



Critter Sitter

LESSON MODEL FOR

Onset-Rime Blending

Benchmarks

→ Ability to blend onset-rime to produce one-syllable words

Strategy Grade Level

→ Pre-K-Grade 1

Grouping

→ Small group

Materials

- Pictures or plastic models of animals whose names have one syllable, for example: bat, bear, bee, bird, cat, cow, deer, duck, fish, fox, frog, goat, goose, hen, horse. Mouse, pig, shark, sheep, skunk, snake, swan, toad, wolf
- Kitchen items whose names have one syllable: cup, fork, glass, knife, lid, pan, plate, pot, spoon
- A hand puppet (one that is not an animal)

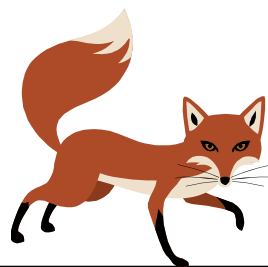
Syllables can be divided into smaller units called onset and rime. For example, in the one-syllable word rime, /r/ is the onset and /ime/ is the rime. Onset-rime is an essential and instructionally useful level of analysis between syllables and phonemes (Adams 1990). Instruction in onset-rime is an important intermediary step for many students (Treiman 1992). This sample lesson model can be adapted and used to enhance onset-rime instruction in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students can identify the names of the animals and kitchen items used in this lesson model. Ensure that students develop in-depth knowledge of these names.

Teach/Model

Introduce students to the puppet, Critter Sitter. Then say *Critter Sitter works at the zoo taking care of animals. Critter is another word for animal. Critter Sitter talks in a funny way, It does not say a whole word at one time. Listen carefully. When Critter Sitter says /k/ ... /at/, it means cat. Repeat the onset and rime for cat and then ask: What word is Critter Sitter trying to say? (cat) Say: Listen as Critter Sitter says another word: /f/ ... /ox/. The word is fox. Repeat the onset and rime for fox and then ask: What word is Critter Sitter trying to say? (fox)*



Small-Group Guided Practice

CATCH THE CRITTERS

Draw a picture of a large cage on the board. Display pictures or models of the animals. Then say: *Critter Sitter has a big problem at the zoo. Some of the animals, or critters, have escaped. To get them back into their cages, Critter Sitter needs to call the critters by name. Since Critter Sitter talks in a funny way, it needs your help to catch the critters.*

Hold up the Critter Sitter puppet. Explain that Critter Sitter is going to say the name of the critter that it needs to catch. Hold up the picture or model of the bat. Critter Sitter says: *I need to catch the /b/.../at/.* Ask: *What animal does Critter Sitter want to catch? (bat) Say: That's right, the bat.* Now, set the picture or model of the bat below the cage and hold up another animal picture or model. Critter Sitter says: *Now I need to catch the /sn/.../ake/.* Ask: *What animal does Critter Sitter want to catch? (snake) Say: That's right, the snake.* Put the picture or model of the snake below the cage. Continue until all of the critters have been "captured"

CORRECTIVE FEEDBACK

If a student responds incorrectly, model the correct response. Say: *My turn. Critter Sitter wants to catch the /b/.../at/. The word is bat. Your turn. Ask: What animal does Critter Sitter want to catch? (the bat)*

KITCHEN HELPERS

Display the kitchen items on a desk or table. Explain that Critter Sitter likes to cook, but also it likes having lots of kitchen helpers.

Say: *I'll be the first helper.*

Critter Sitter says: *Please hand me a /k/.../up/.*

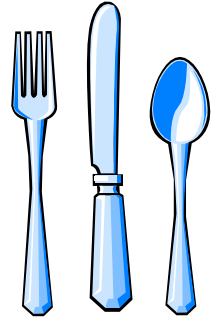
Say: *Cup. Here's a cup.* Give Critter Sitter the cup.

Say: *Now I want you to be Critter Sitter's helpers.*

Critter Sitter says: *Please hand me a /f/.../ork/.*

Ask: *Who wants to give Critter Sitter the fork?*

Repeat the same procedure with remaining items: spoon, plate, pot, and bowl.



OBSERVE & ASSESS

Questions or Observation	Benchmarks
What whole word am I trying to say: /p/.../ot/? (pot)	Student can blend onset and rime to produce a one-syllable word.