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Playful Sound Poems - Year 1

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Teacher quick-start

Learning focus

Five lessons of 35–40 minutes for Year 1. Children listen to whole short poems, discuss meaning, hear repeated beginning sounds and rhyming endings, imitate a pattern and invent meaningful lines. Expect familiar spoken words and listening; independent reading, spelling or music notation is unnecessary.

Prepare once

Print the colour displays and four-page Sound Picnic game. Copy the low-ink practice, planner and assessment pages as needed. Keep each red answer page for adults, immediately after its student page in this PDF. Have crayons, pencils, a shared counter and scissors for adult preparation. Show the editable presentation and teacher-read quiz when useful.

Teach through talk

Read the whole text first and discuss its picture. Then model one sound pattern, practise together and invite an independent response. Alliteration repeats an initial sound: fish/fan. Rhyme matches endings: cat/mat. Sing the words aloud; matching letters alone does not prove either. Poems need not rhyme.

Participation and access

Read every instruction. Children may speak, point to words or pictures, draw, use their usual communication device or ask an adult to record a response. Offer extra listening time and a quiet partner. Movement and singing are optional. Record a response made independently before recording any model, prompt or support.

Assess and plan next steps

Use the observation page and rubric for hearing/distinguishing, imitation and invention. Judge the sound learning rather than handwriting, spelling, pitch, reading speed, confidence or dice luck. Keep Milo's Picnic fresh until lesson 5. The original Little Bee Song melody is given on lesson 2; no instrument, paid text or audio file is required.

Lesson 1 - Listen by the pond

Goal and resources

Hear a repeated beginning sound and give a spoken or pointed example. Use Beginning and ending sounds, Listen/Echo/Invent, By the Pond, the beginning worksheet and key, and picture cards. 36 minutes.

Picture talk - 5 minutes

Show the whole pond poster. Ask: "What can you see? What are the birds doing?" Explain bob (move up and down), dip (go briefly down) and seeds using the picture. Read all four lines once without stopping for sound questions.

Explicit model - 8 minutes

Read "Busy bees buzz by." Say "busy, bees, buzz" slowly, then naturally. Model: "I hear /b/ at the beginning again. These words are about bees. Point to each word as you say it. Name alliteration as repeated beginning sounds, not every word must match. Use this poem to listen for beginning sounds, introduce rhyme examples in lesson 2.

Guided practice - 10 minutes

Echo the line together. Compare fish/fan with fish/cat using the anchor. Ask "Which pair starts alike? How can you tell?" Model /f/ once, then let partners listen and point. Try soft/seeds and tiny/turtles from the poem. If a child says "same letter", respond "Let us listen to the sounds" and say the words again.

Independent response - 8 minutes

Read each beginning word choice without stressing the correct answer. Children say point or circle: fish/fan, busy/bees and tiny/turtle. Then invent a word beginning like fish/fan or fox works. An adult can record an oral answer. Support: reduce to two pictures and give listening time. Extension: create a meaningful two-word phrase such as funny fish and explain /f/.

Observe and next step - 5 minutes

Invite one new phrase before looking at the key. Record the actual words, whether the child heard the initial sound, and support used. If beginnings are confused with endings, return to fish/fan and point to the start as you say it. If secure, try cat/kite orally: different letters can make the same initial /k/ sound.

Lesson 2 - Hear the ending

Goal and resources

Hear rhyme, compare beginning and ending patterns, and echo a chant or sung line. Use The Rainy Window, Tiny Toes/Little Bee Song, ending and contrast worksheets with keys. 36 minutes.

Read for meaning - 5 minutes

Read all of The Rainy Window. Ask where the cat is and what is outside. Explain nap using the safe indoor picture. Invite one comment about the rainy scene before searching for sounds.

Explicit model - 8 minutes

Say “tap, nap” and model the whole shared ending /ap/. Say “hy, snail”; their endings also match. Explain “These words rhyme.” Compare “book, snails, slide”: the repeated /s/ is at the beginning. Use cat/hat versus fish/fan, avoiding teaching final letters alone as proof.

Guided practice - 10 minutes

Read the ending worksheet and say each pair naturally. Children find cat/hat, tree/bee and rain/train. Model cat/mat, then invite another real rhyme. Read the contrast page: fish/fan is beginning, cat/hat ending, book/sun neither. Partners explain by saying or pointing. Re-read with correct revealing answers.

Independent practice - 10 minutes

Invite each child's ending and contrast responses; keep the keys for later feedback. Support: say two choices twice and offer pointing. Extension: invent a different accurate rhyme and explain the ending. Record correct sound evidence and any prompt or pronunciation variation is checked by hearing the child's intended pair.

Chant and original song - 5 minutes

Speak Tiny Toes rhythmically; hear /t/ and toes/pose. Actually sing Little Bee Song once, then invite echoing, speaking or pointing. Original melody, one syllable per even beat: lines 1–3 D D E F# F# E D; line 4 D D E F# E D D. Each line has seven syllables. Hold the last note briefly in a comfortable voice/key; no notation is required of pupils. Hear me/tree/three/see. A chant or poem can also be sung.

Observe and next step

If the child uses a starting sound when asked for rhyme, say cat/hat and listen to the ending together. If secure, ask for a new rhyme in a short meaningful line. Assess the pattern, never pitch or willingness to sing.

Lesson 3 - Build a playful poem

Goal and resources

Invent two to four meaningful lines with a repeated beginning pattern and a rhyming pair. Use At the Park, phrase builder/key and poem planner/example. 38 minutes.

Read and discuss - 5 minutes

Read all four park lines. Ask what Mia is making and where the sand falls. Explain mound as a small pile. Hear bouncy/balls/bounce and Mia/makes/mound. Hear high/by and mound/ground only after discussing the meaning.

Explicit model - 8 minutes

Offer “___ balls bounce”: bouncy or quiet. Say both naturally: shoot, bouncy because /b/ repeats and the words make sense. Model a complete poem: “Big bees fly by. / They buzz up high.” Explain big/bees/buzz repeat /t by high rhyme. The lines share one bee scene; do not accept unrelated words merely because sounds match.

Guided invention - 8 minutes

Read the phrase builder. Busy, blue and blue can each begin like bee; slow and small begin like snail. Invite a meaningful choice, say the whole phrase and check its sound. Children can use a familiar picture as prompt for their own phrase. Ask “What is your phrase about?” as well as “What sound repeats?”

Independent plan and rehearsal - 12 minutes

Choose park, rain, wind or a familiar own topic. Draw one idea, then rehearse/dictate/write two to four lines on the planner. Include at least one beginning pattern and a rhyming pair. Partners listen while an adult records if needed. Support: jointly rehearse one phrase, then record the child's next independent choice. Extension: add another linked line while retaining both patterns; do not require more writing.

Share, observe and next step - 5 minutes

Invite one pattern from each child without compulsory solo performance. Children point to or say the words that supply evidence. Compare with the labelled possible example only after their attempts. Record meaning, beginning evidence, rhyme and support. If a pattern is missing, change that one word or ending and rehearse again. If both are accurate, preserve the child's wording and move to listener feedback.

Lesson 4 - Sound Picnic studio

Goal and resources

Explain and invent accurate patterns cooperatively, then rehearse an own poem. Use picture cards, board, game directions, challenge cards, listener response and example. 35 minutes.

Model one real turn - 5 minutes

Set the shared token on START. Draw the /b/ challenge and read it. Select bee and ball from the visible picture deck; say “Both begin with /b/.” Move the one token to stop 1. Show that rhyme challenges use spoken words, without needing a lucky matching picture draw.

Guided cooperative game - 15 minutes

Play in groups of 2–4 with an adult reader. Draw a challenge, read it, make and explain a correct response, then move one stop. Beginning challenges use the full picture deck: bee/ball/boat; sun/snail/sand; moon/house/mat, fan/fox. Spoken rhyme examples: hat–cat/mat/bat, bee–tree/me, sun–fun/fun. The invention card accepts a meaningful line such as “Small train slide

Support during play

Invite pointing, oral rehearsal or adult copying. A model and retry are allowed; note them as support. Take time to listen to the actual sounds. A team works through all ten stops to FINISH. Add dice, winner race, reading speed or performance-confidence score. Extension: supply a new meaningful phrase instead of reusing the example.

Independent rehearsal - 10 minutes

Return to each child's poem. A partner hears a beginning pattern and a rhyme, then says the exact evidence. If either is missing, revise that specific word or line and read back once. Keep already-correct words. An adult can listen privately; no child must perform to the whole class.

Listener response and next step - 5 minutes

Read the listener/exit page. Record one heard beginning or ending example and one new phrase/line by speaking, pointing, drawing or scribing. Use the red possible-response page for later feedback. Note what the listener heard and whether the invented response is accurate. If evidence is vague, ask for the two actual words; if secure, invite an independent fresh pair.

Lesson 5 - New poem, new pattern

Goal and resources

Transfer hearing, imitation and invention to a fresh whole text. Use Milo's Picnic student page/key, rubric and observation. Presentation fresh poem slides and the teacher-read quiz can support the final readout. 35 minutes.

First encounter - 5 minutes

Show Milo's Picnic for the first time. Read its four lines for meaning; ask what Milo has packed. Keep the answer page concealed. An adult may re-read for access without emphasising or supplying the answer. No required personal picnic disclosure.

Individual evidence - 20 minutes

Read the three prompts neutrally. Ask the child to hear /f/ words (fresh fruit, fills), identify rhyming line endings (tray/play), echo one line, then invent two connected lines with a repeated initial sound phrase and a rhyme. Accept speech, pointing, pictures/drawing with explanation, the usual communication device or an adult scribe. Do not give the model poem first. Record the child's exact response before any hint.

Record and interpret

Use the observation page for heard evidence: imitated line, invented lines, response mode and support. Match the three rubric criteria to the actual response. Meal/bowl to tray rhyme. Repeated adult answer shows supported imitation, not independent discovery. If support is needed, record the initial response, provide a model and note the supported retry separately.

Feedback and next teaching - 10 minutes

After independent evidence, model a possible response: "Fresh fruit fills my tray. / I take it out to play." Fresh/fruit/fills repeats /f/ and tray/play rhyme; other meaningful sound-correct poems are valid. Give one specific next step: listen to the ending in cat/hat if rhyme is missing, rehearse an initial phrase if beginning evidence is absent, or create a fresh linked poem if secure. Use the quiz feedback to explain the sounds, not to score reading or pitch.

Assessment boundary

Judge hearing/distinguishing, imitation and invention in the chosen response mode. Do not penalise spelling, handwriting, fine-motor control, loudness or confidence. Share privately, with a partner or through an adult. Preserve each child's accurate wording rather than rewrite it for style.

Beginning and ending sounds

Listen to the beginning



fish



fan

Both begin with /f/.

Hear the ending



cat



hat

Cat and hat rhyme.

Say each pair. What sounds alike?

Listen, Echo, Invent

1 Listen

Hear: busy bees.



2 Echo

Say: busy bees.



3 Invent

Try: big birds.



Listen to the beginning sound.

By the Pond



Busy bees buzz by.
Big birds bob and dip.
Soft seeds sail and spin.
Tiny turtles take a trip.





The Rainy Window

Rain taps, tap, tap.

A warm cat takes a nap.

Slow snails slide by.

Grey clouds fill the sky.

At the Park

Bouncy balls bounce high.

Bright birds hurry by.

Mia makes a mound.

Soft sand falls to the ground.



Tiny Toes

Tap, tap, tiny toes.
Tick, tick, time to pose.



Little Bee Song

A little bee flies to me.
By a tall and shady tree.
Watch it buzz, then count to three.
One small bee is all I see.

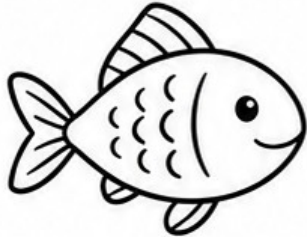


Name: _____

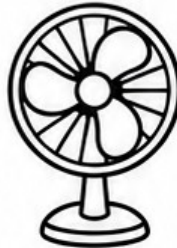
Listen to the beginning

An adult reads. Say or point to the word that starts alike.

1. fish



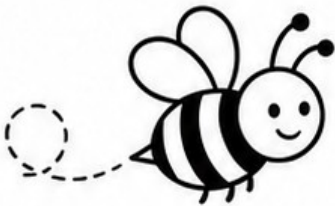
fan



hat



2. busy



bees



tree

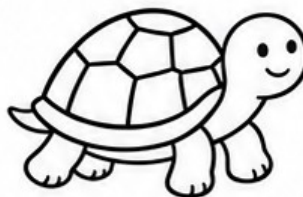


3. tiny

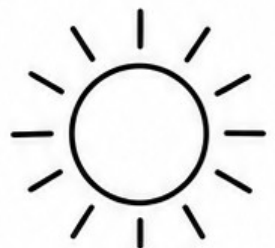
.



turtle



sun



Say a new word that starts like fish.

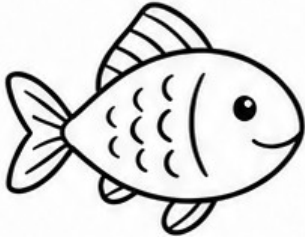
Draw it or ask an adult to write it.

Name: **ANSWERS**

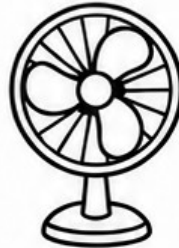
Listen to the beginning

An adult reads. Say or point to the word that starts alike.

1. fish



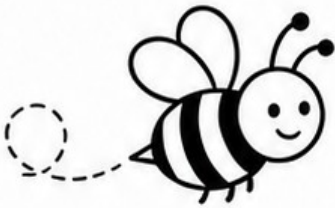
☒ fan



☐ hat



2. busy



☒ bees



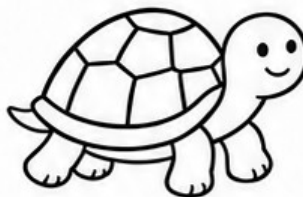
☐ tree



3. tiny

.

☒ turtle



☐ sun



Say a new word that starts like fish.

Draw it or ask an adult to write it.

Possible word: fox.

Fox starts with /f/.

Hear the ending

Name: _____

An adult reads. Say or point to the rhyming word.

1. cat

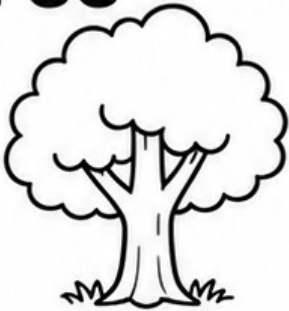


☐ hat



☐ cup

2. tree



☐ ee



☐ toe

3. rain



☐ train



☐ run

Say a new word that rhymes with cat.
Draw it or ask an adult to write it.

Hear the ending

Name: **ANSWERS**

An adult reads. Say or point to the rhyming word.

1. cat



☒ hat



☐ cup

2. tree



☒ bee



☐ toe

3. rain



☒ train



☐ run

Say a new word that rhymes with cat.
Draw it or ask an adult to write it.

Possible rhyme: mat.

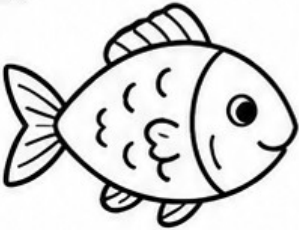
Cat and mat have the same ending sound.

Name: _____

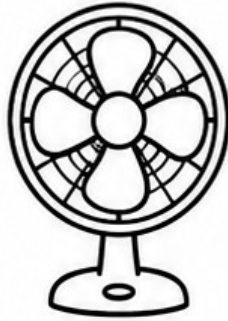
Beginning or ending?

An adult reads. Say each pair. Point or circle where the sounds match.

1.



fish



fan



Beginning



Ending



Neither

2.



cat



hat



Beginning



Ending



Neither

3.



book



sun



Beginning



Ending



Neither

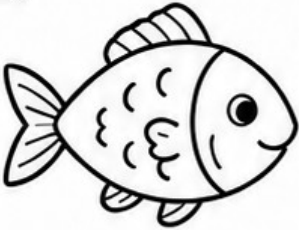
Tell someone what you heard.

Name: **ANSWERS**

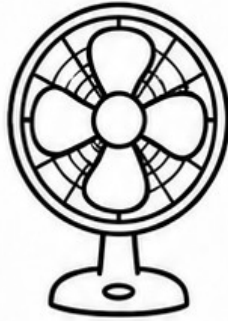
Beginning or ending?

An adult reads. Say each pair. Point or circle where the sounds match.

1.



fish



fan



Beginning



Ending



Neither

2.



cat



hat



Beginning



Ending



Neither

3.



book



sun



Beginning



Ending



Neither

Tell someone what you heard.

Fish/fan: /f/ at the start. Cat/hat: same ending.

Name: _____

Build a sound phrase

An adult reads. Choose a word that starts like the picture word.



bee

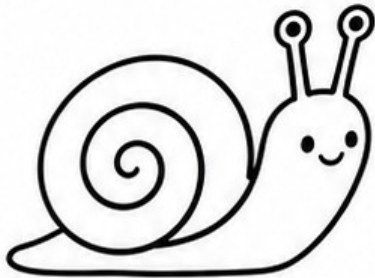
busy

blue

big

quiet

My phrase: _____



snail

slow

small

quick

My phrase: _____

More than one word may work.

Make your own phrase.



ball



sun



moon

My phrase: _____

Name: **ANSWERS**

Build a sound phrase

An adult reads. Choose a word that starts like the picture word.



bee

busy

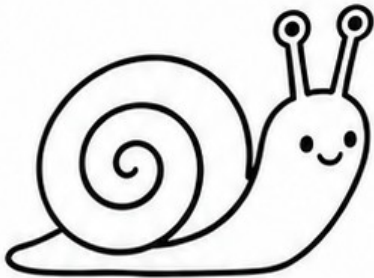
blue

big

quiet

My phrase:

Possible phrase: busy bee.



snail

slow

small

quick

My phrase:

Possible phrase: small snail.

More than one word may work.

Make your own phrase.



ball



sun



moon

Both begin with /b/.

Other meaningful sound-correct phrases work.

My phrase:

Possible phrase: big ball.

Plan a playful poem

Name: _____

Say your ideas. An adult can write them.

☐ park



☐ rain



☐ pond



☐ my own



Draw one idea.

My poem

Say, dictate or write two to four short lines.

☐ I can hear a beginning pattern.



☐ I can hear a rhyming pair.



Point to the words that make each pattern.

Plan a playful poem

Name: ANSWERS

Say your ideas. An adult can write them.

☐ park 	☐ rain 	☒ pond 	☐ my own 
---	--	--	--

Draw one idea.

Possible idea: bees flying.

One possible poem.

Big/bees/buzz: /b/. By/high rhyme.

Other meaningful poems with both patterns work.

My poem

Say, dictate or write two to four short lines.

Big bees fly by.

They buzz up high.

☒ I can hear a beginning pattern. 	☒ I can hear a rhyming pair. 
--	---

Point to the words that make each pattern.

Name: _____

Milo's Picnic

Milo makes a little meal.
Fresh fruit fills his tray.
Big berries sit in a bowl.
Milo takes them out to play.



An adult reads. Listen and respond.

1. Hear /f/. Say or point to the words.

2. Which line rhymes?

3. Echo a line. Then make two linked lines with a beginning pattern and a rhyme.

You may speak, point, draw or ask an adult to write.

Name: ANSWERS

Milo's Picnic

Milo makes a little meal.
Fresh fruit fills his tray.
Big berries sit in a bowl.
Milo takes them out to play.



An adult reads. Listen and respond.

1. Hear /f/. Say or point to the words.

fresh, fruit, fills

2. Which one rhymes?

tray / play

3. Echo a line. Then make two linked lines with a beginning pattern and a rhyme.

Possible echo: Fresh fruit fills his tray.

Possible new lines:

Fresh fruit fills my tray.

I take it out to play.

Both /f/ and tray/play. Other accurate linked lines work.

You may speak, point, draw or ask an adult to write.

Sound Picnic picture cards



bee



ball



boat



sun



snail



sand



moon



mouse



mat



fish



fan



fox

PREVIEW

Sound Picnic



One token. One team.

Say a sound pattern. Move one stop together.



How to play Sound Picnic

2-4 children and an adult reader.
Use the board, one shared token, picture cards and challenge cards.



1. Put the token on START.



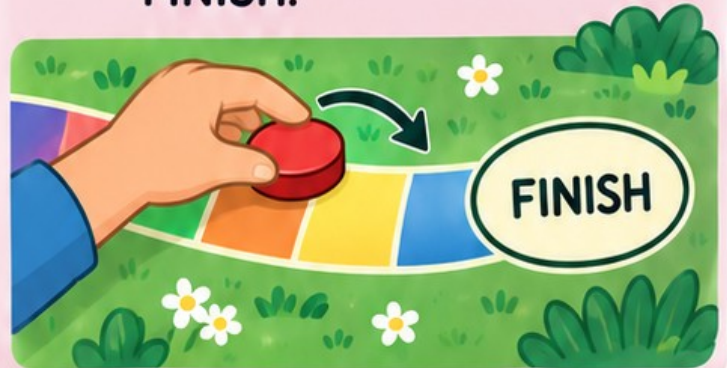
2. Draw a challenge.
The adult reads it.



3. Say, hear and explain a correct sound pattern.
Use picture cards when asked.



4. Move the shared token one stop. Take turns until FINISH.



One turn

Challenge: Find a /b/ pair.
Choose bee and ball. Both begin with /b/.
Move one stop.



Need help? Listen to a model and try again.
Work together; take your time.



Sound Picnic challenges



Use picture cards.
Find two words that
begin with /b/.



Use picture cards.
Find two words that
begin with /s/.



Use picture cards.
Find two words that
begin with /m/.



Use picture cards.
Find two words that
begin with /f/.



Say a word that
rhymes with hat.



Say a word that
rhymes with bee.



Say a word that
rhymes with sun.



Make a meaningful
short line with a
sound pattern.



I heard a sound pattern

Name: _____

An adult can read and write for you.

A pattern I heard

Beginning

Ending



PREVIEW

My example: _____

My new phrase or line

PREVIEW

Say your example. Tell where the sounds match.

I heard a sound pattern

Name: **ANSWERS**

An adult can read and write for you.

A pattern I heard

Beginning

Ending



PREVIEW

My example: **cat / bat** Their endings rhyme.

My new phrase or line

PREVIEW

Possible phrase: small snails.

Both begin with /s/.

Other meaningful sound-correct responses work.

Say your example. Tell where the sounds match.

Sound poem rubric



Name: _____

Date: _____



Learning	With a model or support	Partly, with a prompt	Independently in chosen mode
Hear and distinguish	Echoes a given beginning or rhyme example.	Finds one pattern with a prompt; needs help to tell beginning from ending.	Identifies a beginning pattern and a rhyme; gives correct spoken or pointed evidence.
Imitate	Repeats after a model with support.	Keeps part of a pattern; needs a prompt.	Echoes a line and keeps its beginning or ending pattern.
Invent	Builds a line together with an adult.	Makes meaningful lines; one sound pattern needs a prompt.	Creates two linked lines with an accurate beginning pattern and rhyming pair.

Record the actual words and the support used.

Assess sound learning. Do not score spelling, handwriting, pitch, loudness or confidence.



Sound poem observation



Name: _____ Date: _____



Hear and distinguish: actual words or pointing evidence



Imitate: line repeated and pattern kept



Invent: two linked lines and a sound pattern



Response mode and support used

One specific next step

Record what the child did before any model or hint. Then record support separately.

Playful Sound Poems Year 1



Our listening ears



Hear a sound pattern.

Say it with me.

Make a new line.



By the Pond



Busy bees buzz by.
Big birds bob and dip.
Soft seeds swirl and spin.
Tiny turtles take a trip.





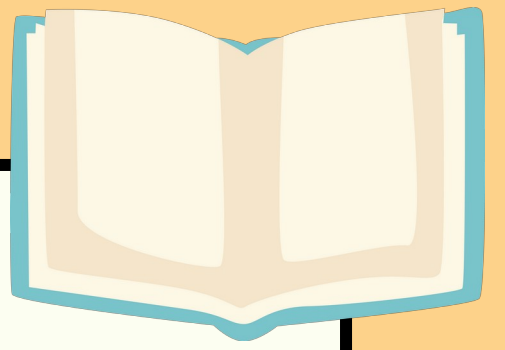
The pond picture

What are the trees doing?

What are the birds doing?

Which line do you like?





Busy bees buzz

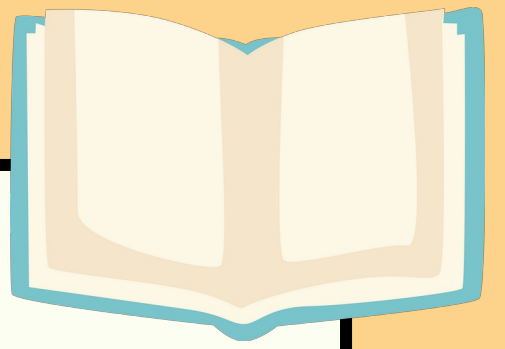
Say: busy bees buzz.

Listen to the beginning.

We hear /b/ again.

This is alliteration.





The same beginning

Say: fish, far

Both begin with /f/.

Say: fish, hat.

Do they begin alike?



The Rainy Window



Rain taps, tap, tap.
A warm cat takes a nap.
Slow snails slide by.
Green snails find the key.





Rhyming endings

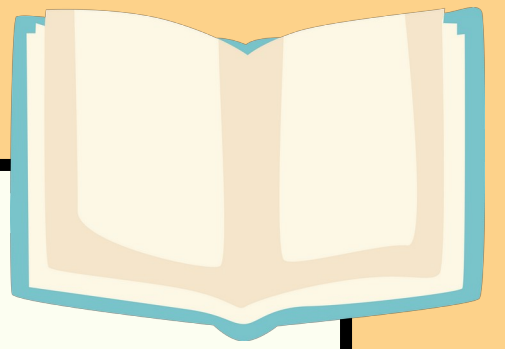
Say: tap, nap.

Say: by, ky.

Listen to each ending.

The endings sound alike.





Beginning or ending?

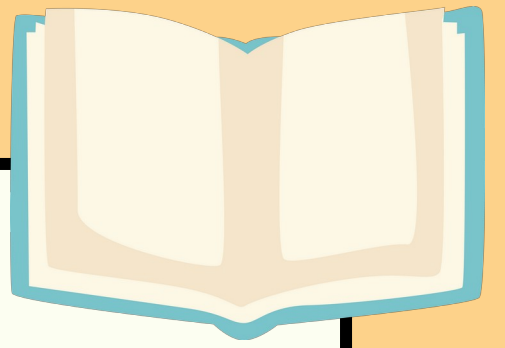
fish / fan: same beginning

cat / hat: same ending

book / sun: neither

Point to where you hear it.





Tiny Toes

Tap, tap, tiny toes.

Tick tick, time to pose.

Sing it with me.

Heel /t/ and toes / pose.





Little Bee Song

A little bee flies to me.

By a tall and shady tree.

Watch it buzz, then count to three.

Only my bee is all I see.



At the Park

Bouncy balls bounce high

Bright birds hurry by

Mia makes a mound.

Soft sand runs to the ground.





A word for our line

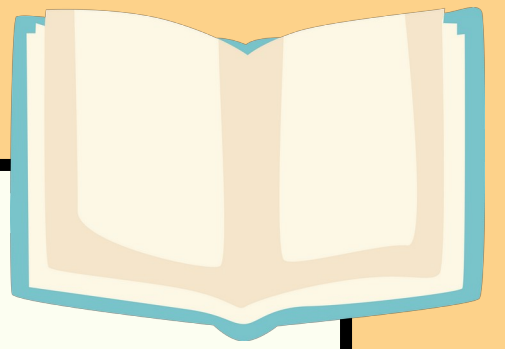
_____ balls bounce.

bounce or quiet?

Bouncy balls bounce.

Heck /b/ at the beginning.





Our poem model

Big bees fly by
They buzz up high.
Hear big, bees, buzz.
Hear by, high.





Your new poem

Choose a place or animal.

Draw your idea.

Write two to four short lines.

Share it with a partner.





One Sound Picnic Turn

Take a /b/ challenge card.

Find: ba and ball.

ay: both begin with /b/.

Mo or token one stop.





Listen to a partner

Which beginning did you hear?

Which ending rhyme?

Say one example.

Help with the word if needed.





Milo's Picnic

Milo makes a little meal.

Fresh fruit fills his tray.

Big berries sit in a bowl.

Milo takes them out to play.





A new sound poem

Hear a beginning pattern.

Hear two rhyming endings.

Find no one line.

Make two connected lines.





We'll done.
You made sound poems.



PREVIEW

Playful Sound Poems Quiz - Year 1





I. Bee and ball

Do bees and balls begin alike?

Yes / No





Our answer

Yes. P and b begin with /b/.





2. Fish and her

Do fish and her begin alike?

Yes / No





Our answer

No fish fair with /f/.

Hot begins with /h/.





3. Cat and hat

Do cat and hat rhyme?

Yes / No





Our answer

Yes. Cat and bat have
the same ending sound.





4. A rhyme for tree

Which word rhymes with tree?

see / toe



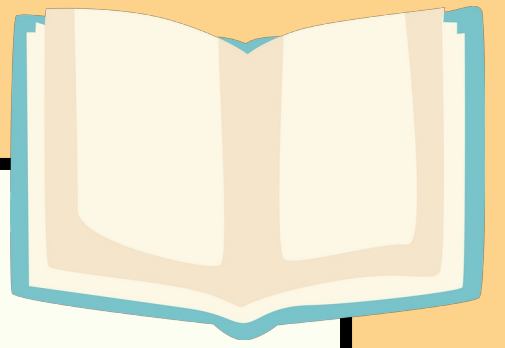


Our answer

Bee. Say free and bee.

Their endings sound alike.





5. Slow snails slide

Say: slow snails slide.

Which beginning do you hear?

/s/ /b/





Our answer

1/4. We heard it in
slow snails and slide.



6. Poems and rhyme



Must every poem rhyme?

Yes / No





Our answer

No. A poem can use other
sound patterns such as
repeated beginnings.





7. A word for the line

_____ balls bounce

Which words are the same?

bouncy / quiet





Our answer

Bouncy Bouncy balls bounce
repeats / at the beginning.





8. Your sound poem

Make two connected lines.

Use a beginning pattern

and a rhyming pair.





Our answer

One possible poem:

Big bees fly by.

They buzz up high.

Our own poem can work too.





We'll do one!
Keep playing with sounds.

