Parents' Guide for *The **Gazelle***

Read-Aloud eBook with Adaptive Assessment

Reading grade level 2.6

Getting started:

1. Click on the "Start" arrow in the lower right of the "Home" screen to begin.

2. Click on the "Back" arrow button to return to the Home screen.

3. Navigate to any section by clicking on any image on the opening ("Home") screen.

Organization

The 24 line poem is divided into 6 sections with 4 lines in each section.

Each section has 2 photographs paired with two sets of rhyming lines from the poem. These play with word highlighting in sync with the audio.

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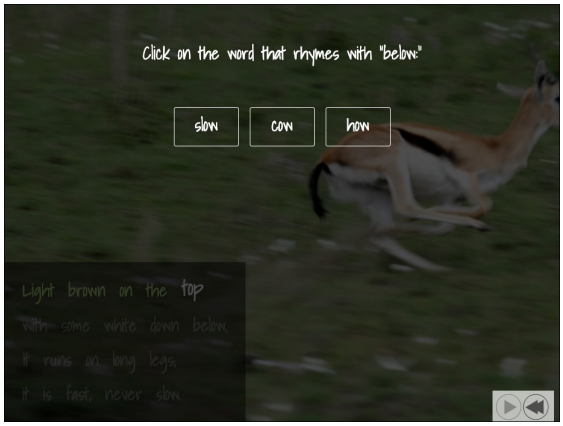
After each 4 lines, there is a series of interactive exercises with questions* from the following categories:



- Rhyme
- Syllables & Stress
- Reading Comprehension
- Vocabulary & Meaning

*Questions become more difficult or easier based on a user's responses.

Why Rhymes?

Research has shown that rhymes are very effective for language acquisition. They make it easier for learners to remember the words, and they reinforce the vowel sounds in English.

English has 5 vowels, but they are pronounced in more than ten different ways. This is much different from some other languages.

Identifying rhyming words like "sw**a**p" and "t**o**p" can help English language learners with the challenging fact that different vowels can make the same vowel sound.

Rhyming words – Get ready to listen

Some poems have rhymes. One type of rhyme is where two words have the same or similar vowel* sounds and the same or similar following consonant** sounds, like "b**ak**e" and "m**ak**e."

*In English, vowels are "A," "E," "I," "O," "U," and sometimes "Y."

**Consonants are all the other letters of the alphabet.

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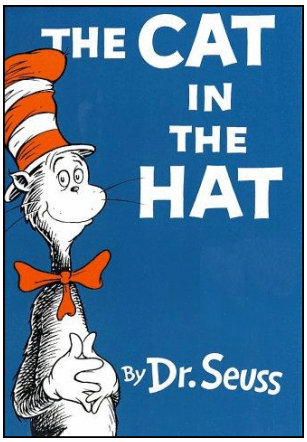
Listen for the rhyming words from "The Cat in the Hat:"



The sun did not shine.

It was too wet to ***play***

So we sat in the house

All that cold, cold, wet ***day****.*

Ask:

1. What are the two rhyming words? (*play* & *day*)

Have your child/children practice the two rhyming words with you by saying them aloud a few times:

- play
- day

2. You may want to ask: What vowel sound do you hear in "play" & "day"? (Answer: a long "A" sound)

3. Can you think of some other words that rhyme with "play" & "day"? (For example: "say" & "may")*

Syllables

The section on meter requires an understanding of what makes a syllable.

Drawing a heart around the vowel **sound** in the syllable is an important visual reminder. This can also raise an awareness of silent vowels in English.

In English every word has one or more syllables. A syllable always has a vowel sound. Think of the vowel sound as the heart of the syllable.

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Show the number of syllables in the following examples; then circle the vowel sound with a heart:

Sign (1)

Treat (1) (draw a heart around the "e" in "treat". Note the silent "a")

Boat (1) (draw a heart around the "o" in "boat". Note the silent "a")

Begin (2) (draw a heart around the "e" and "i" in "begin")

Stressed Syllables

Now, let's look at the stressed syllable in words that have more than one syllable.

In English every word with more than one syllable has one syllable that is stressed more than the others.

Listen for the stressed or strong syllable in these words:

Parents - Model the stressed and unstressed syllable count with your hand:

- Open your hand (stretch out your fingers) for the stressed syllable.
- Close your hand (make a fist) and add a quick knocking gesture for the unstressed syllables.

Wa*ter* ***(2 syllables)***

*De****cide (2 syllables)***

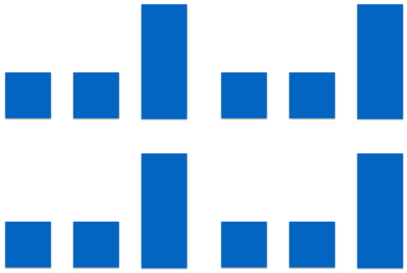
Play*ground* ***(2 syllables)***

How do you know that the syllable is stressed?

It is louder, longer & clearer than the other syllables.

Here, you might want to ask your child/children about the number of syllables in some other words in English.

Rhythm/Meter in Poetry



Next talk about the beats in the poem, "The Cat in the Hat."

This is the pattern of stressed & unstressed syllables: xxX xxX xxX xxX

Write the pattern above, xxX, on the board and have you child/children clap their hands to the beat. Make sure they clap a little harder on the stressed syllable.

(Sometimes the first weak syllable is missing like at the beginning of the poem where there is only one weak syllable before the strong one, "sun.")

*The **sun** did not **shin**e. It was **too** wet to **play***

*So we **sat** in the **house** All that **cold,** cold, wet **day.***

Depending on your child's level, you might want to introduce the term, "anapestic tetrameter.

Warm-up Questions with photograph to focus on the topic

- Do you know what kind of animal this is?
- Where do you think it lives?
- What do you think it eats?

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Next, have your child/children spend time with *The Cheetah Read Aloud eBook* with adaptive assessment.

After working on the program including the adaptive assessment:

Review - smart phone videos

Have your child/children memorize two rhyming lines or more from the poem. Then have your child/children recite the memorized lines, and you can take videos or audio recordings on a smart phone and then play it back for viewing.

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