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bird bead bide bowed  
That Clydesdale has a heavy load.  
bared beard bayed board  
The shed is where our hay is stored.  
bard bored bood bowed  
A donkey's bray is very loud.  
bid bed bad bud  
I know why pigs like playing in mud!

**General Knowledge and Research: Heavy Horses**

Find information about a breed of heavy horse. *Children relate this information as a brief but serious lecture (at a lectern if possible), acknowledging their source. Wearing an academic gown would be a nice touch. Showing screen pictures is another.*

Sometimes children's books from many years ago illustrate traditional farm life and have a picture of a draught (US draft) horse ploughing a field. Can you find any such pictures?

Horses have helped humans for more than 6000 years. The word **horsepower** is still used today, even though we do not use horses very often as pulling power. Find out the mathematical details and examples of horsepower.

Can you find out interesting information about other types of horses? Make a collection of horse words.

Examples:

Arabian, Clydesdale, Palomino, Shire, Shetland; chestnut, bay, roan, sorrel, piebald, pinto, skewbald; farrier, livery, stable, star, bronco, brumby, equine, hands, hobble, post, saddle, halter, bridle, withers, fetlock, mane.

**Visualisation: The similar words sled and shed**

How would you describe a **sled** to someone who has never seen one?

Try not to use your hands or draw diagrams in the air. Just use words. To help avoid saying unnecessary words (such as um), think in your mind beforehand exactly what you are going to say, and then maintain a slow, steady, clear voice as you relate what you can see in your mind.

How would you describe a **shed** to someone who had never seen one?

Again, do not use hand movements or say unnecessary words. Be fluent and clear in your description. Use words to describe size, shape, purpose, colour and so on.

**Chew These Over:**

Why is hay often stored in a shed? Work out possible reasons, and relate them in a reporter's style of authoritative voice or like a farmer describing the process on television or radio.

What is hay made from, and why does a farmer with grass-eating animals think it is important to have bales of hay ready for lean times. What is the current way to make and store hay so that it doesn't get wet? Find pictures.

**Pronunciation:**

What is the difference in your mouth when you say the two sounds, **t** and **d**?  
What does your tongue do in each?

Practise saying **t** and **d** alternately a few times. Which sound uses more air? Feel the amount of breath you need for each with your fingers held close to your lips.

Can you think of any words that have both sounds? Examples: tide, dated, toad, untidy. Find a few more.

**Storytelling:**

Tell a story that is or could be true about one of the animals mentioned in this rhyme. Round off your story neatly at the end so that it sounds complete. Example: Don was a hard-working donkey nearing the end of her working life until, one eventful day, her experience from years of working pulling a cart ...

**Reading Fluency and Emotional Well-being:**

*In the Mighty Mouth Mover rhymes, the story lines are an easy line-length to read. With repetition, reading by skimming the eyes over the words rather than working each one out individually will become a habit. Less experienced readers will study each word for a longer time, so time to do this needs to be provided, especially if English is not a first language. Feeling unrushed is important for all abilities to prevent learning anxiety.*

***Being comfortable with one's ability is a difficult one to instil in the average classroom, but the mental health of each person and the positive emotional climate of the classroom is of paramount importance if tolerance and steady progress are to be the norm for everyone.***

*Semi-memorisation helps younger readers with eye-focussing difficulties learn to move their eyes along a line of text in a smooth and automatic left to right direction. By knowing what comes next, the eyes can more easily stay on the reassuringly familiar territory up ahead.*

***Enlarging the text on non-glare paper is another good idea. Neon lights in the classroom have also been shown to cause visual difficulties for some children. Natural light is best.***

*Some children tend to go back and forward with their eye movements, picking up the bits of words they miss the first time instead of seeing at a glance the whole word in a left-to-right sweep, or they only look at the first letter and guess the rest. Diagnosing and fixing this as soon as possible is essential. Fluency can be taught by encouraging learners to follow a slowly moving hand movement by the teacher. The eye movements (**by watching the reader's eyelashes**) will tell the observer how the eyes are moving. This is helpful when diagnosing a reading fluency problem. The hand movement change to a new line should be done quickly in a right to left diagonal downward movement, again, to train the eyes.*

*Mention that good readers look several words ahead when they are reading so that when they are saying one word, their eyes are already two or three words further on than what they are saying.*