

Phonological and Phonemic Awareness



Listening

- ◆ Sit with students in a circle. Tell them you are going to play a game called What Did I Whisper?
- ◆ Explain that you will choose the name of someone in the class and will then whisper that name to the student on your right. That student will then whisper the name to the one on her or his right and so on around the circle. The last student in the circle will tell the entire class what name he or she heard.
- ◆ Explain that it is important to listen very closely to the name whispered and to say the name clearly when passing it on to the next person.
- ◆ After the game, announce whether the name identified by the last student is the one you whispered. If it is, congratulate everyone for good listening and speaking. If it is not, play the game again, emphasizing good listening.
- ◆ If time permits, continue by having the student to your right think of a name to send around the circle.

Rhyming

- ◆ Use the Make a Rhyme game to help students use phonological cues to recognize and produce rhyming word pairs.
- ◆ Introduce students to the game by saying several sentences with rhyming words, emphasizing the words that rhyme: The *cat* is wearing a *hat*. The *frog* sits on a *log*. The *rose* tickles my *nose*.
- ◆ Tell students that you will say a line and that you want them to finish the line by saying a word that makes a rhyme. Use the following phrases and **Pocket Chart Picture Cards**:
 - a goose that is drinking some juice
 - a bee that jumps on a tree
 - some kittens wearing some mittens
 - a bug that crawled under a rug
 - a coat that is on a goat



Teacher Tip

PROGRESSION OF LISTENING ACTIVITIES

Previous listening activities have focused students' attention on sounds. With this activity, the focus of the instruction shifts to listening for and identifying *spoken words*. This shift is the next step in students' progression toward listening for sounds in words (phonemes).