

# Blending and Segmenting Onset-Rime

**Objective:** Students will learn how to blend onset and rime into words and isolate sounds in a word, then identify the sound that does not belong.

**Review:** Syllable Blending, Segmenting, Deleting

**Manipulatives:**

- Small square paper and small rectangular paper to represent onset and rime
- Roller coaster mat for each child

**MODEL BLENDING OF ONSET AND RIME**

1. Say, “Today we will learn to identify the onset and the rime of a word.”
2. Say, “I will say two parts of a word, and you will grab the parts and say the word. Watch me.”
3. Point to the small square for the onset and the small rectangle for the rime and scoop them together when saying the entire word).
4. Remember to mirror as you model, so the children follow from left to right.

**MODEL SEGMENTING ONSET AND RIME**

Because this can be harder to master, the words are presented in two rhyming groups so you can scaffold success.

1. Say, “I will say a word, and you will separate the word into two parts. Watch me.”
2. Scoop all the boxes when saying the word.
3. Then point to the small square for the onset and the small rectangle for the rime. Remember to mirror as you model, so the children follow left to right.

sh – ip	<i>ship</i>	w – ave	<i>wave</i>
f – ish	<i>fish</i>	sh – ine	<i>shine</i>
sh – ark	<i>shark</i>	b – oat	<i>boat</i>
s – and	<i>sand</i>	d – ive	<i>dive</i>
s – eal	<i>seal</i>	s – alt	<i>salt</i>

<i>bell</i>	b – ell	<i>fell</i>	f – ell
<i>well</i>	w – ell	<i>tell</i>	t – ell
<i>vest</i>	v – est	<i>west</i>	w – est
<i>test</i>	t – est	<i>nest</i>	n – est
<i>pest</i>	p – est	<i>chest</i>	ch – est

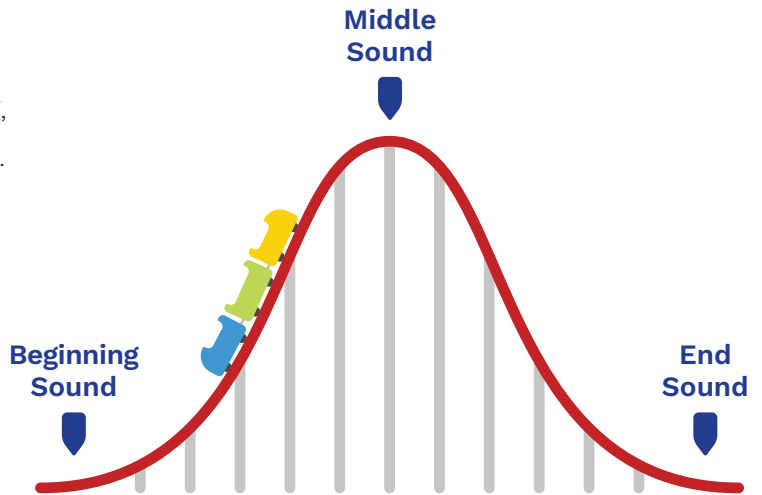
\*these words rhyme                      \*these words rhyme

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## MODEL AND PRACTICE

### Isolating Onset and Rime with Roller Coaster Games

1. Say, "Listen as I say a word. I will track the sounds on our roller coaster mat. Then I will point to a sound position on the mat which will be either the beginning, middle, or end sound. I will ask you to make that sound."
2. "Watch as I model this for you." Use the roller coaster mat to track the sounds in the word big.
3. Model each sound in isolation in order while pointing to a position (like tapping). Say, "Now, you try using your roller coaster mat."
4. Give children a word. They should repeat it and make the correct sounds in the correct order on their copy of the roller coaster.



pit, pass, bit, bass, sit

5. Say, "Next, let's make only the sound I point to."
6. Give children a word. They should repeat it and say the sound in the position you pointed to on the roller coaster.
7. Correct sound pronunciation as needed.

Beginning Sound	Middle Sound	End Sound
zip	mess	pet
nap	thick	chug

8. Say, "Here's the challenge. I will say three words. You tell me which one doesn't belong." Explain that they should listen for the word that has a different sound in the position indicated (first, middle, or final sound).

Listen for the BEGINNING sound. Which word doesn't belong?	Listen for the MIDDLE sound. Which word doesn't belong?	Listen for the END sound. Which word doesn't belong?
cat, cup, <b>fig</b> <b>pick</b> , down, dash	bath, <b>dig</b> , math wet, best, <b>rug</b>	mad, <b>kiss</b> , sad <b>leg</b> , wish, mash

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