



Phonological and Phonemic Awareness

Listening

Listening for Missing Sounds

- Ask the students to close their eyes and listen carefully to some sounds. Make (or play) two sounds and have the students identify them.
- Then have them close their eyes and listen again. This time, make just one of the sounds. Have the students tell which sound is missing. Encourage them to use complete sentences: “The missing sound is the _____.”
- Then move on to three sounds, making sure that the students identify each one. Again, have them close their eyes and listen. This time, play only two of the sounds. Have the students identify the missing sound.

Rhyming

Find the Rhyme

- Show students the **Picture Cards** [bat] [cat] [hat].
- Tell the 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 are rhyming words—not just 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, [house] [tree] [mouse]. Name each picture as you point to the card.
- Tell the students to raise their hands if they know which two cards have pictures whose names rhyme.
- Then ask everyone to repeat the rhyming words as you point to the picture.
- Continue with other **Picture Card** sets, such as [acorn] [dish] [fish] and [loaf] [lock] [rock].

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ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 1, Lesson 5.



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 catch on.