

Date: _____


Onset Rime Blending


PLAN

Component: Phonological Awareness

Instructional Activity: Onset Rime Blending

Materials Needed: N/A

 **Approximate Time:**
5 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to put sounds together to make words. Being able to put sounds together is important because that is how we read and spell! You'll know you have it when you can put the sounds together by yourself.

Teacher tip: This lesson is focused on putting together onset and rime. A similar lesson could be done with a focus on three- and four-phoneme words.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Another way to say "put sounds together" is to say we are going to *blend* sounds. When we *blend* sounds we put them together. We say the sounds right after each other without any stops or pauses in between them. Sometimes we take sounds apart and sometimes we put them together. When we put sounds together, we say we are *blending* them.

Teacher tip: Active listening could also be reviewed here if students would benefit from more opportunities to practice that skill.

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Watch and listen as I show you how to blend sounds.

First, I'm going to say two parts of a word. The first part will be the sound or sounds that come before the first vowel sound in the word. When I say that part, called the *onset*, I will put one pointer finger out to represent it. Extend the pointer finger of your right hand. The other part will be the rest of the word, starting with the first vowel sound in it. When I say that part, called the *rime*, I will put my fist out, like this. Extend your left fist, palm down.

Then, I'm going to put the two parts together. I will blend them. That means I am going to say the two parts quickly together. I will bump my finger and fist together when I blend them.

Listen carefully. /lll/ (put your right pointer finger out); /ast/ (put your left fist out).

Note: When it's their turn, students should use their left pointer finger for the onset and their right fist for the rime. Students need to see the word being "built" from left to right.

The word is *last*. Bump your finger and fist together and say *sat*.

When I put /lll/ and /ast/ together, I get *last*!



If students need support with:	Then try this:
Putting the parts of the word together...	Try using with two pieces of small paper, such as a smaller square that represents the onset and a larger rectangle that represents the rime.

Teacher tip: It is easiest for students to begin with sounds that can be held in the onset position (such as /s/, /m/, /f/, /l/, /z/, /n/). As students become comfortable you can move to sounds that cannot be held in the onset position (such as /t/, /b/, /g/, /h/, /p/).

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Provide guided practice.

Let's try it together!

Repeat after me:

Teacher: /fff/ (extend right pointer finger)

Students: /fff/ (extend left pointer fingers)

Teacher: /ist/ (extend left fist)

Students: /ist/ (extend right fists)

Blend. Teacher and students bump fingers and fists together and say *fist*.

What's the word? Students respond: *fist*

Let's do another one together.

Teacher: /lll/ (extend right pointer finger)

Students: /lll/ (extend left pointer fingers)

Teacher: /ëg/ (extend left fist)

Students: /ëg/ (extend right fists)

Blend. Teacher and students bump fingers and fists together and say *leg*.

What's the word? Students respond: *leg*

Let's try some more.

Repeat the routine with words in the list.

WE DO IT!

Word List:
/fff... ish/ (fish)
/lll... ück/ (luck)
/mmm... üg/ (mug)



If students need support with:	Then try this:
If a student is needing some extra support...	Try a few more models where they just listen and don't need to use their fingers. As you model start with sounds apart, then present them closer together. Blending can be a difficult skill to master, let the students know it's okay if it takes a few times before they have it down pat.

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YOU DO IT!

Provide independent practice.

Now, I'm going to call on one of you at a time to put the sounds together. Everyone will do it together, but only the student whose name I call should say the answer out loud. The rest of you should think the answer in your heads.

Teacher: /lll/ (extend right pointer finger)

Students: /lll/ (extend left pointer fingers)

Teacher: /ümp/ (extend left fist)

Students: /ümp/ (extend right fists)

(Student name), blend. Selected student bumps finger and fist together and says *lump*.

What's the word? Student responds: *lump*

Repeat the routine with 2-3 students using words in the list.

Today you learned how to blend sounds! It's how we read words! You did a wonderful job!

Word List:

/mmm...üg/ (mug)

/mmm...äp/ (map)

/sss...äl/ (sail)

/zzz...ip/ (zip)

/nnn...is/ (nice)

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/
EXTEND

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

As students get better at blending, they may not need their fingers as support anymore.