

# Onset and Rime

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## Definition

**The onset** is all the letters before the vowel (Eg. st -)

**The rime unit** is the remaining group of letters including the vowel (Eg. - op)

\*Note: Onset and Rime relates only to 1-syllable words. Words of more than 1-syllable, the parts of the word are referred to as syllables, each syllable contains a vowel sound.

## Task 1 – producing a rime unit

**Reference - Page. 81 - Assessing and Teaching Phonological Knowledge (J. K. Munro)**

Introduction - Onset and rime are the two parts of a 1-syllable word

### Oral Task

Finish the word (p.81)

- The dog chased after the c\_\_\_\_. (...at)
- Ann fell over and hurt her l\_\_\_\_. (...eg)
- Can you hop like a fr\_\_\_\_? (...og)
- The elephant raised his tr\_\_\_\_. (...unk)

**IMPORTANT:** The student (S) should not be saying the whole word. The teacher (T) says the onset, the student says only the rime.

Eg. (T) "The dog chased after the c\_\_\_\_ " ... pause ...

(S) "at"

### **MORE PRACTICE** (as required)

Read a short sentence from a book. When the sentence ends in a 1-syllable word, teachers says the onset (the letters before the vowel), the student is prompted (with a pause) to say the rime (all the letters from the vowel onward). Eg. c-at, br-ing,

### RESOURCES

Dr Seuss books

## Task 2 – producing sets of rime units

Reference - Page. 83 - Assessing and Teaching Phonological Knowledge (J. K. Munro)

Together students think of and say words that have the same onset or rime

- words that start with 'st' ... (stilts, stumps, statues, stamps, star, st...)
- Things that end with 'ing' ... (ring, wing, ...)
- Foods that start with 'br' (broccoli, bread, brains, broth, br...)

## Task 3 – Segment words into onset and rime

Reference - Page. 82 - Assessing and Teaching Phonological Knowledge (J. K. Munro)

Teacher (T) Listen to how I say bed, “b-ed”

Now you try these...

(Teacher models in the beginning, but needs to reduce the amount of modelling/scaffolding).

*\*\* Only move to 4-sound & 5-sound words once 3-sound words have been mastered.*

- 3-sound: c-at/m-at, t-ap/m-ap, p-in/t-in, d-og/l-og, h-op/m-op, w-et/n-et, ... (p.120)
- 3-sound: f-ish/d-ish/w-ish, m-ess/t-ess/l-ess, p-ill/w-ill/b-ill, sh-op/m-op/t-op.. (p. 120-123)
- 4-sound: d-amp/c-amp/lamp, st-op/cl-op/sl-op, cr-ab/sc-ab/sl-ab, (p.122-125)
- 5-sound: cr-unch/m-unch/l-unch, str-ing/spr-ing/ br-ing, (p.125)