

ABSTRACT

A problem many students have is the reading words of two sound units with three letter rimes at both the word level and story phase level.

Research has shown that regular explicit teaching with opportunities for practice and revision in areas of phonological awareness to be critical to successful reading.

The present study examines explicit teaching in the phonological area of rime and systematic strategy training in reading words of two sound units with three letter rimes at both the word level and story phase level.

Three students in Year Two who have reading difficulties were exposed to regular explicit teaching of six three letter dependable rime units.

The teaching targeted explicit awareness of each rime unit and its automatisation at the word and story phase level.

All students improved in their reading accuracy at both the word level and story phase level.

Implications for teaching are discussed.

INTRODUCTION

Research has shown that students who are identified as having poor skills in phonological and phonemic awareness usually struggle with reading.

‘The most common cause of difficulties acquiring early word reading skills is weakness in the ability to process the phonological features of language’ (Lieberman, Shankweiler & Lieberman, 1989)

This is supported by Vellutino and Scanlon, ‘Lack of phonemic awareness seems to be a major obstacle for some children in learning to read.’ (Vellutino & Scanlon, 1987a; Wagner & Torgeson, 19987).

Share (1995) also sees this phonological recoding process as critical to the development of skilled reading, and describes it as being ‘...a self-teaching mechanism, enabling the learner to acquire the detailed orthographic representations necessary for rapid, autonomous, visual word recognition.’

Phonemic awareness is concerned with the structure of words rather than their meaning and Adams (1990) exposed that many students enter school with little phonemic awareness.

Phonological awareness is defined as, ‘the ability to identify, think about or manipulate the individual sounds in words...this ability has been shown to be causally related to the growth of early word reading skills.’ (Lunderg, Frost & Peterson, 1988;Wagner, et al., 1997)

If students have difficulties in understanding and applying phonological knowledge then, as Siegel (1989) states, ‘these children have unusual difficulties learning to use regular patterns of correspondence between letters and sounds in words as an aid in identifying new words they encounter in a text.’

Recent research on phonemic awareness (Ball & Blackman, 1991; Byrne & Fielding-Barnsley, 1990: Cunningham, 1990; Lie,1991; Lundber, Frost & Petersen, 1988; Vellutino & Scanlon, 1987b; Yopp, 1988) has shown the following types of tasks to have a positive effect on reading acquisition.....’rhyming, auditorily discriminating sounds that are different, blending spoken sounds into words, word-to-word matching, isolating sounds in words, counting phonemes, segmenting spoken words into sounds, deleting sounds from words.

It has been proven in various research studies, that for some students it is difficult to learn phonemic awareness skills unless is it taught explicitly.

‘Explicit phonemic awareness instruction is more effective than implicit’. (Cunningham, 1990)

In a study by Ball and Blackman (1991) , 7 weeks of explicit instruction in phonemic awareness combined with explicit instruction in letter-sound correspondences was more powerful than instruction in letter-sound correspondences alone and more powerful than languages activities in improving reading skills.

Foorman, Francis, Beeler, Winikates and Fletcher (1997) study also supports the need for direct instruction in phonological awareness. The results of their study showed that with 15 minutes a day of direct phonological awareness activities, phonological analysis can develop at a faster rate than in a developmentally appropriate curriculum without this direct instruction.

For students, with phonological processing weaknesses, it is critical not just beneficial that they receive structure, systematic and explicit instruction. This belief is support by Gaskins (1996) reasearch ‘we cannot assume that these children will acquire any necessary skill for reading words unless they are directly taught that skill or knowledge and receive sufficient opportunities to practice it.’ (Gaskins, et al., 1996)
Students need to have mass practice of skills taught by reading easy decodable texts. ‘.....most children benefit from direct instruction in decoding, complemented by practice with simply written decodable stories.’ (Federal Academics 2000)

Research has shown that increasing the amount of regular focused teaching time and reducing the teacher student ratio will also assist students learning new skills.

‘Intensity of instruction is increased primarily by reducing teacher/student ratios. Unless beginning reading instruction for children with phonological weakness is more intensive, these children will necessarily lag significantly behind their peers in reading growth. (Torgesen, 1998)

Recognising and manipulating onsets and rimes a recognized stage in phonological development.

Treiman (1991) has described this further stage in the development of phoneme awareness as: the intra-syllabic units – onset and rime. Treiman’s research has indicated a stage between syllable awareness and phoneme awareness when children are much more sensitive to the onset-rime distinction than the phoneme distinction.

It has been argued that this research holds promise for programs of educational intervention in reading disability because of the greater regularity of onset-rimes over individual letters (Felton, 1993). Thus, rime phonograms such as *ing*, *ight*, *ain* have much more regularity than the letters that form them. Knowing that *strain*, and *drain* rhyme, allows for reading *main* and *brain* by analogy.

This has led some researchers (Bowey, Cain & Ryan, 1992; Hulme & Snowling, 1992) to suggest that an emphasis on onset-rime may be an especially valuable approach to teaching dyslexics who tend to have relatively weak phonological skills. Bowey and Francis (1991) also consider onset and rime the most effective focus for phonological activities intended to promote beginning reading for all children. They note that since most onsets in English are single consonants, the use of the intra-syllabic onset/rime distinction as the major unit in the early study of word structure is likely to hasten the development of awareness at the more difficult phoneme level.

Treiman (1991) has argued convincingly that the onset/rime division is a natural one. Bradley (1990) too agrees, and considers that it is because rhymes correspond to rimes that most children develop such facility with them at a relatively early age.

Spector (1995) perceives onset/rime as a potentially useful stage in the development of oral segmentation skills.

She states that the strategy of breaking words into onset/rime is an intermediate step to phonemic segmentation.

Recent research has shown improvements in students reading when taught onset/rimes.

The computer program developed by Wise, Olson and Treiman (1990) focussed on onset-rimes in teaching beginning reading skills to normally-developing and dyslexic children. Also in the Wise et al. (1990) and the Olson and Wise (1992) studies the authors noted an advantage for the children taught in this manner.

Goswami’s research (Goswami & Bryant, 1990) suggest that, for young children, words that share rimes are more readily decoded by analogy than are words that share onsets or vowels.

There are stages of Phonological awareness, a sequence of development, ranging from simple to complex or as Stanovich (1992, 1993b) prefers-shallow to deep.

It has been shown that explicit teaching of phonological awareness skills, including the area of onset and rime has had a positive effect on students reading skills.

The present investigation aims to extend earlier research by examining the influence of the explicit teaching of select dependable rime units has on learning to read words of two sound units with three letter rimes at the:

- (1) word level
- (2) and in decodable texts at the story phase level.

Prediction: Teaching Year Two students who have reading difficulties to identify rimes in words will lead to an improvement in reading ability at both the word and story phase level.

METHOD

DESIGN:

The study uses a case study OXO design, in which the gain in word reading accuracy at the story phases and word level of two sound three letter rime unit words following teaching of specific rime units is monitored for Year Two students who have reading difficulties.

PARTICIPANTS:

The participants were 3, second grade students who have a history of reading difficulties and were referred to me.

All participants attend a school.

Their age, entry reading ability and history of reading support is shown in Table 1

TABLE 1

STUDENT	AGE	BURT WORD TEST	SUTHERLAND PHONEMIC AWARENESS TEST	TEXT LEVEL (READING RECOVERY)	HISTORY
A	24.3.95 June (2002) 7yrs. 3mths	Score = 29 Word recognition skills are similar to those students who are on average 6 months younger.	41/58 Score indicates that skill analysis is operating at below the MEAN for Year 1 students.	End of ... Prep – 4 Yr. 1 – 17 June 2002 Yr. 2 – 17	*Very poor oral language skills. Record of Oral Language Test Results Prep – 7/42 Yr. 1 – 17/42 Yr. 2 - *Young entry age *Ex- Reading Recovery Student.
B	6.12.94 June (2002) 7yrs. 6mths.	Score = 31 Word recognition skills are similar to those students who are on average 7 months to 12 months younger.	48/58 Score indicates that skill analysis is operating at the MEAN for Year 2 students	End of ... Prep – 9 Yr. 1 – 16 June 2002 Yr. 2 – 18	*Very poor oral language skills. Record of Oral Language Test Results Prep – 8/42 Yr. 1 – 15/42 Yr. 2 - *Ex-Reading Recovery Student.
C	28.3.94 June (2002) 8yrs. 3mths.	Score = 27 Word recognition skills are similar to those students who are on average 16 months to 24 months younger.	45/58 Score indicates that skill analysis is operating at the MEAN for Year 1 students.	End of ... Prep – 1 Yr.1 – 14 Yr. 2 – 15 June 2002 Yr. 2 – 16	*Very poor oral language skill. Record of Oral Language Test Results Prep – 8/42 Yr. 1 – 12/42 Yr. 2 – Yr. 2 - *Tested by CEO in Year 1 for Language Difficulties- recognised as having notable language difficulties. *Received special needs support in Year 2 *Repeating her second year in Year 2

MATERIALS:

Materials used included the following:

Word Reading Tasks

(a) Word Reading Test (Teacher designed) Appendix 1

Children read a list of real words and pseudo words based on Three Letter Dependable rimes with CVCC and CVCV. The list contained three 'real words' and one 'pseudo word' for each three letter dependable rime. From this list the unknown rimes common to the three students involved in the study, were selected to be taught. The rimes selected to be taught were: *ack, ine, ell, ame, ide* and *ain*.

The test assessed the student's reading word accuracy.
Student's results Appendix 2

(b) Rime Word List Test (Teacher designed) Appendix 3

A word list containing the six, selected three letter rime units was devised. The test contained three 'real' words and one 'pseudo' word for each rime.

All words on the list contained two sound units with three letter rimes.

The test was administered to the students at four different times during the study (see Teaching Notes Appendix 8

The test assessed the student's word reading accuracy. The student's word reading speed was also noted.

Scoring of test: for each word read correctly a point was given. Total number of possible points = 24.

Student's results Appendix 4

Story Phase Task

Decodable Text Test (Teacher designed)

(1) Text A – 'Jack Goes Camping' – containing the rime units; *ack, ine, ell*. Appendix 5

(2) Text B – 'The Train Ride' - containing the rime units; *ame, ide, ain*. Appendix 6

Children read two different story texts based on the selected two sound three letter rime units. The text was suited to a readability level for approximately Year Two.

The tests were administered pre and post to learning the rime units.

A Running Record was taken during the reading of the Text A and Text B at both the pre and post stages.

An analysis of the running record was done assessing word reading accuracy of all words and of words containing rime units taught.

Speed of reading was also noted.

Student's results Appendix 7

Phonological Teaching Tasks:

Four phonological tasks were used:

- Segmenting words into onset and rime,
- Blending onset and rime to read words.
- Identifying rime, letter cluster patterns and share sounds.
- Transferring rime to create new words.

PROCEDURE

PRIOR TO TEACHING SESSION ONE;

- Administering of 'Word Reading Test'- Appendix 1
- Pre Test - Story Phase Test ' Jack Goes Camping – Appendix 5

END OF TEACHING SESSIION FOUR

- Administering of 'Rime Word Reading Test' - Appendix 3
- Post Test – Story Phase Test 'Jack Goes Camping' - Appendix 5

PRIOR TO TEACHING SESSION FIVE

- Pre Test – Story Phase Test ' The Train Ride - Appendix 6

END OF TEACHING SESSION SEVEN

- Administering of 'Rime Word Reading Test' – Appendix 3

END OF TEACHING SESSION NINE

- Post Test – Story Phase Test 'The Train Ride' – Appendix 6
- Administering of 'Rime Word Reading Test' – Appendix 3

During all teaching sessions (one to nine) the tasks were administered in the following order.

More detail of teaching session is shown in Appendix 8

Teaching design is based on 'Designing a Reading Intervention' (Munro, 2002)

- Revision of taught rimes (session two – nine)
- Introduction of new rime unit.
- Reading of words containing rime being taught.
- Segmenting of words to onset and rime,
- Blending of onset and rime to read words.
- Identifying features of word e.g. rime, letter cluster patterns, shared sounds,
- Transferring of rime to make new words or pseudo words.
- Metaphonemic knowledge-articulating what they have learnt.

There were nine teaching sessions. A session was conducted each day for nine days consecutive days.

Each session lasted for 25 minutes.

The students were withdrawn from the class and taught in a small group.

RESULTS

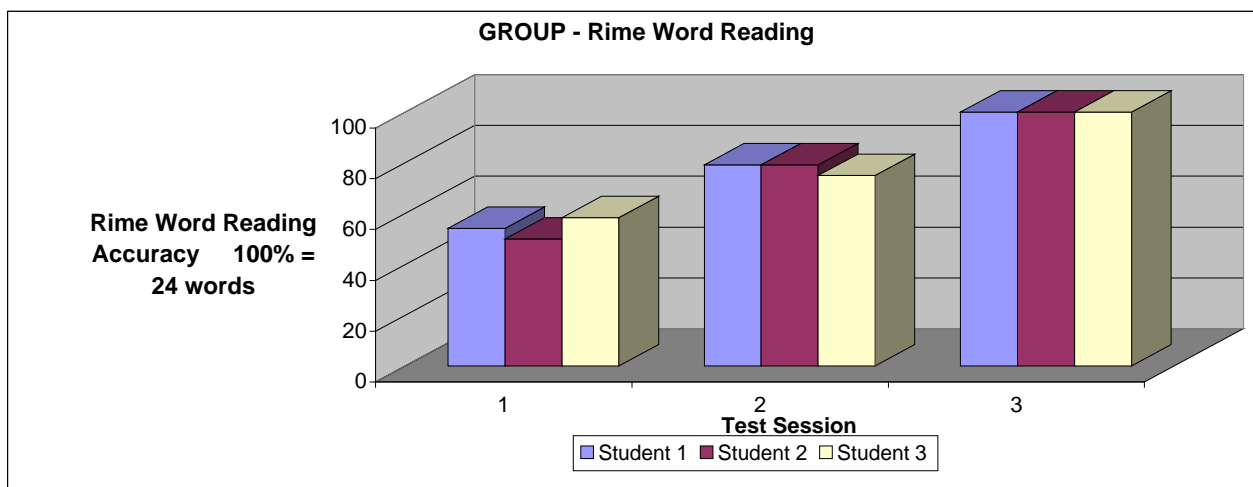
The student's performance at reading six selected two sound three letter rime words is described in two sections

- (a) reading accuracy at word level
- (b) reading accuracy at story phase level.

The student's performance for reading rime words over time at the word level are described in Table One.

For each of the rime units taught the students score were calculated on percentage accuracy.

TABLE ONE



The trend for the group indicates that with explicit teaching of rime all the student's ability to read rime words at the word level improved.

The student's individual performance is described in Tables Two, Three and Four. The performance measured word reading accuracy calculated on percentage accuracy and time taken in minutes.

TABLE TWO

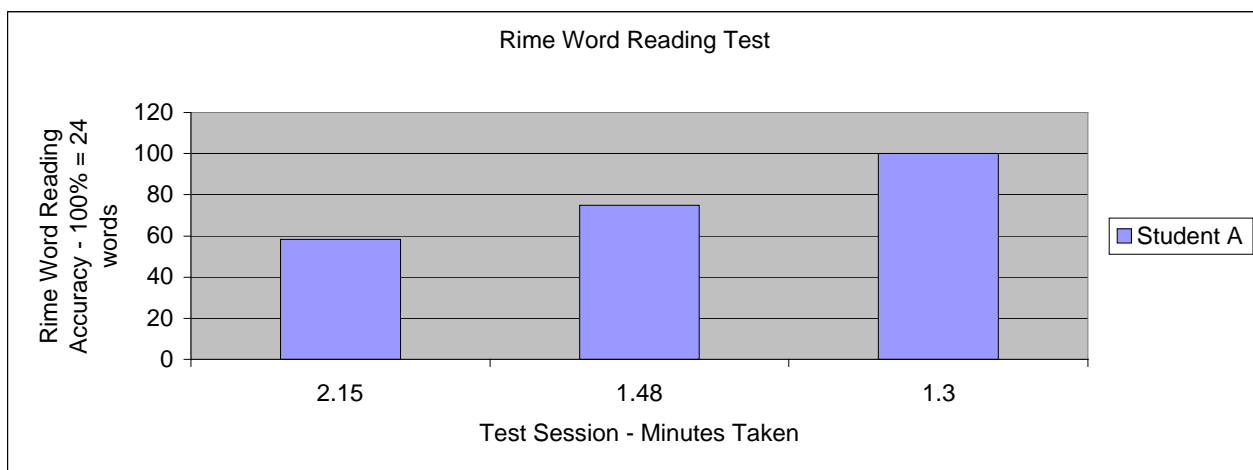
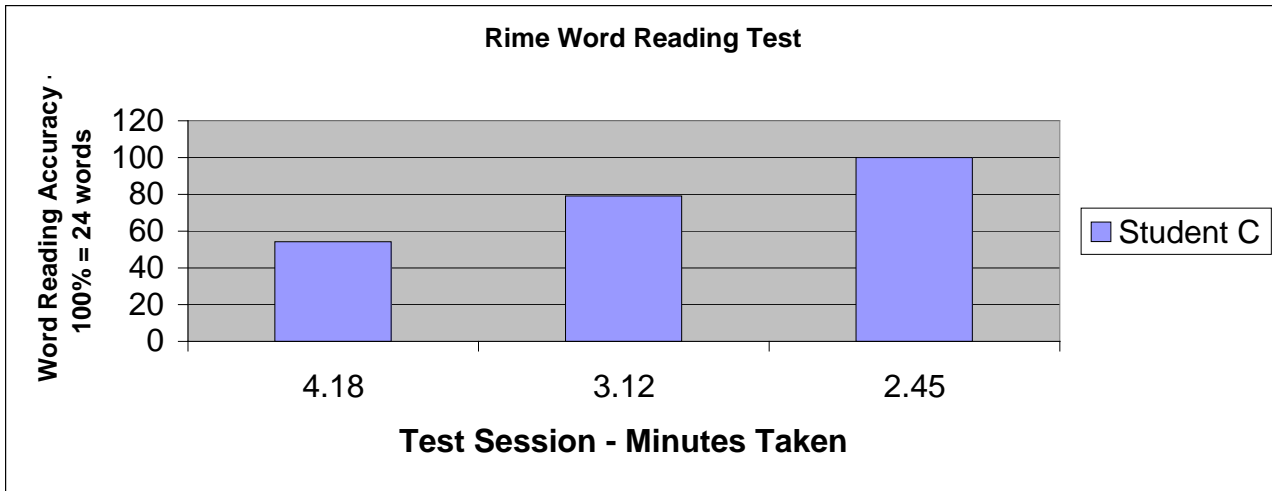
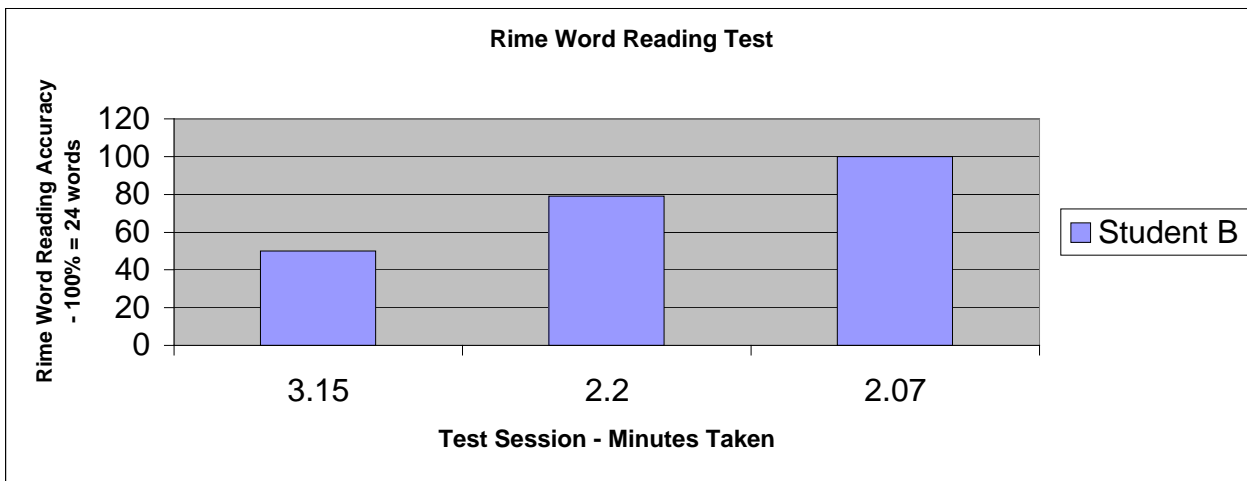


TABLE THREE



The performance for Student's A and C in reading rime words at the word level increased by over 41% and their reading time rate increased by 45 seconds and 1min. 30 seconds consecutively.

TABLE FOUR



The performance for Student B's accuracy in reading rime words at the word level increased by over 50% and their reading time rate increased by one minute 8 seconds.

These data support my hypothesis that focused regular teaching of rime units will improve student's accuracy at reading rime words at the word level.

The gains made in reading time rate along with improved word reading accuracy may also have an impact on comprehension because less time is spent on decoding words and more thinking space can be given to understanding the text.

The students Pre and Post text score for reading decodable text were calculated in percentage accuracy. The score for each decodable text was the portion of words in the text that had the rime unit and were read correctly. The student's performance for reading rimes in decodable text are described in Tables Seven and Eight.

TABLE SEVEN

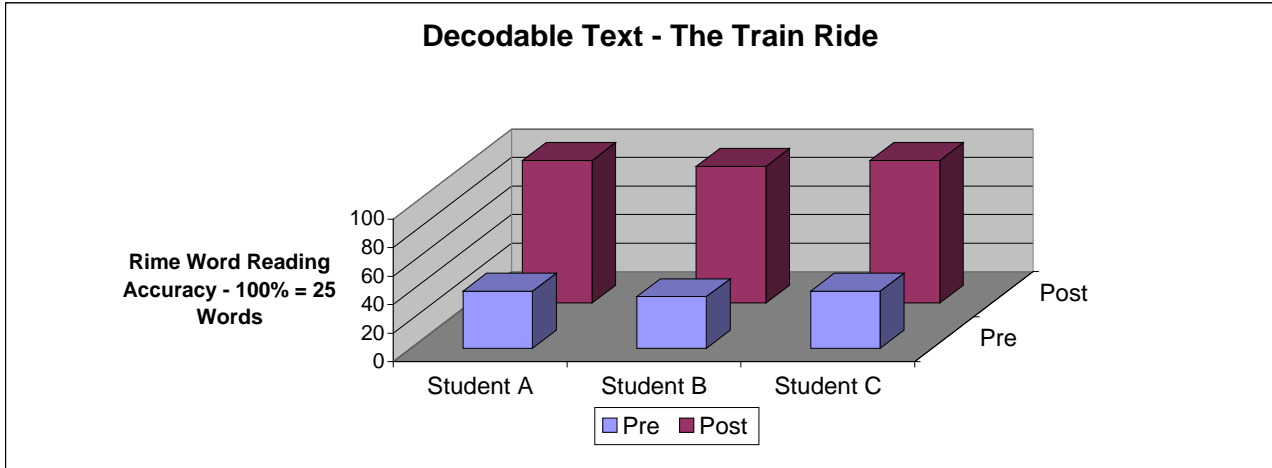
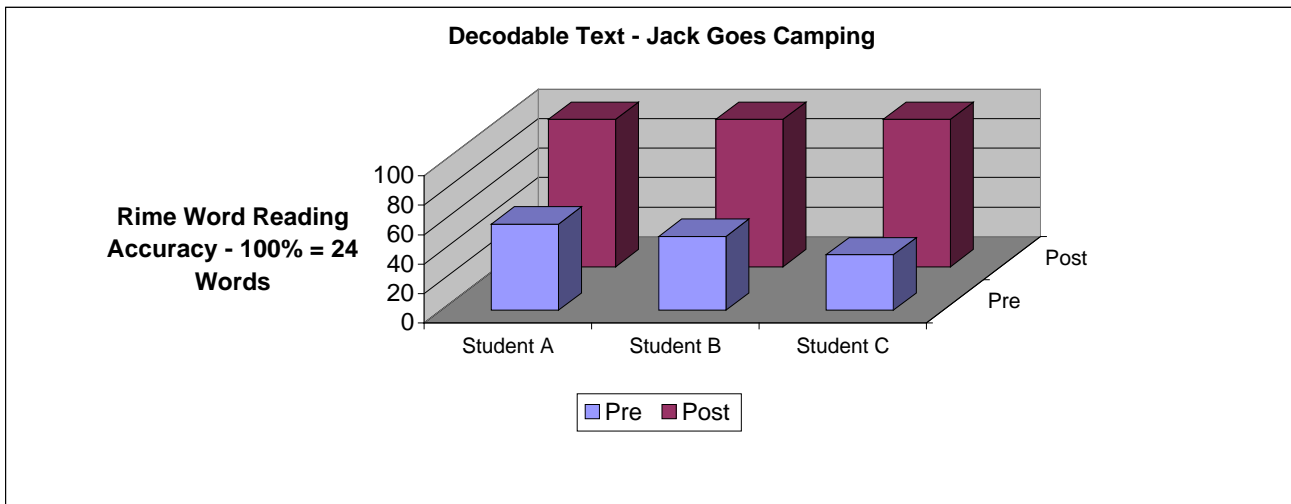


TABLE EIGHT.



These data show that the trend for the group in both texts was that with explicit teaching and practice of rime units, there was an improvement in accuracy when reading these rimes at the story phase level in decodable texts. The data supports my hypothesis that explicit teaching of rime units will improve the reading of rime words at the story phase level.

The Pre and Post Test performance results for individual students rime word reading in decodable text and the number of self corrections is calculated in percentage accuracy as shown in Tables Nine, Ten and Eleven.

TABLE NINE

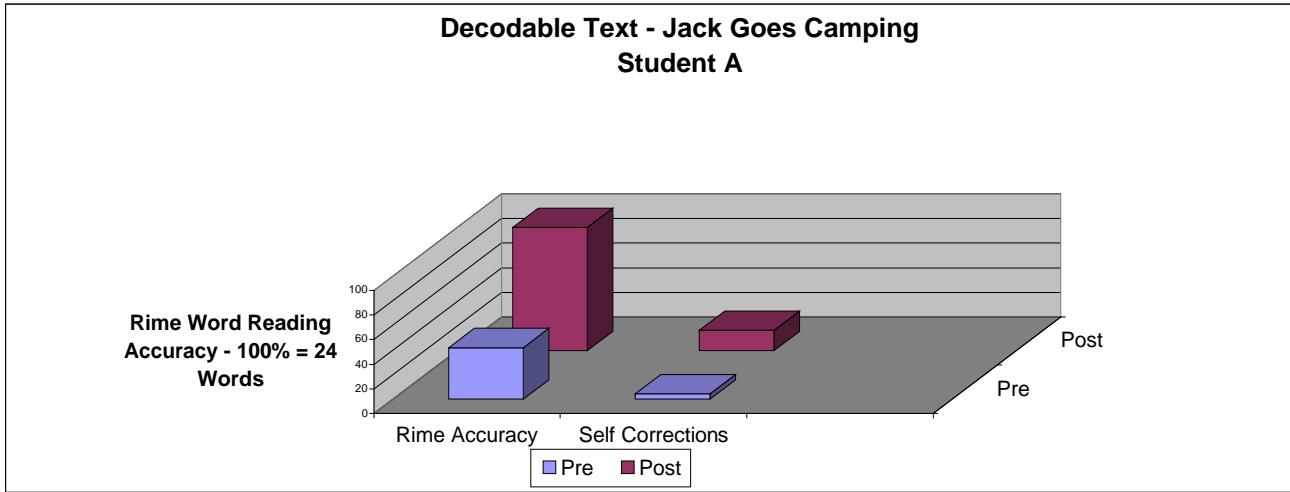
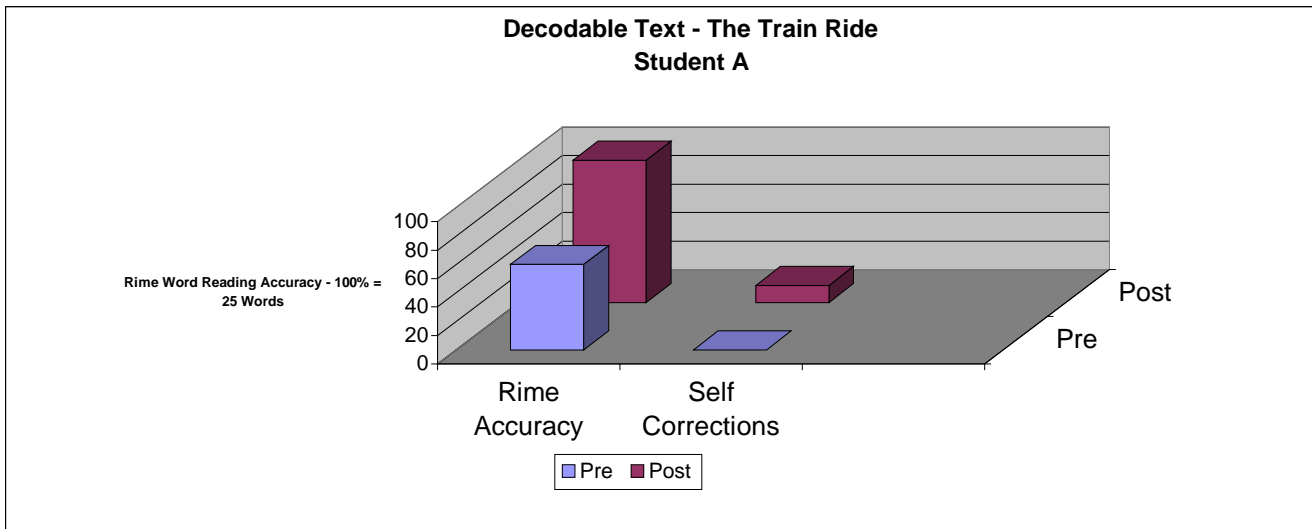


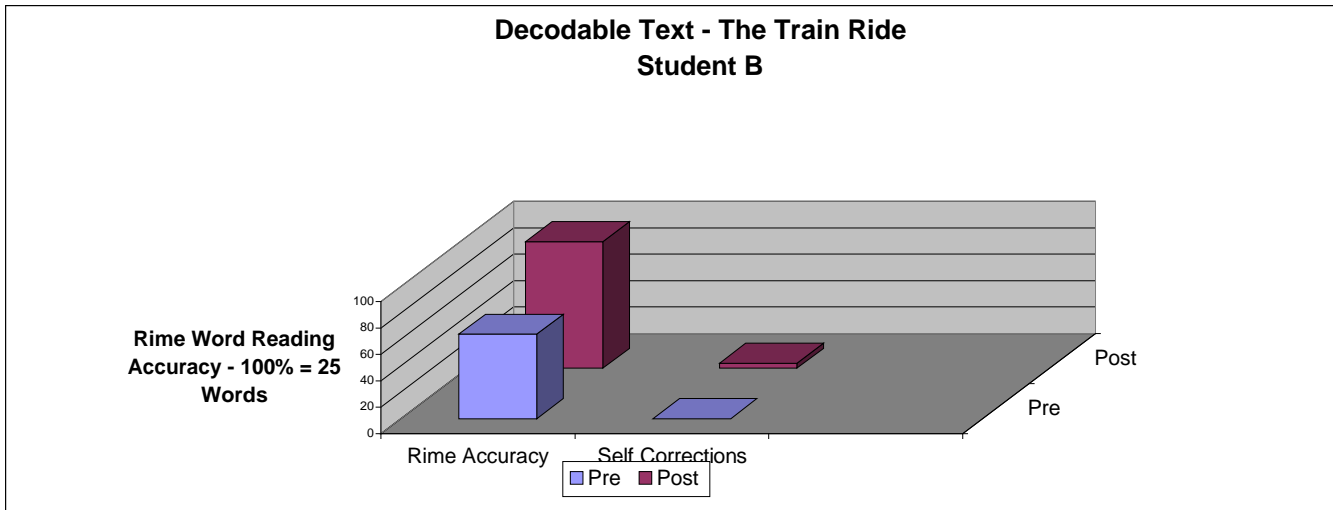
TABLE TEN



Student A's performance in reading rime words in decodable text increased by over 59% as shown in Table 9 and by 40% as shown in Table 10.

Both tables show an increase in self correction rate of rime words from the Pre to the Post Test.

TABLE TWELVE



Student B's performance in reading rime words accurately in decodable text at the story phase level increased by 50% as shown in Table Twelve and by 36 % as shown in Table Thirteen.

Their ability to self correct errors made when reading rime words has also shows and increase from the Pre to the Post test.

TALBE THIRTEEN

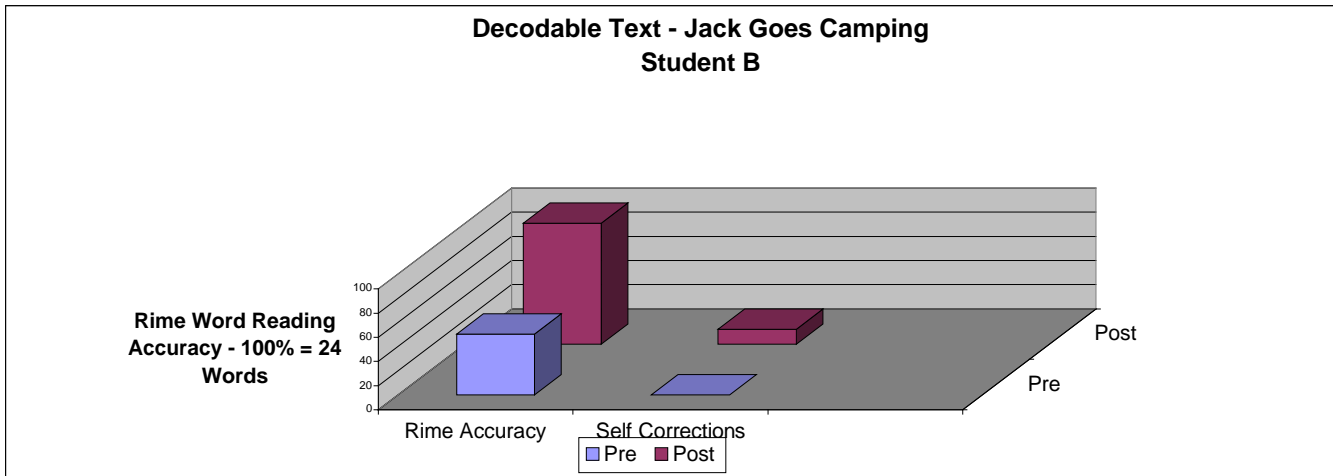


TABLE FOURTEEN

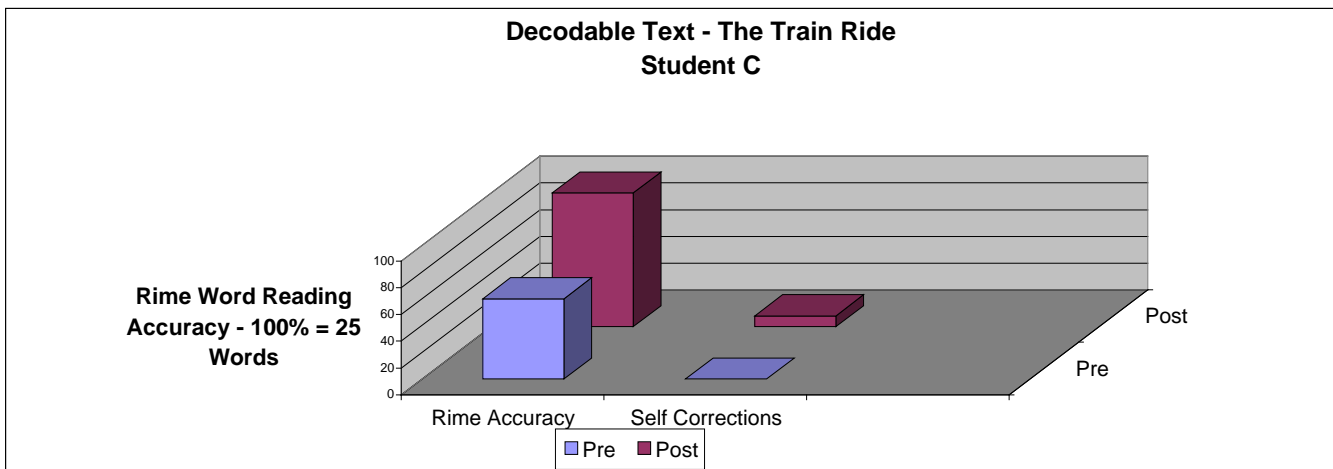
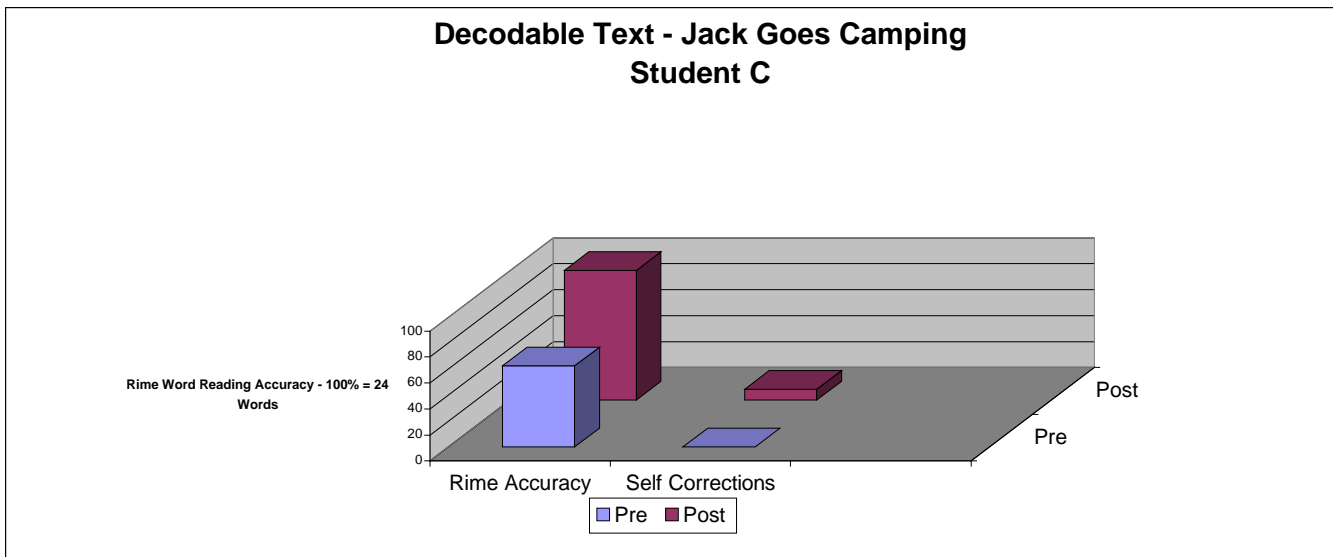


TABLE FIFTEEN



Student C's performance in reading rime words accurately in decodable text at the story phase level increased by 40% as shown in Table Fourteen and by 38% as shown in Table Fifteen.

Their ability to identify and self correct errors made when reading rime words also shows an increase from the Pre to the Post Test.

These data strongly support my hypothesis that given explicit teaching of rime units with mass practice in the session and continued revision a student's ability to read rime words in decodable text at the story phase level will improve. These data also show additional gains were made by the student's in the ability to identify and monitor their own reading, when errors in reading rime words were made they self corrected.

DISCUSSION

The above data shows strong support for my hypothesis, that regular explicit teaching of rime units will increase student's ability to read rime words at the word level and story phase level.

The student's received explicit teaching in the phonological area of rime. All students performances showed an increased ability over time to read rime words at the word level and story phase level over time. All student's word reading accuracy and rate of reading increased, most dramatically by Student B.

Student B's greater improvement may have been linked to the student's poor pronunciation of rimes that being exposed to the correct articulation of the rime over a series of lessons increased her skills in applying new rimes to unknown words and confidence in reading.

All student's showed a greater awareness of 'chunking' letter clusters into onset/ rime.

They were viewing words in segments not just seeing initial sound of word and guessing. This is supported by all student's running records conducted in the word tests (Appendix 4) and the story phase level (Appendix 7)

Knowing the rime for letter cluster patterns also improved the student's ability to say words that were real words and not 'nonsense' words as they had previously done.

The student's ability to articulate their learning, 'what' they were doing and 'why' was observed to take until the final session of teaching for them to be able to explain. Lots of clearly modeled reasoning was given by the teacher but student's ability to talk about how they transferred knowledge caused great difficulty for them to do verbally even though in practice they could do this transferring.

The student's growth in confidence and willingness to experiment with words, try new words, unknown words or say and make words that others student's had not done showed remarkable growth. Student A in the last two teaching sessions gained great pleasure from making words that the others had not made and attempting to create words with two letter consonant blends as the onset.

The classroom teacher also remarked on the change in attitude by all students in classroom reading and their attempts at looking for or naming rimes taught in other situations.

Previous research discussed the importance of regular sessions of explicit teaching, ongoing practice and reduced student number teacher ratio in improving students reading skills. These were precisely the factors I implemented to my teaching sessions and the growth in student reading gains were outstanding.

Researchers showed that the focus on teaching rime units to students was a valuable approach because of the natural division between onset/rime (Treiman, 1991), the intra-syllabic onset/rime distinction hastens word development (Bowey & Francis, 1991) and words that share rimes are more easily decoded by analogy (Goswami & Bryant, 1990). My research supports these previous findings and showed improve rime reading skills assisted students at both the word and story phase level.

The structure of my teaching sessions stressed the importance of doing mass practice of rime within the lesson when a new rime is being introduce and them ongoing regular practice of the rime.

The format of the teaching sessions were very structured and followed a set pattern of going from the known to the unknown.

This structure provided reinforcement of concepts for the student and familiarity of tasks which increased confidence and aided success.

Future directions for research suggested by my results may focus on the teaching of specific rimes units to students and comparing their ability to transfer their knowledge to reading rimes in decodable and sophisticated text.

Research into student's ability at maintaining and applying their knowledge of rime unit over time, once support has been withdrawn could also support or refute the importance of teaching rime.

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APPENDICES

- Appendix 1 Word Reading Test (Teacher designed)
Based on three letter dependable rimes.
- Appendix 2 Student's Tests on Word Reading Test.
(Appendix 2 available in hard copy only)
- Appendix 3 Rime Word Reading Test (Teacher designed)
- Appendix 4 Student's Test on Rime Word Reading Test.
(Appendix 4 available in hard copy only)
- Appendix 5 Decodable Text – ‘ Jack Goes Camping.’
- Appendix 6 Decodable Text – ‘ The Train Ride.’
- Appendix 7 Student's Tests on Decodable Text.
(Appendix 7 available in hard copy only)
- Appendix 8 Teaching Sessions – One to Nine.

APPENDIX 1

37 DEPENDABLE RIMES
****Three Letter Rimes (CVCC / CVCV)**

NAME: _____ DATE: _____

rack yail fain lale zank main zack

wake sale tame mail gake bank jame

mash meat zell best bick late fash

back tail pain lake bale same tank

bash mate seat fell west lice bunk

bell rice gump tick light jate leat

fest bill link bice ride line gine

fing sing rock nide joke gink tore

lick tide right bight zill till fine

yock wuck sunk hore duck bump runk

roke king wink tock poke more luck

lump

APPENDIX 3

RIME WORD READING TEST

NAME: _____

DATE: _____

TIME: _____

back	well	Jack	line
pack	dine	fell	zine
game	ride	zide	pain
wide	name	rain	bame
nack	bell	side	came
nell	main	fine	lain

APPENDIX 5

ELL, ACK, INE
155 words

Readability for 100 words: 10 sentences, 125 syllables = Approx. grade level 2.

Jack Goes Camping

It was the first day of the holidays.

Jack and his friend were going camping.

Jack packed his sleeping bag, his tent, a mug and his fishing line into his backpack.

Jack's mum drove them to the end of the track.

The boys went down the track until they saw a fine spot to put up the tent.

It was dark so Jack made a fire. They had to dine on hot milk in their mugs.

They got into their sleeping bags.

They sung some songs and looked at the lines the stars made in the sky.

Jack fell to sleep. He had a fine sleep.

His friend didn't sleep too well.

He was dreaming that he fell down a well in a sack and hurt his back.

In the morning the boys packed up and walked back down the

track to meet Jack's mum. It had been a good trip.

Main Content Words

holidays, camping, dreaming, sleeping

APPENDIX 6

IDE, AME, AIN

143 words

Readability for 100 words: 9.2 sentences, 119 syllables = Approx. grade level 2

The Train Ride

Jack went for a ride on a train.

As he got *inside* the train the driver came. He asked for his ticket and the name of where he was going to.

The train went along the train line and Jack put his head outside.

He played a game by trying to name all he saw.

The train came to a stop and he could see a wide log by the side of the line.

It was a fine ride.

Down came the rain. Jack got inside the train before he was wet.

The train came to the name of the place where he was going to get off the train.

His mum came to meet him and asked what fun and games he had on the train.

Jack wished that he could ride in a train again.

Main content words:

driver, ticket.

APPENDIX 8

TEACHING SESSIONS

OBJECTIVES:

- To segment words into onset/ rime.
- To blend onset/ rime to read words.
- To identify rime in words.
- To identify letter cluster patterns and shared sounds in rime.
- To transfer rime knowledge to create new words.
- To articulate what they have learnt.
- To articulate how what they have learnt helps them to read other rime words.

TEACHING SESSION ONE

TEACHING	TEACHER	STUDENT
Read each word	Introduce <i>ack</i> rime Read each word with students: <i>ack words: Jack, back, sack, pack,</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending *two sound / three letter rimes	Students read letter clusters by saying each part and blending e.g. <i>s+ack = sack</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> rime in the words shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ack</i> six times on the board. Student places magnetic letter in front of <i>ack</i> rime to make nonsense words and new words with same rime.	Students read other words that have the same rime that haven’t been taught. They select magnetic letters and place in front of the <i>ack</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	Questions students <ul style="list-style-type: none"> what they know about <i>ack</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did well in the lesson. *Teacher articulates what they think the student did well in the session.	Students <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers’

TEACHING SESSION TWO

TEACHING	TEACHER	STUDENT
Revision of rime	Write rime unit introduced previously – <i>ack</i> - <ul style="list-style-type: none"> ask students to say what rime is. ask students to suggest words that contain that rime. 	Recall rime unit – <i>ack</i> Say words that contain that rime.
Read each word	Introduce <i>ine</i> rime Read each word with students: <i>ine rime: fine, line, dine</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending *two sound / three letter rimes	Students read letter clusters by saying each part and blending e.g. <i>f+ ine = fine</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> rime in the words shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ine</i> six times on the board. Student places magnetic letter in front of <i>ine</i> rime to make nonsense words and new words with same rime	Students read other words that have the same rime that haven’t been taught. They select magnetic letters and place in front of the <i>ine</i> rime. Read new word they have made and identify rime.
Teach metaphonemic knowledge	Questions students <ul style="list-style-type: none"> what they know about <i>ine</i> letter cluster pattern. How they can use what they know about 	Students <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster

	<p>some words to read other words.</p> <ul style="list-style-type: none"> • What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session</p>	<p>patterns in unfamiliar words.</p> <ul style="list-style-type: none"> • See themselves as ‘self teachers’
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TEACHING SESSION THREE

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rime units introduced previously – <i>ack</i>, <i>ine</i></p> <ul style="list-style-type: none"> • ask students to say what rimes are. • ask student to suggest words that contain rime. 	<p>Identify rime units – <i>ack</i>, <i>ine</i>. Say words that contain rime.</p>
Read each word	<p>Revise specific rimes Read each word with students: <i>ine</i> rime: <i>fine</i>, <i>line</i>, <i>dine</i> / <i>ack</i> rime: <i>jack</i>, <i>back</i>, <i>pack</i>, <i>sack</i></p>	<p>Students repeat reading each word 2 or 3 times.</p>
Read each word in segments	<p>Read onset and rime of each word separately, pointing to each letter cluster.</p>	<p>Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.</p>
Blending letter clusters	<p>Model how to read letter clusters by saying each part and blending *two sound / three letter rimes</p>	<p>Students read letter clusters by saying each part and blending e.g. <i>f + ine = fine / s + ack = sack</i></p>
How the words are similar	<p>Question student about the features of the word:</p> <ul style="list-style-type: none"> • rime in the words • shared sound words have 	<p>Students read each word again, underline rime and say</p> <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity: Using a ‘Rime Wheel’ create new words The center wheel contains onsets e.g. s, f, b, The outside wheel contains rimes –<i>ack</i> / <i>ine</i> Students spin the wheel and blend the onset and rime to read the word.</p>	<p>‘Rime Wheel’ Student spins wheel until an onset meets a rime. Blend the onset and rime to read the word created.</p>
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> • what they know about <i>ine</i> and <i>ack</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did will in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers’

TEACHING SESSION FOUR

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rime units introduced previously – <i>ack</i>, <i>ine</i></p> <ul style="list-style-type: none"> • ask students to say what these rimes are. • ask students to suggest words that contain these rimes. 	<p>Recall rime units – <i>ack</i>, <i>ine</i> Say words that contain rime.</p>
Read each word	<p>Introduce <i>ell</i> rime Read each word with students: <i>ell</i> rime: <i>fell</i>, <i>bell</i>, <i>well</i>, <i>sell</i></p>	<p>Students repeat reading each word 2 or 3 times.</p>
Read each word in segments	<p>Read onset and rime of each word separately, pointing to each letter cluster.</p>	<p>Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.</p>
Blending letter clusters	<p>Model how to read letter clusters by saying each part and blending * two sound / three letter rime units</p>	<p>Students read letter clusters by saying each part and blending e.g. <i>w + ell = well</i></p>
How the words are similar	<p>Question student about the features of the word:</p>	<p>Students read each word again, underline rime and say</p>

	<ul style="list-style-type: none"> rime in the words shared sound words have 	<ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ell</i> six times on the board. Student places magnetic letter in front of <i>ell</i> rime to make nonsense words and new words with same rime.</p>	Students read other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ell</i> rime. Read new word they have made and identify rime.
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> what they know about <i>ell</i> letter cluster pattern. How they can use what they know about some words to read other words. What they 'think' they did will in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as 'self teachers'
Reading at Word Level	<p>Provide Word List containing two sound/three letter rime units for students to read</p> <p>Assess accuracy and speed</p>	Students read Word List.
Reading at Story Phase Level	<p>Read '<i>Jack Goes Camping</i>' - Text contains rime units – <i>ack, ine, ell</i>.</p> <p>Assess accuracy and speed.</p>	Student reads text containing taught rimes – <i>ack, ine, ell</i> .

Pre Test – 'The Train Ride' – Assessing accuracy and speed.

TEACHING SESSION FIVE

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units introduced previously – <i>ack, ine, ell</i> . Ask students to name these rime units. Asks students to suggest words that contain these rimes.	Recall rime units – <i>ack, ine, ell</i> Say words that contain rime.
Read each word	Introduce <i>ame</i> rime Read each word with students: <i>Ame rime: game, tame, name, came</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>c + ame = came</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> Rime in the words Shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity: Using whiteboard and magnetic letters. Write <i>ame</i> rime six times on the board. Student places magnetic letter in front of <i>ame</i> rime to make nonsense words and new words with same rime.</p>	Student reads other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ame</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> what they know about <i>ame</i> letter cluster pattern. How they can use what they know about some words to read other words. What they 'think' they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as 'self teachers'.

TEACHING LESSON SIX

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units previously introduced – <i>ack, ine, ell, ame</i> . Ask students to name these rimes. Ask students to suggest words that contain these rimes.	Recall rime units – <i>ack, ine, ell, ame</i> . Say words that contain these rimes.
Read each word	Revision of specific rimes. Read each word with students: <i>ell rime: fell, bell, well, sell</i> <i>ame rime: game, tame, name, came</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>g + ame = game / b + ell = bell</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> rime in the words shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: ‘Flip Book’ – Book is divided into two sections Section One – onsets Section Two – rimes S ame Flip card to create new words.	Student matches different onsets and rimes by flipping Section One and Section Two of the ‘Flip Book’ They blend onset and rime to read words.
Teach metaphonemic knowledge	Question students <ul style="list-style-type: none"> what they know about <i>ame / ell</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did well in the lesson. *Teacher articulates what they think the student did well in the session.	Students <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers’

TEACHING SESSION SEVEN

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rimes previously introduced – <i>ack, ine, ell, ame</i> , - ask students to name these rimes. Ask students to suggest words containing these rimes.	Recall rime units – <i>ack, ine, ell, ame</i> . Suggest words that contain these rimes.
Read each word	Introduce <i>ide</i> rime Read each word with students: <i>Ide rime: ride, wide, side,</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>s + ide = side</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> rime in the words shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: Using whiteboard and magnetic letters. Write rime <i>ide</i> six times on the board. Student places magnetic letter in front of <i>ide</i> rime to make	Students make new words or nonsense words that have the same rime. They select magnetic letters and place in front of the <i>ide</i> rime. Read words they have

	nonsense words and new words with same rime.	made and identify rime.
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> • what they know about <i>ide</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers’.
Reading at Word Level	Provide Word List containing two sound three letter rime units for students. Assess accuracy and speed.	Student reads word list.

TEACHING SESSION EIGHT

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units previously introduced – <i>ack, ine, ell, ame, ide</i> – ask students to name these rimes. Ask students to suggest words that contain these rimes.	Recall rimes – <i>ack, ine, ell, ame, ide</i> Suggest words containing these rimes.
Read each word	Introduce <i>ain</i> rime Read each word with students: <i>Ain rime: pain, main, rain, train,</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>p + ain = pain</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: Using whiteboard and magnetic letters. Write the <i>ain</i> rime six times on the board. Student places magnetic letter in front of the <i>ain</i> rime to make nonsense or new words with the same rime.	Students make new words or nonsense words that have the same rime. They select magnetic letters and place in front of the <i>ain</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> • what they know about <i>ain</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers.’

TEACHING SESSION NINE

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units previously introduced – <i>ack, ine, ell, ame, ide</i> – ask students to name these rimes. Ask students to suggest words that contain these rimes.	Recall rimes – <i>ack, ine, ell, ame, ide</i> Suggest words containing these rimes.
Read each word	Revision of specific rimes – <i>ide / ain</i> Read each word with students: <i>Ide rime: ride, wide, side</i> <i>Ain rime: pain, main, train, rain.</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>w + ide = wide / r + ain = rain</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: <ul style="list-style-type: none"> • Use ‘Chunk’ activity (Smart Kids product) Teacher explains how to use onset and rime tiles to build words. Yellow tiles have onsets, green tiles have rimes. Students match onset and rimes to make words.	Students make new words or nonsense words that have the same rime. Using <i>ide / ain</i> rimes tile add onset tiles to make words. Read words made and identify the rime.
Teach metaphonemic knowledge	Question students <ul style="list-style-type: none"> • what they know about <i>ide / ain</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. Teacher articulates what they think the student did well in the session.	Students <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers.’
Reading at Word Level	Provide Word List containing two sound three letter rime units for student. Assess accuracy and speed.	Student reads word list.
Reading at Story Phase Level	Read – ‘The Train Ride’ – Text contains rime units – <i>ide, ame, ain</i> . Assess accuracy and speed.	Student reads text containing previously taught rimes – <i>ide, ame, ain</i>

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