

Phonemic Awareness/Phonics 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.