



Skill Card: Blend Onset-Rime

Purpose: Students will blend word parts to form a word.

Steps:

1. Use Touch and Say to demonstrate the procedure for blending onset and rime.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Blend onset-rime using felts and Touch and Say.

I do: “We are going to put word parts together to make a word. Listen to these two word parts: /f/ /un/. Watch as I use felts to blend the parts together and say the word.”



We do: “Let’s do one together. Listen to the word parts: /s/ /leep/. Use your felts to touch and say the parts. Blend the parts together and say the word.” (*sleep*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives.
- Teacher word list for blending onset-rime
- Optional: Picture cards may be used.

Skill: Blend Onset and Rime

- **Level 1** - Onset contains a single consonant
m•ap - map
- **Level 2** - Onset contains a 2-letter blend
fr•og - frog
- **Level 3** - Onset contains a 2- or 3-letter blend or digraph blend and often a less-familiar rime
sk•unk - skunk

Blending can be used with: syllables, onset and rime, and phonemes



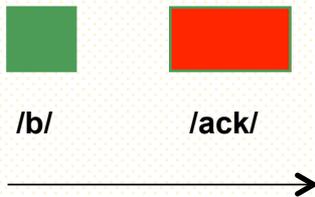
Skill Card: Segment Onset and Rime

Purpose: Students will listen to a spoken one-syllable word and segment the word into two word parts.

Steps:

1. Use Touch and Say to demonstrate the procedure for segmenting onset and rime.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Segment onset and rime using felts and Touch and Say.

I do: "I'm going to say a word and break the word into two parts. Watch as I touch and say the parts in the word *back*: /b/ /ack/. The word is *back*."



We do: "Let's use our felts to touch and say the word parts in *swim*: /sw/ /im/. What is the word?" (*swim*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for segmenting onset and rime.
- Optional: Picture cards may be used.

Skill: Segment Onset and Rime

- **Level 1** - onset contains a single consonant
bug – b•ug
- **Level 2** - onset contains a 2-letter blend
snake – sn•ake
- **Level 3** - onset contains a 2- or 3-letter blend or digraph blend and a less familiar rime
shrimp – shr•imp

Segment can be used with: syllables, onset and rime, and phonemes



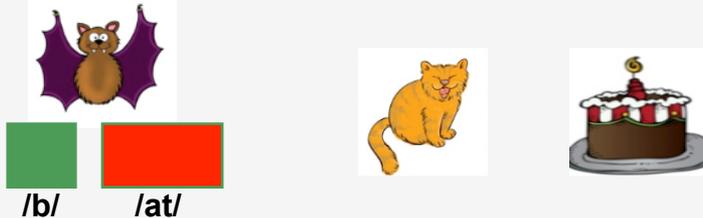
Skill Card: Recognize Rhyming Words

Purpose: Students will recognize words that rhyme.

Steps:

1. Use Touch and Say to demonstrate the procedure for recognizing rhyming words.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts. Provide pictures cards.
3. Model: Recognize rhyming words using pictures and Touch and Say.

I do: “We are going to use pictures to help us find words that rhyme. Rhyming words have the same middle and ending sound. The first picture is *bat*. Watch me touch and say the parts in *bat* - /b/ /at/. Now watch me touch and say the parts in the other two words: *cat* - /c/ /at/; *cake* - /c/ /ake/. *Cat* rhymes with *bat* because they both have the /at/ sound.”



We do: “Let’s do one together. The first picture is *duck*. Touch and say the sounds in *duck* - /d/ /uck/. Find the picture that rhymes with *duck*. Touch and say the parts.”



You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list with Rhyming Words
- Picture cards

Skill: Recognize Rhyming Words

- **Level 1** - Given a set of oral words or pictures, students will repeat the words and decide if they rhyme.

“Say these words after me and tell me if they rhyme.”

bake-cake (yes) cub-cat (no)

- **Level 2** - Given a set of oral words or pictures, the student will choose the words that rhyme.

“Which word rhymes with *hat*?”

car **cat** can

- **Level 3** - Given a set of oral words or pictures, the student will choose the word that does not rhyme.

“Listen to these words. Which word does not rhyme?”

yell **hit** bell



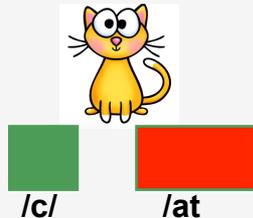
Skill Card: Produce Rhyming Words

Purpose: Students will produce rhyming words from a target word.

Steps:

1. Use Touch and Say to demonstrate the procedure for producing rhyming words.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts. Provide pictures cards.
3. Model: Produce rhyming words using pictures and Touch and Say.

I do: “You are going to look at a picture and say two words that rhyme with the picture. Rhyming words have the same middle and ending sound. Watch me touch and say the parts in *cat* - /c/ /at/. I know that *hat* and *flat* rhyme with *cat* because they have the /at/ sound.”



We do: “Let’s do one together. I am going to show you a picture, and I want you to give me two words that rhyme with the picture. The word is *sheep*. Touch your felts for the parts you hear in *sheep* - /sh/ /eep/. Tell me two words that rhyme with *sheep*.” (*jeep, sleep*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list with rhyming words
- Picture cards

Skill: Produce Rhyming Words:

- **Level 1** – The student will produce a rhyming word when given a beginning sound.
“Tell me the word that rhymes with **cake** and begins with /b/.” (**bake**)
- **Level 2** – The student will produce a rhyming word to complete a sentence.
“Complete the sentence using a rhyming word.
It rained on the **jet**, so it got all _____.” (**wet**)
- **Level 3** – Given a target word, the student will produce words that rhyme. Nonsense words are acceptable.
“Tell me some words that rhyme with **go**?” (**no, toe, throw**)