

Date: _____

Whole Word Identification: Same or Different?

PLAN

Component: Phonological Awareness

Instructional Activity: Whole Word Identification: Same or Different?

Materials Needed: N/A



Approximate Time:
5 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to tell whether two words sound the same or different. Being able to hear and compare words is important when you are spelling and reading words. You'll know you have it when you can tell whether three sets of words are the same or different.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Today we will listen very closely to all the sounds in words to decide if the words are the same or different. Before we begin, let's talk about what it means to listen closely. When we listen closely, we are paying attention to the sounds. We are trying to hear each sound, so we are only thinking about the sounds in the words and nothing else. Sometimes, it can be helpful to shut your eyes when you are listening closely. Let's close our eyes and sit really still for 10 seconds and see what we hear around us. Ready? Go. Teacher closes eyes and counts to ten silently. Open your eyes. Someone tell me one thing you heard. Student responds. I think you are ready to listen closely!

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

My turn. Watch and listen carefully as I decide if the two words are the same.

The first word is *ran*.

Hold up a finger for each sound you say: **/rrr/** hold up pointer finger, hand facing student. **/äää/** hold up middle finger. **/nnn/** hold up ring finger. *Say the sounds slowly and smoothly. No breaking between the sounds!*

The second word is *ran*: /rrr/ hold up pointer finger, hand facing student. **/äää/** hold up middle finger **/nnn/** hold up ring finger.

Both words have the same sounds, so the words are the *same*.

My turn again.

The first word is *fun*. Hold up each finger as you make the sounds: **/fff...üüü...nnn/**.

The second word is *fan*: /fff...äää...nnn/.

Point to your middle finger. **The middle sound was NOT the same. Since one sound is different, it means the two words are *different*.**

Listen again: *fun, fan*. Those words are NOT the same.

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WE DO IT!

Provide guided practice.

Let's try it together!

The first word is *sun*. What word? Students and teacher respond.

Say the sounds in the word *sun* slowly and smoothly. /sss...ŭŭŭ...nnn/.

The second word is *sun*. What word? Students and teacher respond.

Say the sounds in the word *sun* slowly and smoothly. /sss...ŭŭŭ...nnn/.

Did both words have the same sounds? Students: *yes*

Listen: *sun, sun*. Are those words the *same* or *different*? Students: *the same*

Let's do another one.

The word is *rug*. What word? Students respond.

Say the sounds in the word *rug* slowly and smoothly. /rrr...ŭŭŭ...g/.

The second word is *rig*. What word? Students and teacher respond.

Say the sounds in the word *rig* slowly and smoothly. /rrr...ĩĩĩ...g /.

Did both words have the same sounds? Students: *no*

Listen: *rug, rig*. Are those words the *same* or *different*? Students: *different*

Word List:

run, rub
mat, mat
red, rid

Let's try some more. Repeat the routine with words in the list.



| | |
|--|---|
| If students need support with: | Then try this: |
| Hearing the difference in the words... | Stretch the sounds out slowly and put extra emphasis (verbally and/or visually) on the sound that is different. |

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YOU DO IT!

Provide independent practice.

Now, I'm going to call on one student to say whether the words are the *same* or *different*. You will all stretch the words, but only the person I call on will say the answer out loud.

Everybody!

The first word is *sit*. What word? Students respond.

Stretch it out. Students: /sss...īīī...t/

The second word is *sat*. What word? Students respond.

Stretch it. Students: /sss...äää...t/

(Student name), are the words the same or different? Student responds.

Repeat the routine with words in the list, giving each student a chance to respond independently.

Word List:

ship, shop
fun, sun
mop, mop
lap, tap
lid, lip
net, net



| | |
|--|--|
| If students need support with: | Then try this: |
| Hearing the difference in the words... | Use only two sound words (e.g., it, at; ax, ox; in, it). |

Today you worked hard to listen closely to sounds in words to decide if the words were the same or different!

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

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ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

When students are ready, you can transition into asking students to identify which sound is different between two words. For example, which sound is different in the words *pig* and *peg* or *lip* and *sip*.