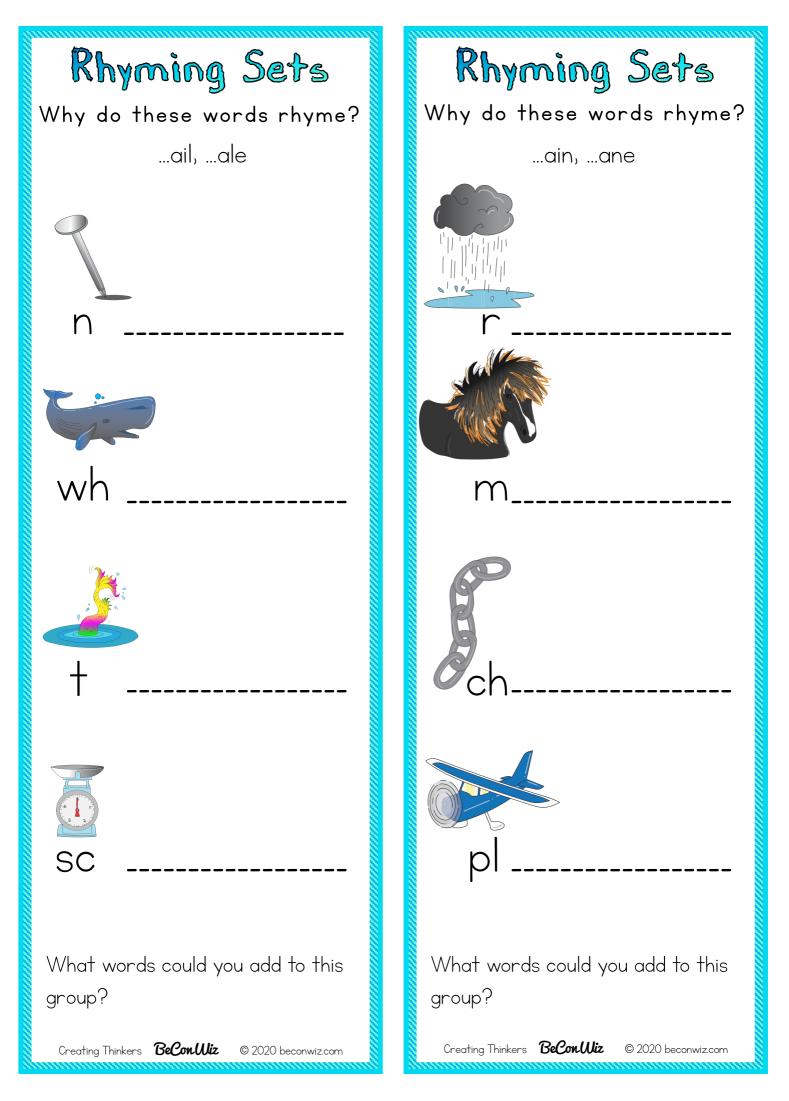


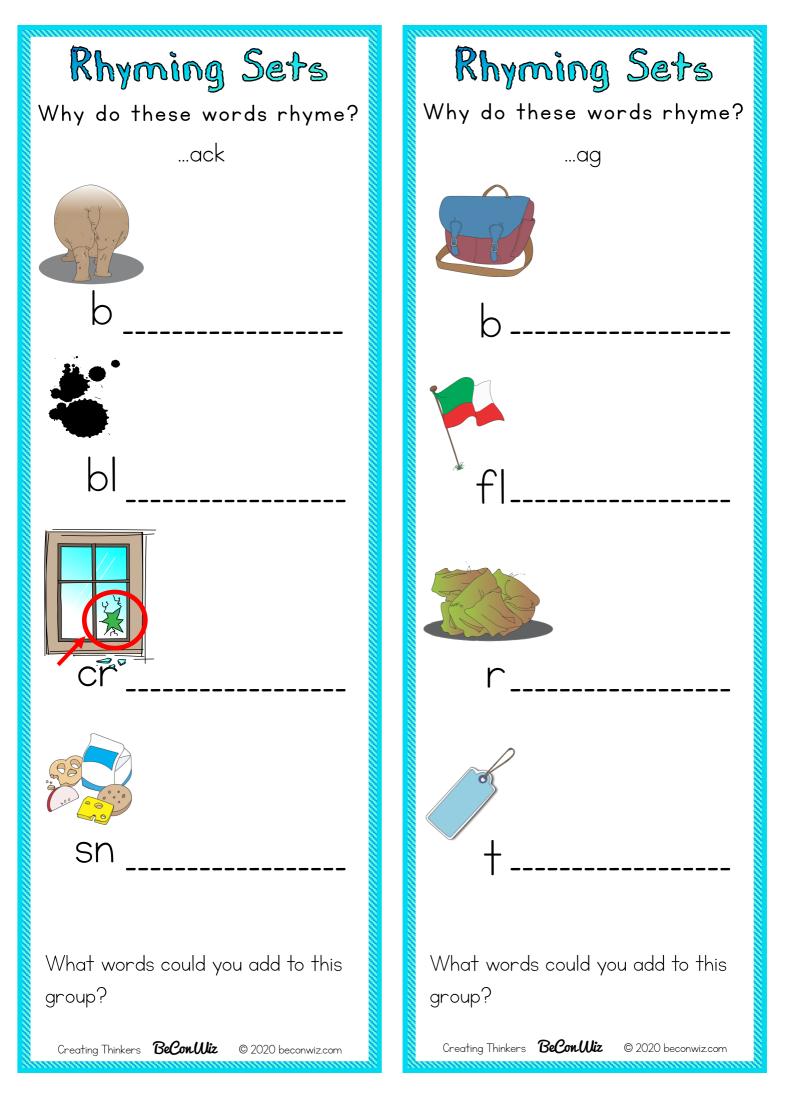


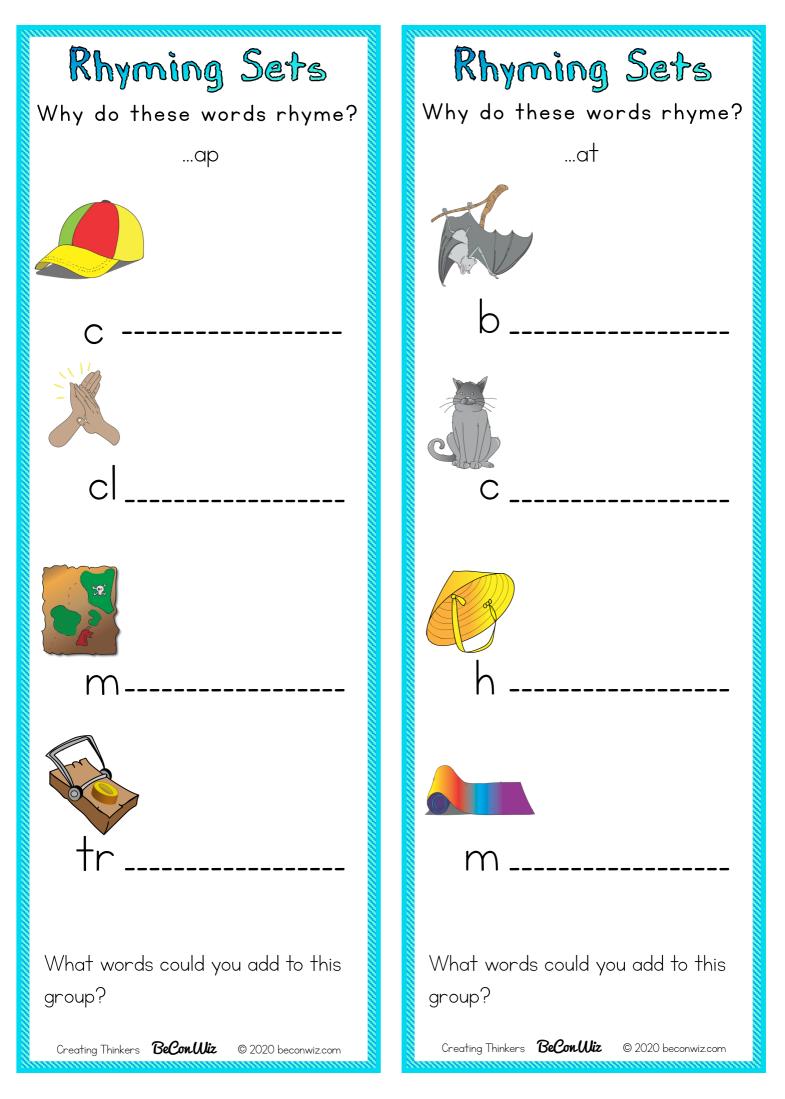


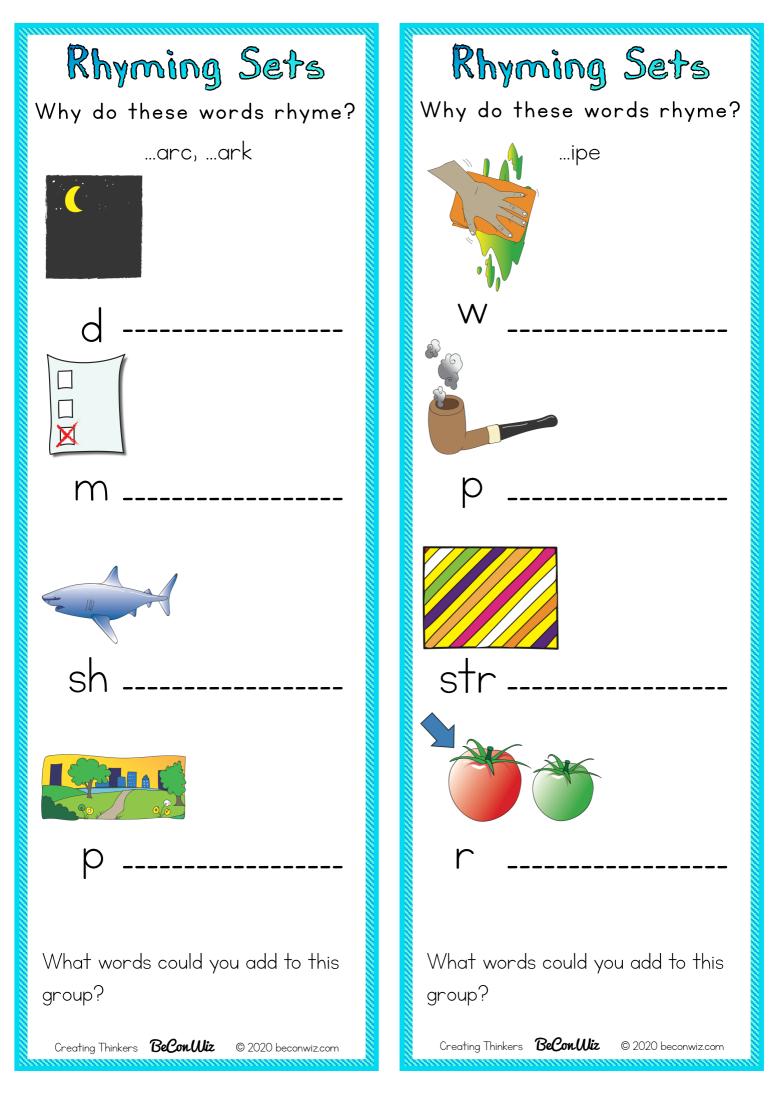


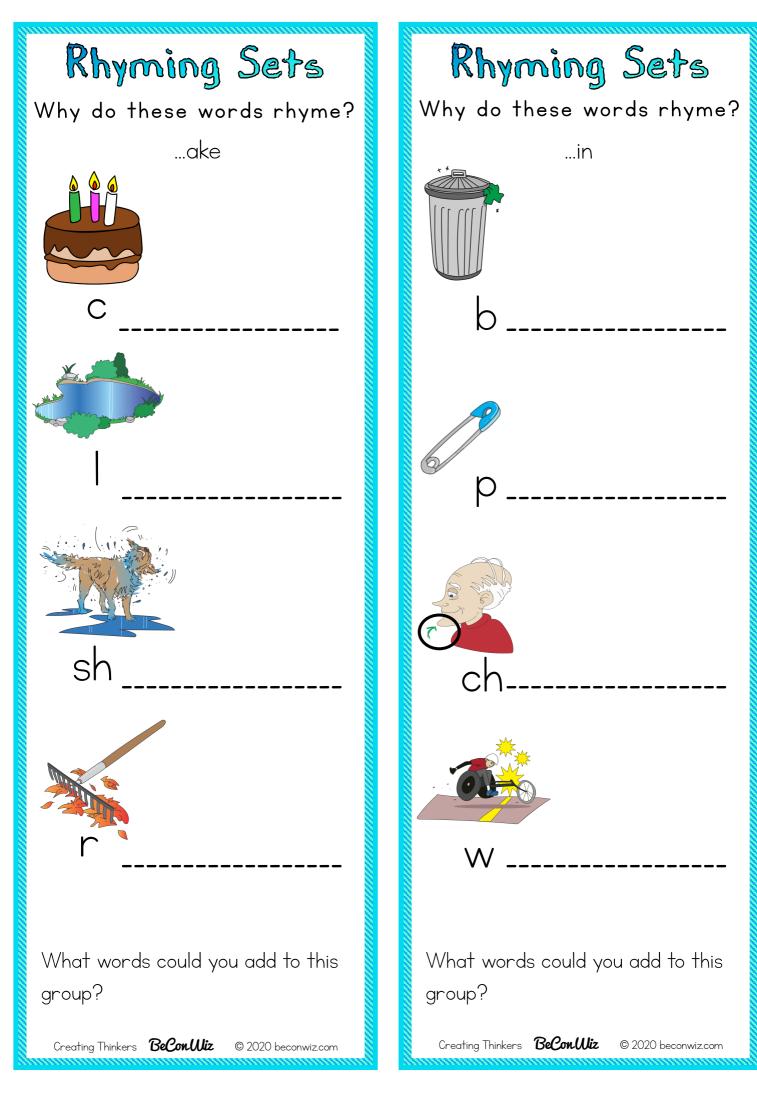


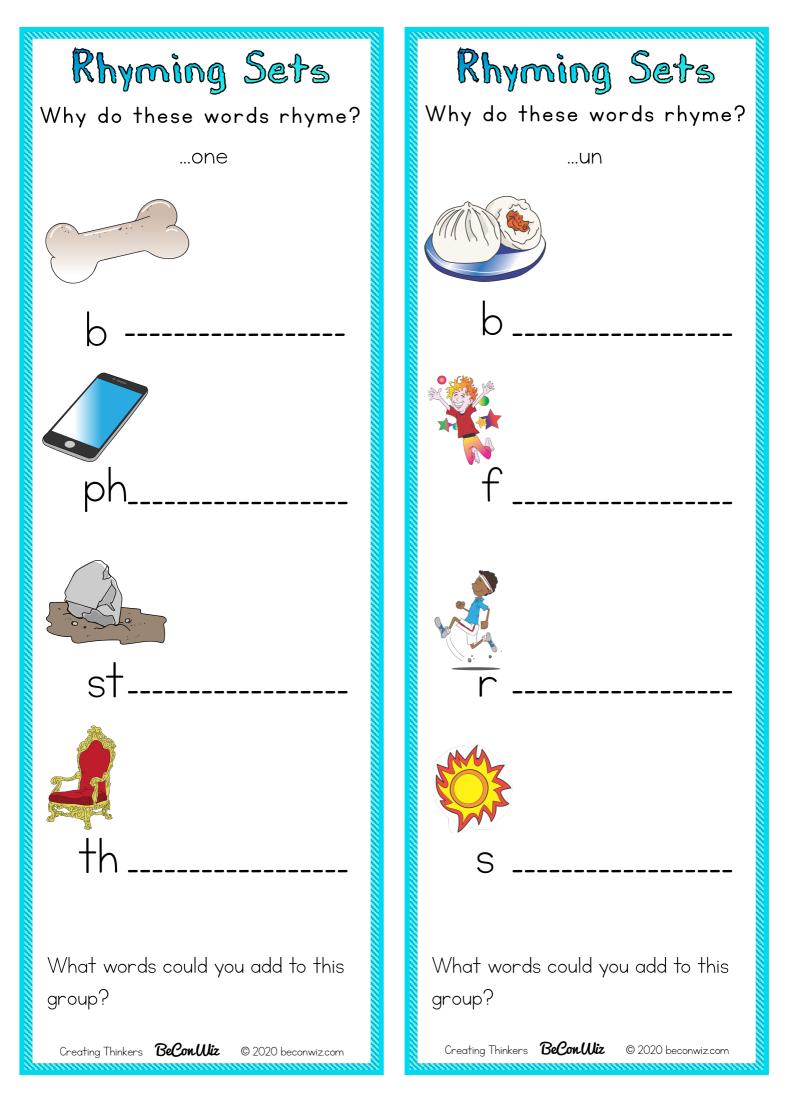


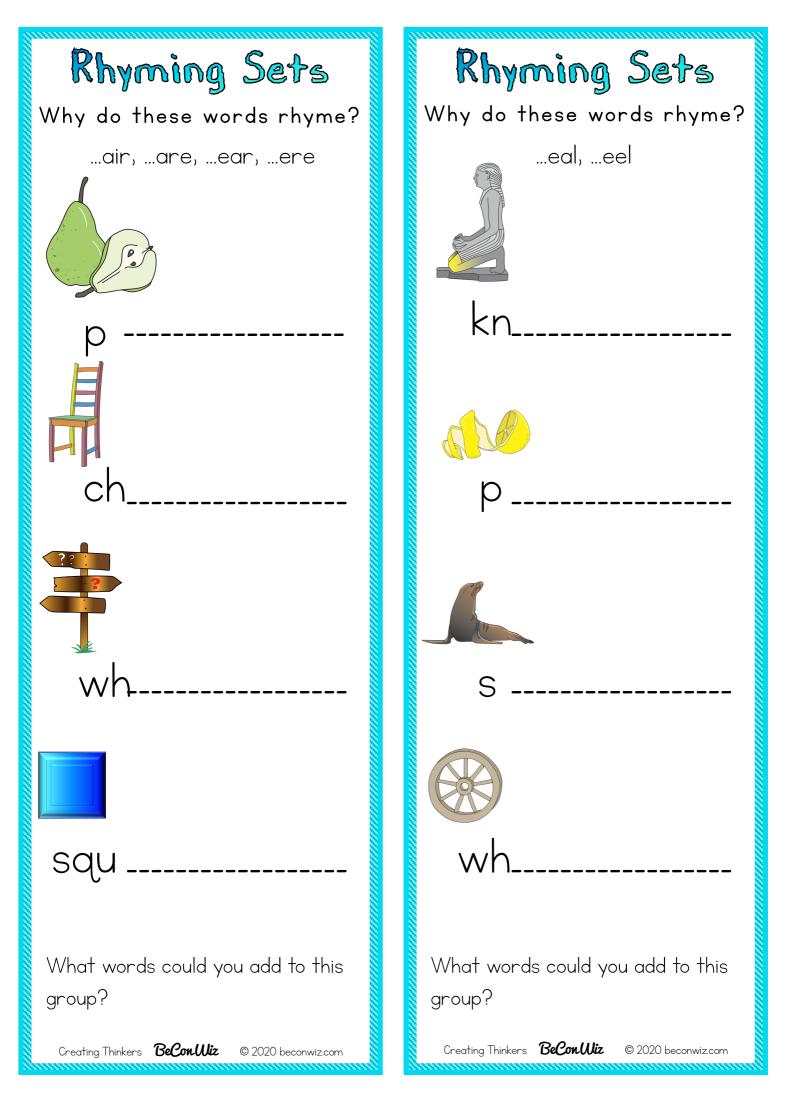


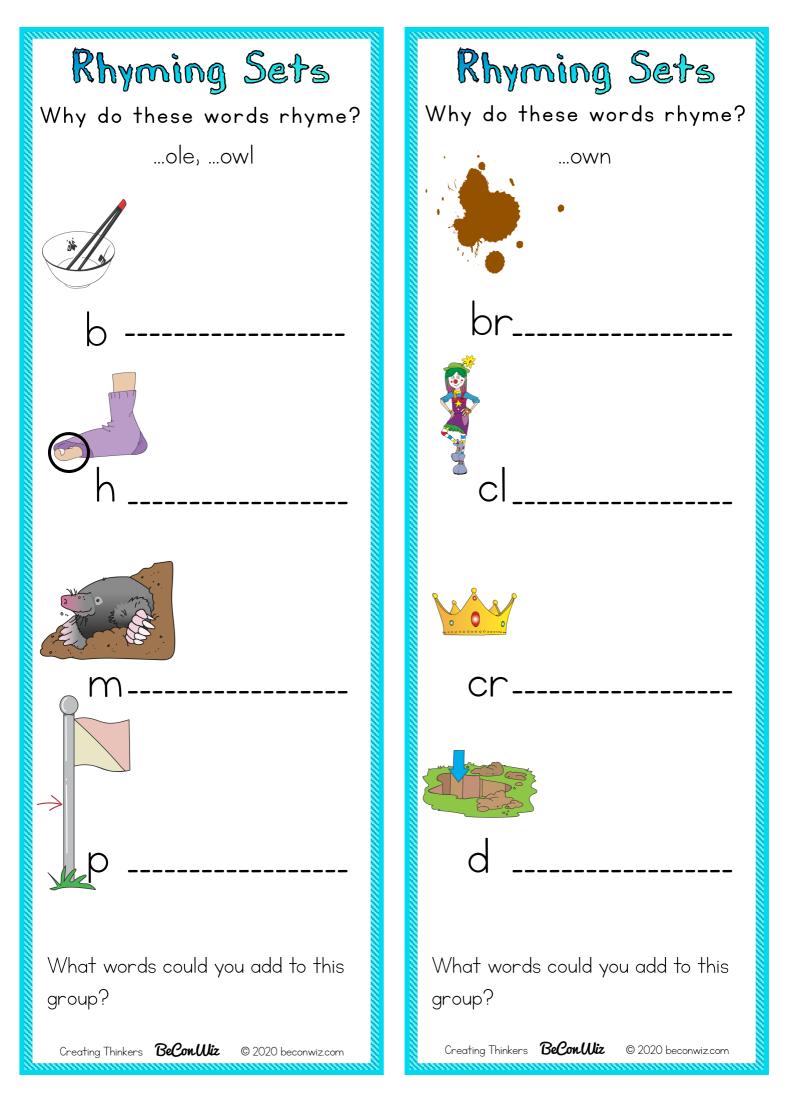


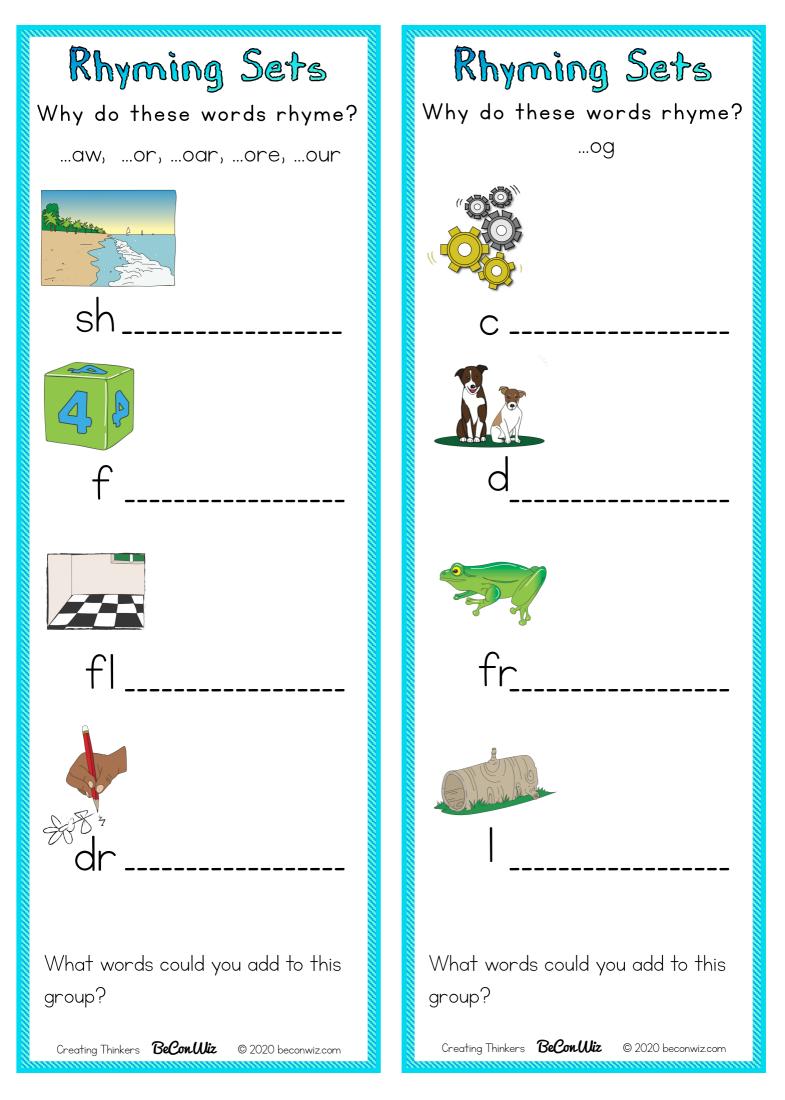


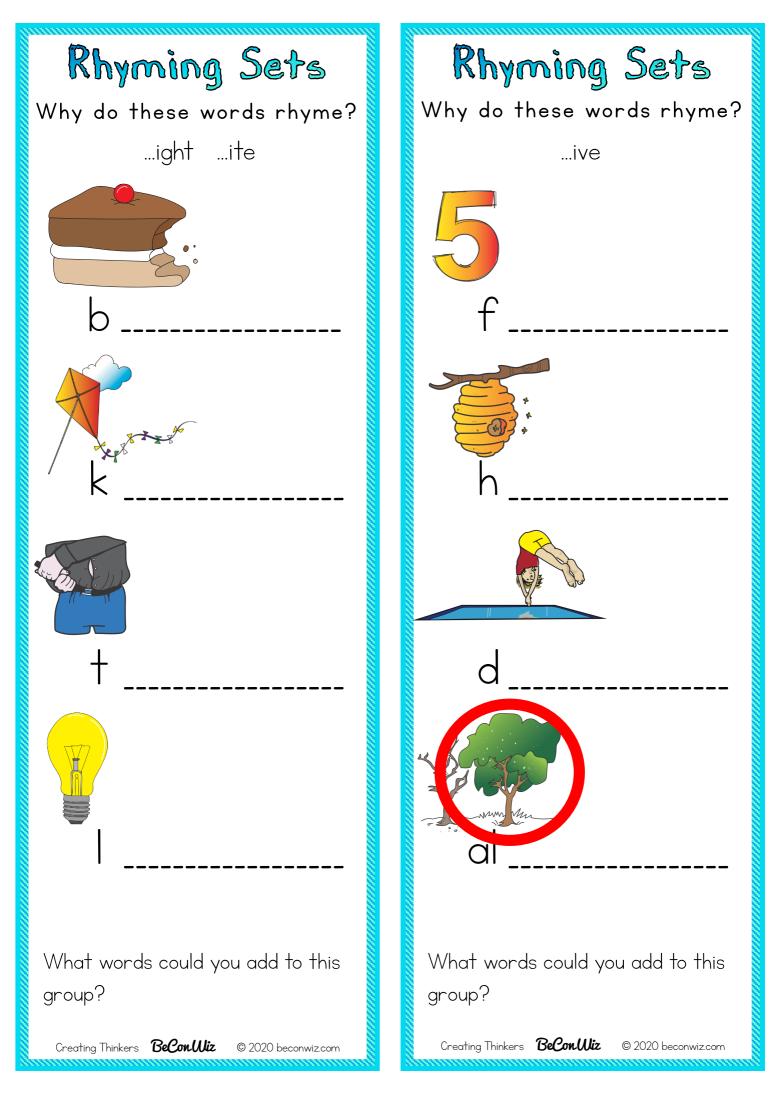


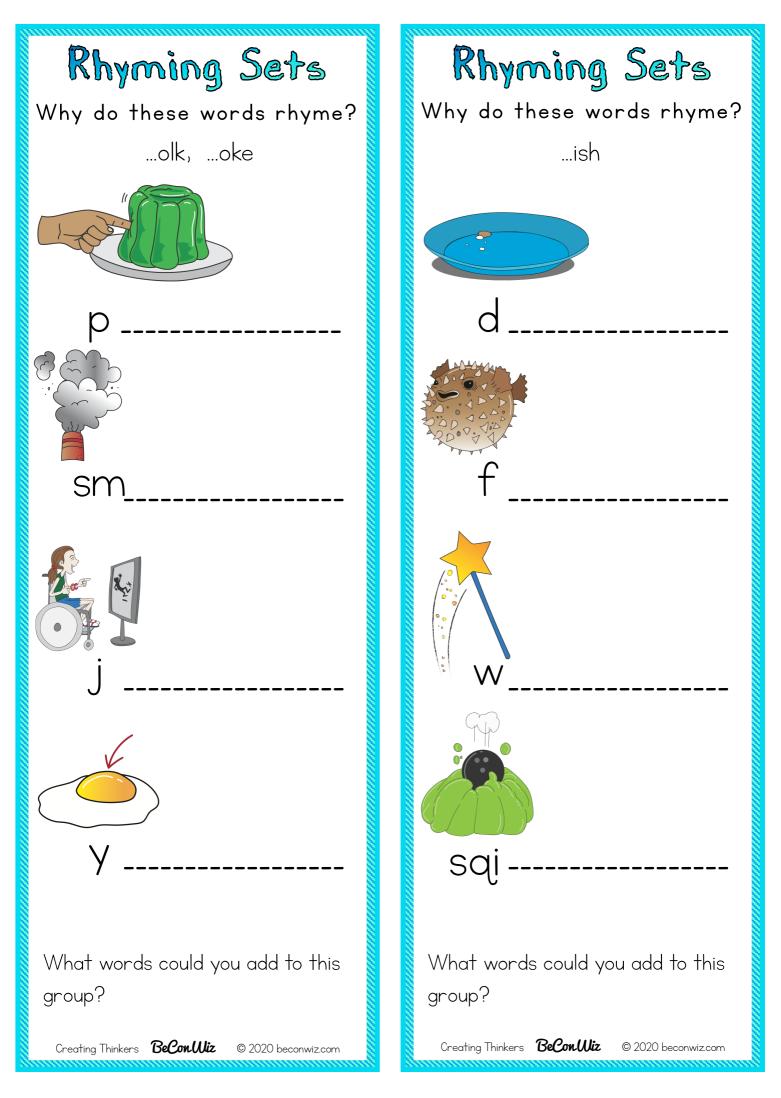


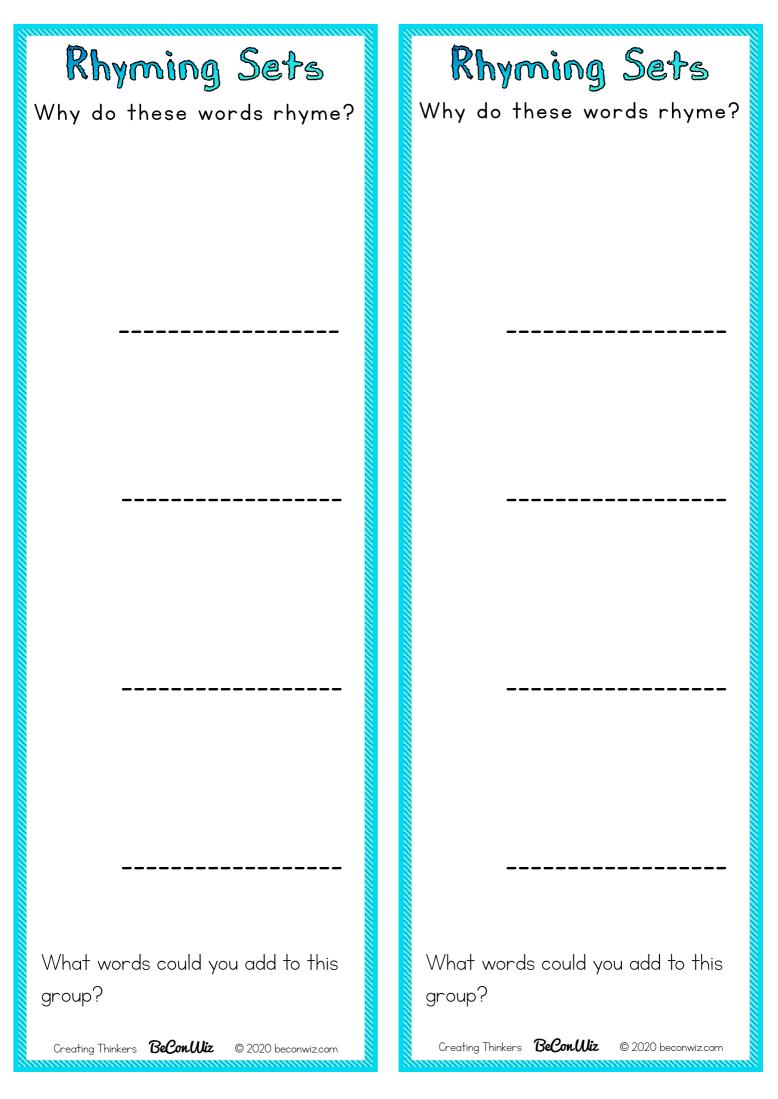


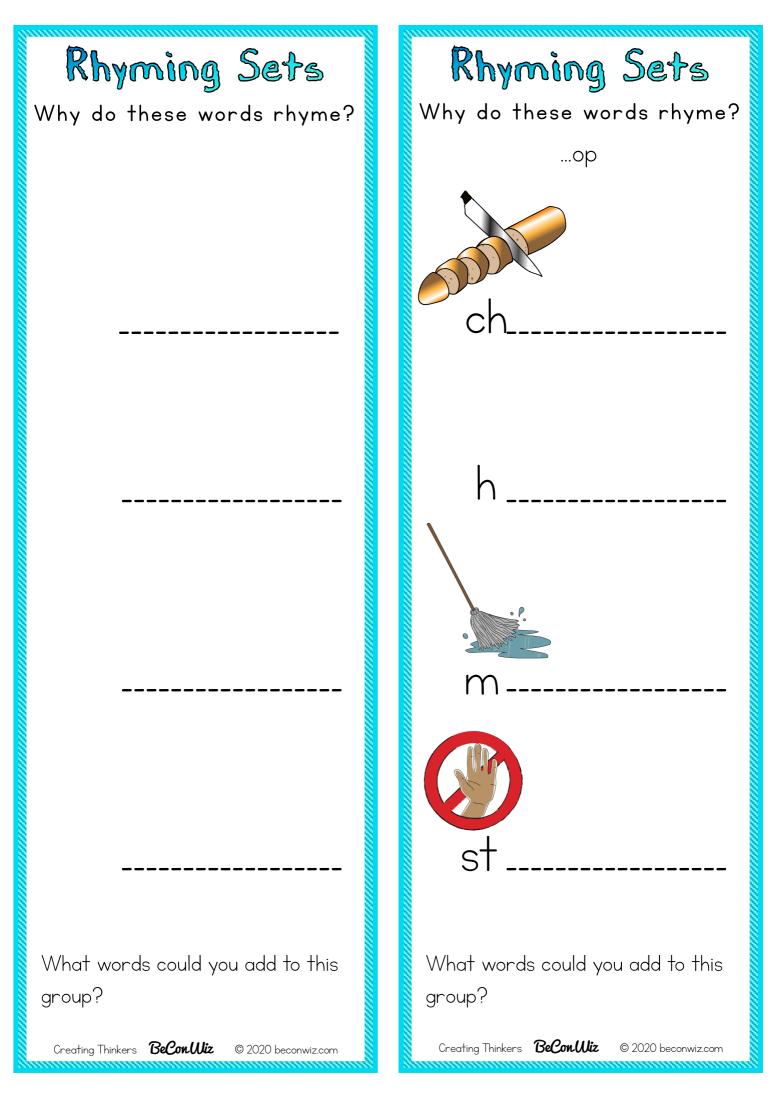












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