

Phonological and Phonemic Awareness



Listening for Missing Sounds

- ◆ Ask students to close their eyes and listen carefully to some sounds. Make (or play) two sounds, and have students identify them.
- ◆ Then have them close their eyes and listen again. This time, make only one of the sounds. Have students tell which sound is missing. Encourage them to use complete sentences, such as “*The missing sound is the _____ sound.*”
- ◆ Repeat this process several times, and then move on to three sounds, making sure students identify each sound. Have them close their eyes and listen. This time, play only two of the sounds, and have students identify the missing sound.

Rhyming

- ◆ Show students **Pocket Chart Picture Cards** 19—bat, 36—cat, and 73—hat.
- ◆ Tell students that rhyming words are words that sound the same at the end. Say the words *cat*, *bat*, and *hat*, emphasizing the final sound, /at/. Explain that almost all words can be rhyming words—not only the words they hear in poems and nursery rhymes.
- ◆ Make a row of three **Picture Cards**, two of which show things that rhyme, for example, 3—two, 182—tree, and 154—shoe.
- ◆ Tell students to raise their hands if they know which two cards have pictures whose names rhyme. Ask everyone to say the rhyming words aloud as you point to the pictures.
- ◆ Continue the process with other **Picture Card** sets such as 44—corn, 48—dish, 59—fish; and 175—tent, 105—lock, 143—rock.



Teacher Tip

LISTENING FOR SOUNDS Identifying a missing sound is a different approach to helping students identify and isolate sounds in general. Sharpening this skill will greatly benefit students when they begin to learn and discern letter sounds.

Monitor Progress



to Differentiate Instruction Informal Assessment

Monitoring Research affirms that sensitivity to rhyme is a valuable step in the right direction toward understanding sounds in words. For that reason, it is important to identify students who are having difficulty and to work with them separately or in small groups until they understand rhyming.

Monitor Progress



to Differentiate Instruction Formal Assessment

APPROACHING LEVEL

IF ... students are having difficulty, **THEN ...** guide them in completing **Reteach** page 6.

ON LEVEL

IF ... students need more practice listening for missing sounds, **THEN ...** write the names of each of the three sounds on the board, play or say two of them, and ask students to point to the name of the sound that they did *not* hear.

ABOVE LEVEL

IF ... students are comfortable rhyming, **THEN ...** have them work independently to complete **Challenge Activities** page 5.