

# Grapho- phonemes

A Lion in the Meadow



L1

**Phonemic  
awareness  
lays the  
foundation  
for learning  
letters.**

**Lisa Adele**

Talking to teachers has indicated that quite a few would like some new ideas around how to integrate creative activity in and around 'reading to' sessions. Here is one suggestion based on the classic kiwi micro-novel 'A Lion in the Meadow' by Margaret Mahy.

The basis of this activity is to reinforce existing teaching around grapho-phonemic awareness. The word 'lion' has four quite distinct letter sounds so is a good place to start with letter-sound relationships.

Teaching around the associated letter sounds should occur as a part of the initial stages of creating the artworks.

Begin by sharing and delving into 'The Lion in the Meadow' with your class.

Can be used with any 'big-book' learning but I have chosen 'The Lion in the Meadow' because I love it so much and I had it read to me when I was small.

This activity can be adjusted and used across curriculum levels but Level One is used indicatively here.

# Method

## ① Begin with writing the block letters

Begin with writing the block letters. Some scaffolding may be required for this.

## ② Incorporate the picture of a lion

There is the opportunity here for some drafting of concepts but I would suggest that initially the students should have the opportunity just to free-draw. The important thing is that the picture looks like a lion TO THEM! The curated, perfect pictures can come as part of another activity.

## ③ Begin to incorporate colour into the art

Discussion around the colours that the students associate with lions would be good. Talk to them about the environments that lions exist in and the colours of those environments.

## ④ Add detail to the art

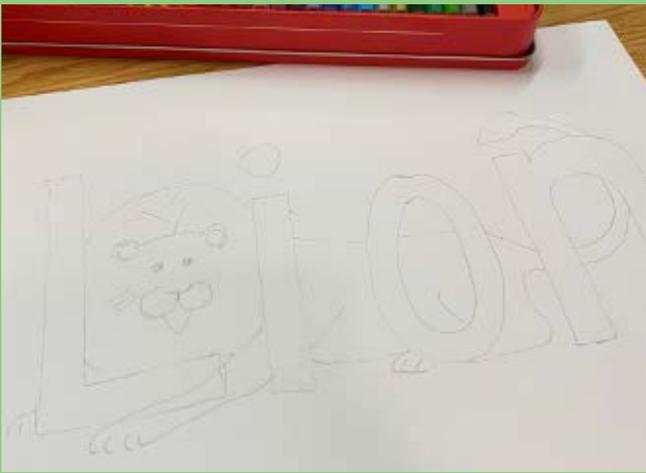
Perhaps looking at existing lion artworks would be useful at this point. There are HEAPS of excellent pictures on the web.

## ⑤ Completed work

Clearly this is the work of a grown-up and therefore a bit more practised than what your glorious Ākonga will share with you. To be used for your indicative reference.



①



②



③



④

# Curriculum links

## English

### Processes and strategies

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

- selects and reads texts for enjoyment and personal fulfilment
- has an awareness of the connections between oral, written, and visual language

### Language features

Recognise and begin to understand how language features are used for effect within and across texts.

- begins to recognise that oral, written, and visual language features can be used for effect

### Structure

Recognise and begin to understand text structures.

- recognises some text forms and some differences between them.

## Visual Arts

### Developing practical knowledge

Explore a variety of materials and tools and discover elements and selected principles.

### Developing ideas

Investigate visual ideas in response to a variety of motivations, observation, and imagination.

### Communicating and interpreting

Share the ideas, feelings, and stories communicated by their own and others' objects and images.