

1.

at it art eight
That train is carrying lots of freight.
eat ought out ate
It's never more than a minute late!

Listening and Pronunciation:

Listen to the chant lines. *Teacher says these in an energetic and interesting voice, emphasising the t sounds.*

How do you make a t sound in your mouth? Put your tongue in the place where the t sound begins.

Discuss how the tip of the tongue is behind the upper teeth, touching the flat part of the hard palette. Ask the learners to tell you in their own words what happens to the tongue when the breath is forced out to create the plosive t sound - blocked and then released.

Put your hand in front of your mouth. Can you feel any air on your fingers?

Can you make a t sound with your lips together? *No.* Can you make a t sound with your teeth together? *Yes*

Does your tongue stay in the same position the whole time while you are saying t ? *No*

Using a mirror for each child or working in partners so that everyone can observe someone else's mouth, give the learners opportunities to watch and listen to how the tongue pushes air forward and then relaxes after the t sound has been produced.

Look at your mouth, lips, jaw and tongue while saying the whole rhyme s-l-o-w-l-y. *Have a brief discussion on what has been discovered.*

Auditory Discrimination and Word Knowledge: Where's My T?

Say the chant lines without the t sounds. *Rub out the t letters in the rhyme with an eraser called The Hungry T-Eater.*

What do you have left? *(a i ar eigh ea ough ou a-e)*

Say these vowel combinations several times and in different order..

Study the story lines. The Hungry T-Eater is going to find all the other t letters in the rhyme.

Remove with gusto. Who can find them and put them back?

Wait a Minute!

Look at the word **minute**. What is interesting about this word?

Bring to the learners' attention the fact that although minute is spelt the same way, it can be pronounced two different ways and it has two different meanings.

Improvise entertaining sentences that demonstrate these two meanings, such as:

In a minute I'm going to get into my supersonic backpack and visit NASA.

Hey! Look at the minute hooks on this insect through my magnifying glass.

Wait a minute! I said that you could have just a bite of my apple, and you've eaten more than half!

Minute is a **heteronym**. (See www.readingworks.com.au 'Homophones and Heteronyms' for a large collection of these words with accompanying pictures in full colour.)

Thinking:

In the word **carrying**, listen carefully to the last two syllables. Do you know other words with the same pattern? *Pronouncing the ee and ing sounds one after the other need the mouth to be stretched in a smiling sort of position and a lot of lower jaw movement to differentiate these two very similar sounds.*

Examples:

emptying, ferrying, hurrying, marrying, tarrying, muddying, partying, studying, worrying, carrying, burying, parrying, scurrying, glorying.

Find a Champion Jaw-Moving Speaker of this list of -ying words. Articulation, putting in a small gap of silence at the commas, adding a range of emotions, and using a rich sonorous voice are the criteria for this exercise rather than speed.

Research:

1. What sorts of things in this classroom would have been carried as freight?
2. What does the word **parallel** mean?
3. What are some of the fastest trains in the world?

General Knowledge, Deductive and Imaginative Thinking, Visualisation:

Questions to ponder:

What sort of power or energy might the freight train illustrating the rhyme be using?

Where might this train be going to or coming from?

What are some possible reasons why trains are late?

Think of an interesting sentence using any two of the chant words.

Give learners time to think, draft and manipulate ideas. Model this thinking process in an out-loud demonstration of how to formulate, edit, redraft, polish and rehearse a sentence in the mind before being ready to say it in public.

Creative Thinking and Writing:

Make up some quiz questions about trains. Also supply the answers. Use a play-writing format to do this. Decide how many characters you would like to be in your play. Give them names to help make the quiz scenario come to life.

Include the questions:

What are some of the most famous trains in the world?

Which train would you like to travel on and why?

Find some actors to present your play. Be a bossy Director.