

# Phonological Awareness 10

<p>Say, "Which word ends with the /m/ sound?"</p> <ol style="list-style-type: none"> <li>1. (<i>gum</i>)            gas</li> <li>2. hat                (<i>hum</i>)</li> <li>3. red                (<i>ram</i>)</li> <li>4. jab                (<i>gym</i>)</li> <li>5. (<i>dime</i>)            side</li> <li>6. (<i>drum</i>)            drape</li> <li>7. wave              (<i>name</i>)</li> <li>8. (<i>worm</i>)            join</li> <li>9. pine               (<i>lime</i>)</li> <li>10. drain             (<i>cream</i>)</li> </ol>	<p>Say, "Which word ends with the /s/ sound?"</p> <ol style="list-style-type: none"> <li>1. (<i>face</i>)            lip</li> <li>2. (<i>bus</i>)              bud</li> <li>3. make              (<i>mice</i>)</li> <li>4. got                (<i>Gus</i>)</li> <li>5. (<i>rice</i>)             reach</li> <li>6. (<i>lace</i>)             dish</li> <li>7. (<i>miss</i>)            last</li> <li>8. puff                (<i>race</i>)</li> <li>9. (<i>kiss</i>)             sick</li> <li>10. (<i>dress</i>)          size</li> </ol>
<p>Say, "Which word ends with the /d/ sound?"</p> <ol style="list-style-type: none"> <li>1. (<i>bad</i>)              bus</li> <li>2. (<i>rode</i>)             woke</li> <li>3. (<i>wide</i>)             cone</li> <li>4. cave                (<i>need</i>)</li> <li>5. (<i>round</i>)            lunch</li> <li>6. (<i>send</i>)             sent</li> <li>7. (<i>led</i>)                page</li> <li>8. trike                (<i>tried</i>)</li> <li>9. (<i>friend</i>)            frog</li> <li>10. (<i>brand</i>)            frost</li> </ol>	<p>Say, "Which word ends with the /p/ sound?"</p> <ol style="list-style-type: none"> <li>1. (<i>nap</i>)                bad</li> <li>2. (<i>top</i>)                hot</li> <li>3. (<i>sip</i>)                six</li> <li>4. cake                (<i>tape</i>)</li> <li>5. (<i>weep</i>)             beef</li> <li>6. lab                  (<i>hop</i>)</li> <li>7. crab                (<i>trip</i>)</li> <li>8. (<i>trap</i>)              desk</li> <li>9. crack                (<i>crisp</i>)</li> <li>10. grab                (<i>grape</i>)</li> </ol>

## Categories 4

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Say, "I'm going to say a list of things. Tell me what category (group) they belong to."

1. Tell me what soap, towels, and washcloths are. (*things in the bathroom, things we use to get clean*)
2. Tell me what arms, legs, and neck are. (*parts of the body*)
3. Tell me what flutes, drums, and guitars are. (*musical instruments*)
4. Tell me what necklaces, bracelets, and rings are. (*jewelry*)
5. Tell me what oaks, maples, and weeping willows are. (*trees*)
6. Tell me what rattle, bang, and thump are. (*noises*)
7. Tell me what needles, thread, and thimbles are. (*things used for sewing*)
8. Tell me what stoves, microwaves, and dishwashers are. (*appliances*)
9. Tell me what cheese, milk, and butter are. (*dairy products*)
10. Tell me what frogs, guppies, and whales are. (*things that swim*)
11. Tell me what roots, leaves, and stems are. (*parts of a plant*)
12. Tell me what border collies, beagles, and poodles are. (*dogs*)
13. Tell me what floods, earthquakes, and tornadoes are. (*natural disasters*)
14. Tell me what pies, cakes, and brownies are. (*desserts*)
15. Tell me what oceans, lakes, and ponds are. (*bodies of water*)
16. Tell me what Monopoly, Sorry, and Scrabble are. (*board games*)
17. Tell me what rubies, diamonds, and sapphires are. (*jewels, gems*)
18. Tell me what north, south, and west are. (*directions*)
19. Tell me what California, New York, and Florida are. (*states*)
20. Tell me what Earth, Pluto, and Venus are. (*planets*)

## Paraphrasing 9

Say, “Listen carefully. I’m going to read you two sentences. When I’m done, I want you to tell me everything I said in one sentence. I’ll start the first two sentences for you.”

*(Note: Example responses are provided; your students’ responses will vary.)*

1. I’m going to blow a whistle. Look at me when you hear it.  
*When you hear (a whistle, look at me).*
2. Walk to the end of the hall. When you get there, turn around and come back.  
*When you get to (the end of the hall, turn around and come back).*
3. Take your partner’s paper. Correct the paper.  
*(Take your partner’s paper and correct it.)*
4. Take this note home to your parents. Have them sign it.  
*(Take this note home to your parents and have them sign it.)*
5. The bell doesn’t tell you when to line up. I will tell you when it’s time to line up.  
*(The bell doesn’t tell you when to line up, I do.)*
6. Pick up all the balls on the playground. Bring the balls back to the classroom.  
*(Pick up all the balls on the playground and bring them back to the classroom.)*
7. You will need a red crayon. Raise your hand if you need one.  
*(Raise your hand if you need a red crayon.)*
8. We will go on a field trip tomorrow. You will need to bring a sack lunch.  
*(You will need to bring a sack lunch for the field trip tomorrow.)*
9. Eat your lunch and pick up all your trash. When you’re done, you can go to the playground.  
*(When you’re done eating lunch and picking up your trash, you can go to the playground.)*
10. Finish your math paper and check your work. When you’re done, you may read a book.  
*(When you’re done with your math paper and you’ve checked your work, you may read a book.)*

## Main Idea 5

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Say, “Listen as I read each paragraph. When I’m done, I’ll read two sentences to you. You tell me which one expresses the main idea of the paragraph.”

1. Our class field trip will be tomorrow. The bus will leave at exactly 8:30. You will need to bring a sack lunch. We plan to get to the zoo by 10:00. We will stay there until 2:00. I hope you all have a great time.

- a. *(The class is going on a field trip to the zoo tomorrow.)*
- b. We will eat our sack lunches at the zoo tomorrow.

2. The new skate park opened on Saturday. We had a great time. I took my new skateboard and rode all afternoon. There are a ton of ramps and railings to ride. I think I’ll be spending a lot of time there.

- a. My cousin took me to the new skate park.
- b. *(I had fun at the new skate park.)*

3. My dad always knows just what I’m going to like. He is an excellent cook. He used to cook in a restaurant when he was going to college. The best thing he makes is lasagna. He even puts little chunks of pepperoni in it. It’s excellent!

- a. My dad was a cook in a restaurant.
- b. *(My dad is an excellent cook.)*

4. I’ve been collecting baseball cards for a year now. My aunt gave me my first cards for my birthday. Since then I’ve bought or traded for many more cards. Baseball card collecting is a good hobby. You get to learn about a lot of different players. You can also make money buying and selling cards.

- a. *(Baseball card collecting is a good hobby.)*
- b. My aunt is a baseball card collector.

5. We aren’t allowed to use the playground equipment at school. Our principal says it’s too dangerous. It’s old and made of hard metal. There are screws poking out all over it. Lots of kids have been injured on the equipment. We hope to get new stuff next year.

- a. We don’t know what to do during recess.
- b. *(Our playground equipment is dangerous.)*