

2001

# The effects of a phonological awareness training program for hearing-impaired children

Sarah Stewart

Follow this and additional works at: [http://digitalcommons.wustl.edu/pacs\\_capstones](http://digitalcommons.wustl.edu/pacs_capstones)



Part of the [Medicine and Health Sciences Commons](#)

---

## Recommended Citation

Stewart, Sarah, "The effects of a phonological awareness training program for hearing-impaired children" (2001). *Independent Studies and Capstones*. Paper 438. Program in Audiology and Communication Sciences, Washington University School of Medicine. [http://digitalcommons.wustl.edu/pacs\\_capstones/438](http://digitalcommons.wustl.edu/pacs_capstones/438)

This Thesis is brought to you for free and open access by the Program in Audiology and Communication Sciences at Digital Commons@Becker. It has been accepted for inclusion in Independent Studies and Capstones by an authorized administrator of Digital Commons@Becker. For more information, please contact [engeszer@wustl.edu](mailto:engeszer@wustl.edu).

**THE EFFECTS OF A PHONOLOGICAL  
AWARENESS TRAINING PROGRAM FOR  
HEARING-IMPAIRED CHILDREN**

by

**Sarah Stewart**

**An independent study submitted in partial fulfillment of  
the requirements for the degree of**

**Master of Science in Speech and Hearing**

**Emphasis in Education of the Hearing Impaired**

**Washington University  
Department of Speech and Hearing**

**May 25, 2001**

**Approved by: Ann Geers, Ph.D., Independent Study Advisor**

### **Abstract**

**Purpose:** This study looked at the effectiveness of a phonological awareness intervention for hearing-impaired children. The participants were five students enrolled at Central Institute for the Deaf. Each participant demonstrated difficulty performing phonological awareness tasks and had delayed reading development.

**Method:** The participants were given the Lindamood Auditory Conceptualization (LAC) Test. They then participated in a phonological awareness training program. This program lasted approximately six weeks, and each participant received an average of 138 minutes of training. When the program was completed, they were each given the LAC Test a second time to evaluate the effectiveness of the intervention.

**Results:** Effects of the training program on phonological awareness were examined. Three of the five subjects showed no change on the LAC Test after receiving the intervention. The other two subject's scores on the LAC Test improved after they received the training program.

**Discussion:** The results suggested that the phonological awareness training program could be beneficial to hearing-impaired children. However, more studies need to be done to confirm this suggestion and to provide more insight as to how this phonological awareness program is beneficial.

Learning to read is a skill that everyone must acquire. If a child is to succeed academically, then he or she must learn to be a competent reader. If a child has difficulty reading, it is likely that he or she will have trouble in several other academic areas as well. In order for children to become proficient in reading, they must develop phonological awareness; that is they must learn to perceive the sounds of spoken language, and associate them with the alphabetic symbols. It is known that if a child is unable to perform tasks associated with phonological awareness, it is highly likely that he/she will be a poor reader (Clarke-Edmonds, 1996). Although phonological awareness is considered to be predictive of one's reading ability, the tasks associated with it are not easily learned by everyone.

### **What is Phonological Awareness?**

Phonological awareness stems from phonology, a part of the rule system that governs our language. Phonology is the study of how language makes use of sound, and it describes how sounds can be combined. The individual units of sound called phonemes, are the building blocks of spoken language. The difference between two phonemes can seem slight, but that difference can change the entire meaning of a word. For example, the phonemes /t/ and /d / look the same when produced and even sound similar. However, in the words "tad" and "dad" their very slight differences become significant; using one phoneme instead of the other can dramatically change the meaning of a word.

The understanding that words are made up of these individual sounds, or phonemes, is what we call "phonological awareness". It is also the ability to think about

and manipulate those sounds. It is considered to be predictive of one's reading ability. In order to learn to read printed English, children must be aware that all spoken words are comprised of these individual sounds, or phonemes. In other words, they must know that the written spellings of words systematically represent spoken sounds (Lyon, 2000). This can be a difficult task for some people because individual phonemes are not things that we are consciously aware of. The reason we don't think about phonemes is because spoken language is seamless. In other words, the phonemes are blended together in spoken words, and when we listen, we hear only the words. We don't break them up into segmented sounds. It is much easier to listen for a whole word rather than a single sound in a word, even if that sound is at the beginning (Adams, 1994). However, in order to become phonologically aware, one must learn how to hear and manipulate the individual sound segments in words.

There are various tasks associated with phonological awareness. According to Adams (1994), these tasks can be grouped into five levels, each one becoming more difficult than the next. The first and easiest level is simply the ability to hear the sounds in words. The next level, which is only slightly more difficult, involves focusing one's attention on the components of sounds in words that makes them similar or different. For example, a child at this level would be able to choose a word that doesn't belong in a group (i.e. bat, ball, cat, and book). At the third level, the tasks involve blending and syllable splitting. In order for a child to do this, he or she must realize that words can be divided into phonemes, know how they sound when produced, and also be able to produce each phoneme. The next level is phoneme segmentation. To do this, a child must be able to separate words into individual phonemes and syllables. The fifth and

most difficult level of phonological awareness is phoneme manipulation. This involves deleting, adding, or moving a phoneme to change a word or syllable. If a child is able to acquire each of these tasks, it is likely that he or she will be successful when learning how to read. However, a teacher or another adult must teach children how to do these tasks in order for them to acquire competent phonological awareness skills, because as crucial as phonological awareness is to the process of learning to read, it is also difficult to acquire (Adams, 1994).

### **Reading Instruction for Hearing-Impaired Children**

When hearing children begin to read written text, most of them have a knowledge of the spoken form of language which they will encounter in reading (Watson, 1999). This knowledge exists because they have the ability to hear the sounds of spoken language. Because they can hear these sounds, they are able to develop sound-letter correspondence, and thus combine letters into words. We can say they become “phonologically aware”, which means that when reading, they can use that knowledge to give them some information that will enable them to at least guess a word when they are unsure of what it is.

It is a known fact that hearing-impaired children have difficulty learning how to read. They often lag behind their hearing peers academically, especially in reading. Studies have shown that most hearing-impaired children struggle to surpass a third-to-fourth grade reading level, and often fail to advance their reading skills from year to year (Spencer, Tomblin, & Gantz, 1997). Because phonological awareness tasks are difficult for children who have trouble with listening skills (Clark-Edmonds, 1996), it makes sense

that hearing-impaired children who cannot hear, or have trouble hearing the sounds of spoken language, would therefore have trouble developing sound-letter correspondence. Hence, reading becomes a very difficult task for them.

An important step toward facilitating the hearing-impaired child's reading growth would be to incorporate some type of phonological awareness activities into the reading curriculum. Studies conducted on the development of reading skills in languages such as English have found a significant relationship between the ability to read a language [such as English] and the ability to become aware of phonemes (Lenchner, Gerber, and Routh, 1990). Other studies show that phonological awareness training has a positive influence on reading performance, especially if it involved training in tasks such as blending, segmentation, and sound-letter correspondence. Therefore, it can be hypothesized that if phonological awareness activities are a regular part of the hearing-impaired child's curriculum, he or she would begin to acquire the tasks associated with it, and therefore have more success when learning to read.

This study looks at the effects a phonological awareness training program has on hearing-impaired children. The subjects were given a pretest to assess their phonological awareness abilities, then they received phonological awareness training. After the subjects receive the training, they were tested to see if the program had any effect on their abilities to perform tasks associated with phonological awareness. It was hypothesized that if the subjects improve their abilities to perform these tasks after receiving the training, then the program would be considered successful. It could then also be hypothesized that if such training were included in the regular curriculum, then hearing-impaired children would have more success when learning to read.

### Methods

Subjects: The subjects were 5 hearing-impaired children enrolled in middle school at Central Institute for the Deaf. They were between the ages of 7 and 11. Four of the subjects were cochlear implant users and one was a hearing aid user. All subjects were below grade level in reading. Their total reading scores according to their 2001 Stanford Achievement Tests ranged from 1.4 to 2.3. Stanford Achievement Test scores were not available for Child D. Table 1 shows each subject's age, their 2001 Stanford total reading score, and his or her reading grade level they are currently in at school.

**Table 1**

<b>Child</b>	<b>Age</b>	<b>Stanford Total Reading Score</b>	<b>Rdg. Grade Level in School</b>
A	9 years 9 months	2.3	3.0
B	7 years, 7 months	1.4	2.0
C	9 years, 10 months	2.0	2.5
D	9 years, 11 months		2.5
E	8 years, 7 months	1.5	K

Procedure: A pre/post-test design was used to evaluate the effects of the phonological awareness intervention. The Lindamood Auditory Conceptualization (LAC, Lindamood & Lindamood, 1979) Test was used as the phonological awareness measure. The LAC Test assesses the ability to discriminate between speech sounds and the ability to examine the number and order of sounds within spoken patterns (Lindamood et al., p. vii). It is



divided into two categories, with the second category more complex than the first. Form B of the LAC Test was used for the pretest, and form A was used for the post-test.

### **Test Administration**

The LAC Test provides a pre-check which was done to verify that each subject understood the concepts of sameness/difference, number to four, left to right order, and first/last. When the subject's responses were satisfactory, the examiner proceeded to demonstrate Category I, which measures one's ability to perceive isolated sounds in a sequence (Lindamood, et al. 1979). Once that was completed, the examiner demonstrated Category II; this portion measures the ability to perceive the order of sounds in spoken patterns. A record sheet was provided to record the responses and score each test. Each subject was required to repeat each stimulus before conceptualizing its pattern. They were allowed one repetition of each stimulus (if they needed it) to be sure that they heard it correctly. This enabled each subject to correctly repeat each stimulus that was presented. The subject's scores were converted into a percentage correct calculated from the scoring procedures of the test. The scores on the LAC test represent minimal levels of performance, which indicate a high probability of grade-level or above grade level spelling and reading performance (Lindamood et al. p. 27). This means that if a child's score is below the recommended minimum, he or she is most likely experiencing some difficulty acquiring reading and spelling skills.

Four of the five subject's scores on the pretest were below the recommended minimum score for their current reading grade level in school. Subject E, who is currently reading at the Kindergarten grade level in school, scored exactly at the

recommended minimum score. These pretest scores suggest that the subjects have not acquired the skills necessary for reading acquisition, and most likely have delayed reading and spelling abilities. Therefore, these subjects would likely benefit from phonological awareness training.

### Intervention

After they were given the pretest, the subjects began phonological awareness training. Each subject received approximately 30 minutes of training each week for six weeks. The total amount of time each subject received varied somewhat because of uncontrollable situations that occurred, such as a subject being ill on a day in which he or she would have received training. The subjects also had achievement testing during the time in which they were receiving this intervention, therefore there was one week in which no phonological awareness training was provided.

**Table 2. Number of minutes each subject received of training**

Subject	Minutes of Intervention
A	120
B	150
C	150
D	120
E	150

The intervention that was used was The *Sounds Sensible*™ Phonological Awareness Training for Reading and Spelling. It was written to coordinate with the

Specialized Program Individualized for Reading Excellence (SPIRE) by Sheila Clark-Edmands. SPIRE is a reading program for children who need an explicit, multi-sensory, phonologically based reading program (Clark-Edmands, 1996). The *Sounds Sensible*™ program was based on the principle that phonological awareness training should be an essential part of all classrooms, and if it occurs, the result will be increased efficiency in reading and spelling. The Kindergarten level of this program was used with the subjects. They were taught the skills as they were set up in the manual provided. They received training during the school day, in addition to their regular reading program.

The program is divided into 5 sections, listening, rhyming, segmenting, phoneme/grapheme, and dictation. The training began with the first section, listening, which is geared toward helping children focus on the sounds in words. The activity involved the subject's identifying whether words were the same or different. The words were either the same, or had one phoneme that was different. For example, they listened to "pat/pat" and "pat/bat" and had to identify which was the same and which was different. The task became more difficult when it was harder to differentiate between the two sounds presented in the words. In the next section, subjects worked on rhyming skills. This section of the program's primary focus is on teaching children to identify rhyme through listening and identifying matching picture stimuli. The third part of the program teaches sentence, syllable, sound, and word segmentation. Phoneme/grapheme relationships are taught in the fourth section, and the fifth section is dictation; it requires the student to listen to a sound and produce it in written form. Examples of the various activities associated with each level can be found in the appendix. The subject's

intervention consisted of the listening and rhyming portions of the *Sounds Sensible*™ training program.

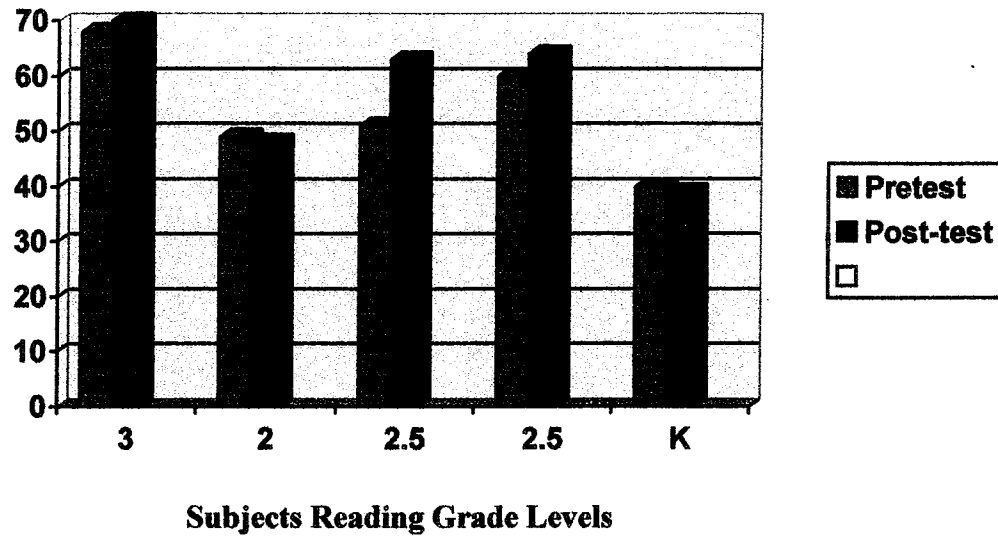
### Results

The subject's converted percentage scores on the LAC Test were used to analyze the effectiveness of the *Sounds Sensible*™ phonological awareness training program. All but one subject scored below the recommended minimum score for their current grade level in reading on the pretest. This subject scored exactly at the recommended minimum for her grade level. Three of the five subjects showed no change (+/- 2 points) from pre- to post-test. The other two subjects obtained improved scores. One child showed a substantial improvement of 12 points). Table 3 shows the recommended minimum score on the LAC Test, each subject's pretest score, their post-test score, and the change exhibited on the LAC Test. Figure 1 compares the subject's performance on the pre- and post-tests.

**Table 3**

<b>Subject</b>	<b>Minimum recommended score</b>	<b>Pretest score (LAC)</b>	<b>Post-test score (LAC)</b>	<b>Change exhibited from pre- to post-test</b>
A	71	68	70	+2
B	61	49	48	-1
C	71	51	63	+12
D	71	60	64	+4
E	40	40	39	-1

**Figure 1. Pre- and post-test performance on the Lindamood Auditory Conceptualization Test**



Except for one child, the scores on the subject's post-tests did not differ significantly from their scores on the pretest. The number of minutes of training the children received also did not appear to relate to the child's performance on the post-test. Table 4 shows a profile of the children, including their age, pre- and post-test scores on the Lindamood Auditory Conceptualization Test, the number of minutes of intervention, and their reading grade level in school.

**Table 4**

	<b>Child A</b>	<b>Child B</b>	<b>Child C</b>	<b>Child D</b>	<b>Child E</b>
<b>Age</b>	9:9	7:7	9:10	9:11	8:7
<b>Rdg. Grade Level</b>	3.0	2.0	2.5	2.5	K
<b>LAC pretest</b>	68	49	51	60	40
<b>LAC post-test change</b>	+2	-1	+12	+4	-1
<b>Min. of training received</b>	120	150	150	120	150

LAC Test scores are associated with reading level rather than the subject's age. It makes sense that subjects A, C, and D, who read at slightly higher reading levels obtained higher scores on the LAC Test. Two of these subjects received fewer minutes of training than the rest of the subjects, yet still obtained higher post-test scores. Therefore, the amount of training the subjects received is not related to improvement from pretest to post-test. The training program may be helpful to some hearing-impaired children such as Children C, D, and E who exhibit reading levels more than a year behind expectation for their age.

### **Conclusions**

The results of this study suggest that a phonological awareness training program can have a positive effect on the acquisition of phonological awareness tasks. However, in order to determine how effective this training program is, more information is needed.

Two of the subject's scores did improve after receiving the intervention. These children were almost 10 years old yet continued to read at a second grade level. Phonological awareness training, if done on a regular basis with hearing-impaired children, could be beneficial and possibly help children with delayed reading skills have more success when learning to read and spell. Longer periods of intervention might have resulted in greater improvement for all subjects. The Lindamood Auditory Conceptualization Test assesses a person's ability to hear speech sounds and perceive whether they are the same or different. It also assesses one's ability to discriminate and perceive the order of sounds in a spoken pattern. To do this task, one must be able to move, delete, or add a phoneme in a word or syllable. This task, although highly predictive of one's success when learning to read, is the most difficult to acquire. All of these things are taught in the "segmenting" section of the *Sounds Sensible*™ phonological awareness training program, however, due to time constraints the subjects were only taught the activities found in the "listening" and "rhyme" portions of the program. It was not possible to teach the entire training program to the subjects because the intervention only lasted six weeks. If the subjects had received training in segmentation, as well as the other portions of the program, it is likely that there would have been a more significant difference between the pre- and post-test scores.

While the *Sounds Sensible*™ phonological awareness training might benefit hearing-impaired children, more information is necessary in order to see exactly what kind of benefits hearing-impaired children would receive. The length of time in which the children receive training should be longer. It would also be helpful to have a control group, for example, another group of hearing-impaired children who are given the same

pre-and post-test measures, but do not receive any phonological awareness training. This control group would enable us to see more clearly whether or not the training was effective. A third and final recommendation would be to include a reading assessment or evaluation prior to and after training is provided. If these three components, a control group, a longer training period, and reading assessment were included in related studies, it would enable us to gain more insight about the effects phonological awareness training has on hearing-impaired children.



### Bibliography

Adams, M.J., (1994). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press.

Bird, J., Bishop, D.V.M., & Freeman N. H. (1995). Phonological awareness and literacy development in children with expressive phonological impairments. *Journal of Speech and Hearing Research*, 38, 446-461.

Catts, H.W., (1993). The relationship between speech-language impairments and reading disabilities. *Journal of Speech and Hearing Research*, 36, 948-958.

Clark-Edmands, S., (2000). Spelling Disabilities. *Learning Disabilities Journal*, 10, 16-18.

Clark-Edmands, S., (1996). Sounds sensible™ phonological awareness training for reading and spelling. Kennebroke, ME: Progress Learning, Inc.

Gillon, G.T., (2000). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech, and Hearing Services in Schools*, 31, 126-141.

Lenchner, O., Gerber, M.M., & Routh, D.K., (1990). Phonological awareness tasks as predictors of decoding ability: Beyond segmentation. *Journal of Learning Disabilities*, 23, 240-247.

Lindamood, C.H., & Lindamood, P., (1979). Lindamood Auditory Conceptualization Test. Allen, TX: DLM Teaching Resources.

Lyon, G.R., (2000). Why reading is not a natural process. *Learning Disabilities of America*, 35, 12-18.

Majsterek, D.J., & Ellenwood, A.E., (1995). Phonological awareness and beginning reading: Evaluation of a school based screening procedure. *Journal of Learning Disabilities*, 28, 449-456

McBride-Chang, C., (1996). Models of speech perception and phonological processing in reading. *Child Development*, 67, 1836-1856.

Paul, P.V., (1997). Reading for students with hearing impairments: Research review and implications. *The Volta Review*, 99, 73-87.

Spencer, L., Tomblin, B.J., & Gantz, B.J., (1997). Reading skills in children with multichannel cochlear-implant experience. *The Volta Review*, 99, 193-202.

Watson, L.M., (1999). Literacy and deafness: The challenge continues. *Deafness and Education International*, 1, 96-107.

# Appendix

---

<sup>1</sup> All activities shown in this appendix are from the Sounds Sensible™ Phonological Awareness Training Program for Reading and Spelling (Teachers Manual) © 1996 Sheila Clark-Edmands S.P.I.R.E.

## LISTENING

### *Objective:*

To focus student's attention on sounds in words.

### *Behavior:*

Students will identify whether words repeated are the same or different.

### *Materials and Instruction:*

Students are given two cards. One card has a picture of twins. This card represents that the word sequence is the same. For example: pat pat. The other card has a picture of twins with symbol  $\emptyset$  through it. This represents that the word sequence is not the same. For example : pat bat .

1. Each student is given a set of cards.
2. Teacher says one set of words. Students alternate turns. Each student should have at least two turns. If a non-responding student is not focusing, you may have that student also repeat sequence but not respond with an answer.

Example: It is Mary's turn. Teacher says: /pat/ /pat/. John is looking around the room. Teacher says: "John, could you repeat for Mary what I just said?" (John probably cannot.) Teacher: "Mary, would you tell John what I just said?" If Mary has forgotten, you will repeat /pat/ /pat/ for both. Mary repeats the sequence. Mary then holds up card to represent same or different. Mary needs to explain choice. For example, Mary may say: "They are twins because they sound exactly alike." Proceed to word pair for the next student: same procedure. Occasionally refocus the entire group by giving word pair to group. Group repeats in unison with eyes closed. Each student hold up card for their response. You choose students to verbalize reason for response.

### *Word Sequences:*

#### */p/ /b/ discrimination*

pat pat	bat pat	bat bat	bit pit
pam bam	bam bam	pam pam	but but
pit pit	bag pag	bap bap	pab bap
pab bab	pap bap	pap pap	pat bat

#### */t/ /d/ discrimination*

tap dap	tap tap	dad dat	dad dap
dad dad	tim dim	dog tog	dot tot
dad tad	tum tub	deb teb	dog dog
hit hid	bit bid	bid bid	bed bet

#### */c/ /g/ discrimination*

cat cat	gas cas	kit kit	cat gat
gag gack	cag cack	kit cat	gob gob
cob gob	gag cack	sag sack	cap gap
gas gas	cag gag	cap cap	gag gag

*/f/ /v/* discrimination

fan fan	fan van	fig vig	fast fast
vast vast	fast vast	vap fap	vet fed
vat fat	vat vat	val val	fat vat
vat van	fack vack	lou lof	fin fen
ven fin	fen ven	bif biv	ruf ruv

*/s/ /z/* discrimination

sap zap	sip sip	zip zap	buzz bus
zip sip	sag zag	zag zag	buzz buzz
zest nest	zest zest	nest zest	sad zag
sip zip	zup sup	veg zeg	sop zop

*/ch/ /j/* discrimination

chop jop	jug jug	chug chug	chug jug
jip chip	drop chop	chet jet	dret jet
jim jum	chum chum	chum jum	chin jin
jag jag	chig jig	dutch drudge	jim chim

*/m/ /n/* discrimination

man mam	man man	nan mam	nap nap
map nap	mat mat	nat mat	nag nag
mag nag	man mam	ran ram	tan tan
tam tan	fam fan	pan pam	bam bam

*/w/ /h/* discrimination

wed head	weather heather	wed wed	head head
weed heed	west west	welp help	help help
won hon	word heard	word word	wet wet
walk hawk	hawk hawk	want want	hunt want

*/l/ /r/* discrimination

lamp lamp	ramp lamp	rap rap	lap lap
lap rap	slap strap	ram ram	lamb lamb
black brack	blam blam	brag blag	look rook

*/ng/ /nk/* discrimination

sang sang	sank sang	rink ring	bink bink
slang swang	bring brink	bring bring	king king
sink sing	sing zing	long wrong	chong chong
gong cong	fink fink	thing think	tank tank

If students need more practice, the teacher may create more of the above or choose different selections from among the groups.

## INTRODUCTION TO RHYMES

### *Objective:*

Students will be able to identify rhyming words and sounds.

### *Behavior:*

Student will be able to listen to limericks, repeat limericks, match picture to limericks and identify rhyming words.

### *Materials:*

- Individual cards with picture of a :
  - bear, chair, pear - Cut out bear and pear. Chair card remains the same.
  - wall, ball, doll - Cut out doll and ball. Wall card remains the same.
  - pie, fly - Cut out fly. Pie card remains the same.
- Picture cards 1 - 40 (pea green picture cards)
- Large picture card of Mother Goose
- Limericks to correspond with pictures.

### *Instruction:*

#### Introduction to Rhyming

1. Hold up picture card of bear. Tell students picture name bear.



PICTURE RHYME  
CARDS  
(pea green)

1. Dog on a log.
2. Bug on a rug.
3. Frog on a log.
4. Cat in a hat.
5. Eat away Thanksgiving Day.
6. Nail in a pail.
7. Fox in a box.
8. Bear in a chair.
9. Cub in a tub.
10. A wig on a pig.
11. A goose is loose.
12. A man with a fan.
13. Having fun in the sun.
14. Bell on a well.
15. Hot shot.
16. Toot a flute.

29. Jack loves sports to play,  
but he can't make up his mind today.
30. The pig does a jig.
31. By golly.  
A trolley.
32. The Halloween pumpkin  
is a lucky guy.  
He's a jack-o-lantern  
instead of a pie.
33. A goat with a coat.
34. An apple a day keeps the doctor away.
35. You scream, I scream.  
We all scream for ice cream.
36. Spoon on the moon.
37. The pot is hot.
38. Starlight, star bright  
first star I see tonight.  
I wish I may, I wish I might  
have the wish I wish tonight.
39. Star in a jar.
40. The bird perches in the tree  
and chirps all day, just for me.

## MATCHING RHYMES

### *Objective:*

To be able to identify and match rhyming words with picture stimulus.

### *Behavior:*

Given a word, a student will be able to identify a rhyming picture and say the word.

### *Materials/Instruction:*

Lime Green Picture Cards: There are five rhyming pairs of cards in each set of ten cards. There are ten sets. The rhyming pair cards are marked T and S.

The teacher places all five S (student) cards on the chart/desk/etc. Review all student cards for name identification.

Teacher holds up T card, identifies card by name - Student repeats name, finds S picture card that rhymes and says name of picture. Repeats both words for rhyme. Correct match is kept by student. Next student responds. Each student should be given at least two turns. When the student becomes skilled, play two sets at a time. A variation is to play "go fish" where you pass out both T and S cards. Students take turns asking for rhymes, e.g. "Do you have something that rhymes with pig?" For advanced work, you could combine sets. Pass out all student cards, giving approximate equal amount to each student. Teacher keeps teacher cards. Hold up one card at a time. Students look at own cards and see if they have one that rhymes with teacher's card. When match is found, card is placed in the center of the table.

## MATCHING RHYME CARDS

(lime green)

## Set I

T	S
pat	hat
moose	goose
hook	book
blouse	mouse
hen	pen

## Set II

T	S
tag	bag
chick	sick
log	dog
doll	ball
sing	king

## Set III

T	S
man	can
hug	bug
rain	plane
dive	five
hop	top

## Set IV

T	S
sad	mad
crash	splash
crib	bib
rake	snake
sap	nap

## Set V

T	S
sniff	cliff
phone	bone
pail	mail
jeep	sheep
sun	gun

## Set VI

T	S
sat	bat
box	fox
dig	pig
bell	shell
mow	sew

## Set VII

T	S
float	goat
van	fan
gift	lift
wait	skate
jam	ram

## Set IX

T	S
hush	brush
gag	bag
pan	fan
cool	school
bed	sled

## Set VIII

T	S
clap	trap
flip	slip
tam	ham
kitten	mitten
look	cook

## Set X

T	S
slant	plant
sick	pick
pear	bear
duck	truck
shop	chop

## LIMERICKS & RHYMES

### *Objective:*

To teach concept of rhyme.

### *Behavior:*

Students will be able to listen to short rhymes and pick out rhyming pairs.

### *Materials & Instruction:*

Teacher reads rhyme and asks: "What two words sound alike in this rhyme?" Same procedure for all rhymes.

The fat pig  
danced a jig.

The little dog  
hid in the log.

The strange cow  
said me-ow.

Hickory dickory dock  
the mouse ran up the clock.

Hey diddle diddle  
the cat and the fiddle.

See - saw  
Marjorie Daw.

Little mouse  
went in the house.

Eight nine ten  
the big fat hen.

Little Jack Horner  
sat in a corner.

Jack be nimble, Jack be quick.  
Jack, jump over the candle stick.

I like to blow my little horn  
from late at night to early morn.

... /cab/	/cab/	/k/ /a/ /b/	/cab/ ... /k/	/ab/
... /fan/	/fan/	/f/ /a/ /n/	/fan/ ... /f/	/an/
... /goat/	/goat/	/g/ /o/ /t/	/goat/ ... /g/	/oat/
... /book/	/book/	/b/ /o/ /k/	/book/ ... /b/	/ook/
... /shell/	/shell/	/sh/ /e/ /l/	/shell/ ... /sh/	/ell/
... /sand/	/sand/	/s/ /a/ /n/ /d/	/sand/ ... /s/	/and/
... /gate/	/gate/	/g/ /a/ /t/	/gate/ ... /g/	/ate/
... /bear/	/bear/	/b/ /a/ /r/	/bear/ ... /b/	/air/
... /sock/	/sock/	/s/ /o/ /k/	/sock/ ... /s/	/ock/
... /lock/	/lock/	/l/ /o/ /k/	/lock/ ... /k/	/lo/

For further development of segmentation activities and additional activities specifically divided between deletion of initial and final consonants in words, see Sounds Sensible™, Reader One, short a.\*

\* available from Progress Learning, Inc. P.O. Box 545 Kennebunk ME 04043 -0545

## RHYME PROVIDING

(Auditory/Verbal No pictures.)

- Teacher gives dictated target word.
- Student provides word that rhymes.

### Target Words

hat	stair	jump
book	seat	run
pig	time	swing
ten	hole	swim
pot	sand	tip
house	rest	hot
car	hand	purse
dish	tent	look
can	toast	hill
floor	rain	less
girl	arm	kiss
dad	child	boy

**NOTE:** If students are still having difficulty repeat previous words or use words from rhyming stories or poems that the class has had read to them.



## RHYME CATEGORIZATION KELLY GREEN CARDS (72)

- Teacher says "We are going to name four picture cards. One of the words does not rhyme with the rest. We are going to find the one that does not rhyme."
- Teacher places four cards on the table. See pages 24 - 28. Teacher names each card. Three cards rhyme - one does not.
- Student repeats - naming cards in sequence.
- Teacher says "Tell me which picture does not rhyme with the others?" Teacher discusses what rhyme means "Sounds the same in the middle and at the end" or "the part of the word after the initial (first) sound sounds the same." "If you take off the first sound, the word is the same." Children need to define the concept of rhyme in their own words. You may assist them. If a child says "sounds the same at the end" you would say "Do mad and hill rhyme? No - they also have to have the same middle and end sound."
- Renames three picture cards that rhyme.
- Proceed to next sequence.

After all sequences have been completed - repeat if students are still having difficulty.

### Rhyme Categorization

1  
can

2  
man

3  
fan

4  
bat

4  
bat

5  
cab

6  
cat

7  
rat

1  
can

8  
hop

9  
top

10  
mop

11  
hook

12  
book

9  
top

13  
cook

14  
nail

15  
pail

16  
tail

17  
tag

17  
tag

18  
tap

19  
bag

20  
sag