

### Phonemic Awareness Strategy

<b>Strategy:</b> Riddle Rap! The students will blend onsets and rimes orally to create words.
<b>Appropriate Grade Level:</b> K-2
<b>Materials Needed:</b> <ul style="list-style-type: none"><li>• None</li></ul>
<b>Procedures/Steps:</b> Review with students that an <i>onset</i> is the first consonant or blend in a word, and the <i>rime</i> is the last group of sounds beginning with the vowel. Together, the <i>onset</i> and the <i>rime</i> create a word. Give an example (e.g., in the words <i>cake</i> and <i>bake</i> , /c/ and /b/ are the onsets; /ak/ is the rime). Explain that when the onset of a word is changed, a new rhyming word is created. Then, <ol style="list-style-type: none"><li>1. Tell students that they will be given clues to solve a riddle. To solve it, they must change the onset, but not the rime. Give examples to the group, and have them call out the answers together (e.g., “It begins with /b/ and rhymes with coat,” “It begins with /n/ and rhymes with rose,” “It begins with /ch/ and rhymes with rain”).</li><li>2. Select one student from the group to answer the riddle.</li><li>3. Call out a riddle (“It begins with /m/, and it rhymes with rice”).</li><li>4. Continue the game using different riddles for each student.</li></ol>
<b>Comments/Tips:</b> <ul style="list-style-type: none"><li>• To make the activity more challenging, have the students create and ask their own riddles with one another.</li><li>• For <i>English language learners</i>, have picture cards of the answers to assist the students in answering the riddles. Be sure to review the concept of “rhyming” in language, and allow students to offer examples of rhymes in their first language.</li></ul>
<b>Source:</b> Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). <i>Extensive Reading Interventions in Grades K-3: From Research to Practice</i> .