

# Phonological and Phonemic Awareness

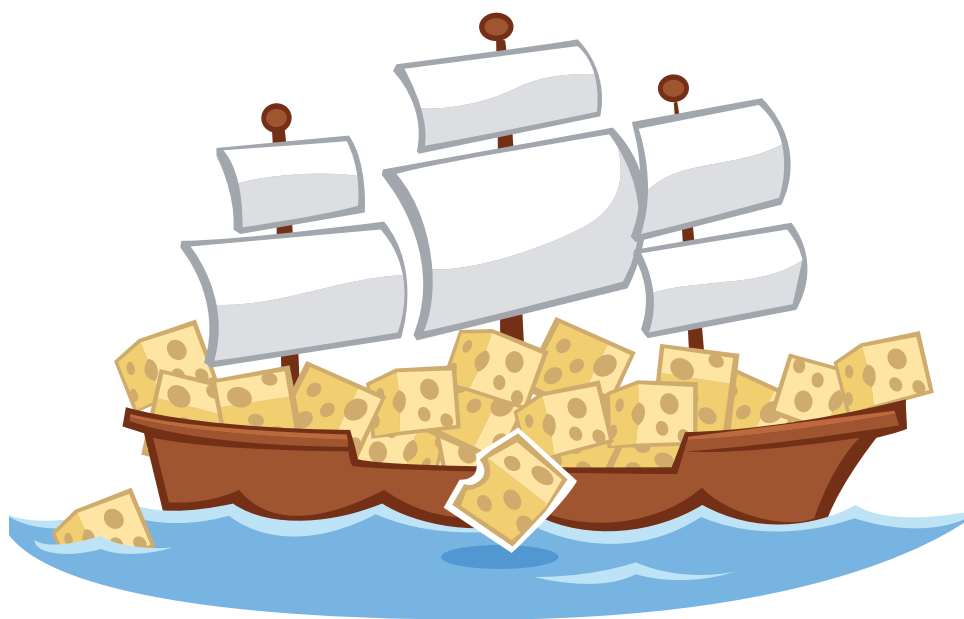


## Listening for First, Middle, and Last Words

- ◆ Repeat the Listening for First, Middle, and Last Words activity from the previous lesson. Ask students to listen carefully as you say three words such as *see the clock*.
- ◆ Model the response by saying *The first word is see, the second word is the, and the last word is clock*.
- ◆ Ask for three volunteers to stand in a row as the first, middle, and last words. Tell the first student to move forward when you say the first word in each phrase. Give the same direction to the second and third volunteers for the middle and last word in each phrase. Continue by saying additional three-word sentences or phrases and by reminding students when they should move.

## Rhyming

- ◆ Have students sit in a circle on the floor, and tell them they will play a rhyming game. Hold up a ball, and say *The ship is loaded with cheese*. Then roll the ball to a student, who must repeat the sentence, ending it with a word that rhymes with *cheese*. For example, *The ship is loaded with peas*.
- ◆ Continue rolling the ball around the circle, having each student who receives the ball repeat the sentence and replace the last word with a new rhyme.
- ◆ When students can no longer think of rhymes, begin again with a new cargo such as logs, stars, or mats.



## Teacher Tip

**NONSENSE WORDS** Because students are just beginning to *produce* their own rhymes, the goal is to get them to form rhyming sounds. To achieve this goal, accept—and encourage students to use—nonsense words.

### Differentiating Instruction

### English Learners

**IF ...** English Learners have difficulty with the rhyming game, **THEN ...** have them repeat the sentence just as they heard it or, for an easier version, repeat the last word only.