

— Rhyme —

Rhyme is a prominent feature of speech. Rhyme is found in poetry, songs, and many children's books and games. Young children enjoy nursery rhymes and rhyme games.

Rhyme is also a way of categorizing the words young children hear. Words like *cat*, *hat*, and *sat* can be grouped together by children on the basis of their common sound pattern. Because words in these categories often have similar spellings, children may use these rhyme categories when learning to read and spell.

This section on rhyme includes fun activities to help children appreciate and produce rhyming words. It's divided into the following three parts: rhyme judgment, rhyme production, and rhyme play.

In the rhyme judgment activities, children are asked to make judgments about whether or not words rhyme.

In the rhyme production activities, children are asked to say words that rhyme with the target words.

In the rhyme play activities, children will play games and sing songs to practice saying words that rhyme.

Activities with pictures are used initially in both the rhyme judgment and rhyme production activities. These activities are followed by word lists to be read aloud to children.

This posttest uses the Odd One Out format. There are three training items. Correct answers should only be given on the training items.

Read each set of words aloud. Then, ask the child to choose the word that doesn't rhyme with the other two words.

Training Items

- | | | |
|---------|------|------|
| 1. fan | hill | pill |
| 2. chip | nail | lip |
| 3. cut | nut | bird |

Test Items

- | | | |
|----------|-------|-------|
| 1. nose | pot | dot |
| 2. net | chair | bet |
| 3. back | day | sack |
| 4. jeep | sheep | rain |
| 5. bowl | face | race |
| 6. Coke | joke | girl |
| 7. bone | can | phone |
| 8. whale | fall | mall |
| 9. dish | fish | bush |
| 10. toad | food | road |

— Segmenting and Blending —

Segmenting and blending speech sounds is closely related to early reading and writing development. Children who can segment and blend phonemes more easily learn how the alphabet is used for reading and spelling.

Because of the way words are produced, segmenting and blending phonemes can be difficult. Words are spoken with no breaks between individual phonemes. In fact, the sound information about a phoneme is usually spread across several adjacent phonemes. As a result, phonemes are hard to isolate and identify in words. Nevertheless, children need to gain an awareness of phonemes as sound units in order to learn how the alphabet corresponds to the sounds in words.

This section teaches children to segment and blend speech sounds. Activities begin with segmenting and blending syllables. Syllables in words are much easier to identify and manipulate than are phonemes. Thus, the syllable level activities can help children learn the segmental nature of speech.

Once children have become familiar with segmenting and blending syllables, the same activities are used to teach the segmenting and blending of phonemes. Some children will grasp the segmental nature of speech faster than others. For those children, you should move directly to segmenting and blending phonemes without completing the syllable activities.

Letters & Sounds 7

Name _____

Use this page with the letters from page 181 to help you spell more words

