

## **ONSET RIME LESSON**

This is a small group lesson focused on practicing onset and rime. An introduction will be provided to make it clear to the viewer that this is a more advanced lesson on onsets and rimes, and that the teacher would have introduced the concepts through simpler lessons before getting to this one. The introduction may either be in the video, or in the text on the website.

### **LESSON PREPARATION**

Prepare cards with single-syllable words printed on them. The words will all have simple onsets, and will avoid blends such as “gr” in grab or “sl” in slip. Challenge words with digraphs such as “sh” in ship can be used. Attach tape, Velcro, a magnet or some other fastening device on the back of the cards. Place all the single-syllable cards on a wall, white board, or other highly visible place in the classroom.

### **LESSON MATERIALS**

Wall, white board, or other highly visible place in the classroom

Single-syllable word cards

Tape, Velcro, a magnet or other fastening device for each card

### **LESSON CONTENT**

TEACHER: Today we’re going to play a game with words. Remember that words have an onset and a rime. The onset is the first sound of the word. The onset is just like the engine of the train. It is at the beginning. Words like bee and bib have the same onset. They both start with the /b/ sound.

*Teacher holds up the engine picture with “same onset” header. Points to picture of bee and bib while emphasizing the /b/ sound at the beginning.*

TEACHER: The rime is the last sound of the word. The rime is just like the caboose of the train. It is at the end. Words like bee and tree have the same rime. They both end with the /ee/ sound.

*Teacher holds up the caboose picture with “same rime” header. Points to picture of bee and tree while emphasizing the /ee/ sound at the end.*

TEACHER: Words can go together by having the same onset or by having the same rime. What are the onset and rime of a word?

*Children should explain that an onset is the first sound of a word and a rime is the part of the word that has the vowel and all the sounds that follow it.*

TEACHER: Good! We need to know what onsets and rimes are to play our train game. I have put a bunch of words up here on the wall. Over here, you see our train engine sign. It says, “Same Onset.” I am going to pick a word and hold it up for you. Then, I am going to give one of you another word. The two words might have the same onset or beginning sound. So, listen to the beginning sound of the words just like the front of the train, the engine. Watch me do one first. I have /c/ at and /c/ an. Cat and can. Do those have the same beginning sound?

EXPECTED RESPONSE: Yes.

TEACHER: Yes, cat and can both start with the /c/ sound. Good job. Now it is your turn.

*The lesson proceeds, giving all children the chance to participate in the lesson. When the child gets a card, the teacher should prompt the child to repeat the word after her.*

TEACHER: Now that we are experts at onsets or the beginning sounds like our train engine, we will listen to the rime part of words. Over here, you see our caboose sign. It says, "Same Rime." I am going to pick a special word, and hold it up for you. Then, I am going to give one of you another word. The two words might have the same rime or ending sound. So, listen to the sound at the end of the words just like the caboose of the train. Watch me do one first. I have cat and hat. Cat and hat. Do those have the same ending sound?

EXPECTED RESPONSE: Yes.

TEACHER: Yes, cat and hat both end with the /at/ sound. Good job. Now it is your turn.

*The lesson proceeds, giving all children the chance to participate in the lesson. When the child gets a card, the teacher should prompt the child to repeat the word after her.*

TEACHER: Now that we are experts at onsets or the train's engine AND rimes or the train's caboose, we will sort words into words that have the same onset OR words that have the same rime. If your word has the same onset as the special word, put the special word, and your word, under the "Same Onset" sign. If your word has the same rime as the special word, put the special word, and your word under the "Same Rime" sign. So, if the special word is, "cat," and I give you the word "bat," where do you put the words?

EXPECTED RESPONSE: Same rime.

*If children give the wrong answer, the teacher re-explains onset and rime, and shows why the words go under the "Same Rime" sign.*

TEACHER: Great! My first special word is...

*Teacher uses an example, then selects a child and gives them another word. The child first says the word, and says the onset and rime of the word. Then, the child puts the words under the correct sign. If they put the words under the wrong sign, the teacher corrects them, and puts the words under the correct sign.*

*The lesson proceeds, giving all children the chance to participate in the lesson at least twice.*

TEACHER: You all did a fantastic job today! Remember that words have an onset and a rime. The onset is the first sound of the word or the beginning of the train, and the rime is the last sounds of the word or the caboose of the train. Words can go together by having the same onset or having the same rime.

**Florida Standards: Language and Literacy, Emergent Reading, Standard 2, Benchmark F**