

# How can I write like Dr Seuss?

## Worked Example:

“Look at me!  
Look at me!  
Look at me now!  
It is fun to have fun  
But you have to know how.  
I can hold up the cup  
And the milk and the cake!  
I can hold up these books!  
And the fish on a rake!  
I can hold the toy ship  
And a little toy man!  
And look! With my tail  
I can hold a red fan!  
I can fan with the fan  
As I hop on the ball!  
But that is not all.  
Oh, no.  
That is not all. . . .”



## Outcome

To create my own potion  
and spell in the style of  
Dr Seuss using rhyme.

## Resilience

- To take responsibility of my own learning and keep trying so I can be the best I can be.

To be an expert I need too...

- To know and understand rhyme.
- To hear, say and write rhyming words.
- To write sentences that can be read by others.

## Vocabulary

Rhyme  
Rhyming string  
Couplets  
Rhythm  
Poem  
Stories  
Spells/potions  
Repeated refrain  
Songs  
Structure  
Sentence  
Punctuation  
Pictorially

Tuesday 19<sup>th</sup> January

LO: To know what a rhyming string is.

Know: Remembering

- I know what a rhyming string is.
- I can hear and repeat a rhyme.

Activity :

Can you select a story/poem / song from home either from the list or one you might have that you now know includes rhyme.

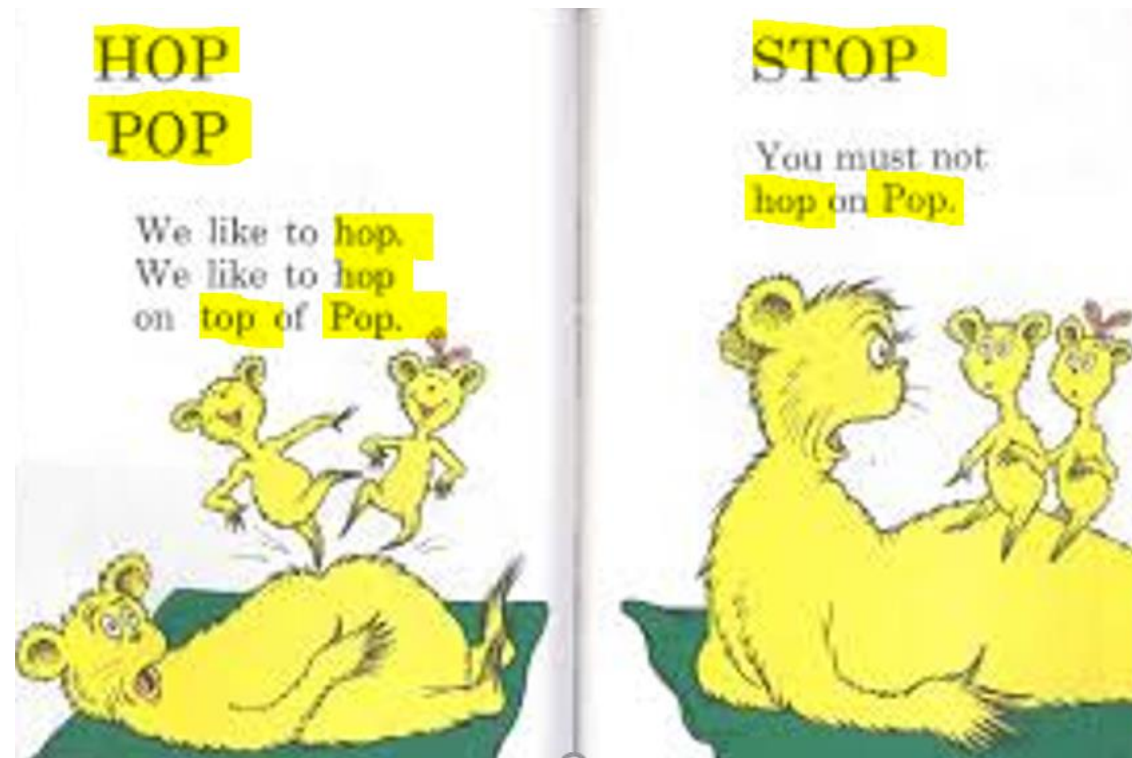
Ask an adult to share the book with you.

What words can you hear that rhyme?

Can you recall the rhyming words at the end of the story/poem/song?

## Stage 1: Hearing Rhyme

The child grows accustomed to hearing and repeating rhyme.



Rhyme  
Time

### Vocabulary

**Rhyme**-Words that rhyme have the **same sound**.(couplets)

**Rhyming string** – Is pairs or groups of words that use the same sounds.

**Repeated Refrain**- A phrase, line, or group of lines repeated throughout a story, poem or a song.

Chilli Challenge :

To begin a Rhyme bank.

Can you create a list of words that rhyme?

This list you can add to throughout the week

