

What Doesn't Belong?



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. Children will decide if objects and/or pictures belong or have the same sound as the target rime (e.g., -at).

Activity

The children will segment and blend the onset and rime in words. Children will decide which objects and/or pictures have the same sound as the target rime (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.d.** Child combines syllables into words (e.g., “sis” + “ter” = “sister”).

Materials

- Objects and/or pictures with a familiar rime (e.g., cat, hat, bat)
- Three large solid colored (gift) bags
- Marker
- Index cards
- Tape or Velcro
- Scissors

Procedures

Before You Begin the Lesson

1. Choose the target rime for the lesson (e.g., -at).
2. Write the target rime (e.g., -at,) on an index card. Use a piece of tape or Velcro to attach the target rime index card to a bag.
3. Write the word “NO” on an index card. Use a piece of tape or Velcro to attach the “NO” index card to a bag.
4. Choose a variety of objects and/or pictures that are examples and non-examples of the target rime.
5. Place the examples and non-examples (e.g., objects and/or pictures) of the target rime in the bag that is not labeled with the target rime (e.g., -at) or the word “NO.”

Procedures (continued)

What Doesn't Belong? (Small Group)

1. Show the children the target rime (e.g., -at).
2. Say the target rime for the children (e.g., "/at/"). Ask the children to repeat the target rime (e.g., "/at/").
3. Shake the bag labeled with the target rime (e.g., -at) and allow each child to choose an object from the bag.
4. Model how to segment and blend the onset and rime in the name of the object or picture (e.g., "/k/ '-at', cat"). Ask the children to segment and blend the onset and rime in the name of the object or picture **with** you (e.g., "/k/ '-at', cat").
5. Ask the children if the object or picture has the same sound as the target rime (e.g., -at). Wait for the children to respond. If the children say, "Yes," you might respond, "That's correct. Cat has the same sound as '-at.'" Then place the object or picture in the bag that is labeled with the target rime (e.g., -at).
6. When an object or picture is chosen that does not sound like the target rime (e.g., -at), place it in the bag that is labeled with the word "NO."
7. Repeat steps one through six until all of the objects or pictures have been chosen from the bag.

Adaptations

- Have children work together in groups of two or three with their own bags so they can work in small groups or one-on-one with each other.

Extensions

- Choose a new target rime and place the appropriate materials from the *What Doesn't Belong?* in the Literacy Center.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- blending and segmenting the onset and rime in words
- correctly deciding if an object or picture belongs (has the same sound as the target rime).

Related Standards for Four-Year-Olds

- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences