

Date: _____

Onset Rime Segmenting

PLAN

Component: Phonological Awareness

Instructional Activity: Onset Rime Segmenting

Materials Needed: N/A



Approximate Time:
5 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn how to pull a word apart into two parts. Being able to segment, or pull apart, sounds is important because that is how we read and spell! You'll know you have it when you can pull apart the sounds in a word without any help.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

We are going to *segment*, or pull apart, the *onset* and *rime* of a word. The *onset* is the beginning sound or sounds in a word--all of the sounds that come before the first vowel sound. The *rime* is the rest of the word--the first vowel sound and everything that follows it.

Teacher tip: Students don't need to memorize the words "onset" and "rime." They just need to be able to segment those parts of a word.

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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 pull sounds apart.

First, I'm going to say a word. When I do, I will put my hands together out in front of me. With this hand (raise right hand), I'll point my finger (model). With this hand (raise left hand), I'll make a fist (model). My pointed finger represents the first sound in a word; my fist represents the rest of the sounds in the word.

I will say the first sound in the word as I move my pointer finger to the side. Then, I'll say the rest of the word as I move my fist to the other side. Watch and listen.

My turn. The word is *match*.

The first sound I hear is /mmm/. I say /mmm/ and move my pointer finger to the side.

The rest of the word is /ăăăch/. I say /ăăăch/ and move my fist to the side.

I pulled the word apart. *Match* became /mmm/ /ăăăch/. Model hand motions again.

I'll do another one. The word is *shape*.

/sh/ (move pointer finger); /āāāp/ (move fist).

I pulled the word apart. *Shape* became /sh/ /āāāp/. Model hand motions again.

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WE DO IT!

Provide guided practice.

Let's try it together!

Note: Students should use their left pointer finger for the onset and their right fist for the rime.

The word is *face*. What word? Students: *face*. Students and teacher put pointer fingers and fists in front.

Say the first sound in the word *face* and move your pointer finger to the side. Students and teacher: /fff/

Now say the rest of the word and move your fist to the side. Students and teacher: /āāāsss/

We pulled the word apart! *Face* became /fff/ /āāāsss/.

Let's do another one together.

The word is *mind*. What word? Students: *mind*. Students and teacher put pointer fingers and fists in front.

Say the first sound in the word *mind* and move your pointer finger to the side. Students and teacher: /mmm/

Now say the rest of the word and move your fist to the side. Students and teacher: /īīīnd/

We pulled the word apart! *Mind* became /mmm/ /īīīnd/.



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

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YOU DO IT!

Provide independent practice.

Your turn. You will take the word apart by yourself.

The word is *lake*. What word? Students: *lake*. Students ONLY put pointer fingers and fists in front.

Say the first sound in the word *lake* and move your pointer finger to the side. Students ONLY: /lll/

Now say the rest of the word and move your fist to the side. Students ONLY: /āāāk/

You pulled the word apart! *Lake* became /lll/ /āāāk/. Great job!

Now, I'm going to call on one of you at a time to pull a word apart.

Everyone will say the word together, but only the student whose name I call should pull it apart.

The rest of you should think the answer in your heads.

The word is *nice*. What word? All students: *nice*. Students ONLY put pointer fingers and fists in front.

(Student name), take it apart. Designated student ONLY: /nnn/ /īīīsss/

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

You did it! You learned how to break a word into two parts! Good job!

Word List:

mess: /mmm/ /ěěěsss/

lick: /lll/ /īīīk/

sand: /sss/ /āāānnnd/

vase: /vvv/ /āāāsss/

nest: /nnn/ /ěěěsst/

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.*

Have students who understand the task try it without using their hands or manipulatives! See how they do!