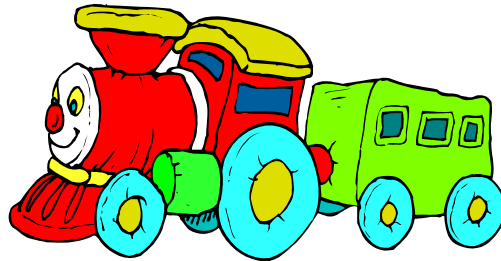


# Rime Train



## Suggested Group Size

Whole Group (Onset and Rime); Small Group (Matching Game)

## Objective(s)

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

## Activity

Children match Onset (first sound) and Rime (the vowel and all the sounds that follow the onset) Picture cards to the corresponding rime on train cars (e.g., -at).

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

- **IV. Language, Communication, and Emergent Literacy**
  - **F. Emergent Reading**
    - **F.2.** Shows 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

- Butcher or bulletin board paper
- Index cards
- Glue
- Scissors
- Markers
- Pictures of familiar one-syllable words (e.g., cat, hat, bat)
- Velcro

## Procedures

### Before You Begin the Lesson

1. Create Rime Train Cars by drawing train cars (boxcars) onto butcher paper or you may print out train cars from clip art.
2. Create Blank Train Cars out of butcher paper. These train cars should not have pictures glued on them (these will be used during the small group activity). Place several pieces of Velcro (loop side) on each train car.
3. Create Onset and Rime Picture cards by gluing various pictures to index cards. The pictures should represent simple illustrations of words that have an onset and rime that is familiar to the children (e.g., hat, bat, cat; or dog, log, hog). Place a piece of Velcro (hook side) on the back of each Onset and Rime Picture card. For this activity, place one picture card in each train car. Also, choose two or three target picture cards to place inside the train engines.

### Onset and Rime (Whole Group)

**Note:** the *onset* is first sound and the *rime* is the vowel and all the sounds that follow the onset in a word.

1. Choose one rime to focus on for your lesson. Post familiar, one-syllable pictures inside the rime train cars and assign each child a rime train car (e.g., hat, bat, cat; or dog, log, hog).
2. As the children hold their train cars for all the other children to see, introduce the picture and emphasize the rime.
3. Ask the children to name the object pictured.
4. Ask the children to say the sound with which the object's name begins.
5. Ask the children to say the rime with which the object's name ends.
6. Prompt all children to say the name of the object pictured.
7. After each child has had a chance to share the picture on their train engine, the children can "choo-choo" around the room to celebrate.

### Matching Game (Small Group)

**Note:** The small group activity should not be done until the whole group activity has been conducted.

1. Taking turns, children name the target rime (e.g., -at) with teacher support as needed.
2. Taking turns, children select a train car picture from the stack and segment the onset and rime (e.g., "bat, /b/ /at/") with teacher support as needed.
3. All children repeat the rime (e.g., "/at/").
4. Allow the children to take turns and find objects or pictures around the room that contain the target rime that can be placed on blank train cars to add to the train. When necessary, the teacher may need to place pictures or objects around the room that contain the target rime to make this step possible.

## **Adaptations**

- Use assistive technology so that all children can interact with the literacy materials.
- Use alternative methods of communication for response.
- Allow children to work together in pairs or teams to find objects or pictures around the room that contain the target rime.

## **Extensions**

- Allow children to segment and blend the onset and rimes for the objects or pictures they find around the room that contain the target rime.
- Add related materials to classroom centers:
  - **Reading:** Add books that focus on the targeted one-syllable words.
  - **Literacy:** Add the Matching Game and include another rime that the children have already been introduced to as a review.

## **Checking for Understanding**

Children will demonstrate their understanding of the lesson by:

- segmenting the onset and rime and finding pictures or objects around the room that contain the target rime.

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

- **I. Physical Development**
  - **A. Health and Wellness**
    - **A.3.** Demonstrates auditory ability to facilitate learning and healthy growth and development