

Puppet Word Detectives



Suggested Group Size

Individual or Small Group

Objective(s)

The children will separate one-syllable words into onset and rime, with pictorial support.

Activity

Children play onset-rime puppet games with the teacher to determine which word the puppets are making when combining the onset (first consonant sound in a word, before the vowel) and rime (the vowel and what follows the vowel in that syllable).

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

- Hand puppets, with mouths that open and close, at least two
- Picture cards (optional), see end of lesson plan

Procedures

1. Ahead of time, the words to introduce should be chosen. Although this activity does not use print with children (since we’re focusing on sounds only), the teacher should write down the words to be introduced for himself/herself to use as reference. Use only one-syllable words. Word families can be used, such as the examples given in this activity, but any one-syllable word can be used.

Procedures (continued)

2. With a puppet on each hand, facing the children, introduce children to the puppets and tell them that the puppets have a secret word that they are going to sound out. The children's job is to be Sound Detectives and figure out what word the puppets are making. One puppet will say one part of the word and the other puppet will say the other part of the word. Start with the puppets far apart, gradually moving them together each time that the onset and rime are spoken.
 - a. "Let's see if the puppets can give us a hint about the word they want us to figure out. Are you ready?" Sound out the word cat using two distinct chunks of the word (e.g., onset: /k/, rime: "-at"). Ask the children, "Do any of you know what word is made when we put /k/ and '-at' together?" If no response, repeat, speeding up each portion until the two parts become one word, or until a child guesses the word.
 - b. "Let's see if that's right. Let's look at the picture card. _____ said the word was cat." Check the picture card and hold up for children to see.
 - c. Repeat process with other words.
3. Once children begin to understand the idea behind the game, ask children individually to identify the word the puppets are making.

Adaptations

- If additional puppets are available, ask the child to use two puppets and make the sounds with you. Alternatively, children can use their hands like puppet mouths.
- Use without picture cards and keep the same process.
- Make more cards using pictures of one-syllable words to use when playing this game.
- After many opportunities to practice over time, some children may be ready to reverse the game. Have the child pull a picture card and use one puppet while the teacher uses the other puppet to split the word into onset (first consonant sound in a word, before the vowel) and rime (the vowel and what follows the vowel in that syllable).
- After many opportunities to practice over time, some children may be ready to play with one-syllable words without using puppets (orally).

Extensions

- Emphasize onset-rime in the classroom when interacting with children throughout the day.
 - "Can you please bring me the /m/ -ilk?"
 - "Please close the /d/ -oor."
 - "I need to /th/ -ink about that."
- Add related materials to classroom centers:
 - **Reading/Literacy:** Add puppets with mouths that open and shut for children to use with picture cards.

Extensions (continued)

- **Listening:** Listen to songs that segment words using onset-rime, such as Rug in the Middle of the Room, and Random Rhymes from the CD, *Little Ears Songs For Reading Readiness with Fran Avni*.

Checking for Understanding

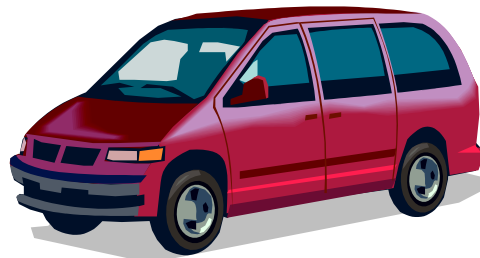
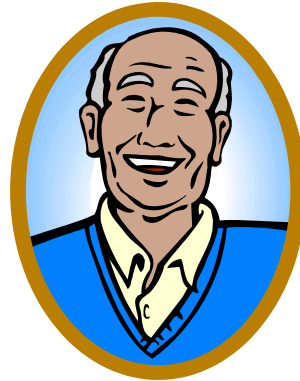
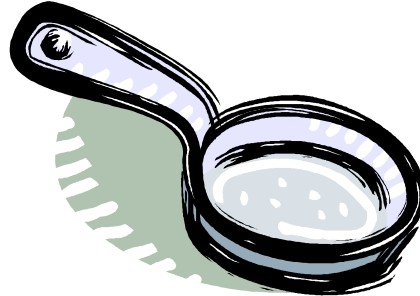
Children will demonstrate their understanding of the lesson by:

- successfully separating one-syllable words into the onset and the rime, with pictorial support.

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
 - **D. Fine Motor Development**
 - **D.2.** Uses eye-hand coordination to perform fine motor tasks
- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
 - **B. Persistence**
 - **B.1.** Attends to tasks for a brief period and seeks help when needed
 - **C. Creativity**
 - **C.1.** Approaches daily activities with creativity
- **IV. Language, Communication and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A. 2.** Follows multi-step directions
 - **A.2.a.** Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.

Sample picture cards for the -an word family: can, pan, fan, man, ran, van.



Sample picture cards for the -at word family: cat, bat, mat, hat, rat, sat.

