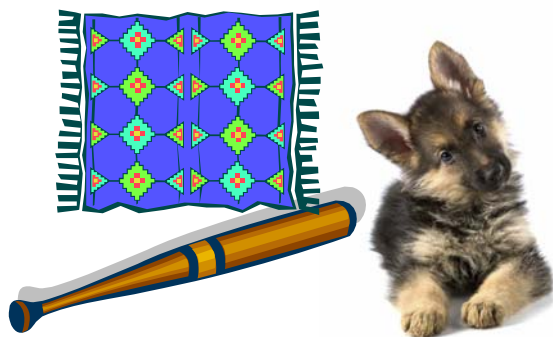


Guessing Game



Suggested Group Size

Small group

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

Children identify the onset (first sound) and rime (the vowel and all the sounds that follow the onset) in words and identify the word that is being segmented.

Targeted VPK Education Standard(s)

- **IV. Emergent Literacy**

- **A.3.** Shows alphabetic knowledge

- A.3.(a).** Child recognizes almost all letters by name (e.g., when shown a group of letters, can accurately identify the letter that is named).

- A.3.(b).** Child names most letters (e.g., when shown a letter, can accurately say its name).

- A.3.(c).** Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).

- A.3.(d).** Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).

Related VPK Education Standards

- **III. Social and Emotional Development**

- **D.3.** Participates in the group life of the class

Materials

- Index cards
- Glue
- Scissors
- Markers
- Pictures of familiar one-syllable words (e.g., hat, bat, cat; or dog, hog, log)

Procedures

Before You Begin the Lesson

1. Create Onset and Rime Picture cards by gluing 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; or dog, log, hog).

Guessing Game (Small Group)

1. Place Onset and Rime Picture cards face down in a stack on a flat surface.
2. Working in pairs, with teacher support as needed, child one selects the top card so that child two cannot see it.
3. Child one says the onset (e.g., “/r/”), then says the rime (e.g., “/ug/”).
4. Child two tries to guess the word (e.g., “rug”).
5. If correct, child one gives the card to child two. If incorrect, the card is returned to the bottom of the stack.
6. Reverse roles and continue until all picture cards are used.

Adaptations

- Provide alternate versions of the materials as needed (e.g., Braille).
- The teacher models how to segment the words for the children.

Extensions

- Go through each of the pictures and segment and blend the pictures as a small group and individually.
- Add related materials to classroom centers:
 - **Art:** Allow children to create individual Guessing Games. Provide index cards and various pictures of one-syllable words that are familiar to the children.
 - **Reading:** Add books that focus on the targeted one-syllable words.
 - **Literacy:** Add the Onset and Rime Picture cards.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- segmenting and blending the onsets and rimes of one-syllable words.

Submitted by

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This document was developed under the auspices of the Florida Department of Education, Office of Early Learning, to disseminate the Florida Voluntary Prekindergarten (VPK) Education Standards, adopted by the Florida State Board of Education on August 19, 2008, consistent with the requirements of Section 1002.67, Florida Statutes.

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