

Blend Onsets and Rimes

7

Language Objectives

- Blend onsets and rimes to form one-syllable spoken words.
- Segment onsets and rimes of one-syllable spoken words.

Building Literacy

Blending onsets and rimes in words helps children become familiar with word parts.

- Identifying onsets and rhymes helps children hear sounds in words.
- Learning to blend and segment onsets and rimes helps children pay attention to initial phonemes.
- Recognizing onsets and rimes is important preparation for phonics instruction.

Focus on Language

These English words are featured in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

moose	bug	shell
lamb	fin	men
fox	pin	map
cow	chin	zoo
deer	boat	zero
hen	goat	zip
heart	coat	wave
peach	clock	wig
peas	lock	pig
dime	block	tube
dog	well	tooth
bus	bell	tub



ENGLISH LANGUAGE LEARNERS

English language learners may be unfamiliar with some consonant sounds and therefore may have difficulty identifying and blending onsets. For example, the English sound /d/ is not found in Cantonese, Korean, and Mandarin, so speakers of those languages might substitute the sound /t/ for /d/. Also, the English sound /z/ is not found in several languages. Although many English learners will be able to pronounce the sound /z/, Cantonese speakers might substitute the sound /s/ while Mandarin speakers might substitute the sound /ts/. Work one-on-one with children to help them pronounce specific sounds.



show me

Read this sentence to children:

The moose marched through the mud.

Have children point to the 1 on p. 25 of the Targeted Lessons Student Book. Briefly discuss the illustration, describing the moose as needed. Listen while I say the first sound in a word and then the rest of the word: /m/ -oose. Then I will put the parts together and say the word: /m/ -oose, moose. Say it with me: /m/ -oose, moose. Reread the sentence. Listen to this word: /m/ -arch. What is the word? Yes, the word is march. Repeat with /m/ -ud, mud. Learning to break a word into parts and then blend them will help you sound out words when you read.



guide me

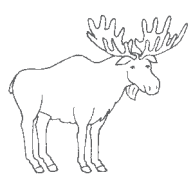
Blend Onsets and Rimes Have children point to the 2. Point to each picture as I say the name: lamb, fox. Listen closely as I say the parts of a word: /l/ -amb. I blend the parts to say the whole word: /l/ -amb, lamb. Say it with me: /l/ -amb, lamb. Which picture shows a lamb? Circle the picture of the lamb.

Now put your finger on the 3. Point to each picture as I say the name: cow, deer. I'll say the two parts of a word: /k/ -ow. What is the word? Guide children to say cow. Have them circle the picture of the cow.


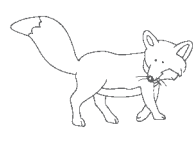
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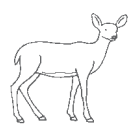
Blend Onsets and Rimes

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➔ guide me

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3.  

PHONOLOGICAL AND PRINT AWARENESS 25

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TEACHING STRATEGIES

If children have difficulty blending onsets and rhymes to make words, have them first say the whole word, then break the word into onset and rime, and then blend the word and say it again. Use words familiar to children. Using the word in a sentence first can help children deduce meaning. Once they have blended the parts of the word together, invite them to use the word in a sentence of their own.



work time

Blend Onsets and Rimes Have children look at p. 26 from the Targeted Lesson Student Book and point to the 4. Point to each picture as I name it: *hen, heart*. I will say the first sound in a word and then the rest of the word: /h/ -en. Blend the parts together. What is the word? Circle the picture that shows the word. Continue similarly with 5–7:

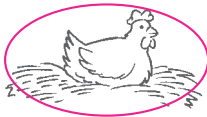

5. *peach, peas, /p/ -each.*



6. *dime, dog, /d/ -ime.*



7. *bus, bug, /b/ -ug.*



7 Blend Onsets and Rimes

work time

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7.  

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TEACHING STRATEGIES

Children may benefit from more tactile work. Provide them with 1- by 1-inch squares of paper, and 1- by 2-inch rectangles. Tell them the squares represent the first sound of a word, and the rectangle represents the rest of the word. Have children place the square and rectangle side-by-side, and then separate them slightly. Say /s/ -it. Repeat it, and have children run their fingers under the square for the onset /s/ and then under the rectangle for the rime -it. Then say the blended word, *sit*. Have children say it with you as they slide the square and rectangle together. Continue with one-syllable words such as *less, mix, five, and job*.

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PHONOLOGICAL AND PRINT AWARENESS

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➤ guide me

Blend Onsets and Rimes Have children look at p. 27 from the Targeted Lesson Student Book. **Point to the 8.** Identify the pictures: *fin, pin, chin*. **What do you notice about these words?** (They rhyme.) **Now listen while I say the first sound in one of these words and then the rest of the word: /p/ -in. Blend the word parts. What is the word?** Help children find and circle the pin.

➤ work time

Point to the 9. Identify the pictures: *boat, goat, coat*. **Listen while I say the first sound in one of these words and then the rest of the word: /b/ -oat. Blend the word parts. What is the word?** Circle the picture. Continue similarly with 10–11:

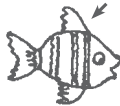
10. *clock, lock, block, /l/ -ock.*

11. *well, bell, shell, /sh/ -ell.*

Blend Onsets and Rimes **7**

➤ guide me


8.






➤ work time

9.







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11.





PHONOLOGICAL AND PRINT AWARENESS 27

guide me

Segment Onsets and Rimes Have children look at p. 28 in the Targeted Lessons Student Book. Have them find the 12. Listen while I say the first sound in a word and then the rest of the word: /m/ -ap. Now you do it. (/m/ -ap) Now put the parts together and say the word. (/m/ -ap, map) Circle the picture that shows a *map*. (Pictures are *men*, *map*.)

work time

Point to the 13. Help children name the pictures in the row. (*zoo*, *zero*, *zip*) Listen: *zip*. Say the first sound and then the rest of the word. (/z/ -ip) Now put the parts together and say the word. (/z/ -ip, zip) Circle the picture that shows the word. Continue the procedure for 14: *wig* (pictures are *wave*, *wig*, *pig*) and 15: *tube* (pictures are *tube*, *tooth*, *tub*).

check for understanding

In this lesson, you learned to blend word parts in words. You blended the first sound and the rest of the word. Blend these words: /n/ -ice, (*nice*); /s/ -ent (*sent*); /g/ -ave, (*gave*). Then say words and have children segment each into onset and rime: *day* (/d/ -ay), *seat* (/s/ -eat), *pull* (/p/ -ull).



reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about word parts?** If time permits, challenge partners to take turns saying the onset and rime of a familiar word for the partner to blend.

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work time



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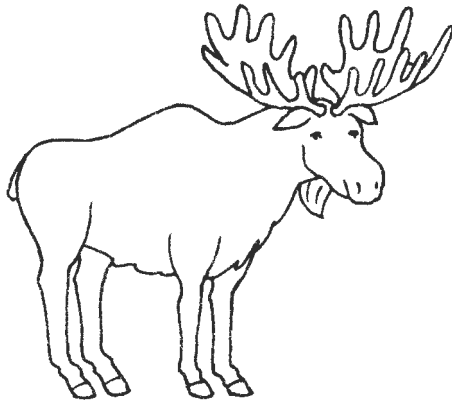
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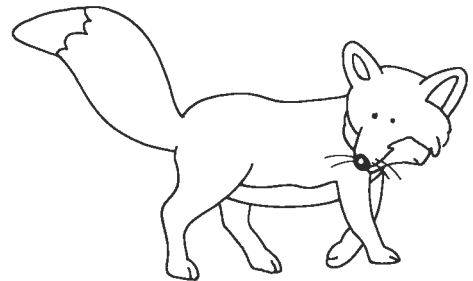
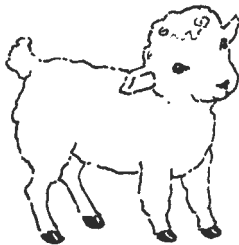
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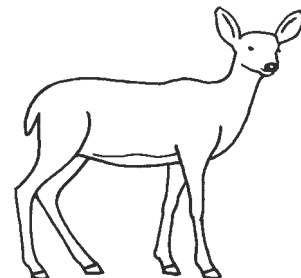
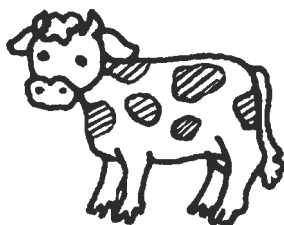
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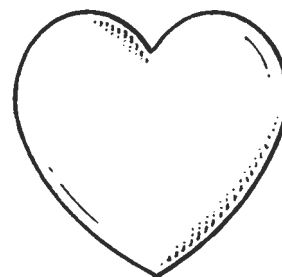
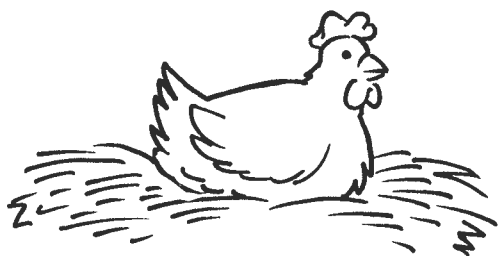


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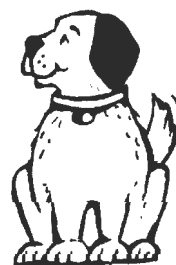
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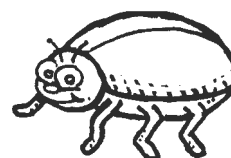
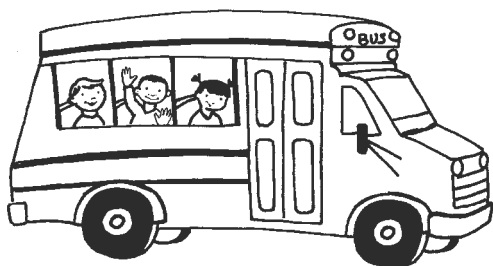
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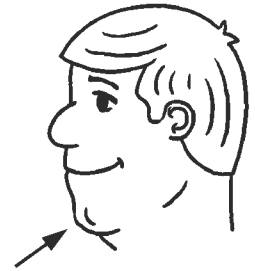
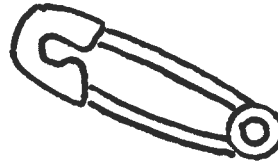
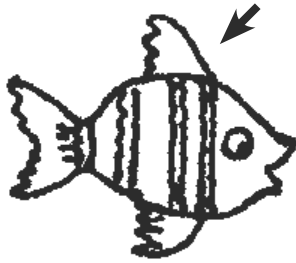


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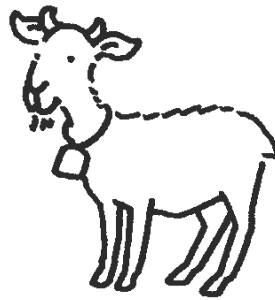
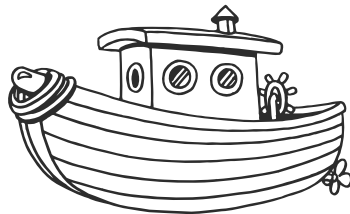
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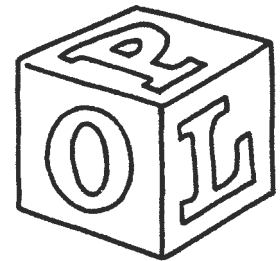
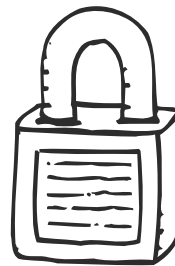
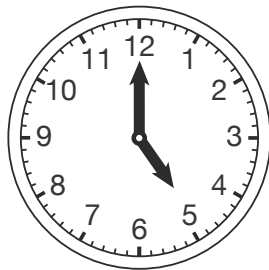


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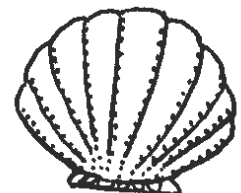
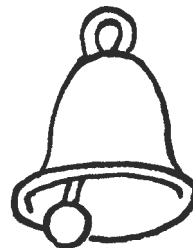
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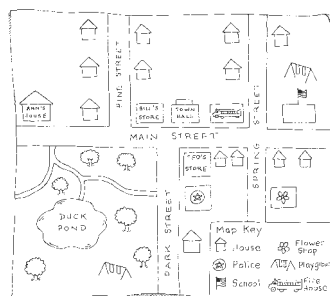


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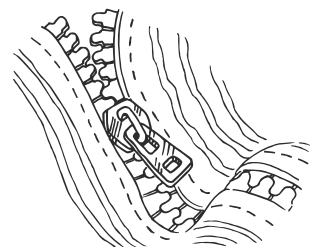
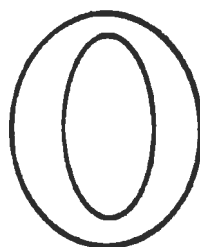
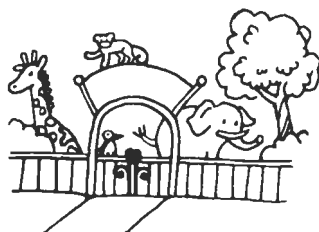
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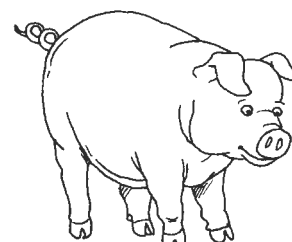


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