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| **Rhyme Recognition**   * Provide opportunities for students to enjoy and recite learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes. * Recognizing a rhyme is much easier than producing a rhyme. |
| **Syllable Counting or Identification**   * Counting, tapping, blending, or segmenting a word into syllables. * For example:   + the child would recognize *mailbox* is comprised of two words—*mail* and *box*, and he/she may be able to orally blend or delete a word to create other words.   + the child may be able to recognize that a word has two parts or syllables, and the child would be able to orally blend syllables to create words or orally take words apart into syllables. |
| **Onset and Rime Manipulation**   * The ability to produce a rhyming word depends on understanding that rhyming words have the same rime. * The onset is the first consonant or consonant cluster of a syllable (*b* in boy, *dr* in drum). * Rime is everything left in a syllable after the onset is removed ( *oy* in boy) the vowel and coda of a syllable (coda is the concluding section or part; see explanation below). |
| **Phoneme Manipulation**   * Identify and match the initial sounds in words, then the final and middle sounds (e.g., "Which picture begins with /m/?"; "Find another picture that ends in /r/"). * Phonemes are generally represented by single letters (*c—a—t*). * Some phonemes are represented by two letters, such as *th*, *ch*, and *sh*. In these cases, two letters produce a single sound. * Play with sounds and model phoneme manipulation for children. For example:   + segment the phonemes in two- or three-sound words, moving to four- and five- sound words as the student becomes proficient (e.g., "The word is **eyes**. Stretch and say the sounds: /ī/ /z/").   + manipulate phonemes by removing, adding, or substituting sounds (e.g., "Say **smoke** without the /m/"). |