



Phonological Awareness Differentiation with Corrective Feedback (First Grade)

Phonological Awareness Activity		If the Student...	Then...
Rhyming	Scaffold	<ul style="list-style-type: none"> Has difficulty hearing words that rhyme 	<ul style="list-style-type: none"> Repeat words and overemphasize the rime. Have the student repeat and overemphasize the rime. Explicitly tell the student what sound they are listening for in each word.
		<ul style="list-style-type: none"> Has difficulty producing rhyming words 	<ul style="list-style-type: none"> Explicitly tell the student what sound they are listening for in each word. Provide an example.
	Enrich	<ul style="list-style-type: none"> Successfully hears and produces rhyming words 	<ul style="list-style-type: none"> Tell the student a new onset to substitute and tell you the new word (e.g., <i>What is a word that rhymes with cat? Good, hat rhymes with cat. Now change the /h/ to /b/ and say the new word. Good, the new word is bat.</i>)
Blending	Scaffold	<ul style="list-style-type: none"> Has difficulty blending onset and rime 	<ul style="list-style-type: none"> Sing the parts. Use hand motions.
		<ul style="list-style-type: none"> Has difficulty blending phonemes 	<ul style="list-style-type: none"> Stretch the sounds. Use hand motions. Have the student practice blending onset and rime, then blending by phoneme.
	Enrich	<ul style="list-style-type: none"> Successfully blends onset and rime 	<ul style="list-style-type: none"> Have the student practice blending by phoneme.



Phonological Awareness Differentiation with Corrective Feedback (First Grade) (cont.)

Phonological Awareness Activity		If the Student...	Then...
Segmenting	Scaffold	<ul style="list-style-type: none"> Has difficulty segmenting a word at the onset and rime 	<ul style="list-style-type: none"> Say the word slowly, stretching the parts. Use hand motions. Tell them the first part and have them tell you the other part(s).
		<ul style="list-style-type: none"> Has difficulty segmenting a word into phonemes 	<ul style="list-style-type: none"> Say the word slowly, stretching the sounds. Use hand motions. Use sound boxes to push the sounds using a chip or their finger.
	Enrich	<ul style="list-style-type: none"> Successfully segments a word at the onset and rime 	<ul style="list-style-type: none"> Have the student segment a word into phonemes.
Substituting	Scaffold	<ul style="list-style-type: none"> Has difficulty manipulating sounds 	<ul style="list-style-type: none"> Review blending and segmenting activities. Use hand motions. Have the student repeat the word and the word parts after you throughout the activity.
	Enrich	<ul style="list-style-type: none"> Successfully manipulates sounds in words 	<ul style="list-style-type: none"> Have the student produce a word and have them indicate a part of the word to substitute with another word part. Then have them present the sequence to the rest of the group as part of the Substituting activity.