

Explicit Instruction for Phonological Awareness Intervention

Skill: Rhyme Production

Instructional Day: Day 1

Materials: Picture Cards

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... how to make our own rhyming words</p> <p>The reason we are learning this is ...playing with words will help us recognize word patterns</p>	2 min.
State Objective	At the end of this lesson you will be able..... to make words that rhyme with cat and hop	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you..... learned to choose a word that rhymed.</p> <p>Show three pictures (cat, dog, hat) Which words rhyme?</p>	1 min.
Teach New Concept/ Skill (I Do)	Watch me and listen to me “Rhyming words end with the same sound but begin with a different sounds. Listen..... cat.....hat..... those words rhyme, listen again....cat....hat....” (Articulate each word /c/ /at/, /m/ /at/) “The beginning sound is different but both end with /at/” mat and chat also rhyme. Listen to this rhyme... hop, mop. Both words end with the /op/ sound (articulate /op/). Top and Pop also rhyme	3 min.
Guide Practice (We Do)	<p>Now, let’s try this together.</p> <p>Let’s Practice: Articulate each word “Cat, hat (pause). Who can think of a word that rhymes with cat and hat?” “Whisper to your neighbor” Randomly choose students. (nonsense words are okay as long as they rhyme)</p> <p>Correct answer: “Yes, cat, hat, rhyme because they end with the same sound.</p> <p>Incorrect: “no, cat, hat, do no rhyme because they do not end the same. Try again.</p> <p>Repeat with hop, mop.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let’s see you try this on your own.</p> <p>“Find a rhyming partner and take turns rhyming with cat” Listen to students as they make rhymes. Correct as needed.</p> <p>“Find a rhyming partner and take turns rhyming with hop” Listen to students as they make rhymes.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently</p> <p>I will tap on your head and say a word for you to rhyme. Randomly use words ending with /at/ or /op/.</p>	2 min.
Return to Purpose	<p>We learned this ... to help us recognize patterns in words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Rhyme Production

Instructional Day: Day 2

Materials: none

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... how to make our own rhyming words</p> <p>The reason we are learning this is ...playing with words will help us recognize word patterns</p>	2 min.
State Objective	At the end of this lesson you will be able..... to make words that rhyme with pig and fan	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you..... learned to make words that rhyme with cat and hop.</p> <p>“Think of some words that rhyme with cat” pause and select students</p> <p>“Think of some words that rhyme with hop” pause and select students</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me “These words rhyme, pig, big, jig. They all end with /ig/.” (articulate)</p> <p>“These words rhyme, fan, man, can. They all end with /an/.” (articulate)</p>	3 min.
Guide Practice (We Do)	<p>Now, let’s try this together.</p> <p>Let’s Practice: Articulate each. “Listen, pig, big, (pause). Who can think of more words that rhyme with pig and big?” “Whisper to your neighbor” Randomly choose students.</p> <p>Correct answer: “Yes, pig, big, rhyme because they end with the same sound.</p> <p>Incorrect: “no, pig, big, do no rhyme because they do not end with the same sound. Try again.</p> <p>Repeat with fan, man.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let’s see you try this on your own.</p> <p>“Find a rhyming partner and take turns rhyming with pig” Listen to students as they make rhymes. Correct as needed.</p> <p>“Find a rhyming partner and take turns rhyming with fan” Listen to students as they make rhymes.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently</p> <p>I will tap on your head and say a word for you to rhyme. Randomly use words ending with /at/ , /op/, /ig/ and /an/.</p>	2 min.
Return to Purpose	<p>We learned this ... to help us recognize patterns in words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Rhyme Production

Instructional Day: Day 3

Materials: Koosh or soft ball, picture cards

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... how to make your own rhyming words</p> <p>The reason we are learning this is ...playing with words will help us recognize word patterns</p>	2 min.
State Objective	At the end of this lesson you will be able..... to make your own rhymes	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you..... learned to make words that rhyme with cat, hop, pig, and fan</p> <p>“Think of some words that rhyme with cat” pause and select students</p> <p>“Think of some words that rhyme with fan” pause and select students</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me “Words that rhyme end with the same sound. We make rhymes by changing the beginning sound. Listen fan..... pan. I changed the /f/ to /p/. I could also change the /f/ to /b/ and the word would be ban. Fan...pan...ban... all rhyme because they end the same”</p> <p>“We know many sounds, so we can just change the beginning sound and keep the ending sound. If I want to rhyme with dog, I can change the /d/ to /f/ to get fog. Dog.....fog..... they rhyme”</p>	3 min.
Guide Practice (We Do)	<p>Now, let’s try this together.</p> <p>Let’s Practice: “I’m going to say a word and then a beginning sound, try to use the sound to make a rhyming word. Fan...../p/. What word begins with /p/ and rhymes with fan?” <i>Hold up fingers to count to three, students chorally say word on three.</i></p> <p>Practice with the following. Log...../d/. Hat..../s/. Bee...../w/. Lip...../t/. Car...../j/.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let’s see you try this on your own. Make a circle with students. Establish rules for rolling or tossing ball. “I will say a word and toss/roll you the ball. When you get the ball, make a rhyming word for my word.”</p> <p>Words to rhyme: mat, top, lip, wig, pan, lip, jar,</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently</p> <p>Allow students to select a picture card and then make a rhyming word.</p>	2 min.
Return to Purpose	<p>We learned this ... to help us recognize patterns in words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Rhyme Production

Instructional Day: Day 4

Materials: Koosh or soft ball, picture cards

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... how to make your own rhyming words</p> <p>The reason we are learning this is ...playing with words will help us recognize word patterns</p>	2 min.
State Objective	At the end of this lesson you will be able..... to make your own rhymes	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you..... learned to make your own rhyming words.</p> <p>“Think of some words that rhyme with dog” pause and select students</p> <p>“Think of some words that rhyme with lip” pause and select students</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me “Words that rhyme end with the same sound. We change the beginning sound to make a rhyme. We know many sounds, so we can just change the beginning sound and keep the ending sound. If I want to rhyme with dog, I can change the /d/ to /f/ to get fog. Dog.....fog..... they rhyme”</p>	3 min.
Guide Practice (We Do)	<p>Now, let’s try this together.</p> <p>Let’s Practice: “I’m going to say a word and then a beginning sound, try to use the sound to make a rhyming word. Fall...../t/. What word begins with /p/ and rhymes with fan?” <i>Hold up fingers to count to three, students chorally say word on three.</i></p> <p>Practice with the following. ring...../d/. We..../s/. Bet...../w/. Chop...../t/. Hog...../j/.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let’s see you try this on your own. Make a circle with students. Establish rules for rolling or tossing ball. “I will say a word and toss/roll you the ball. When you get the ball, make a rhyming word for my word.”</p> <p>Words to rhyme: chop, ball, big, bee, cake, boat, wing</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently</p> <p>Allow students to select a picture card and then make a rhyming word.</p>	2 min.
Return to Purpose	<p>We learned this ... to help us recognize patterns in words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Rhyme Production

Instructional Day: Day 5

Materials: Koosh or soft ball, picture cards

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... how to make your own rhyming words</p> <p>The reason we are learning this is ...playing with words will help us recognize word patterns</p>	2 min.
State Objective	At the end of this lesson you will be able..... to make your own rhymes	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you..... learned to make your own word that rhyme</p> <p>“Words that rhyme end with..... (students should say “the same sound”)”</p> <p>“We change the..... (beginning sound)”</p> <p>Skip the next section if students answer correctly.</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me “Words that rhyme end with the same sound. We make rhymes by changing the beginning sound”</p> <p>“We know many sounds, so we can just change the beginning sound and keep the ending sound. If I want to rhyme with dog, I can change the /d/ to /f/ to get fog. Dog.....fog.... they rhyme</p>	3 min.
Guide Practice (We Do)	<p>Now, let’s try this together.</p> <p>Let’s Practice: “I’m going to say a word and then a beginning sound, try to use the sound to make a rhyming word. Hop...../ch/. What word begins with /sh/ and rhymes with hot?” <i>Hold up fingers to count to three, students chorally say word on three.</i></p> <p>Practice with the following. Coat...../b/. Hat..../sp/. Bee...../tr/. fox...../b/.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let’s see you try this on your own. Make a circle with students. Establish rules for rolling or tossing ball. “I will say a word and toss/roll you the ball. When you get the ball, make a rhyming word for my word.”</p> <p>Words to rhyme: boat, box, frog, hose, lock, ring</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently</p> <p>Allow students to select a picture card and then make a rhyming word.</p>	2 min.
Return to Purpose	<p>We learned this ... to help us recognize patterns in words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.







