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.

**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: /sl/ /eep/. 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.


   **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.”**

   - /b/                 /ack/

   **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*
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 picture 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)