

RHYME TIME



PRIMARY ACTIVITY
Diddle diddle dumpling

ACTIVITY TYPE
rhyme, individual sound
differentiation activity

LANGUAGE FOCUS
sounds /ɒ/, /aʊ/, /uː/

LEVEL
3

AGE RANGE
8–11

SKILLS
speaking, listening, reading,
writing

TIME
20–30 minutes

MATERIALS
one (enlarged) copy of the
Diddle diddle dumpling
flashcard, a copy of the
Diddle diddle dumpling
worksheet per pupil, orange,
brown and blue crayons,
cassette (optional)

Before class

Make a copy of the *Diddle diddle dumpling* worksheet for each pupil. Make an enlarged copy of the flashcard and colour it attractively. If you have a large class, you might also want to make a copy of the flashcard for each pupil so that everyone will be able to see it clearly.

In class

- 1 Show the class the flashcard and say: *Look, he's John. Who is he?* Talk about the picture to pre-teach and practise key vocabulary: *John, trousers, shoe*. Ask questions about the picture:
What's his name? Where is he? What is he doing? Who's looking at him? What's he wearing? What's this? What colour's this/the ...? etc.

- 2 Say *Listen*. Play the cassette or read the tapescript.

Tapescript

Diddle diddle dumpling my son John
Went to bed with his trousers on,
One shoe off and one shoe on,
Diddle diddle dumpling my son John.

- 3 Say *Listen and repeat* and practise the rhyme line by line. Check for pronunciation difficulties and correct if necessary. Finally pupils stand up and say the whole rhyme.
- 4 Pre-teach or revise the words from the worksheet.
- 5 Ask the class to look at the board. Say *Listen and repeat*. Say *John*, stressing the target sound /ɒ/ for the class to repeat after you.
- 6 Draw a bottle and a door with a circle next to each on the blackboard. Pointing to the words, say *John – bottle or door?* Wait for the class to discover the similarity between the sounds and to offer an answer. If the answer is correct, say *Good. John – bottle*, and colour in the circle next to the bottle.
- 7 If the answer is incorrect, say *John – door?* Stress and contrast the target sounds (/ɒ/, /ɔː/) so that your pupils can hear the difference.
- 8 Repeat this procedure with other words containing the target sound that are not on the worksheet (dog, clock; room, floor; flower, mouth; your, hour; you, glue; go, cup, etc.) until your pupils have a clear idea of the object of the exercise.
- 9 Give out the worksheets and ask pupils to do the exercises individually.
- 10 Circulate to monitor, prompt and help. Encourage individual pupils to say the words aloud as they work.
- 11 Correct the exercise collectively.

Key

- 1 'o' for bottle: John, log, on, frog
- 2 'ou' for trousers: round, sound, cow, how
- 3 'oo' for goose: juice, two, shoe, zoo

Extension

Ask pupils to identify the pairs of rhyming words from each section and to make a list of them.

Diddle diddle dumpling flashcard

PRIMARY ACTIVITY BOX 7.5



Diddle diddle dumpling

look

how

zoo