

WHAT CAN YOU DO WITH A REBOZO?

Preschool

Phonological Awareness

The family in this book gets creative as they solve problems and play using a type of shawl called a rebozo. The book contains rhymes in both English and Spanish and lends itself to labeling and describing units of sound.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Recognize when two words rhyme and when two words begin with the same sound

Teachers will:

- ◆ Label and describe various units of sound

TEACHING TIP

Phonological awareness is an essential skill that supports later literacy. Phonological awareness involves hearing and manipulating units of sound in language, such as rhymes. Rhyming words are a fun way bring focus to the way words sound! Hearing these sounds and reinforcing the sound patterns of words also supports these skills. Early practice with these skills supports children's later success in reading and language development.

1. INTRODUCE

- ◆ "Today we'll listen carefully to see if we can hear the rhymes in this book, like 'eyes/surprise.' We're going to read *What Can You Do with a Rebozo?* and say the rhyming words that we find together."

2. READ THE BOOK

- ◆ Pause occasionally to label and describe the rhyming words in the story.
- ◆ Prompt children to join you as you say the rhyming words together.

Label and Describe Various Units of Sound

Read: "...ducks under a rebozo to play hide-and-seek! And do a peekaboo peek!"

Label: "I heard a rhyme, did you? Hide-and-seek, peekaboo peek. Seek and peek! They share the 'eek' sound at the end."

Prompt: "Try saying the rhyme with me! Seek, peek. Peek, seek!"

Read: "...over our eyes. When we burst that big ball of treats out came a yummy surprise!"

Label: "There's another rhyme here. Eyes and surprise. Eyes, sur-prise. They have the '-ise' sound at the end."

Prompt: "Ready to try it out? Eyes, surprise. Eyes, surprise!"

Read: "...it became a long-red slide"

Label: "Did you hear the words that sound the same at the end? 'Tied' and... not 'good', not 'playground'... 'slide'! Tied and slide rhyme. T-ied, Sl-ide."

Prompt: "Let's say those rhyming words with the same endings together. T-ied, sl-ide."

3. REVIEW

- ◆ "We found so many rhyming words together. The words that sound the same at the end are the rhyming words. We heard peek/seek, eyes/surprise, and tied/slide."

4. KEEP IT GOING

- ◆ As you point out rhyming words and rhyme endings throughout the day or during other readings, prompt children to join you or repeat the rhymes on their own. Describe what makes the words rhyme and see if children can isolate the rhyming end of a word on their own. Children can even add their own rhyming words, real or made up, for more challenge. You are supporting children's phonological awareness by calling attention to rhymes during the day, and by giving them the chance to practice and strengthen their skills on their own as well.