

# Guessing Game

**Activity:** Children identify the onset (first sound) and rime (the vowel and all the sounds that follow the onset) in words.



## Objective

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

## Targeted Standards

### IV. Language and Literacy

IV.F.2.f. 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)

[http://www.floel.org/standardsresource/standards.html#d=IV&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds)

## Procedures

### Lesson Preparation:

1. Create onset and rime cards by gluing a 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, batt, cat; dog, hog, log)

### Guessing Game Lesson

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 can not 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.

## Materials Needed

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

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:  
segmenting and blending the onsets and rimes of one-syllable words.

## Scaffolding

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