

Demonstrating Phonological Awareness Through Rhyming

Summary

This lesson is intended to teach children phonological awareness. Students will learn what rhyming words are and demonstrate their knowledge orally, or in whatever way they can communicate. In a large group, a Prezi presentation created by me, will be used as the main tool for teaching the concept of rhyming words.

Time Frame

10 class periods of 15 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning, Communication, Systems Thinking

Materials

A Prezi presentation will be used to teach the bulk of the information in one large group. This will include the use of an overhead projector, a computer, and the Prezi presentation. Teacher aids will be utilized to teach small groups the concept of rhyming words on a more individualized level. The teacher and aids will each need a table to use for the small groups, paper/pencils, and the rhyming words being taught on separate cards to show each student.

Intended Learning Outcomes

Early Childhood Core Standard 4000-03 Standard III: Phonological and Phonemic Awareness_Students develop phonological and phonemic awareness. 4000-0301 Objective 1: Demonstrate phonological awareness. b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).

Instructional Procedures

I am making a step by step instruction for this lesson so anyone one of my aids could teach this lesson smoothly with no questions along with any substitutes that come into the classroom. 1. Have the children sit on their carpet squares and prepare them for a large group activity. 2. Start the lesson off by discussing with the students the beginning concepts on a rhyming word. Have the children brainstorm out loud words they may already know that rhyme. 3. Turn on the projector and computer. Pull up the Prezi Presentation and display it on the overhead projector. 4. Follow the Prezi presentation going over all of the rhyming words included. Make use of the pictures included, giving the students that are better with visual cues a chance to grasp the concept. 5. Take the Prezi presentation slow. Working with students with severe disabilities is a slow process. Speed is not the goal in this lesson. As long as the children need to grasp the concepts being taught is how long the presentation should last. 6. After the students have shown a basic understanding of the presentation, move them into smaller groups (group them by similar ability in academics) to the tables in the back of the room. 7. Each aid (4) and the teacher (myself) will take a group of either 2 or 3 students and work with them on an individual level, meeting their specific academic and behavior needs. The small group portion of the lesson will take anywhere from 4-10 days. The Prezi presentation should have taken from 1-3 days. 8. During the small group portion of the lesson, the staff will go over and over the concept in many different ways in order to meet the needs of the individual students. Having the

children speak orally and demonstrate their knowledge through communication will be the main focus of this lesson. 9. When there has been sufficient time to teach to the needs of the class and there seems to be an overall understanding, the students will be assessed orally of their knowledge on rhyming words. 10. The assessment will be informal and quick. The staff will show a student a word on a flashcard and ask them to communicate what that word is through speaking or sign language. Once the first word has been identified, the staff member will lay three flashcards in front of the student. The student must now pick which card has the word that rhymes with the first card they identified. Once the correct card has been picked the student must communicate orally or through sign language both words. Once both words have been communicated the process will be repeated three times. IF the student successfully does this three times they have passed this lesson. 11. Prompting is only appropriate if the individual child needs it or it is specified in their IEP that prompting is something that helps the child. 12. After each child has been assessed three times the lesson is complete.

Assessment Plan

Due to the nature of a severe special education classroom, there will be no formal test, quiz, worksheet and so forth. The objective asks for the student to demonstrate orally their knowledge so this is exactly what will be asked of the students. The assessment will be informal and quick. The staff will show a student a word on a flashcard and ask them to communicate what that word is through speaking or sign language. Once the first word has been identified, the staff member will lay three flashcards in front of the student. The student must now pick which card has the word that rhymes with the first card they identified. Once the correct card has been picked the student must communicate orally or through sign language both words. Once both words have been communicated the process will be repeated three times. IF the student successfully does this three times they have passed this lesson. Prompting for the students is only appropriate if the individual student needs it. This needs to be decided by the teacher and communicated to the aids what prompting is allowed and what is not.

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