

## CUE CARD for STEP 4: Spell Longer Words With Rime Magic

TEACHER

AND STUDENTS: (Teacher holding up rime card *ib*) *ib ib ib*

TEACHER: (Choosing word on back of card) Let's spell *scribble*!

(Picking up Endings Card) Which of these endings do you hear at the end of *scribble*?

(If incorrect ending) Good guess! That would be *scribbing*.

(Correct ending identified, Endings Card down, finger placement ready) Scribble!

(Spelling word with students) *Wait (onset), don't wait (rime and extra consonant), be quiet (ending)*.

(Holding up next rime, spelling a word only here and there.)

## CUE CARD for STEP 5: Identify Embedded Rimes in Longer Words

TEACHER: (Holding up Embedded Rime Card—*splatter*) Where's the magic rime?

(Student answers *er*) Yes! That's our ending! (point to *er* on Endings Card) But where is the magic rime?

(Student answers *tt*) (Pointing to second *t*) There's the extra *t*, and you're very close!

(Student answers *sp* or *pl*) (Covering all but the *spl*) The *sp* (or *pl*) is part of the beginning of the word—*sp*! Thank you for that! Now where is the magic rime?

(When rime *at* is correctly identified, covering all but the rime *at*) *at at at*

(Letting go with right hand, allowing students to read)

STUDENTS: *splat...*

TEACHER: (Uncovering the entire word)

STUDENTS: *splatter!*