

Phonological Awareness:

Rhyming:

- **Repeating Rhymes:** (2/3 words)

door floor door floor

- **Recognizing (Discriminating) Rhymes:**

Do these words rhyme?

ham/jam: *yes*

Do these words rhyme?

pay/do: *no*

- **Generate (Produce) Rhymes**

Rhyme with cat: *hat, lat, sat, zat*

- **Rhyming In Context**

Teacher reads sentence,
student finishes with
rhyming word.

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Teacher reads sentence,
student finishes with rhyming
word.

Phonological Awareness:

Syllables:

- **Blending:**

1. (hand up) **Listen. Put these parts (syllables) together to make a word: buck...et**

2. (drop hand) **What word?**
bucket

- **Segmenting:**

1. **Let's clap and say the parts (syllables) in words.** (hand up)
Listen, the word is bucket. What word?

2. (drop hand) *buck – et*
(Students clap as they say each part.)

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Listen, the word is bucket. What word?

2. (drop hand) *buck – et*
(Students clap as they say each part.)

Phonological Awareness:

Onset-Rime:

- **Blending:**
 3. (hold hand up) **Put these two parts together to make a word. Listen. s--at, What word?**
 4. (drop hand) *sat*
- **Segmenting:**
 1. **Listen. Let's clap and say *sat* in two parts.**
 2. *s--at* (Students clap as they say each part.)

Another way to do this would be to use your fists.

- **Blending:**
 3. **Teacher only:** Put your fists together. **Listen. s--at** (when you are saying the two parts, break your fists apart as you say each part). **What word everyone?**
 4. *sat*
(Bring fists back together as the **students** say the word.)
- **Segmenting:**
 4. **Everyone put your fists together. Let's say *sat* in two parts. The word is *sat*. What word everyone?**
 5. **sat** **s--at** (students break apart your fists as you say each part)
 6. **What word?** *sat* (Bring fist back together as you say the word.)

Phonological Awareness:

Onset-Rime:

- **Blending:**
 1. (hold hand up) **Put these two parts together to make a word. Listen. s--at, What word?**
 2. (drop hand) *sat*
- **Segmenting:**
 1. **Listen. Let's clap and say *sat* in two parts.**
 2. *s--at* (Students clap as they say each part.)

Another way to do this would be to use your fists.

- **Blending:**
 1. **Teacher only:** Put your fists together. **Listen. s--at** (when you are saying the two parts, break your fists apart as you say each part). **What word everyone?**
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(Bring fists back together as the **students** say the word.)
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 1. **Everyone put your fists together. Let's say *sat* in two parts. The word is *sat*. What word everyone?**
 2. **sat** **s--at** (students break apart your fists as you say each part)
 3. **What word?** *sat* (Bring fist back together as you say the word.)

Phonemic Awareness:

- **Blending Sounds into Words:**

5. **We're going to play a say-the-word game. I'll say the sounds. You say the word.**
6. (hand up) **Listen. *ssssaaaat***
7. **What word?** (drop hand) *sat*
8. Continue with more words

* Remember to hold each continuous sound for **one full second** and do **not** stop between the sounds.

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4. Continue with more words

* Remember to hold each continuous sound for **one full second** and do **not** stop between the sounds.

Phonemic Awareness:

• Segmenting Words into Sounds:

* Smooth Segmenting:

1. Put your fists together.
2. Get ready to stretch the word.
3. The word is sat. What word? *sat*
4. **Stretch it.** *ssssaaaat* (Slowly pull fists apart while stretching the word WITHOUT stopping between the sounds.)
5. **Shrink it.** *sat* (Bring fists back together.)

*Scaffold to get to separate segmenting

Separate Segmenting:

1. We're going to say the sounds in a word.
2. Fist in the air. Put up one finger for each sound.
3. The word is sat. What word? *sat*
4. First sound? /sss/

Next sound? /aaa/

Last sound? /t/
5. What word? *sat*

Alternatives: Pat, Pat, Clap/Hop, Hop, Clap. Head, Shoulders, Knees and Toes

Phonemic Awareness:

• Segmenting Words into Sounds:

* Smooth Segmenting:

6. Put your fists together.
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8. The word is sat. What word? *sat*
9. **Stretch it.** *ssssaaaat* (Slowly pull fists apart while stretching the word WITHOUT stopping between the sounds.)
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Phonological Awareness:

Words:

(Sentences can be broken down into words)

- **Blending:**

1. **Listen** (Hand Up). **I – like – pizza. Say the sentence.** (Drop hand)

2. *I like pizza.*

- **Segmenting:**

1. **Clap one time for every word you hear in this sentence;**
(Hand up) **Listen: I like pizza.**

2. (Drop hand) *I – like – pizza.*

Students clap one time for each word while they repeat the sentence.

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Words:

(Sentences can be broken down into words)

- **Blending:**

1. **Listen** (Hand Up). **I – like – pizza. Say the sentence.** (Drop hand)

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1. **Clap one time for every word you hear in this sentence;**
(Hand up) **Listen: I like pizza.**

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