

USING SONGS AND RYHMES TO IDENTIFY SOUNDS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Using songs and rhymes to identify sound

Teacher Guide

Day 1/Lesson 1- 20 Mins

1. Get a small box and place some pictures in it with pairs of familiar words that rhyme (like box/socks, cat/hat, or chair/bear).
2. Use enough pictures so that everyone in your class has a turn.
3. Sit in a circle with your students. Start with a child you know is strong in rhyming.
4. Hold the box and choose a picture. If the picture shows a cat, say "In my box, there's a cat". Call on him or her to come up with a rhyming word.
5. The child might say, "In my box, there's a hat" (or some other rhyming word).
6. After he or she answers with a rhyming word, hand him or her the box. Now he or she gets to choose a card and continue the play.

Day 3 Lesson 3: 15 Mins

1. Say, "Today, we are going to learn how to spell rhyming word families."
2. Listen to a song that has rhyming words in it.

Guided Practice

Day 2 Lesson 2- 20 mins

1. Begin the lesson by teaching students to sing the song
"A-Hunting We Will Go."
"Oh, a-hunting we will go, a-hunting we will go."
"We'll take a little fox and put it in a box and then will let it go".
2. Ask students to identify the two words that sound the same in the song (fox and box).
3. Continue to sing the song with the following phrases to replace the second line.
"We'll take a little whale and put it in a pail"
"We'll take a little frog and put it on a log"
"We'll take a little fish and put it on a dish"

Materials Required

- Box
- Pictures
- letter tiles,
- Alphabet cards
- Paper bag
- Index Cards

Additional Resources

- <https://www.earlychildhoodteacher.org/blog/phonemic-awareness-activities/>
- <https://www2.ed.gov/programs/readingfirst/>
- <http://www.readwritethink.org/classroom-reading-plans/hunting-will-teaching-rhyming-264.html>
- http://www.readwritethink.org/files/resources/lesson_plans/reading_rockets/strategies/reading_rockets_strategies_rhyming.html
- http://www.readingrockets.org/strategies/reading_rockets_strategies_rhyming.html
- <http://www.actionfactor.com/pages/lesson-plans/lesson-plans-phonics/lesson-plans-phonics-phonemic-awareness.html>

Additional Notes

Objectives

- Pupils should be able to;
1. Learn sounds through songs.
 2. Repeat sounds that they hear.
 3. Chant beginning and ending phonemes in words
 4. Match objects with the same beginning or ending sound
 5. Identify whether a key phoneme occurs at the beginning or end of a word.
 6. Connect phonemes with written letters.

Information/Instruction

1. Phonemic awareness is the ability to identify, think about, and manipulate sounds in spoken speech.
2. Working with and noticing syllables within words is

	Teacher Guide	Guided Practice
important, because it makes students aware of how words can be split up into smaller parts, according to their sounds.	3. Have students select the letter tiles c, a, t, r, and b.	5. Allow students to sing the song together several more times using both the original lyrics and the three new verses.
3.Steps for using songs and rhymes in the classroom:	4. Ask them to arrange the tiles to spell cat , then bat , then rat .	Day 4 Lesson 4: 15 Mins:
I.Prepare the students. Tell them what the song is about,	5. Say to them, “We’ve been spelling rhyming words. When we want to change a word into another word that rhymes, what part of the word changes?” (the beginning of the word) “And what part of the word stays the same?” (the ending part of the word).	1. Before teaching this lesson, gather several objects with the same beginning or ending sound and put them in a paper bag.
preferably in English, making heavy use of visuals and gestures so they can get to know the song.	6. Give them a new set of words that rhyme, (get, let, set),	2. Some ideas might be a car and a jar, a nail and a nest, and so on.
II.Play a recording or sing the entire	7. Ask, “What letters will we need to form this spelling family?” Answer - (g, e, t, l, and s).	3. Create sets of index cards (enough for each student to have one index card) with pictures that have the same beginning or ending sound.
song so that the students know what they are working toward. [...]	8. Arrange the letter tiles to form the word get . Remove the first letter to form let , then set .	4. Each index card should have only one picture on it. The following pictures can be used:
III.Step 2: go through the words. Make sure the children	9. Ask, “What letters stayed the same and what letters changed?”	<ul style="list-style-type: none"> • can – cat • mat – mop • mat – rat • sun – bone • ball – doll • bell – bear • leg- egg • bus – mouse • nest - nut
IV.understand the words or, at least, that they understand the key	10. Help students create other sets of rhyming words from a song.	5. When the index cards are complete, separate them into pairs that have the same beginning sound and pairs that have the same ending sound.
V.words necessary for singing the song meaningfully and with		6. Using the bag of objects, pull one object out of the bag. Ask students to identify the object.
VI.enjoyment; place new vocabulary in context and illustrate the		7. Ask them what sound they hear at the end of the word. Have students make the sound (e.g., /n/ for can).
VII.meaning with gestures and visuals; there should be very little		

	Teacher Guide	Guided Practice
VIII.new vocabulary in any new song, and the new words should be IX.presented several days before you introduce the song		<p>8.Begin a chant by slapping knees and clapping hands with the object.</p> <p>9.For example, if the object was a can, the chant would go:</p> <ol style="list-style-type: none"> 1. can – slap knees, clap hands 2. or 3. /n/ /n/ can – snapping three times <p>10. Continue the chant with all objects in the bag. NOTE: be sure to alternate the chant between beginning and ending sounds.</p>
Assessment Activity	Assessment Activity	
1.Students should be assessed through observation and notes during the games and activities.	1. Students can also be assessed using the worksheet they complete individually to see if they are able to isolate the phonemes.	
Summary		
1.		