

# Understanding Phonics

Session 4

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## Session 4: Onsets, Rimes and Syllables

### Objectives

This 1½-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will know more about:

- onsets;
- rimes; and
- syllables.

### Programme

<b>Introduction</b>	5 min
<b>Video Segment H &amp; Activity 21</b> ♦ Onsets and Rimes	20 min
<b>Activity 22</b> ♦ Rimes and Rhyme	20 min
<b>Activity 23</b> ♦ Onsets and Alliteration	20 min
<b>Video Segment I &amp; Activity 24</b> ♦ Syllables	20 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>90 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 4 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E7-8, A21-24** for each participant.

- **Keys A21-24** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 18-20** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments H & I**.
- Set the **Audio CD** for '**Spiders Spin**', '**Silly Sally**', '**Six Short Snakes**' and '**Lazy Lucy**' for Activities 22, 23 and 24.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

## Workshop Session 4

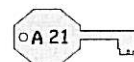
### Introduction

- Revise with the participants the vowel and consonant letter sounds learnt in Session 3. Introduce the content of this session: onsets, rimes and syllables.
- Distribute Handout E7 and ask the participants to evaluate their prior understanding of onsets, rimes and syllables. Do not collect the evaluation forms from the participants.



### Activity 21

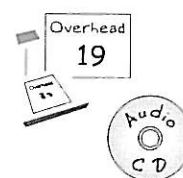
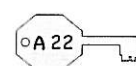
- Distribute Handout A21. Ask the participants to work on Part A in groups. They complete a poem with the help of picture prompts.
- Check the answers with the participants. Refer to Key A21 for suggested answers.
- Display only the word 'cat' on Overhead 18. Ask the participants how many letter sounds there are in the word 'cat' and what they are. Display the first diagram to show the 3 letter sounds in 'cat'.



- Display the second diagram and show the participants how this monosyllabic word (i.e. word with one syllable) can be broken up into 2 units: onset and rime. Draw their attention to the words they used to fill in the poem in Part A. Elicit from the participants that they share the same rime 'at'.
- Ask the participants to complete Part B. They find more words with the same onset and rime as those of the word 'mad'. Then check the answers with them. Refer to Key A21 for suggested answers.

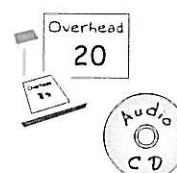
### Video Segment H & Activity 22

- Tell the participants that they are going to watch a video segment about onsets and rimes. Distribute Handout A22 and explain that the content of the video segment may help them complete Part A.
- Play Video Segment H (length: 5 min) once through without any pauses.
- After viewing, ask the participants to work in groups and complete Part A. Then check the answers with them. Refer to Key A22 for suggested answers.
- Display Overhead 19 which is the poem 'Spiders Spin'. Invite the participants to read through it once quickly. Play the recording of the poem from the Audio CD and ask the participants to find words which rhyme in the first 10 rows. Overlay another blank transparency and underline the rhyming words as suggested by the participants.
- Invite the participants to complete Part B. They read aloud the poem in groups and find other words which rhyme. Refer to Key A22 for suggested answers.
- Elicit from the participants that rhyming words may not contain the same rime, e.g. bray, neigh (lines 7 & 8). Tell them that knowledge of rimes can help pupils identify rhyming words and enhance their skills in pronunciation and spelling.

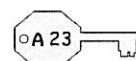


### Activity 23

- Display the first tongue twister 'Silly Sally' on Overhead 20. Play its recording from the Audio CD and ask the participants which letter sound they can focus on for practice.

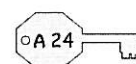
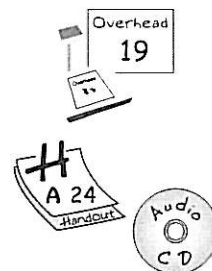


- Underline all words beginning with the letter 's'. Elicit from the participants that words starting with the same letter sound are alliterative and the letter sound 's' is the focused letter sound in the tongue twister. Invite them to read aloud the tongue twister as quickly as they can.
- Display the second tongue twister on Overhead 20. Play the recording of 'Six Short Snakes' from the Audio CD. Ask the participants what they notice about the onsets of words in the tongue twister. Elicit from the participants that the onsets include not only the consonant 's' but also a consonant digraph and three consonant blends beginning with 's'. Underline the onsets 's', 'sh', 'sl', 'sn' and 'st'. Point out that words beginning with different letter sounds are **not** alliterative.
- Invite the participants to discuss which tongue twister can facilitate the learning of phonics.
- Distribute Handout A23. Draw the participants' attention to Part A. Play the recording of 'Lazy Lucy' from the Audio CD. Invite the participants to underline the onset 'l' and then read the tongue twister aloud.
- Ask the participants to work in groups and complete Part B. Provide hints for them if necessary. Invite them to read aloud their tongue twisters. Refer to Key A23 for suggested answers.
- Invite the participants to work on Part C and then read aloud the tongue twisters they have created.
- Invite them to discuss why tongue twisters can help their pupils in learning phonics.



### Video Segment I & Activity 24

- Display Overhead 19 again.
- Distribute Handout A24. Play the Audio CD and ask the participants to listen to the poem and complete Part A.
- When they finish, do not check the answers but discuss Part B with them. Explain that the way dictionaries split double letters (e.g. 'll', 'pp') is confusing to pupils in the development of phonological awareness. Tell them that syllables should be identified according to the chunks of sound in a word.
- Ask them to complete Part C. Then check the answers with them. Refer to Key A24 for suggested answers.



- Play Video Segment I (length: 5 min) once through without any pauses. Tell the participants to note the importance of chunking and blending letter sounds and why pupils need to develop the skills of cutting words up into syllables.



## Conclusion

- Ask the participants to reflect on what they have learnt in Session 4. Invite them to name the key terms introduced in this session, e.g. onsets, rimes, syllables, rhyme, alliteration.
- Distribute Handout E8 and ask the participants to evaluate their own understanding of onsets, rimes and syllables now. Invite them to compare it with the evaluation form filled in at the beginning of Session 4.



# Teaching Phonics

# Teaching Phonics

'Teaching Phonics' is intended for teachers who are familiar with phonics but would like to get some ideas on how to incorporate the teaching of phonics into their school English programme.

There is **1 session** of learning in 'Teaching Phonics':

## Session 5 Teaching Phonics

Teachers who do not need to learn about what phonics is may work on this workshop session only. If necessary, the facilitator may introduce or make reference to the appropriate workshop sessions in 'Understanding Phonics' to help the participants clarify concepts and learn more about phonics.

The programme outlines the schedule of the different activities in this workshop session. The facilitator may adjust the time schedule which includes the time for viewing the video segment and completing the workshop activities to meet the needs of the participants.

### Video Segment

The 30-minute video segment provides the necessary explanation and clarification required for this session. The facilitator may follow the suggested schedule and invite the participants to watch the relevant segments and complete the pre-, while- and/or post-viewing activities.

### Workshop Activities

The workshop activities in this session are designed to help the participants reflect on the content of the video segment and encourage them to share their views and experiences in teaching phonics. Teachers may work collaboratively and experience how to develop overall plans on the teaching of phonics. Participating in these activities may stimulate teachers' thinking when they design activities to teach phonics in context. The facilitator is encouraged to select, modify and conduct the suggested workshop activities to suit the participants' needs.