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| uSING SONGS AND RYHMES TO INDENTIFY SOUNDS | 1.8.2019 |

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| Subject |  | Overview |
| |  | | --- | | English | | Prepared By | | [Instructor Name] | | Grade Level | | 1 | |  | This lesson plan covers teaching content for;   1. Using songs and rhymes to identify sound |

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| Materials Required - Box  - Pictures  -letter tiles,  -Alphabet cards  -Paper bag  -Index Cards |
| Additional Resources  * <https://www.earlychildhoodteacher.org/blog/5-quick-easy-and-fun-phonemic-awareness-activities/> * <https://www2.ed.gov/programs/readingfirst/2008conferences/sound.pdf> * <http://www.readwritethink.org/classroom-resources/lesson-plans/hunting-will-teaching-rhyming-264.html?tab=4> * <http://www.readwritethink.org/files/resources/interactives/construct/> * <http://www.readingrockets.org/strategies/rhyming_games> * <http://www.actionfactor.com/pages/lesson-plans/lesson-plans.html> |
| Additional Notes |

|  |  | Teacher Guide |  | Guided Practice |
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| **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 important, because it makes students aware of how words can be split up into smaller parts, according to their sounds. 3. Steps for using songs and rhymes in the classroom: 4. Prepare the students. Tell them what the song is about,   preferably in English, making heavy use of visuals and gestures so they can get to know the song.   1. Play a recording or sing the entire   song so that the students know what they are working toward. […]   1. Step 2: go through the words. Make sure the children 2. understand the words or, at least, that they understand the key 3. words necessary for singing the song meaningfully and with 4. enjoyment; place new vocabulary in context and illustrate the 5. meaning with gestures and visuals; there should be very little 6. new vocabulary in any new song, and the new words should be 7. presented several days before you introduce the song |  | **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 in it. 3. Have students select the letter tiles **c, a, t, r, and b.** 4. Ask them to arrange the tiles to spell **cat,** then **bat,** then **rat**. 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).** 6. Give them a new set of words that rhyme, **(get, let, set),** 7. Ask, “What letters will we need to form this spelling family?” Answer - **(g, e, t, l, and s).** 8. Arrange the letter tiles to form the word **get.** Remove the first letter to form **let,** then **set**. 9. Ask, “What letters stayed the same and what letters changed?” 10. Help students create other sets of rhyming words from a song. |  | **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”.**   1. Ask students to identify the two words that sound the same in the song (fox and box). 2. Continue to sing the song with the following phrases to replace the second line. 3. As you sing the song, pause for the second rhyming word and allow students to sing the word they think rhymes. This should be easy and fun for students.   **“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”**   1. Allow students to sing the song together several more times using both the original lyrics and the three new verses.   **Day 4 Lesson 4: 15 Mins:**   1. Before teaching this lesson, gather several objects with the same beginning or ending sound and put them in a paper bag. 2. Some ideas might be a car and a jar, a nail and a nest, and so on. 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. 4. Each index card should have only one picture on it. The following pictures can be used:  * **can – cat** * **mat – mop** * **mat – rat** * **sun – bone** * **ball – doll** * **bell – bear** * **leg- egg** * **bus – mouse** * **nest - nut**  1. When the index cards are complete, separate them into pairs that have the same beginning sound and pairs that have the same ending sound. 2. Using the bag of objects, pull one object out of the bag. Ask students to identify the object. 3. Ask them what sound they hear at the end of the word. Have students make the sound (e.g., /n/ for can). 4. Begin a chant by slapping knees and clapping hands with the object. 5. For example, if the object was a can, the chant would go: 6. can – slap knees, clap hands 7. or 8. /n/ /n/ can – snapping three times 9. Continue the chant with all objects in the bag. NOTE: be sure to alternate the chant between beginning and ending sounds. |
| Assessment Activity   1. Students should be assessed through observation and notes during the games and activities. |  | Assessment Activity  1. Students can also be assessed using the worksheet they complete individually to see if they are able to isolate the phonemes. |  |  |
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| Summary |  |  |  |  |