

## Focus plan for Communication, Language and Literacy

Activity -Twinkle, twinkle Date -

### Learning intention

Extend their vocabulary, exploring the meanings and sounds of new words.

Continue a rhyming string.

### Resources

A large sheet of paper, pen

A collection of props that rhyme, e.g. star, car/mouse, house/cat, hat etc.

### How the activity will be carried out

Invite the children to look at the props. Ask them to tell you what they are. The children may notice that some of the names for these objects rhyme. Have fun with the objects and words for a while - can they think of any other words that sound the same as these objects? Sing 'Twinkle, twinkle little star' song with the children. Now ask the children to listen carefully because you are going to change the words of the song and you need their help to find a rhyme. Hold up the star and sing 'Twinkle, twinkle little star, do you like to drive your ...' Ask a child to suggest one of the objects that would fit here. Were they right? Try another, 'Twinkle, twinkle little mouse, are you hiding in your...' What would fit here? Make up some other versions together.

### Questions to ask/Language to use

Does that sound the same?

Do they rhyme?

Can you hear the sound?

### Differentiation (Birth to Three)

Give the children the objects to match into rhyming pairs or groups. Put out rhyming pairs cards for them to explore. Give the children instructions in rhyme - e.g. 'Lets put away this train track, so we can go and eat our snack'.

### Extension

The different versions can be made into a book. Children can paint or draw the objects that rhyme in each version. Try it with another nursery rhyme.

### Evaluation