



Phonological and Phonemic Awareness

Listening

What Did I Whisper?

- Play the What Did I Whisper? game.
- Sit with the students in a circle. Tell them that you are going to play What Did I Whisper? again, but that this time, you will whisper a color name.
- Review with the students how the game works, and remind them that it is important to listen very closely to the word whispered and to say it clearly when passing it on to the next person.
- Whisper the word *yellow* to the student on your right.
- After the game, announce whether the word mentioned by the last student is *yellow*. If it is, congratulate everyone for good listening and speaking. If it is not, play the game again and emphasize good listening.

Rhyming

Make a Rhyme

- Sing the song “Down by the Bay” with the students again:

Down by the bay
Where the watermelons grow.
Back to this place
I dare not go.
For if I do,
My mother will say,
Did you ever see a frog kissing a dog?
Down by the bay.
- Tell the students that you are going to sing the song once more but that this time you are going to change the word *frog* to the name of some other animal. Explain that you want them to listen closely, then think of a word that rhymes with the new word. Tell them that the action the animal is doing will give them a clue to a rhyming word. Remind them to raise their hands when they think of a rhyming word but not to say the word until you call on someone.
- Sing the song again, this time ending it with:

Did you ever see a *bee* climbing a _____. (*tree*)
- Some words you might use are:

a *goat* sailing a _____ (*boat*)
a *bug* holding a _____ (*jug*)
a *crab* driving a _____ (*cab*)
a *bear* combing its _____ (*hair*)
an *ape* wearing a _____ (*cape*)
- When a student has supplied a rhyming word, have the other students join in as you sing the song again.



Teacher Tip PHONOLOGICAL AND PHONEMIC AWARENESS

Remember to move quickly through the phonological and phonemic awareness activities. Do not hold the class back until all the students catch on. Individual progress will vary, but often moving on to other activities is more helpful than continued drilling on one activity.

UNIVERSAL ACCESS: MEETING INDIVIDUAL NEEDS

Intervention Support

ATTRIBUTES For intervention strategies, see the Attributes section of the *Intervention Guide*.

ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 1, Lesson 13.