Blend and segment onsets and rimes of single-syllable spoken words.

**Blending: Onset-Rime 1**

**Guess Who**

Say a student’s name in a segmented fashion, breaking the name into its onset (the first sound) and rime (the rest of the name). For example, Bob would become /b/ and /ob/. Rachel would become /r/ and /åchel/. Stacey would become /st/ and /åsè/. Invite students to call out their classmate’s name as soon as they recognize it.

**Blending Pictures**

Materials Required
- **Paper**
- **Pencils**

Give each student a small piece of paper. Tell the group that you are going to say some letter sounds. They need to listen carefully to each of the sounds and see if they can blend them to make a word. Then say a word, breaking it into onset and rime. For example, you would say /m/ and /at/ for mat. When students think they know the word, they should draw a picture of it on their papers. Count to three, and have students hold up their pictures and say the blended word. Write the word on the blackboard and blend it together.

**Blending Password (Variation)**

You might also play this game as students’ “ticket” to leave the classroom for recess or lunch. In this case, you break the word into onset and rime and students say it rather than draw it. For example, you say “/fr/. . . /óg/” and students tell you the password frog.

**Blend-o**

Materials Required
- **Sound Sense Bingo Cards (see pages 3–12)**
- **Blend-o Word List (see below)**
- **Bingo markers or small objects (e.g., pennies, paper clips)**

This activity should be played in a small group of no more than eight. Pass out the Sound Sense Bingo Cards. As you name the picture to be covered up with a marker, segment the word into onset and rime. For example, for the picture of a dog, you would say /d/ and then /og/. Students should then blend the two segments to form the real word. When students blend four words in a row, they yell out “Blend-o!”

**Note:** For pictures that begin with blends or consonant clusters, be sure to keep the blend intact. For example, for the picture of a snake, you would say /sn/ and then /åk/.

**Blend-o Word List:**

<table>
<thead>
<tr>
<th>Word</th>
<th>How to Say It</th>
<th>Word</th>
<th>How to Say It</th>
</tr>
</thead>
<tbody>
<tr>
<td>beet</td>
<td>/b/. . . /èt/</td>
<td>bone</td>
<td>/b/. . . /ðn/</td>
</tr>
<tr>
<td>bug</td>
<td>/b/. . . /ug/</td>
<td>cake</td>
<td>/k/. . . /åk/</td>
</tr>
<tr>
<td>can</td>
<td>/k/. . . /an/</td>
<td>cane</td>
<td>/k/. . . /ån/</td>
</tr>
<tr>
<td>cat</td>
<td>/k/. . . /at/</td>
<td>cone</td>
<td>/k/. . . /ån/</td>
</tr>
<tr>
<td>dice</td>
<td>/d/. . . /T$/s/</td>
<td>dog</td>
<td>/d/. . . /og/</td>
</tr>
<tr>
<td>fan</td>
<td>/f/. . . /an/</td>
<td>fin</td>
<td>/f/. . . /in/</td>
</tr>
<tr>
<td>five</td>
<td>/f/. . . /ïv/</td>
<td>hat</td>
<td>/h/. . . /åt/</td>
</tr>
<tr>
<td>hen</td>
<td>/h/. . . /en/</td>
<td>hive</td>
<td>/h/. . . /ïv/</td>
</tr>
<tr>
<td>hose</td>
<td>/h/. . . /s$/z/</td>
<td>hut</td>
<td>/h/. . . /ut/</td>
</tr>
<tr>
<td>mice</td>
<td>/m/. . . /T$/s/</td>
<td>moon</td>
<td>/m/. . . /ðn$/</td>
</tr>
<tr>
<td>mop</td>
<td>/m/. . . /op/</td>
<td>net</td>
<td>/n/. . . /et/</td>
</tr>
<tr>
<td>nose</td>
<td>/n/. . . /s$/z/</td>
<td>nut</td>
<td>/n/. . . /ut/</td>
</tr>
<tr>
<td>pen</td>
<td>/p/. . . /en/</td>
<td>pig</td>
<td>/p/. . . /ig/</td>
</tr>
<tr>
<td>pin</td>
<td>/p/. . . /ïn/</td>
<td>plane</td>
<td>/p/. . . /ån/</td>
</tr>
<tr>
<td>rake</td>
<td>/r/. . . /åk/</td>
<td>rope</td>
<td>/r/. . . /åp/</td>
</tr>
<tr>
<td>rug</td>
<td>/r/. . . /ug/</td>
<td>snake</td>
<td>/s$/n/. . . /åk/</td>
</tr>
<tr>
<td>soap</td>
<td>/s/. . . /åp/</td>
<td>spoon</td>
<td>/sp/. . . /ðn$/</td>
</tr>
<tr>
<td>stop</td>
<td>/st/. . . /op/</td>
<td>ten</td>
<td>/t/. . . /en/</td>
</tr>
<tr>
<td>top</td>
<td>/t/. . . /op/</td>
<td>wig</td>
<td>/w/. . . /ig/</td>
</tr>
</tbody>
</table>
Blending: Onset-Rime 2

Fix the Puppet

Materials Required
- A puppet
- Any story

Tell a story with the aid of a puppet. Occasionally, have the puppet get “stuck” on a word and say it broken into onset and rime. Students must blend the sounds together and identify the word before the story can continue. For example, the puppet might say, “Once upon a time, there were three little /p/. . . /igs/.” Students would have to say “pigs” before the puppet can continue.

Which Picture?

Materials Required
- Sound Sense Playing Cards (see pages 13–22)

Show three Sound Sense Playing Cards that illustrate words made up of three phonemes. Tell students that you are going to say the word for one of the pictures in a special way: broken into two parts. They must blend or “push” the sounds together to figure out the word and then choose the correct picture.

For example, you might display the cards for fig, fan, and dog and then say the onset and rime for fig. (Say the first sound in the word, /f/). Pause for a moment, and then say the rest of the word, /ig/.) Ideally, two of the three pictures should begin with the same sound so that students must listen to each subsequent sound in order to identify the picture.

Sound Sense Bingo Cards

Materials Required
- Sound Sense Bingo Cards (pages 3-12)

You can use the Sound Sense Bingo Cards to play several types of phonological games. For ideas, search for Waterford activities for other Common Core Standards related to phonological awareness.

The Bingo Cards provided here will be most useful if you first copy them onto a heavier paper such as cardstock. The cards can also be colored and laminated. In order to use the correct word for each picture, you should refer to the Bingo Card Word List (pages 4-5) each time you play with the Sound Sense Bingo Cards.

Sound Sense Playing Cards

Materials Required
- Sound Sense Playing Cards (pages 13-22)

You can use the Sound Sense Playing Cards in several phonological games. Nineteen groups of three rhyming words make up the set of Playing Cards.

The Sound Sense Playing Cards provided here will be most useful if you first copy them onto a heavier paper such as card stock. The cards can also be colored and laminated. An illustrated Playing Card Word List is listed on pages 14-15 for your reference.
beet  |  bone  |  bug
---|---|---
cake  |  can  |  cane
---|---|---
cat  |  cone  |  dice
---|---|---
dog  |  fan  |  feet
---|---|---
fin  |  five  |  hat
---|---|---
hen  |  hive  |  hose
---|---|---
hut  |  mice  |  moon
free
Waterford Early Learning
Kindergarten

English Language Arts

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The diagram consists of nine squares arranged in a 3x3 grid. Each square contains an image or a combination of images.

- Top row: A bar of soap, a wizard hat, two dice.
- Middle row: A pillow, the word "free," a spoon.
- Bottom row: A cup of ice cream, a chicken, a dog.

Each image is labeled with the word "free."
cat  hat  rat
jet  net  vet
fig  pig  wig
dog  frog  log
cake  rake  snake
mop  stop  top
bug  jug  rug
can  fan  van
dice  ice  mice
jail  nail  snail
bee  knee  tree
mad  pad  sad
chin  fin  pin
hen  pen  ten

10
bed  red  sled

cap  map  tap

drum  gum  plum

cape  grape  tape

hose  nose  rose