

Greeting Raps

Phonological Phun!

WHAT AND WHY: Greeting raps are just what they sound like. Fun rhyming activities you can do as you call names in the morning. They are helpful because:

- Teams Often Have a Hard Time Assessing Phonological Awareness for Students Who Use AAC: When we come to items on the Bridge assessment (Erin Sheldon's Adapted Bridge, [Tip # 3, 2019, www.aacintervention.com](#)) or the Staugler Literacy Rubric ([June 2009 Tip, www.aacintervention.com](#)), team members often pass over the phonological awareness items.
- Greeting Raps Can Show What Students Already Know: Students may be great at judging rhymes, but struggle with finding the 'odd one out.'
- Fun Way to Sneak In Instruction! Greeting raps can be used to help students grow their skills quickly and with engagement.

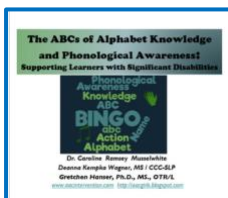
WHO IS THIS FOR: This is for especially teachers, therapists, and anyone else who works with students who have significant challenges, especially for students who use alternative and augmentative communication (AAC).



HOW TO MAKE IT HAPPEN:

Good to See You Rap. You can start a therapy session or a class roll call with a 'good to see you' rap – "Hey Josh, it's good to see your . . . face. The first day, you pick a body part, but the next day they get to go to body parts on their AAC system and you have to try to rhyme with it, such as good to see your arm / farm / charm. Lots of fun, rhyming, and some embedded vocabulary instruction. *Note:* This is an evidence-based High Impact Teaching Strategy, as it offers multiple exposures, not just mass trials.

chin
bin
thin
fin



Now Kick It Up – Students Need to Figure It Out. In *The ABCs of Alphabet Knowledge and Phonological Awareness*, Musselwhite, Wagner, & Hanser describe specific activities for rhyming tasks, as suggested by Schuele & Boudreau (2008). Samples are shown below for using greetings to practice the 4 rhyming tasks.

chin
fin

Judging Rhymes. An example is giving two words (bat/ mat – do they rhyme? Start with the body part, and add a word. Students must judge whether they rhyme, using head shake, thumbs up/down, YES/ NO words or symbols, or partner assisted scanning.

chin
dog

Image of Teacher & Student w/ AAC from [Drawn to AAC on Teachers Pay Teachers](#)

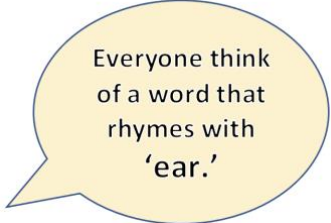
Odd One Out. The student must pick the word (from a list of three or four) that doesn't match. Again, use the access modality that is easiest for each student to respond. Make a big deal of marking off the 'wrong' word. For some groups, it's fun to have them pick which word should be 'fired.'



Match Rhymes. The student must figure out a matching word from a set, such as 'the car is new, the car is blue / red /green.' This offers a 'clozed set' from field of 3, which is a scaffolding strategy (bridge) between receptively identifying a rhyme and expressively generating a rhyme.

I see your hat
It's on your cat.

Generate Rhymes. Students must think of words that rhyme with the target word. Note that this will be especially hard for students who are using AAC systems.



Write Words in Fun Ways, such as Using Apps. Two examples are the *Doodle Buddy* and *Joy Doodle* apps. Newer iPads can use the *Notes* app with an Apple pencil.



Doodle Buddy

Joy Doodle



Connect Words to A Book. This sample below is from *Anne of Green Gables*.



Use Other Categories. Think about rhyming with clothing, vehicles, toys, food, etc. It's a great way to explore devices!

Discuss 'Tricky' Spellings. This is great for students who are beginning to notice how words can be spelled differently, but sound the same. It is also helpful for vowel speech practice, especially for students with limited phonetic inventories.



HAVE FUN! Remember, this is a greeting rap, and engagement is essential!

References

Musselwhite, C., Wagner, D., & Hanser, G. (2020). *The ABCs of Alphabet Knowledge and Phonological Awareness*. [TeachersPayTeachers](https://www.teacherspayteachers.com/Product/The-ABCs-of-Alphabet-Knowledge-and-Phonological-Awareness-11111111).

Scheule, C.M., & Boudreau, D. (2008). Phonological awareness and intervention: Beyond the Basics. *Language, Speech and Hearing Services in Schools*, 39: 3-20.