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Rhythm Makes Meaning - Year 3

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Teacher Quick-start

Rhythm Makes Meaning is a five-lesson English week for Year 3. Children compare original poems and prose, explain reader effects using clues, and make purposeful writing choices.

Preparation and materials: Use the editable presentation and quiz. Print the selected black-and-white response sheets and their adjacent red answer examples. Display the colour anchors. For each playing pair, cut the four A/B text pairs and eight prompt cards; provide the game board, pencils and a recording sheet. Cut the eight sound cards for Lesson 2. No audio technology is required.

Teaching: Read short texts aloud and rehearse them with a partner. Model a clue, what it does and a possible effect. A repeated pattern may suggest steady movement, while a pause or sudden sound may create a different reaction. Keep interpretations open when the words support them. Rhythm and rhyme have different meanings.

Access: Offer read-aloud, pointing to a phrase, spoken responses or an adult scribe. Quiet tapping or listening can replace movement. Use the supported writing route where helpful. Keep the reasoning expectation and let children choose how to communicate.

Assessment: Keep *Toast Is Ready* and *Bike at the Gate* unseen until Lesson 5. Assess understanding-supported explanation in both text types and intentional application in a new sample using the three-level rubric, not a count of devices, spelling perfection or performance confidence. Record support as needed.

Timing: Each lesson lasts about 55 minutes. Adjust practice time for your class. The five lesson plans provide specific models, support, extensions and observations. The sound cards are printable PDFs. Teaching and quiz slides remain editable in PowerPoint.

PREVIEW

Lesson 1: Hear the pattern

Objective: Hear rhythm and explain how a repeated pattern helps a reader imagine movement.

Success: I notice a repeated phrase. I use a clue to explain a possible effect. I can tell rhythm from rhyme.

Resources: Slides 2–5; Rhythm Is a Pattern; Hands and Feet; Hear the Pattern; Rhythm and Rhyme, with adjacent answer examples.

Preparation: Read both Hands and Feet versions aloud. Print the two response routes. Offer quiet tapping, pointing or listening instead of standing.

0–5 min: entry check

Read the first four lines of Hands and Feet A and B without explanation. Ask which sounds more like a group moving together and why. Record one response from each child.

5–17 min: model

Read the complete model twice. Tap a natural repeated phrase, not each word. Explain rhythm as the pattern heard in speech. Use the Step/track examples to distinguish a repeated non-rhyming pattern from a matching track/back ending.

17–30 min: guided practice

Compare Hands and Feet A/B. Mark the exact repeated phrase together. Stop and hear the same action again, so I imagine the group moving together. Let a partner give another plausible reaction.

30–47 min: independent practice

Children complete Hear the Pattern, with oral/scribed response in mind. Confident readers try Rhythm and Rhyme and explain how one example affects the reading.

47–55 min: reflection

Ask children to read a clue and explain its effect. Revisit the entry choice. Collect a response that goes beyond the words rhyme.

Support: Read each chunk aloud. Offer the frame: The words ____ repeat. They help me hear _____. Children may point to the clue and speak a reaction.

Extension: Compare the complete versions and explain which phrasing you would use for a calm reading while keeping the same event.

Observe and collect: Note whether each child names a real pattern and connects it to movement or reaction, rather than only using rhyme.

Lesson 2: Why that sound word?

Objective: Connect an apt sound word to its event and explain a possible effect in poetry and prose.

Success: I choose a sound clue. I explain what makes the sound. I explain how it may affect a reader.

Resources: Slides 6–10; Words That Sound; Read and Explain; Train to the Bay; At the Door; sound cards; Sound Choices in a Poem and Prose.

Preparation: Print/cut eight sound cards for each group. Read the train and door texts. Keep the answer twins for discussion after children respond.

0–7 min: revisit

Recall a repeated phrase from Lesson 1. Ask whether soft represents a sound. Contrast it with bang.

7–20 min: model

Read Train to the Bay. Connect clack-clack to moving wheels and hiss to air when the train stops. Model clue, event and reaction. Read At the Door A and identify the dropped boots as the thud source.

20–33 min: guided cards

Pairs select a card and explain its sound in the pictured event. Compare tap with thud in the door story.

Accept a gentle, surprising or amused interpretation with a relevant clue.

33–48 min: independent practice

Complete Sound Choices in a Poem or Prose, then discuss the other text orally. Children quote a clue and justify one alternative sound choice. Both text types receive explicit teaching.

48–55 min: reflection

Each child gives one clue–event–effect explanation. Ask how changing a sound word could change the reader's reaction.

Support: Provide the actual text and read it in chunks. Let a child select a sound card, point to the event and say a reason. Use an adult scribe who is useful.

Extension: Replace a sound word while retaining the event. Explain why the changed sound is plausible and how it alters the reading.

Observe and collect: Collect oral explanations per card showing the sound source and an evidence-supported effect. Naming a word alone is not sufficient.

PREVIEW

Lesson 3: Reading choices in poetry and prose

Objective: Compare meaningful versions and explain how repetition, pauses or sentence movement changes a reading.

Success: I compare an actual wording choice. I quote a clue. I accept a different reaction when it fits the text.

Resources: Slides 11–15; At the Door; The Last Ball; Rain Changes; Read It Two Ways; Reader Reactions Can Differ; game rules, eight text cards, eight prompt cards and recording sheet.

Preparation: Prepare one game kit per pair: four A/B text pairs, prompt cards, rules/board and one record sheet. No audio equipment is needed. Model two natural readings.

0–7 min: listen

Read At the Door A/B without imposing a stress pattern. Children describe the pause or flowing movement they hear.

7–20 min: model

Compare We run. We shout. We watch. with the joined sentence in The Last Ball. Show a clue and explain a possible urgent or flowing reading. Read Rain Changes as a poem and prose to hear the rhythm in both.

20–30 min: guided response

Work through one evidence response together. Discuss Mia's surprise and Karl's movement about the door story. Check whether each child cites an actual event or wording.

30–48 min: four-round game

Model Pair 1 with the aim of steady jumping. Pairs draw a text pair and prompt, read A/B, agree on an aim and justify a version. Rotate reader/explainer and record four rounds. A defensible clue plus reason completes a round.

48–55 min: reflection

Ask two players to explain different choices. Use Read It Two Ways or Reader Reactions Can Differ as a short individual exit response.

Support: Read the cards aloud, allowing pointing to a phrase. Use one pair at a time and orally complete the record before writing. Partners take turns at a quiet classroom volume.

Extension: Offer a second reading or change one pause/word while keeping the event. Explain the effect and the evidence.

Observe and reflect: Record whether the child compares a real change and justifies a reaction, rather than treating a device as a fixed emotion.

Lesson 4: Make a deliberate choice

Objective: Draft and revise a short poem or prose passage with purposeful rhythm and an apt sound word.

Success: My choices fit my event. I read my draft as written. I change one part and explain why.

Resources: Slides 16–17; poet/prose planning scaffolds; supported draft; open draft and revision; model/answer examples.

Preparation: Offer a choice of poem or prose. Set out word banks and open scaffolds. Keep the independent assessment texts unseen. Prepare the fence before/after example.

0–7 min: recall

Children name a helpful clue from a model. Ask what the writer wanted us to hear or imagine.

7–20 min: model

Plan an everyday event, a pattern, an appropriate sound and a possible reader reaction. Draft a short sample, read it aloud and change one choice. Compare the metal-fence sentence with CLANG and explain the impact.

20–30 min: guided planning

Pairs choose an event and rehearse lines or sentences. Use the poem/prose planner to link each choice to its purpose. Check sound words fit the event before drafting.

30–46 min: independent draft

Write 4–8 poem lines or 3–5 prose sentences. Include an intentional pattern and an apt sound. Use supported or open space. Teacher conferences focus on meaning and reader effect.

46–55 min: revision/reflection

Partner reads exactly what is written. Writer changes one word, clause or repeated phrase. Record before/after and explain why. Share a choice, mark a score for the number of devices.

Support: Offer an event picture/word bank for oral rehearsal. Assign a scribe. The child still chooses a sound/pattern and explains its purpose. Do not require rhyme.

Extension: Transform a poem into prose or prose into a poem. Explain what the new arrangement changes for the reader.

Observe and collect: Collect a draft and a before/after reason demonstrating an intentional choice. Do not grade handwriting, spelling, performance or confident performance instead of meaning.

PREVIEW

Lesson 5: Explain and create independently

Objective: Explain effects with evidence in an unseen poem and prose, then create and justify an example.
Success: I find a clue in each text. I explain a plausible effect. I apply rhythm and a sound word and explain one choice.

Resources: Slides 18–20; Toast Is Ready assessment; Bike at the Gate assessment; independent create/revise task; adjacent answer examples; analytic rubric and teacher game guide.

Preparation: Keep the new stimuli unseen until today. Give each pupil all three assessment sheets. Prepare an oral/scribed option and rubric recording space.

0–5 min: instructions

Explain the tasks and response options without modelling an answer to the new texts. Children will discuss evidence from both poetry and prose.

5–15 min: independent poem response

Read Toast Is Ready neutrally if needed. Children identify a rhythm clue and a sound word, then explain a plausible effect using evidence. Do not coach a preferred reaction.

15–27 min: independent prose response

Read Bike at the Gate neutrally if needed. Children explain a pattern/pause and an apt sound in the story, connecting them to meaning or reader reaction.

27–45 min: create/revise

Children create 4–8 poem lines or 3–5 prose sentences about an everyday event, using rhythm and an apt sound word. They identify one choice and explain its intended effect. A short revision is allowed.

45–55 min: reflect and record

Use the three-level analytic rubric for noticing, evidence support, explanation and application. Compare with Lesson 1 entry evidence. Let children explain a learning change after the assessed responses are collected.

Support: Read only the stimulus/instruction. Allow spoken answers, pointing to exact clues and an adult recording the child's own words. Record support used without supplying the effect.

Extension: Ask for a second justified reaction. Explain how a deliberate alternative would change the reading. Keep core assessment expectations equivalent.

Observe and collect both text responses and the created sample. Accept plausible evidence-backed reactions. Do not assess drawing, performance, spelling perfection or a compulsory emotion.

≡ Rhythm Is a Pattern ≡

Rhythm is the pattern we hear when words are spoken.

A repeating pattern:

Step, step, down the track.
Step, step, past the gate.

We can hear steady steps.



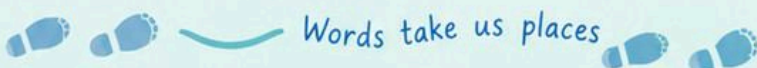
Rhyme is a matching sound at word endings:

We walk along the track.
We smile and wander back.
Track and back rhyme.



Rhythm can happen in poems and stories.

Listen for repeated words, pauses and the way sentences move.

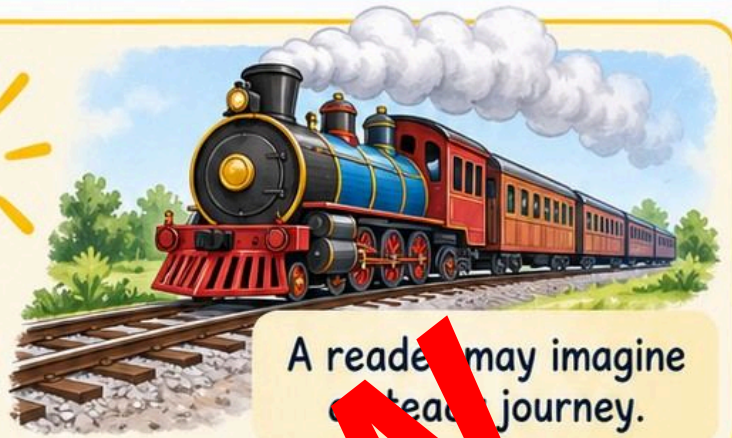


Words That Sound

Onomatopoeia means words that represent sounds.

CLACK-CLACK

Train wheels move along the track.



A reader may imagine a train journey.

THUD!

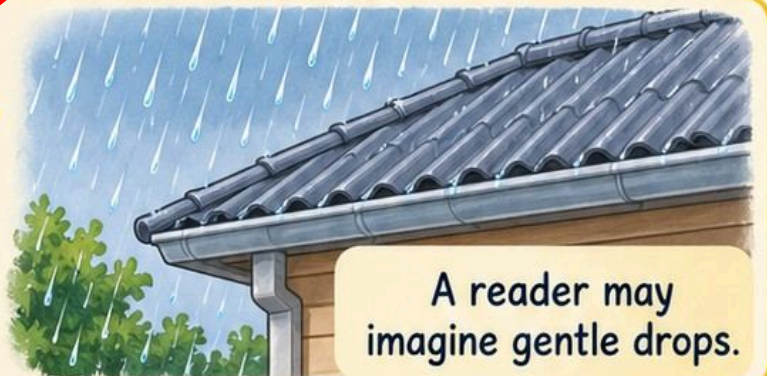
Boots drop by the door.



A reader may feel surprised.

PATTER

Light rain taps the roof.



A reader may imagine gentle drops.



Readers can react differently. Use a clue to explain your idea.

Soft describes something.

Bang represents a sound.

Read and Explain

1. Choose a clue.

Tap, tap, tap. We wait.
THUD!

My clue is "We wait."



2. Say what it does.

The short sentence makes
me pause.



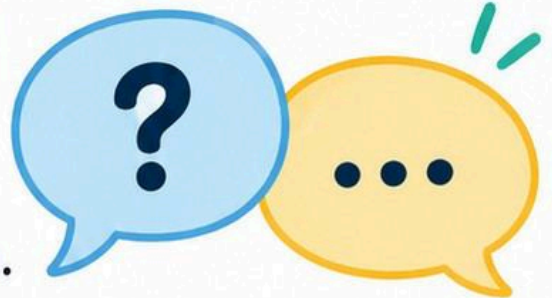
3. Explain a possible effect.

I wonder who is outside.
The pause can make the arrival
feel surprising.



4. Check your evidence.

Which words helped you decide?
Your partner may have another idea.
Ask for their clue.



Hands and Feet

Version A

Stamp our feet. Clap our hands.
Stamp our feet. Clap our hands.
Round the room our little band
moves together, then we stand.
Clap, clap. Stamp, stamp.
One last sound, then we stop.
Feet rest softly on the floor.
We hear the birds outside our door.



Version B

We stamp our feet and clap our hands.
We move round the room.
Then we stand and rest our hands.
Our feet stay on the floor.
We listen to the birds outside.
Our game has reached its end.



What repeated words
help you hear the
movement?



How does the
reading change?

Train to the Bay



Clack-clack, clack-clack, along we go.
Past small shops and fields we know.
Clack-clack, clack-clack, round the bend.
The wheels slow down. Our trip will end.
Hiss... the train rests by the bay.
We step outside and start our day.



A pattern: “Clack-clack” repeats while the train moves.



A change: “Hiss...” comes when the train rests.



What do these clues help you hear?
How might a reader react?





At the Door



Version A

Tap, tap, tap. We wait. **THUD!**
The door jumps in its frame.
Mum opens it. Our cousin
stands there with a bag.
He laughs. "I dropped my boots!"
We laugh too and help him carry
the bag inside.



Version B

Our cousin taps the door
and waits. **THUD!** He drops his
boots by the step. Mum opens
the door. He laughs and shows
us his bag. We laugh too and
help him carry it inside.



The same event can sound different.



Compare the repetition, pauses and sound words.

Which words support your reaction?

The Last Ball

Version A

One ball left. Ben swings. WHACK!
The ball skims across the grass.
We run. We shout. We watch.
The ball rolls past the cone.
Ben grins. "We made it!"
We clap and walk back to the starting line.



Version B

Ben swings at the last ball. Whack! It skims
across the grass and rolls past the cone while
we run, shout and watch. Ben grins and says,
"We made it!" We clap and walk back to the
starting line.



A: separate stops for each action.

B: actions joined in one flowing sentence.

How does the reading change?



Rain Changes

Poem

Patter, patter on the roof.
Drip, drip beside the door.
We wait and watch the puddles grow.
CRASH! The thunder starts to roar.
Rumble, rumble fades away.
Small drops tap the roof once more.



Prose

Patter, patter. Rain drops on the roof and drips beside the door.
We watch the puddles grow. CRASH! Thunder roars.
It rumble away, and small drops tap the roof again.



Both texts use rhythm and sound words.

**What do you hear changing
in the weather?**

Choose a clue and explain its effect.



Clue: _____

Effect: _____

Name: _____

Hear the Pattern



Stamp our feet. Clap our hands.
Stamp our feet. Clap our hands.
Round the room our little band
moves together, then we stand.
Clap, clap. Stamp, stamp.
One last sound, then we stop.
Feet rest softly on the floor.
We hear the birds outside our door.



1. Underline a phrase that repeats.

2. The word _____ repeat.

They help me hear _____.

3. How might a reader react? Use your clue.



Name: ANSWERS

Hear the Pattern



Stamp our feet. Clap our hands.

Stamp our feet. Clap our hands.

Round the room our little band
moves together, then we stand.

Clap, clap. Stamp, stamp.

One last sound, then we stop.

Feet rest softly on the floor.

We hear the birds outside our door.



1. Underline a phrase that repeats.

2. The word stamp our feet repeat.

They help me hear a marching group.

3. How might a reader react? Use your clue.

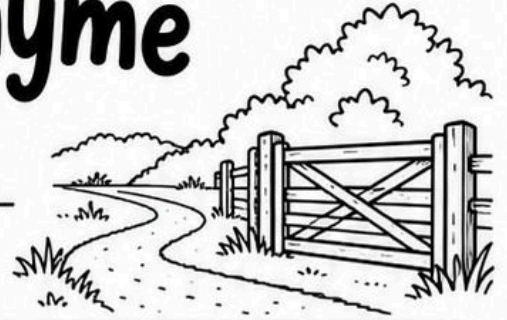
The repeated actions can make the poem feel lively, like marching.



Rhythm and Rhyme



Name: _____



A

Step, step, down the track.
Step, step, past the gate.

B

We walk along the track.
We smile and wander back.

1. In A, underline the repeated words.
How do they affect the reading?

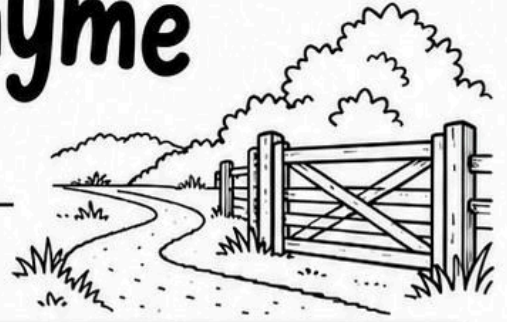
2. In B, circle the words that rhyme.

3. Can rhythm happen without rhyme? Use A as evidence.

Rhythm and Rhyme



Name: ANSWERS



A

Step, step, down the track.
Step, step, past the gate.

B

We walk along the track.
We smile and wonder back.

1. In A, underline the repeated words.
How do they affect the reading?

The repeat can sound like steady footsteps.

2. In B, circle the words that rhyme.

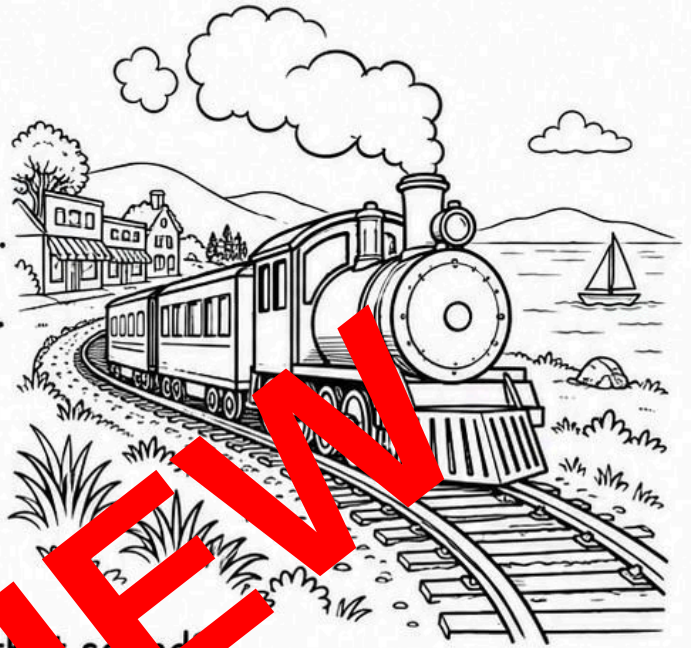
3. Can rhythm happen without rhyme? Use A as evidence.

Yes. A repeats Step, step, but track and gate do not rhyme.

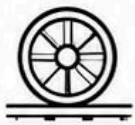
Name: _____

Sound Choices in a Poem

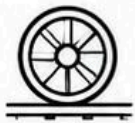
Clack-clack, clack-clack, along we go.
Past small shops and fields we know.
Clack-clack, clack-clack, round the bend.
The wheels slow down. Our trip will end.
Hiss... the train rests by the bay.
We step outside and start our day.



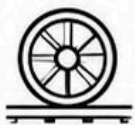
1. Circle a sound word. What makes that sound?

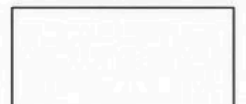


2. How does the sound or pattern help a reader imagine the journey?
Quote _____



3. If the wheels bumped over a rough track, could you use
“rattle-rattle”? Explain how it could change the reading.

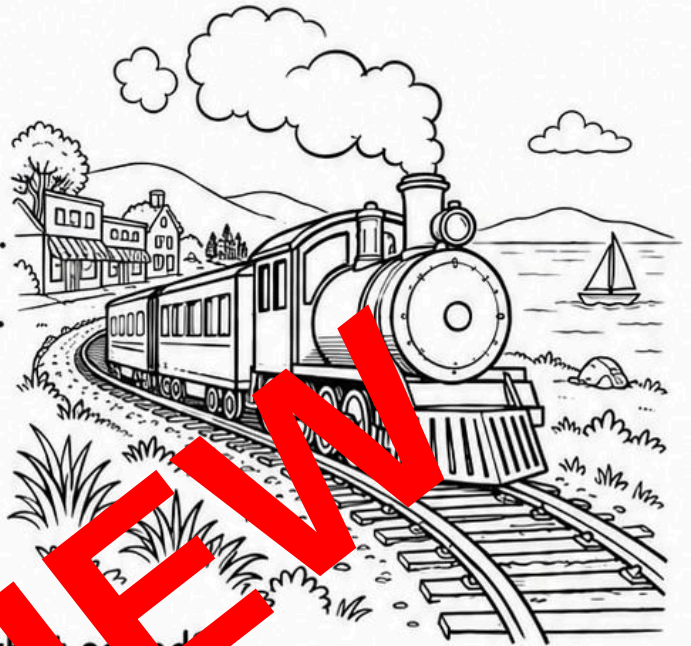




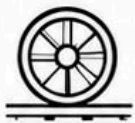
Name: **ANSWERS**

Sound Choices in a Poem

Clack-clack, clack-clack, along we go.
Past small shops and fields we know.
Clack-clack, clack-clack, round the bend.
The wheels slow down. Our trip will end.
Hiss... the train rests by the bay.
We step outside and start our day.

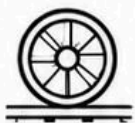


1. Circle a sound word. What makes that sound?



The train wheels make the sound.

2. How does the sound or pattern help a reader imagine the journey?
Quote a line.

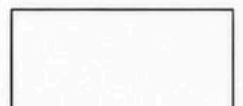


Clack-clack repeats, so I hear the wheels moving steadily.

3. If the wheels bumped over a rough track, could you use
“rattle-rattle”? Explain how it could change the reading.



Yes. Rattle-rattle could suggest a rougher, bumpier journey.



Name: _____

Sound Choices in Prose

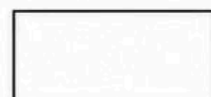
Tap, tap, tap. We wait. THUD! The door jumps in its frame. Mum opens it. Our cousin stands there with a bag. He laughs. "I dropped my boots!" We laugh too and help him carry the bag inside.



1. Circle a sound word and explain its source.

2. Explain a possible reader reaction. Quote a clue.

3. Imagine the boots landed on a thick mat. Choose a quieter sound word and explain why it fits.



Name: ANSWERS

Sound Choices in Prose

Tap, tap, tap. We wait. **THUD!** The door jumps in its frame. Mum opens it. Our cousin stands there with a bag. He laughs. "I dropped my boots!" We laugh too and help him carry the bag inside.



1. Circle a sound word and explain its source.

The dropped boots make the thud

2. Explain a possible reader reaction. Quote a clue.

THUD! comes after we wait, so the sudden noise might make us jump.

3. Imagine the boots landed on a thick mat. Choose a quieter sound word and explain why it fits.

Plop could suggest a softer landing on a thick mat.



≡ Read It Two Ways ≡

Name: _____

A

One ball left. Ben swings.
WHACK! The ball skims
across the grass. We run.
We shout. We watch.



B

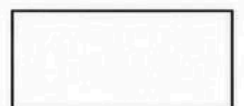
Ben swings at the last ball.
Whack! It skims across the
grass while we run, shout
and watch.



1. What wording or punctuation changes?

2. Which version would you choose for an excited reading? Quote a clue and explain.

3. Could someone choose the other version? Explain a reasonable idea.



Read It Two Ways

Name: **ANSWERS**

A

One ball left. Ben swings.
WHACK! The ball skims
across the grass. We run.
We shout. We watch.



B

Ben swings at the last ball.
Whack! It skims across the
grass while we run, shout
and watch.



1. What wording or punctuation changes?

A uses separate words and sentences for run, shout and watch. B joins them.

2. Which version would you choose for an excited reading? Quote a clue and explain.

I choose A. We run. We shout. We watch. can give each action an eager pause.

3. Could someone choose the other version? Explain a reasonable idea.

Yes. B flows quickly through the actions, which could also sound excited.

Name: _____

Reader Reactions Can Differ

Tap, tap, tap. We wait. THUD! Mum opens the door.
Our cousin laughs. "I dropped my boots!" We laugh too.



1. Which clue supports Mia's idea?

2. Which clue supports Kai's idea?

3. Can both ideas make sense? Explain with the story.



Name: ANSWERS

Reader Reactions Can Differ

Tap, tap, tap. We wait. THUD! Mum opens the door.
Our cousin laughs. "I dropped my boots!" We laugh too.



Mia:
"THUD! after We wait
could make me jump."

Kai:
"The dropped boots
and laughter could
make me smile."

1. Which clue supports Mia's idea?

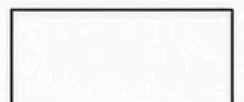
THUD! comes after the pause in We wait.

2. Which clue supports Kai's idea?

I dropped my boots! and We laugh too.

3. Can both ideas make sense? Explain with the story.

Yes. The sudden noise can surprise Mia, while the dropped boots and laughter can amuse Kai.



Sound Cards

CLACK-CLACK



Train wheels moving

HISS



Air when the train stops

TAP



A visitor at the door

THUD



Boots dropping by the step

Sound Cards

WHACK



A bat hitting a ball

PATTER



Light rain on a roof

RUMBLE



Thunder rolling away

DRIP



Drops falling by the door

Read It Two Ways

A four-round partner game

You need: four A/B text pairs, eight prompt cards, this board and a recording page.



- 1 Draw one text pair and one prompt.
- 2 Read A and B quietly. Choose an event or reaction you want the words to show.
- 3 Choose a version. Quote a clue and explain why it suits your aim.
- 4 Your partner may disagree using another clue. Record your ideas.
- 5 Swap reader and explainer. Play four rounds.



Example:

For steady jumping, I choose Pair 1A because "Jump, jump" repeats.



A clue plus a sensible reason completes a round.
There is no secret feeling to match.



Read It Two Ways: Text Cards



Pair 1A: Skipping rope (poem)

Jump, jump. Rope swings round.
Jump, jump. Feet touch ground.



Pair 1B: Skipping rope (poem)

The rope swings round our feet.
We jump and land on the ground.



Pair 2A: Pencil drum (poem)

Tap, tap. Pencil on the desk.
Tap, tap. A tiny drum.
We stop the room quiet now.
Our reading time has come.



Pair 2B: Pencil drum (poem)

Our pencil taps upon the desk.
It makes a tiny drum.
We stop and settle with our books.
Our reading time has come.



Read It Two Ways: Text Cards

Pair 3A:

Boots in the hall (prose)

Clip-clop. Clip-clop. Boots cross the hall. The walker stops at our classroom door.



Pair 3B:

Boots in the hall (prose)

Thump. Thump. Boots cross the hall. The walker stops at our classroom door.



Pair 4A:

Wet dog (prose)

Shake, shake. SPLASH!!
The wet dog shakes by the bath. Drops land on Dad's shoes. Dad laughs.

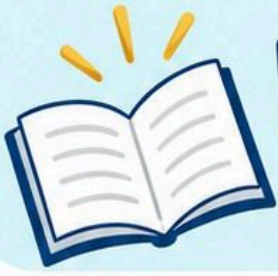


Pair 4B:

Wet dog (prose)

The wet dog shakes by the bath. Splash! Drops land on Dad's shoes. Dad laughs.





Read It Two Ways: Prompt Cards

Same
words.
New ideas!

Prompt 1: Pattern

Which words repeat?
Read them. Explain
how the pattern helps
you hear the event.



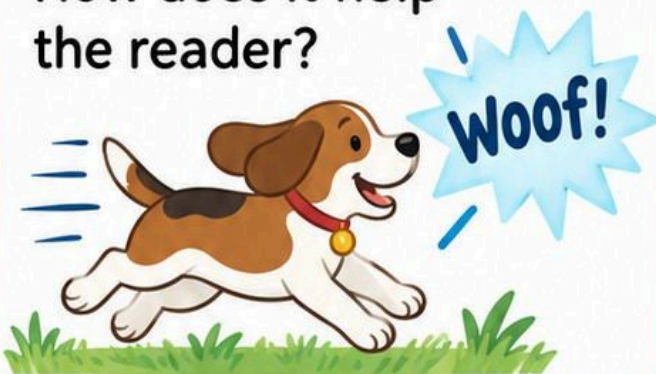
Prompt 2: Pause

Read a pause or full stop.
Explain what it does
to your reading.



Prompt 3: Sound

Find a sound word.
What makes the sound?
How does it help
the reader?



Prompt 4: Movement

Choose an aim for the
movement, such as steady
or sudden. Which version
supports it? Give a clue.





Read It Two Ways: Prompt Cards

Prompt 5: Reaction

Choose a reaction this text could support. Which version helps that reaction? Explain a clue.



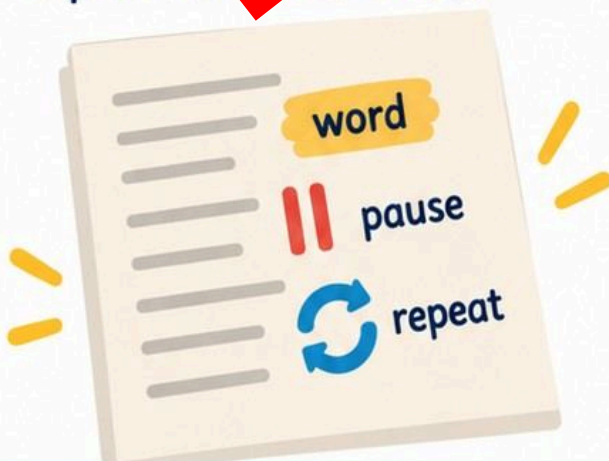
Prompt 6: Another idea

Give a different reasonable reaction. Support it with words from the text.



Prompt 7: One change

Change one word, pause or repeat. Keep the event. Explain the new effect.



Prompt 8: Your choice

Which version would you read to a partner? Quote a clue and explain your choice.



Game Recording Page



Name: _____

Read It Two Ways

For each round, record your aim, version, exact clue and reason.

Round 1

Pair: _____ Version: _____

Our aim: _____

My clue and why it fits: _____

Round 2

Pair: _____ Version: _____

Our aim: _____

My clue and why it fits: _____

Round 3

Pair: _____ Version: _____

Our aim: _____

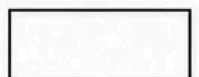
My clue and why it fits: _____

Round 4

Pair: _____ Version: _____

Our aim: _____

My clue and why it fits: _____



Game Recording Page



Name: ANSWERS

Read It Two Ways

For each round, record your aim, version, exact clue and reason.

Round 1

Pair: 1, A

Version: A

Our aim: STEADY JUMPING

My clue and why it fits: "JUMP, JUMP" REPEATS LIKE REPEATED JUMPS.

Round 2

Pair: 2, A

Version: A

Our aim: A SMALL REPEATED DRUM

My clue and why it fits: "TAP, TAP" REPEATS THE DESK SOUND.

Round 3

Pair: 3, B

Version: B

Our aim: HEAVY FOOTSTEPS

My clue and why it fits: "THUMP. THUMP." MAKES THE BOOTS SOUND HEAVY.

Round 4

Pair: 4, A

Version: A

Our aim: A SUDDEN SPLASH

My clue and why it fits: "SPLASH!" FOLLOWS SHAKE, SHAKE AND STANDS OUT.

Teacher Game and Response Guide

Read It Two Ways

A round is complete when the pupil quotes an actual clue and gives a defensible reason. There is no one-to-one emotion key.

Pair 1: A repeats "Jump, jump", which can suggest steady jumping. B can sound more flowing.

Pair 2: A repeats "Tap, tap". Both versions match with quiet reading.

Pair 3: "Clip-clop" can suggest lighter or sharper steps. "Thump" can suggest heavier steps. Ask for the wording, not a secret feeling.

Pair 4: "Shake, shake" and "SPLASH!" can make the wet dog's shake sound sudden. B can tell the same event more smoothly.

Listen for a clue, what happens and a possible effect. Ask: Which words helped you decide?

For drafts and plans, accept other purposeful choices that fit the event. The adjacent red answers are examples.

For assessment, read the stimulus neutrally if needed. Record the child's own reasoning. Do not teach the answer during the task.



Poet Planning Scaffold



Name: _____

Plan a poem of 4–8 lines.

My everyday event:

What happens first, next and last?

A word or phrase I could repeat:

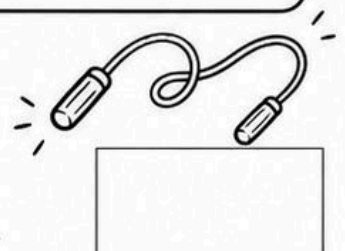
A sound word and what makes the sound:

What I want a reader to hear, imagine or feel:

How my choices might help:



I can rehearse my lines with a partner.



Poet Planning Scaffold



Name: ANSWERS

Plan a poem of 4–8 lines.

My everyday event:

A skipping rope game.

What happens first, next and last?

We jump, land and finish.

A word or phrase I could repeat:

Jump, jump.

A sound word and what makes the sound:

Swish, as the rope moves through the air.

What I want a reader to hear, imagine or feel:

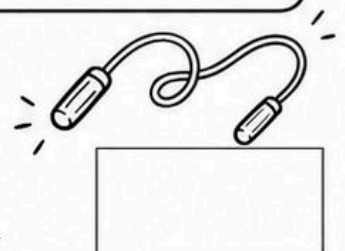
Steady movement.

How my choices might help:

Repeating jump could sound like our repeated jumps.



I can rehearse my lines with a partner.



Prose Planning Scaffold



Name: _____

Plan a story of 3–5 sentences.

My everyday event:

Beginning:

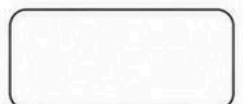
Next:

Ending:

A sound word and its source:

A repeated phrase or pause I could use:

How I want this to affect a reader:



Prose Planning Scaffold



Name: ANSWERS

Plan a story of 3–5 sentences.

My everyday event:

A ball hitting a metal fence.

Beginning:

We roll the ball.

Next:

It reaches the fence.

Ending:

We stop and fetch it

A sound word and its source:

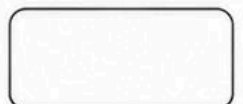
Clang, from the metal fence.

A repeated phrase or pause I could use:

Roll, roll, then a pause before CLANG!

How I want this to affect a reader:

The pause and clang could make the hit seem sudden.





Name: _____

Supported Draft



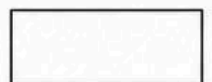
Choose a playground event. Write a poem OR a story.
Useful sound words: swish, thud, clap, tap. Choose one that fits.

A pattern I could repeat: _____

My draft (4–8 poem lines OR 3–5 story sentences):

One choice I made: _____

It may help a reader hear, imagine or feel _____ because _____.





Name: ANSWERS

Supported Draft



Choose a playground event. Write a poem OR a story.
Useful sound words: swish, thud, clap, tap. Choose one that fits.

A pattern I could repeat: Jump, jump.

My draft (4–8 poem lines OR 3–5 story sentences):

Possible poem:

Jump, jump. Swish goes the rope.

Jump, jump. Our feet touch down.

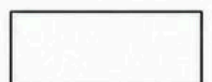
One last jump. We stop and grin.

Our rope lies still upon the ground.

One choice I made: I repeated Jump, jump.

It may help a reader hear, imagine or feel steady movement because words return.

The phrase returns with each jump.



Name: _____



Open Draft and Revision

Choose an everyday event. Write 4–8 poem lines OR
3–5 prose sentences. Include a purposeful pattern
and an apt sound word.

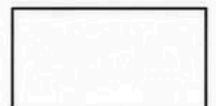


My draft:

Before (one name/line change):

After:

Why I changed it and how it may affect a reader:



Name: **ANSWERS**



Open Draft and Revision

Choose an everyday event. Write 4–8 poem lines OR
3–5 prose sentences. Include a purposeful pattern
and an apt sound word.



My draft:

Possible prose:

Roll, roll. We send the ball across the yard.

It hits the metal fence. Tap! We stop and fetch

Before (one name, one change):

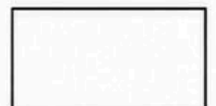
It hits the metal fence. Tap!

After:

It hits the metal fence. CLANG!

Why I changed it and how it may affect a reader:

Clang helps the reader hear a ringing metal hit
and may make it seem sudden.



Name: _____

Assessment: Toast Is Ready

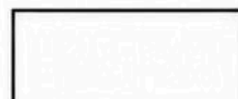
Poem

Tick, tick. We wait beside
the toaster on the bench.
Pop! Two slices spring up high.
We reach for plates and jam.
Clink! The plates meet on the table
Breakfast starts. We smile.



1. Quote a clue that helps you hear rhythm. Explain its effect.

2. Circle a sound word. Explain what makes the sound and how it may affect a reader.



Name: ANSWERS

Assessment: Toast Is Ready

Poem

Tick, tick. We wait beside
the toaster on the bench.

Pop! Two slices spring up high.

We reach for plates and jam.

Clink! The plates meet on the table

Breakfast starts. We smile.



1. Quote a clue that helps you hear rhythm. Explain its effect.

Tick, tick repeats while we wait. It may make
the waiting sound steady.

2. Circle a sound word. Explain what makes the sound and how it may affect a reader.

The toast pops up. The short Pop! could make
the moment seem sudden or cheerful.

Assessment: Bike at the Gate

Name: _____

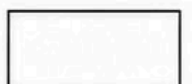
Prose

Click, click, click. Mia turns the pedals. Her bike rattles along the path. Then she brakes. Squeak! She stops by the gate and rings her bell. Ting! Grandad waves. Mia smiles and rolls the bike beside him.



1. Quote a repeated pattern or pause. Explain how it affects the reading.

2. Circle a sound word. Explain its source and a possible reader reaction.



Assessment: Bike at the Gate

Name: ANSWERS

Prose

Click, click, click. Mia turns the pedals. Her bike rattles along the path. Then she brakes. Squeak! She stops by the gate and rings her bell. Ting! Grandad waves. Mia smiles and rolls the bike beside him.



1. Quote a repeated pattern or pause. Explain how it affects the reading.

Click, click, click repeats and helps me hear
the pedals moving steadily.

2. Circle a sound word. Explain its source and a possible reader reaction.

The brakes squeak as Mia stops.

The short sound may make the stop seem sudden.

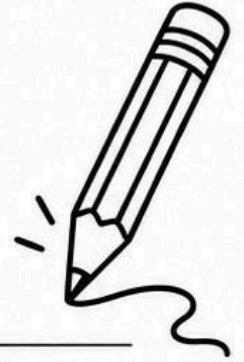
Assessment: Create and Explain

Name: _____



Choose a different everyday event. Write 4–8 poem lines OR 3–5 prose sentences. Use a pattern and a sound word that fit.

My writing:



A choice I made (quote my words):



Why I chose it and how it may affect a reader:



I may revise one part before I finish.

☐

Assessment: Create and Explain

Name: ANSWERS



Choose a different everyday event. Write 4–8 poem lines OR 3–5 prose sentences. Use a pattern and a sound word that fit.

My writing:

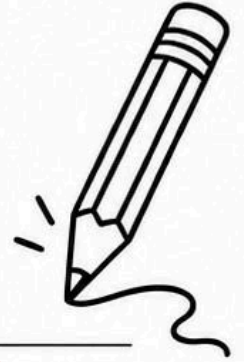
Possible poem:

Zip, zip, My bag is shut.

Step, step. We leave the room.

Clunk! Our lunchbox meets the shelf.

We settle down for lunch.



A choice I made (create my words):

"Zip, zip"



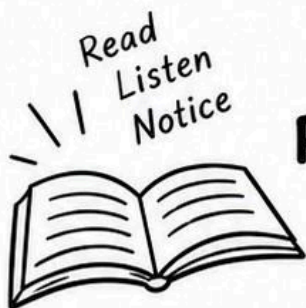
Why I chose it and how it may affect a reader:

I repeated zip to help the reader hear the bag closing.



I may revise one part before I finish.

☐



Analytic Rubric

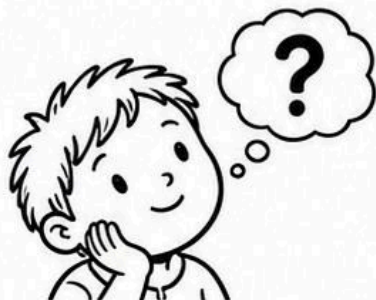
Rhythm Makes Meaning - Year 3

Teacher recording



Pupil: _____ Date: _____

NOTICING



Beginning

Finds a clue with support or names a feature without a clear example.

Developing

Finds a relevant rhythm and sound clue in the texts.

Secure

Identifies relevant rhythm and sound clues in both poem and prose.

EXPLAINING WITH EVIDENCE



Beginning

Gives a reaction with little link to the words.

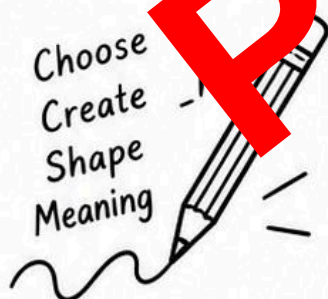
Developing

Uses a clue to explain a plausible effect in one text; the other explanation needs support.

Secure

Uses exact clues to explain plausible effects in both texts. Different reactions are welcome when justified.

APPLYING A CHOICE



Beginning

Adds a pattern or sound but cannot yet explain its purpose.

Developing

Uses an apt pattern and sound word and gives a simple reason.

Secure

Uses deliberate rhythm and an apt sound word, explaining how a choice shapes meaning or reaction.

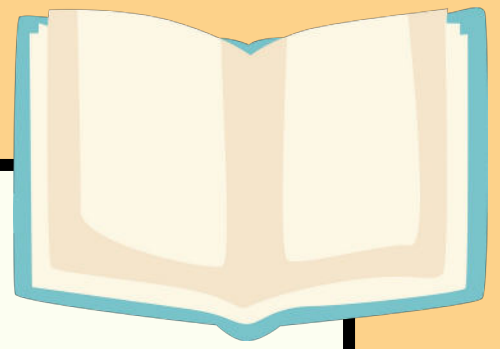
Noticing level: _____ Explaining level: _____ Applying level: _____

Evidence / support used / next step:

Assess literary choices and reasoning, not drawing, spelling perfection or performance confidence.

Rhythm Makes Meaning - Year 3





Words change a reading

We will listen to poems and stories.

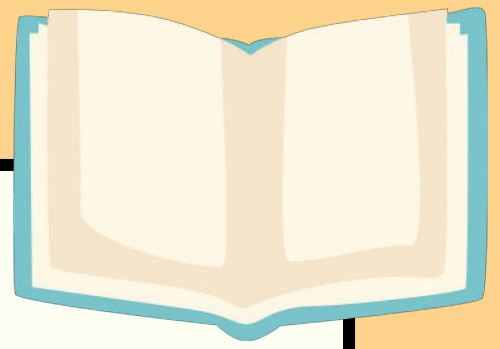
Our poems use separate lines.

Our stories use sentences and paragraphs. This is prose.

We will notice patterns and sound words.

We will explain our ideas using words from the text.





Rhythm and rhyme

Rhythm is the pattern we hear as we read.

"Step, step, down the track.

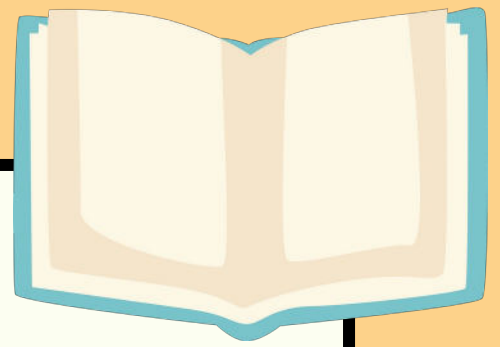
Step, step, past the gate."

Rhyme is a matching sound in word endings.

"We walk along the track.

We smile and wonder back."

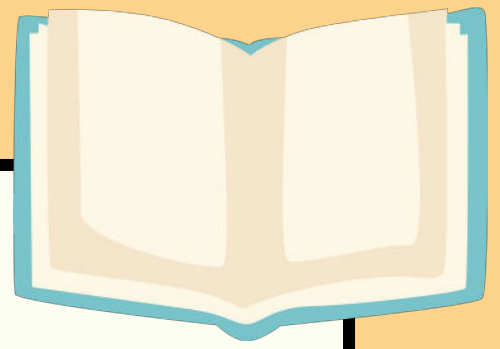




Hands and Feet

Stamp our feet. Clap our hands.
Stamp our feet. Clap our hands.
Round the room our hands and feet
moves together, then we stamp.
Listen for a repeated phrase.
Tap quietly when you hear its pattern.





A pattern has an effect

"Stamp our feet. Clap our hands. Repeat."

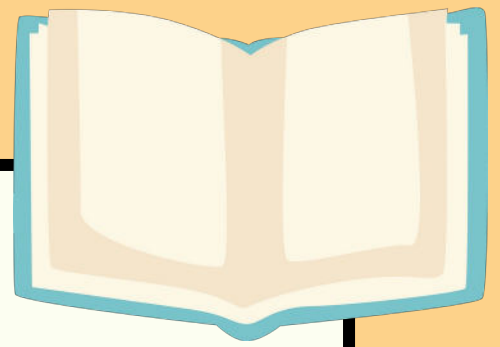
The repeated actions can sound like a marching band.

Which words help you hear a movement?

Explain your ideas to a partner.



Sound words



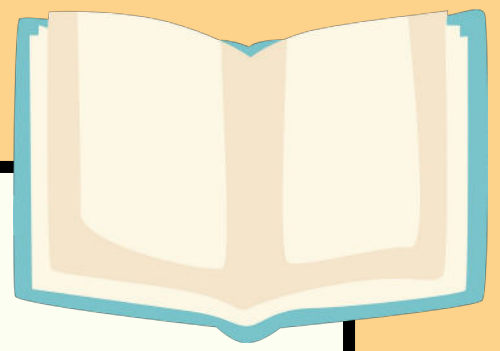
Onomatopoeia means words that represent sounds.

"Bang!" can help us hear a loud impact.

"Hiss..." can help us hear air escaping.

"Soft" describes something. It is not a sound word.

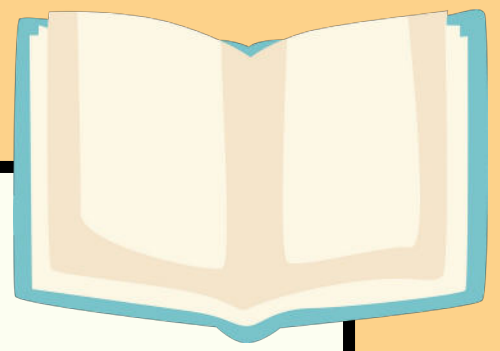




Train to the Bay

Clack-clack, clack-clack, along we go.
Past small shops and fields we know.
Clack-clack, clack-clack, round the bend.
The wheels slow down. Our ride will end.
Hiss... the train rests by the bay.
We step outside and start our day.





A sound in its setting

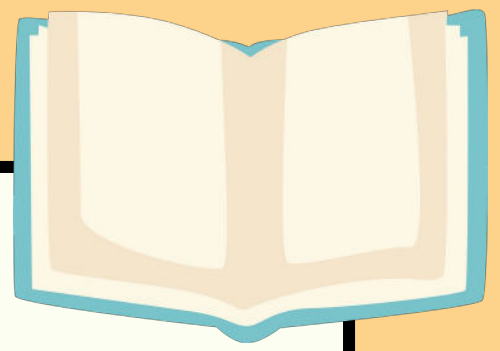
"Clack-clack" repeats while the train moves.

"Hiss..." comes when the train rests.

These clues help us hear a journey ending.

How might a reader react? Give a clue.





At the Door

Tap, tap, tap. We wait.

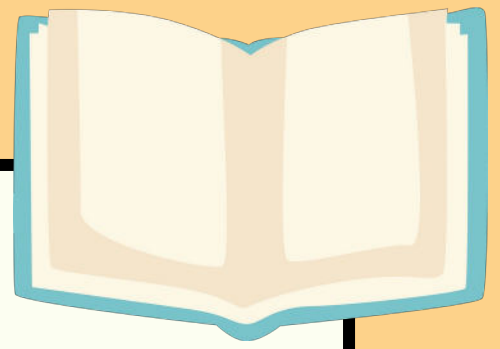
THUD! The door jumps at its frame.

Mum opens it. Our cousin stands there with a bag.

He laughs "I dropped my boots!"

Which part makes you pause or wonder?





Two versions of one event

A: "Tap, tap, tap. We wait. Thud!"

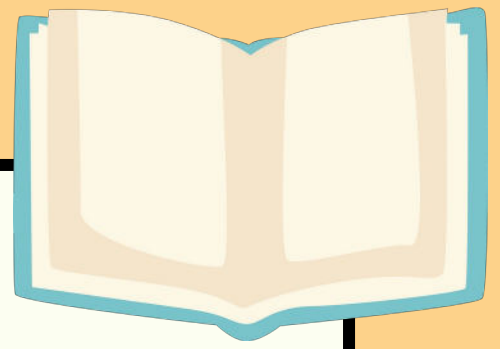
B: "Our cousin taps on the door and waits. Thud!"

In both versions, our cousin arrives and drops his boots.

Read each version aloud.

Which choice changes the way you hear it?





An explanation with evidence

My clue is "We wait."

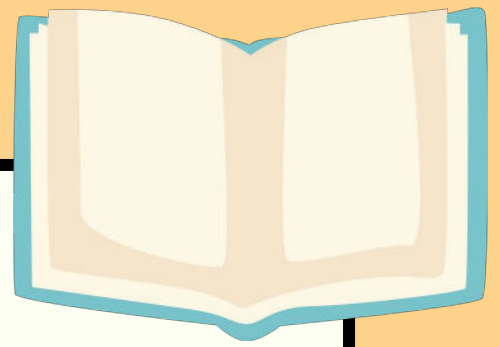
The short sentence makes me pause.

I wonder who is outside.

That pause can make the arrival feel surprising.

Your reaction may differ. Explain your clue.





The Last Ball

A: "We run. We shout. We watch.

B: "...while we run, she and watch.

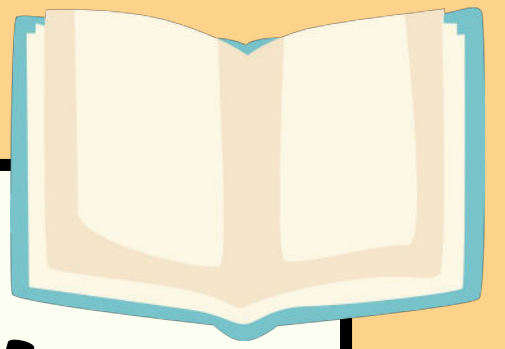
A gives each action a separate stop.

B joins the actions into one flowing sentence.

Which reading suits your reaction? Why?

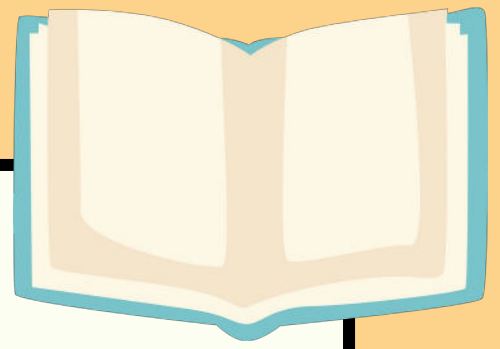


Readers may react differently



"THUD!" might make one reader jump.
Another reader might laugh about the dropped boots.
Both can explain their ideas using the story.
A sound word does not always mean one feeling.





Read It Two Ways

Pair 1A: "Jump, jump. Rope swinging round."

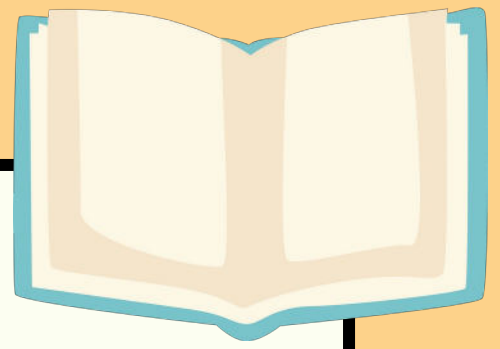
Pair 1B: "The rope swings round our feet."

Our aim: make the jumping sound steady.

I choose A because "Jump, jump" repeats.

Try a different choice and support it with a clue.

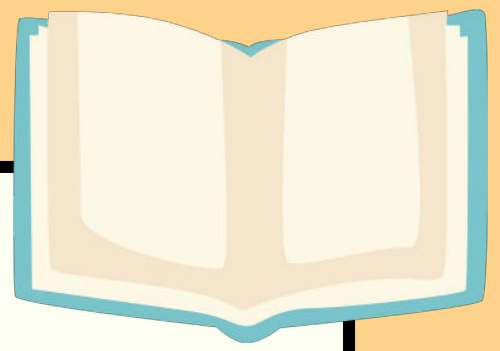




Rain Changes

Patter, patter on the roof.
Drip, drip beside the door.
We wait and watch the puddles grow.
CRASH! The thunder starts to roar.
Rumble, rumble fade away.
Small drops tap the roof once more.





A plan for your writing

Choose an everyday event.

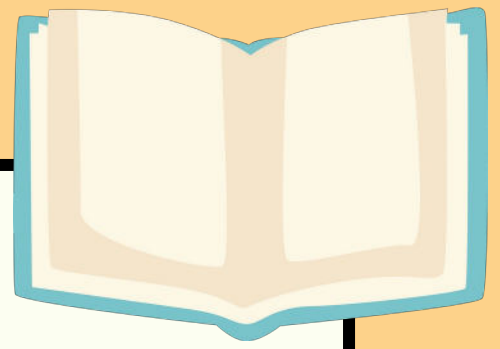
Write 4–8 poem lines or 3–5 prose sentences.

Use a pattern of words and a sound word that fit the event.

Think about what you want a reader to hear or feel.

Read your words aloud to a partner.





One change, a new effect

Before: "The ball hit the fence."

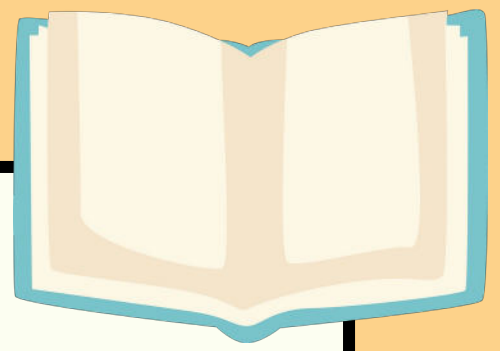
After: "The ball hit the fence. CLANG."

"CLANG!" helps us hear the metal fence.

It may make the event seem sudden and loud.

Change one part of your draft. Explain why.





Your independent work

Read a new poem and a new story.

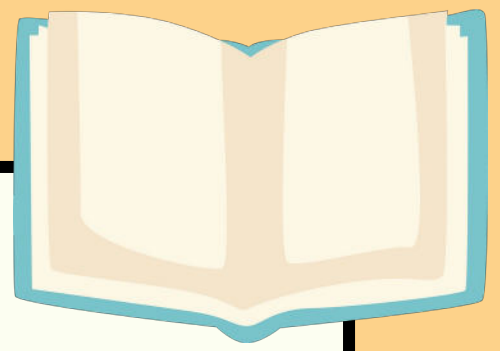
In each, choose a clue and explain its effect.

Create a short example using rhythm and a sound word.

Explain or show what you made.

You may speak your answer or ask an adult to write it.





A choice I can explain

Which pattern or sound would help a reader?

Read that part of your own writing.

Explain the meaning or reaction you wanted.

What changed since our first lesson?





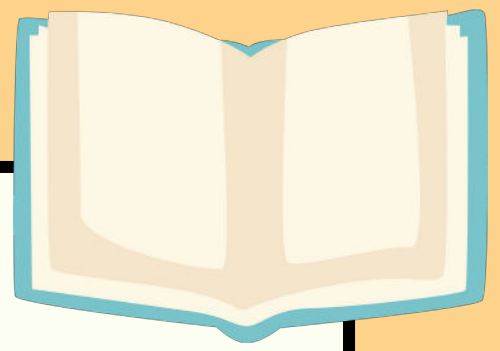
Well Done!



PREVIEW

Rhythm Makes Meaning Quiz Year 3





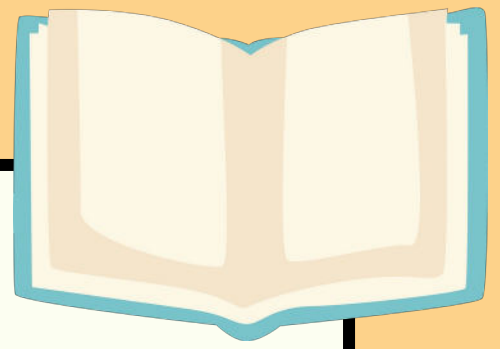
Question 1

What is rhythm in a text?

- A. The pattern we hear when we speak it
- B. Only words coming in the same sound
- C. The color of the page



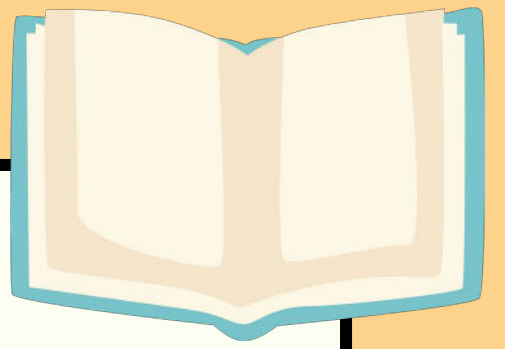
Answer 1



A. Rhythm is the pattern of movement we hear as we speak.
Rhyme concerns matching ending sounds.



Question 2

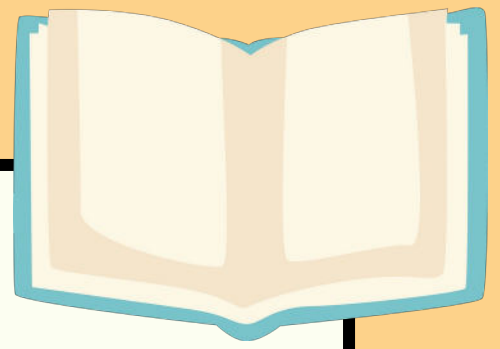


Which word represents a sound?

- A. soft
- B. bang
- C. blue

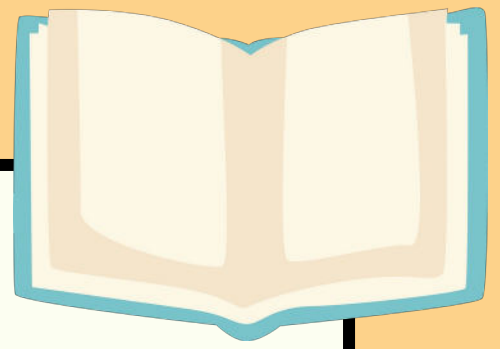


Answer 2



B. "Bang" represents a sound. "Soft" and "blue" describe something.



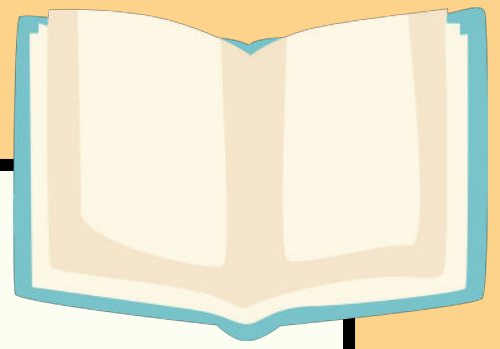


Question 3

"Step, step, past the gate." repeated over and over.
What might the repetition help us hear?

- A. Steady steps
- B. Someone's smile
- C. A change of color

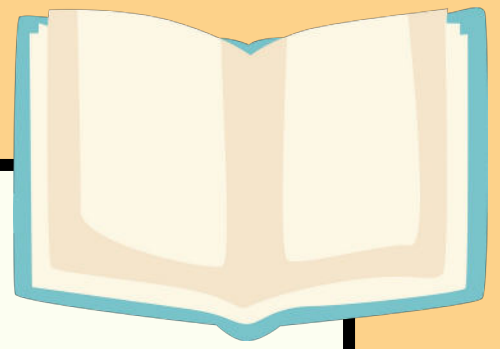




Answer 3

A. The repeated "Step, step" can make the movement sound steady.





Question 11

A train poem repeats "clack clack" as it moves.

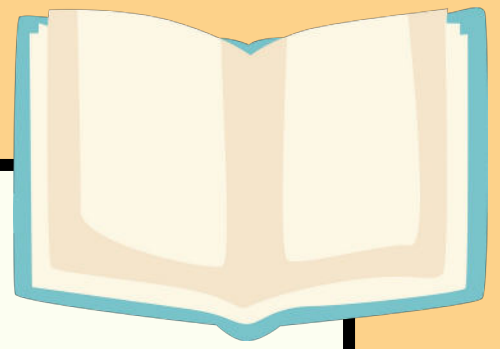
Which explanation uses evidence?

A. It is good because I like trains.

B. "Clack-clack" helps me hear the moving wheels.

C. Every poem must be fast.

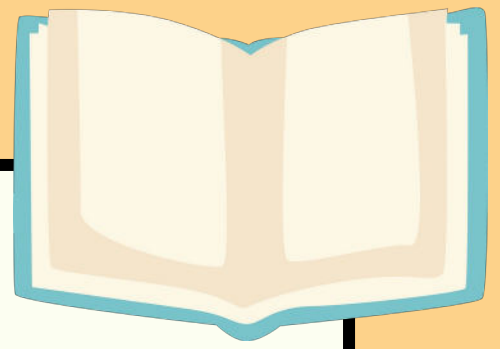




Answer 4

B. This answer names an actual function and connects it to the moving train.





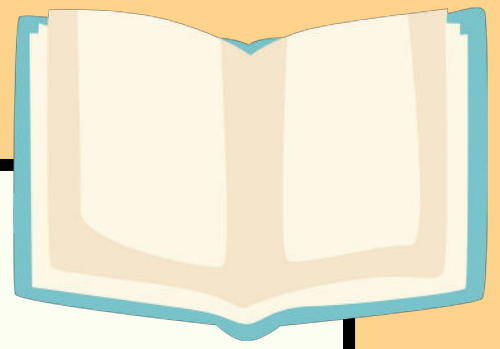
Question 5

"Tap, tap, tap. We wait. THUD!"

Why might a reader pause?

- A. "We wait." is a short sentence with a stop.
- B. There are no sound words.
- C. The visitor has a red hat.

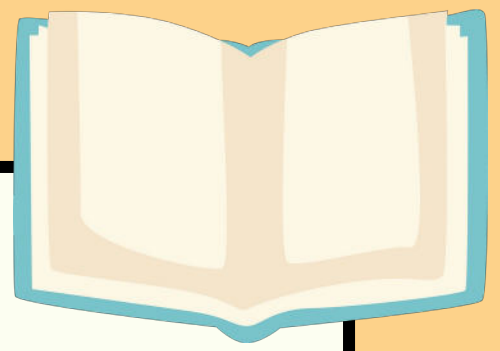




Answer 5

A. The full stop after "We won" leaves a pause before the sudden thud.





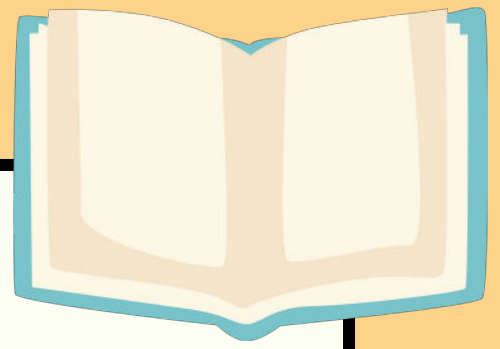
Question 6

Two readers react differently to "HULL"
What should they do?

- A. Choose the leader reader
- B. Support each idea with a clue from the story
- C. Agree that "hull" always means fear

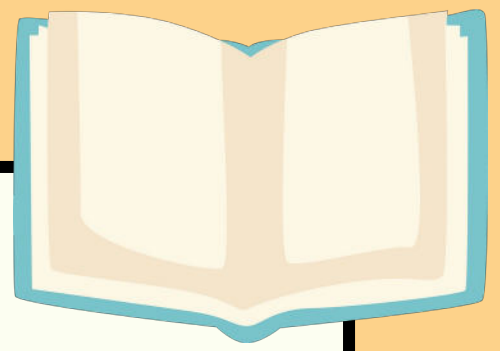


Answer 6



B. Different reactions can make sense when readers explain them with the text.





Question 7

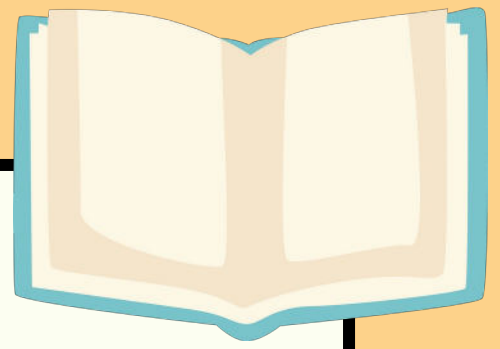
"We run. We shout. We wait."

How do the full stops affect the reading?

- A. They give each action a separate pause.
- B. They make the words rhyme.
- C. They remove all movement.

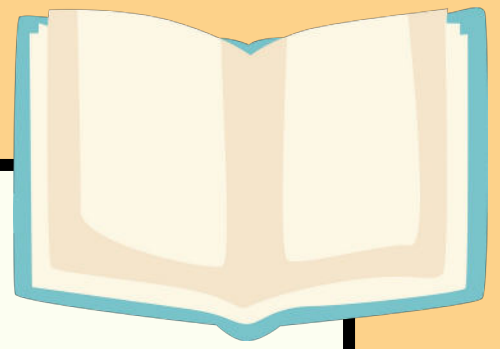


Answer 7



A. Each short sentence ends with a statement that a reader can give
each action its own purpose.





Question 8

"Patter, patter on the roof."

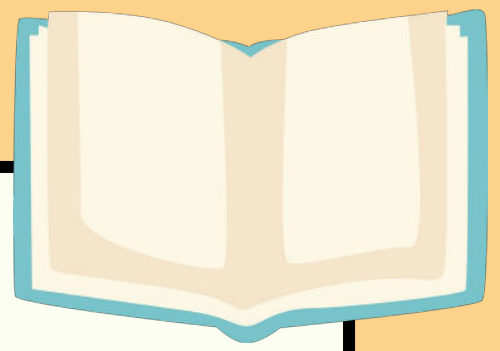
Which event fits the sound word?

A. Rain falling on the roof

B. A silent chair

C. A knee ski

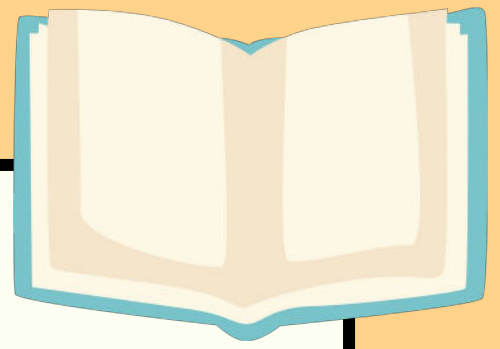




Answer 8

A. "Patter" can represent repeated light rain sounds. The roof gives the sound of pattering.





Question 9

A ball hits a metal fence.

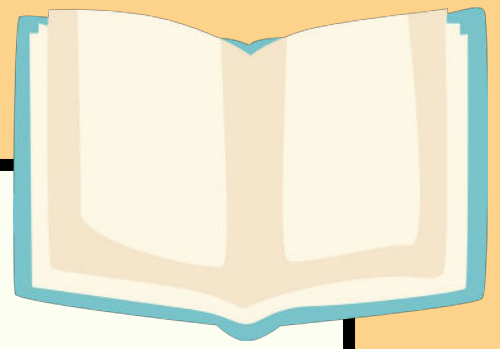
Which change helps a reader hear the impact?

A. "The ball hit the fence. CLANG!"

B. "The fence is so hard."

C. "The ball is round."

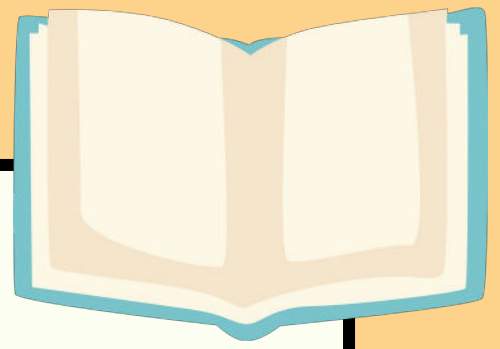




Answer d

A. "CLANG!" represents a ringing metal impact. It can make the hit seem sudden.





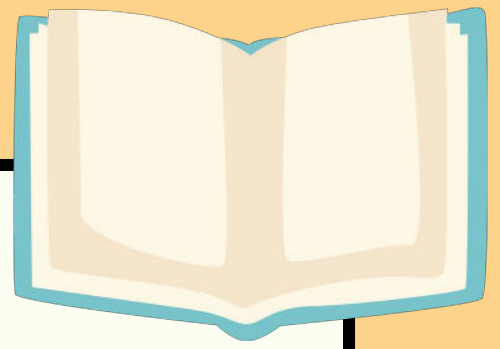
Question 10

Which writer explains a deliberate choice?

- A. "I used lots of words."
- B. "I added banter because every story needs it."
- C. "I repeated jump to make the rope game sound steady."



Answer 10



C. This writer explains how a chosen pattern fits the event and affects the reading.





Well Done!



PREVIEW