

## Phonemic Awareness Strategy

**Strategy:** Rhyming Examples. This page includes examples of identifying, segmenting, and blending onsets and rimes, identifying, segmenting, and blending words in a sentence, identifying, segmenting and blending syllables in words, and phoneme segmenting, blending and manipulation.

**Appropriate Grade Level:** K-2

**Materials Needed:**

- None

**Procedures/Steps:**

1. Rhyming:
  - The word *bat* ends in the sound *-at*. What is another word that rhymes with *bat*, or has an ending sound that is the same as *bat*?
2. Identifying, segmenting, and blending onsets and rimes:
  - What is the first sound in the word *bike*? If you take it away, what is left? */b/*, *-ike*.
  - What word would I be saying if you put these two parts together? */s/ -ound*. *Sound!* What if I said these two parts? *c/ -ar*. *Car!*
3. Identifying, segmenting, and blending words in a sentence:
  - How many words are in the sentence, "*I like to play?*" What are they?
  - Put these words together to make a sentence: *She, is, my, friend*.
4. Identifying, segmenting, and blending syllables in words:
  - How many syllables are in the word *hungry*? Let's clap them together – *hun-gry*. There are two. They are *hun* and *gry*.
  - What word do these syllables make when they are put together? *Vi-ta-min: vitamin*.
5. Phoneme segmenting, blending and manipulation:
  - Say each sound in *kite*. */k/ /i/ /t/*.
  - Say these sounds together. */b/ /i/ /t/*. *bite*.
  - Can you say *candy* without the */d/*? *can-y*.
  - Say the word *cake* but have it start with */b/*. *bake*
  - Say the word *made* but make it end with */k/*. *make*.

**Comments/Tips:**

**Source:** Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.