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cone keen con corn
Let's watch the sheep as they are shorn.
can coin cane kin
Without their wool they look quite thin.

Aural and Visual Discrimination:

After saying the whole rhyme several times, look more analytically at the chant words.

Here are some suggestions for activities:

1. Say the chant words without the **n** sound at the end of each word. Emphasise the initial **k** or **c** sound, and stretch the vowel sound so that you can hear and feel how each is formed.

Wipe off these letters from the large-text version you have written on the board to help the learners understand what has been done.

2. Next, take off the initial **c** or **k** sound (as well as the **n** sound), so that just the medial/middle vowel sound is left. *If you like, give this process an appealing name for learners, such as 'Let's Shear the Sheep'.* Say just the sounds that are left in the chant lines, but say all of the story lines. *Note that for 'cone', the vowel sound o-e is oh.*

3. Try other consonants as the initial letter
bone been bon born
or
tone teen ton torn

4. Similarly, try other final consonants
cope keep cop coop
or
code keyed cod cord

For some classes, discuss the French pronunciation of the word **corps with its silent p. Briefly provide information on the terms **army corps**, **corps diplomatique**, **corps de ballet**.*

General Knowledge: Shearing Sheep

*Have a **Talk Time** where you and the class discuss and chat about the process of shearing sheep. Encourage the learners to bring in books and pictures from home, as these provide an excellent chance for follow-up discussions and language usage in a relaxed and conversational learning environment. Watch videos of shearing sheep, and mount a good reproduction of Tom Roberts' 1890 painting **Shearing the Rams** on a classroom wall.*

Fictional Storytelling: What happened after that?

*Ask everyone to think up a simple storyline (plot) where the first words are something like:
My gave me a large woolly sheep called for my last birthday. The problem was,
..... Luckily,
Each person makes up improbable words and phrases to fill in the gaps. The hardest part is finding a suitable rounding-off ending.*

How to teach this rounding off ending process: Demonstrate a story where the ending is left dangling, and then show the class how to make an ending that feels complete. Discuss the merits (or otherwise) of several possible endings for the same story.

Each person tells their story to a partner, and then the partner relates his or her story.

Some learners will want to tell their story to the class. However, they run the risk of being gonged if the teacher thinks their story is too short/long/uninteresting/far-fetched/full of ums/predictable/poorly rounded off/inaudible, etc. There should still be plenty of learners willing to run the gauntlet. (This word means to run so fast that both or all feet leave the ground for a moment.)

Punctuation:

*Mention the abbreviated **Let's**. Teach what the full version is.*

Ask why there is an exclamation mark at the end of this rhyme. Read the rhyme with and without the exclamation mark. Listen to the difference in vocal pitch.

Research Project:

Think about your extended family (or kin). Draw your family tree, including the names of siblings, parents, grandparents, aunts, uncles and as many others in your family as you wish. All families are a combination of several 'trees', so draw these trees side by side. Add photos if you would like to do so. Take several weeks to build your trees.

Word Analysis:

Make columns of words that have the same vowel pattern of letters as each of the words in the rhyme.