

Instructor: Caily Bridgeland

Phonemic Awareness Lesson Tab I

Grade: 1st

SOL:

1.4a. The student will orally identify, produce, and manipulate various units of speech sounds within words by rhyming words.

1.4b The student will add or delete phonemes orally to change words.

Objective: Students will gain the ability to detect and produce rhymes, as well as how the addition of phonemes at the beginning of the word can change its sound.

Materials needed: Billy & Milly Short and Silly, by Eve B. Feldman, picture word sort

Explicit Instruction: “Did you notice that sometimes words that mean different things have very similar sounds? Sometimes words sounds so similar that they sound good together or seem to ‘go together.’ Words that have the same ending but a different beginning are called rhymes. By the end of class, you are going to be able to recognize rhymes, which will help your future reading and writing skills.”

Develop the concept: “Before we start reading, I am going to demonstrate two words that rhyme. Listen to how these words sound similar, and how they also sound different. The two words that I am choosing that rhyme are “pool” and “cool.” These words sound very similar. Both end with the sound “-ool.” Notice that if I put the letter /p/ in front the sound “-ool,” it makes a “p-p-p” sound, creating the word “pool,” while if I put the letter /c/ in front of “-ool,” it makes a “c-c-c” sound to form “cool.” We know these words rhyme because they have the same ending sound. (*Read Billy&Milly to students. Stop at certain points and model which words rhyme with one another. For example, state, “bike” and “hike” rhyme, don’t they?*)

After reading: Choose pairs of words from the book that both rhyme and do not rhyme. Elicit student answers. (For example, “Do ‘trunk’ and ‘bunk’ rhyme? Why or why not? How about ‘bow’ and ‘bee?’ Why or why not? Remember that just because words have the same beginning phoneme or sound, it does NOT mean that they rhyme.)

Practice the Concept: Have students participate in a “See You Later, Alligator!” activity. Because Phonemic Awareness focuses on sounds, pass out notecards with pictures of words that rhyme instead of the spelling of the actual words themselves. Sort words into groups of three for every turn. For example, show students a picture of a ball, doll, and cat. Have students pair the two that rhyme and place the leftover third card in a discard pile to be paired with another word. If students get to the end of the activity with time to spare, have them go through the discard pile and match a word from their imagination with the card. For example, for the discarded ‘cat,’ card, have students think of a word themselves that rhymes with it, such as ‘bat.’

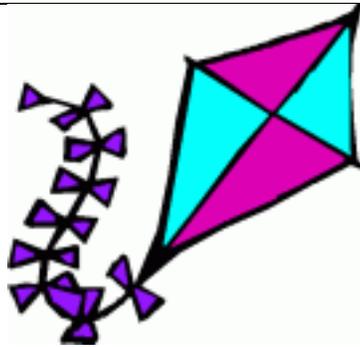
Apply the Concept: Have students create their own rhyme together (orally.) Break them into partners, and have partner one state a sentence. For example, he or she might

state, “My favorite movie is ‘The Lion King.’” Have partner #2 come up with a word that rhymes with the last word in the sentence, such as “My mommy has a diamond ring.” Have students switch off who states the first sentence and who creates the second rhyming sentence. (Students’ own creative sentences with maintain their interest in the activity.) Be sure to model this for the students before they begin.

Closure: Ask students, “What did we learn about words today? What does it mean when two words rhyme? Which sounds must be the same and which sounds must be different in order for two words to rhyme?”

Evaluation: Because this lesson focuses on phonemic awareness, (which focuses more on how words sound orally versus in writing,) there will only be formative assessment. The formative assessment will be student engagement and response during the reading of Billy & Milly Short and Silly, as well as their ability to group rhymes together during the picture sort, and ability to rhyme with their partners.

Picture Sort: Which Two Rhyme?



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