

LEARNING OBJECTIVE

Initial phonemes and rhyming

TARGETED SKILL(S):

Change the initial phoneme in words to create new words.

DESCRIPTION

Children will listen to scenarios and then change the initial phoneme (sound) to create words that describe how they would feel in these situations.

**SUITABLE FOR**

Pairs, whole class, or small guided group

**PREP-TIME**

10-15 min.

**DURATION OF ACTIVITY**

30 min.

**MATERIALS**

- **We provide:** '*_ad Word Card and Letter Cards*': s, m, b, gl; '*Sentence Scenarios Sheet*'
- **You find:** OPTIONAL: Clothes pegs

PREPARATION

1. Print and cut out the '*_ad Word Card and Letter Cards*' (one word card and one set of letter cards for each pair).
2. Print the '*Sentence Scenarios Sheet*' (one copy).
3. Locate optional clothes pegs (one per pair) if you would like the children to clip the letter cards to the word card. Alternatively, children can just place the letter cards on the word card.

What will we learn?

"Today we will make some feelings words by changing the first sound of a word to make a whole new word!"

What do we know?

1. "What do we know about rhyming words?" (Rhyming words sound the same at the end of the word.)
2. "Can you tell me two words that rhyme?"
3. To engage the children, use some of the children's names as the root of a few rhymes, or near rhymes (e.g., 'Matt' rhymes: sat, cat; 'Simon' near rhymes: diamond, island).
4. "What are feelings?" (Feelings are emotions, or how you feel about different things that you see, hear, remember, do, or have happened to you. We can feel many different feelings throughout the day.)
5. "Today, we are going to build four rhyming feelings words. One of our feelings words is 'sad'. What does sad mean?" (Not happy; unhappy.)
6. "What are some other feelings words that rhyme with 'sad'?" (Mad. Bad. Glad.)
7. "What does _____(mad, bad, glad) mean?"

Watch me first!

1. "What makes our feelings words, 'sad', 'mad', 'bad', and 'glad' rhyme?" (All of the words end with /ad/.)
2. "That's right! All of our feelings words rhyme because they end with /ad/. To make each word, we needed to change the first sound of each word. That's how we got four different feelings words."
3. "Let's look at our word ending." Show the '*_ad word card*' then point to and read the word ending (i.e., "_ad").
4. "Now say the word ending with me: /ad/. I'll place the 's card' at the beginning of our word ending." Hold it in place with a clothes peg (if using). "Now we have 'sad'. Let's sound it out and say the word together: /s/ /ă/ /d/, sad." Then ask the children to make a sad face to link the feeling to the word to help them remember.

5. "Now I'll take the 's' away and place the 'm' into that space." Make the change. "What word did I make now? Let's sound it out together: /m/ /ă/ /d/, mad." Practise making a mad face.
6. Repeat the same steps to switch the beginning letter-sound (or consonant blend) for 'bad' and 'glad'. Practise making bad and glad faces.
7. "Now let's play a game! We will listen to sentences about some events and then make words that tell how we would feel if these things happened to us."
8. "I'll do an example first. My sentence is: 'You visit the ice cream store and get a great big scoop of your favourite kind of ice cream.' Hmm, how would I feel if I got my favourite ice cream? I would feel glad! I will make the word 'glad' with my letters and word ending." Model by holding (or pinning with a clothes peg) the 'gl' in front of '_ad'.
9. "Would you feel glad too? Let's practise sounding out our word: /gl/ /ă/ /d/."

Let's try it!

1. Give each pair of children a clothes peg (if using), a '_ad word card', and a set of 'letter cards'.
2. Referring to your '*Sentence scenarios sheet*,' read the remaining scenarios one at a time and give the pairs time to discuss and change the first letter sound (or consonant blend) in their words for each scenario.
3. For each scenario, ask a few children to explain why they would feel this way. See if certain scenarios result in different answers from the children.

NOTE: There are no right or wrong answers. What is important is that the children can change the initial sound, then sound out and say the words they have chosen, as well as provide reasoning for their answers.

What did we learn?

- "Today we made feelings words. What did we do when we wanted to change the word?" (We changed the first sound to make the words rhyme. Changing the first letter gives the new word a different meaning.)
- "We also listened to some sentences and decided if these would make us feel sad, mad, bad, or glad. Can you tell me about something that would make you feel ____ (sad, mad, bad, glad)?"
- Print '_ad' on the board. "What are some other words that have the /ad/ ending?" With the children's help, make /ad/ words by changing the initial sound in words (e.g., dad, fad, had, lad, pad, rad, tad, Brad, clad, grad).

Let's do more!

- Create additional scenarios that require children to listen to sequence words (e.g., first, then, next, last).
- Ensure that the children have enough time to share their feelings with their partner and the class.

EXTENDING THE LESSON

Less Challenging



- Use only the words 'mad' and 'glad'. Link the /m/ sound with the feeling of your lips staying together, which allows you to make the sound. Make an angry or mad face while making the /m/ sound. When your mouth makes the /gl/ sound, the tongue goes up just like you do when you smile. These strategies will help link the feelings to the words by remembering what we do with our mouths to make the sounds.
- Provide handheld mirrors so the children can see their faces as they practise saying the words they make and change. Ask them if they notice how their mouth changes when they change the initial sound in the words.

More Challenging



- Ask the children to create their own sad, mad, bad, and glad sentence scenarios to share with their classmates.
- Give the children a different word ending (e.g., an, et, it, op, un) to practise adding and changing the initial sound to make new words. Tell them what letter possibilities could work for each word ending (e.g., _an = c, m, t, pl).

TIPS



Assist the children as they use their flexible thinking skills to change the initial sound to make a new feeling word.