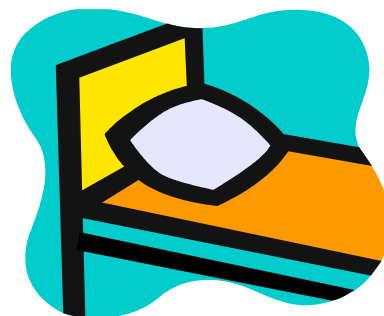
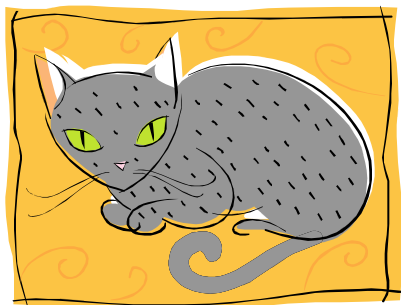


# Guess the Word



## Suggested Group Size

Whole Group (Onset and Rime); Small Group (Guess the Word)

## Objective(s)

The children will segment and blend the onset (first sound) and rime (the vowel and all the sounds that follow the onset) in words.

## Activity

Two Onset and Rime Picture Cards are placed face up on the table. The children listen as the teacher segments a word that names one of the pictures on the Onset and Rime Picture Cards into its onset and rime. Then the children try to guess which word the teacher has segmented.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
  - **F. Emergent Reading**
    - **F.2.**Show age appropriate phonological awareness
      - **F.2.f.** Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/+"at," child can select the picture of the cat).

## Materials

- Index Cards
- Glue
- Scissors
- Pictures of one-syllable words (e.g., cat, hat, bat)
- Onset and Rime Picture Cards

## **Procedures**

### **Before You Begin the Lesson**

1. Choose one or two rimes to focus on for your lesson (e.g., -ot, -eg, -at). Post the pictures of the targeted rime in the classroom where children can easily see them.
2. Create Onset and Rime Picture Cards by gluing a variety of common pictures to index cards. The pictures should represent simple illustrations of one-syllable words that are familiar to the children (e.g., hat, bat, cat; bug, rug, mug).

### **Onset and Rime (Whole Group)**

1. Introduce the rime(s) to the children one at a time (e.g., Show them a picture of a pot, say the word “pot,” and then segment the word into its onset and rime, “/p/ -ot.”). Have the children repeat after you.
2. Discuss words that have the same rime. Share pictures from the Onset and Rime Picture Cards that end with the targeted rime(s).
3. Place the pictures in a stack and choose one card.
4. Ask the children to name the object pictured.
5. Ask the children to say the onset sound of the word on the onset and rime picture card.
6. Ask the children to say the rimes with which that object’s name ends.
7. Prompt all children to say the name of the object pictured.
8. Ask children if the object has the same rime as the target rime.

### **Guess the Word (Small Group)**

1. Place the cards face down in a stack on a flat surface.
2. Taking turns, one child selects two cards and places them face up on the table.
3. The teacher says the onset for one of the picture cards without pointing to the corresponding picture (e.g., “This word begins with /b/.”)
4. The teacher says the rime for the same picture card (e.g., “This word ends with -ed”).
5. The first child to find the picture for that onset and rime and says the word (e.g., “bed”) gets that card.
6. With teacher guidance, all children say the onset and rime for the chosen picture (e.g., “/b/ + -ed”) and then say the name of the target picture (e.g., “bed”).
7. The remaining card is placed at the bottom of the stack.
8. Repeat steps two through seven until all of the picture cards are used.

### **Adaptations**

- Allow children to work together in pairs or teams to find the picture for the onset and say the rime.
- Place three cards face up on the table instead of two cards.

## **Extensions**

- **Literacy Center:** Add the Onset and Rime Picture Cards and allow the children to use them independently or with teacher assistance as needed.

## **Checking for Understanding**

Children will demonstrate their understanding of the lesson by:

- segmenting and blending the onset and rime in words.

## **Related Standards for Four-Year-Olds**

- **III. Social and Emotional Development**
  - **A. Self-Regulation**
    - **A.b. Life/Adaptive**
      - **A.b.1.** Follows simple rules, agreements, and familiar routines with teacher support