**Explicit teaching of two dependable rime units to year 1
Students improves decoding of unknown words and
reading in Prose.**

# Action Research Project

## ABSTRACT

Many students in the junior years face difficulties in reading due to poor phonological awareness. This study shows that explicit teaching of two dependable rime units improves decoding of unknown words and reading in Prose. In this research four students were selected from Year One. Each student was reading between text levels 6 to 9.The teaching targeted explicit instruction in increasing awareness of rime units and the skill to blend and segment words.

The study compared the results of two groups of students: A control group who participated in their normal literacy lessons, and an intervention group who participated in ten sessions of explicit skills in blending and segmenting words of two targeted dependable rime units.

Results show that all students improved their use of blending and segmenting strategies targeted to unfamiliar words containing more difficult onset and rime units. Monitoring the use of onset and rime during the teaching sessions combined with post test results of students show the gains made by the intervention group. Therefore explicit teaching of rime units enhanced the students reading at both word and text levels. This study suggests that explicit teaching of two dependable rime units is a successful strategy to use for reading intervention.

**INTRODUCTION:**

Lack of phonemic awareness seems to be the start of a vicious cycle (Pressley 1998). Many readers display reading difficulties because their phonological knowledge restricts their ability to learn written word patterns. Studies from discussion groups have found that beginning readers who are weak decoders usually continue to fall behind in reading as they progress through school, unenthusiastically upsetting their overall academic performance, self-efficacy, and motivation. Although such claims are often made there is evidence, in more recent studies, to show that this could be due to factors across the model for understanding literacy learning difficulties and could include incorporating phonemic awareness, rapid renaming, poor oral language and inability to pronounce words accurately (Munro 2004). While the students in this study have some phonological understanding they are unable to use it competently. They have difficulty in transferring their phonemic understanding to the use of onset and rime segmenting and blending. As such children's success in beginning reading is very highly correlated with explicit teaching of onset and rime (Torgesen 2000; Tunmer & Chapman 1999). Stanovich (1986) argue that phonological knowledge limits its influence on reading acquisition. In contrast Munro (1998) argues that the phonological knowledge is inextricably tied to children's proficiency in reading and spelling and the early detection of difficulties in these areas can lead to a quick intervention.

Lyon 1995 discussed that children who experience difficulties in reading need explicit and consistent teaching in blending and segmenting. This is supported by Castle, (1999) as quoted in Westwood, (2001) who argues that this allows students to make vast gains in reading. Students can use their knowledge of the letter-to-sound correspondence to improve their reading ability. They can be explicitly taught to break whole words into individual phonemes – hearing each separate sound and then blending them back together to form words (Adams 1990) – making the connection between the speech sounds and the letter symbols (Ayres 1995, Torgesen, Wagner and Rashotte 1997 as said by Westwood 2001). These skills will help the students to decode unfamiliar words in context, and in uninterrupted prose reading. This is a strategy that allows the hesitant reader, or the reader who lacks confidence, to attempt unknown words. Simple three and four letter phonic words can be used to strengthen the listening skills of separating sounds within words. They are also useful for sound segmentation and blending activities to show the child how sound addition and deletion skills help to make new words (Pinnell and Fountas, 1998).

Walton and Walton (2001) also supported the idea of segmenting syllables into onsets and rimes, as it is easier for children to break words into onsets and rimes, and that they could apply this new knowledge of rimes to unknown words. Decoding words is an important role in the acquisition of gaining automaticity in reading new words. Adams (1990) highlights five areas of phonological awareness on which teachers should focus. They are phonemic segmentation, manipulation (deletion), syllable splitting (initial/final sounds), blending and oddity identification. He states rhyming should be the focus. These tasks have been found to be related to some measures of reading success (Stahl & McKenna, 2000). Training in onset and rime highlights the phonological areas of manipulation (deletion), syllable splitting and blending.

Students in this study have not automised the strategies to decode unfamiliar words and as Munro (2002) suggests, these students need explicit teaching to reinforce decoding skills and repeated readings of words to greatly enhance their ability to recall the words in isolation or in context of reading. Students need to develop expertise with the skills of segmenting and blending of spoken words and apply this knowledge to help them in the reading of unfamiliar words accurately and confidently.

However Dombey (1999, p.53) observes that without a sound working knowledge of grapho-phonics (letter –sound correspondences)  readers have no efficient way of identifying new words or storing their existing word knowledge. The reader cannot develop phonic decoding skills unless they make use of the grapho-phonemic cues. Surprisingly, the influence of phonemic awareness ability on the quality of prose reading has received little attention. Phonetically aware first grade students are more able to detect changes in the grapho-phonic structure of isolated words and make greater use of grapheme cues and fewer 'nonsense' errors. This finding suggests a link between phonemic awareness knowledge and the ability to handle miscues in reading prose.

This present study seeks to explore the idea that teaching blending and segmenting strategies through two letter dependable rime units to year one students will support their ability to read. There are four children in my grade 1 class who have been identified as at risk in achieve reading success. They have poor knowledge of segmenting and blending strategies and are slow to learn new vocabulary such as high frequency words. Through assessment it has been recognized that the students are working at the word level of the MLTOP model of reading. (J.Munro, 2008).

The present study aims to evaluate the achievement these students could make if given explicit instruction in phonological knowledge and whether this knowledge could be transferred to word and text reading. This study suggests explicitly teaching of segmenting and blending strategies to enable them to transfer knowledge to text reading and thus be able to decode words and construct meaning of words in text while learning word identification strategies. This case study may then prove the theory that: The explicit teaching of two dependable rime units to year 1 students improves decoding of unknown words and reading in Prose.

## METHOD:

The study uses an action research design (Munro 2008) in which a problem for a group of students who have low phonological knowledge, are slow to achieve reading success as identified by pre yearly assessment. A strategic plan of action was then devised to address the problem. Data is collected to enable study to be done on the effects of the strategic action plan. The action plan is carried out and further data was collected and then analysed to find out the success of the action plan. This study measures the gains made by a group of Year One students given explicit instruction in phonological awareness. The study compares two groups of students, a control group and an intervention group.

Pre testing showed that these students are working at a Word level. These students might have problems due to theses difficulties:
Recognising and rapidly naming letter clusters in words. Learning and storing letter clusters. Segmenting words into onset and rime and transferring letter cluster information. Using distinctive visual features excessively. Therefore these students require skills to move forward in their reading texts. The explicit teaching of ten target rime units was selected from the 37 dependable rime units, and the students were explicitly taught in ten sessions of 30 minutes each, how to segment the sounds in the words and blend the sounds together, Hence making the theoretical concept of blending and segmenting concrete. Students build, dismember and rebuild several times to help them read words. These four students were withdrawn as a group during the literacy block and were pre tested using the test materials mentioned under "materials section". Students in the control group were also pre tested in order to compare elements of this study. An action research model was used with the target of developing a meaningful research linked to the needs of a particular group of students (Munro, 2008) and from this a teaching method was developed.

The teaching procedure was based on the teaching activities suggested in Munro's Rime Unit Teaching Pathway.

- Identify words on flashcards quickly.
- Teacher read text
- Students identify the target rime in story.
- Discuss shared sound pattern.
- Discuss the meaning of words and put into sentences
- Transfer word knowledge from one word into another (analogy) and be able to list and create new words using that rime.
- Segment words into sound.
- Blend segmented words into onset and rime.
- Students reflect on their learning. (metacognitive knowledge)

## Participation:

Eight students in grade 1 were selected (3 male, 5 female) participated in this case study. These students were chosen due to their low phonological knowledge and lower reading progress compared to their peers. For the intervention three female students and one male student were chosen for the explicit teaching of segmenting and blending strategies, whilst two male two female were selected to take part in the control group. The purpose of the control group was to give this study a comparison group in order to evaluate students reading behaviours to show the importance of what may have happened had the other students not received the explicit teaching. All students chosen for the case study are currently selected for the Reading Invention Program conducted within the school. Their reading behaviours previous to the intervention showed in general that all students had a tendency to continue to read when they made errors and did not realize that their reading did not make sense. Most of them had poor letter cluster sound links. The importance of meaning cues and decoding strategies was very limited. Reading was not phrased or fluent. Students depended on initial sounds and letter clusters. They used initial sounds and letter clusters to guess unknown words without looking at the rime unit.

## In Pre-Testing their entry age are shown in Table 1.

| Name | C = 0 T=1 | Age in Months | Years of Schooling | M=0 F=1 | EMA | ESL/ Reading Recovery L.T. |
|------|-----------|---------------|--------------------|---------|-----|----------------------------|
| AA | 1 | 70 | I yr | 1 | No | L.I |
| BB | 1 | 77 | 1yr | 0 | No | L.I |
| C | 1 | 79 | 1yr | 1 | No | L.I |
| D | 1 | 77 | 1yr | 1 | No | L.I |
| 1 | 0 | 86 | 1yr | 0 | No | L.I |
| 2 | 0 | 72 | 1yr | 1 | No | L.I |
| 3 | 0 | 81 | 1yr | 0 | No | L.I |
| 4 | 0 | 75 | 1yr | 1 | No | L.I |

C-Control    T-Teaching    M-Male  F-Female    EMA- Education Maintenance Allowance

ESL-English as Second Language   L.T. - Literacy Intervention

## Materials:

Test Materials used for Pre and Post tests:

- **The Sutherland Phonological Awareness Test** (Nielson, 2000) A diagnostic tool was used to evaluate phonological knowledge. It included Syllable counting, rhyme detection, rhyme production, identification of the initial and final sound, word segmentation and blending, deletion of initial and second phoneme. It gave a synopsis of a student's level of capability. The students were tested on Items 1 to 12 only. The testing took place on a one-to-one basis outside and inside the classroom. The tests were administered in one sitting.

- **Rime Unit Test (Dalheim 2004, revised 2008)** (Literacy Intervention Strategies lecture notes 2008.)
  In this test the participant had to read words in isolation and in columns. It was essential to say one word at a time. The aim of the Rime unit test is to identify which two letter rime units the students are able to read and to monitor the letter clusters/rime units that they found complex. In this study only 10 two dependable rime units were targeted out of the 37.

- **Text Level- Alpha Access Benchmarking Kit (1-28)** A running record was taken on each child to decide their Instructional reading level where they are able to read unaided for 90% of the time and to monitor their reading behaviours.

- **Burt Test**: This test was administered on a one on one basis and measured the student's word reading ability in isolation. The test consists of 110 words printed in differing sizes of type and graded in approximately order of difficulty (Gilmore, Croft & Reid, 1974).

- **Self-efficacy test** (Adapted from Chapman & Tunmer, 2000)
  This was used as both Pre and Post Test, in order to monitor the confidence students have in themselves as readers..

## Other materials:

**Flashcards**
- Three sets of flashcards were made for the target words. One set was written highlighting the onset and rime and the other was used in word blending activities. The third set of flashcards was used for the reading words with speed and accuracy.

- Ten two letter rime units from the 37 dependable rimes list. (Dalheim 2004,revised 2008)
- Whiteboards and two different coloured whiteboard markers.

- Workbooks to record their writing.

- Word Slides

- Word Lists to reinforce the rimes taught previously.

- Non Commercial stories written by researcher using the target words for each rime.

- Interactive Whiteboard used in the intervention for reading rime stories.

- Big Books for reading rime stories.

- Flipbooks containing the targeted rime units.
  (www.teacherresourcesgalore.com)

- http://www.bbc.co.uk/schools/laac/words/dgi.shtml of rime units taught in the intervention for follow up after the assessment and teaching has been completed.

## Procedure:

Students were taught in a classroom situation within a group for ten sessions of 30 minutes over a period of two weeks. These sessions were during the Literacy block. Each session consisted of explicit instruction in one rime unit with one new rime worked on each day. Each day students were first introduced to the rime to be targeted. Teacher modeling of the word into two parts like K/at/ as in "Cat" and discussed the use of onset and rime like K/at - Cat. Students were encouraged to read the word in two parts. Students brainstormed other words having the same rime and the meanings of the difficult words were discussed. Students were provided with flashcards for the rime and single consonants in order to make words. Students then completed blending and segmenting activities using flash cards. They sorted out words into real and nonsense words. The teacher read texts like "Pat the Cat" that the students would enjoy and contained the intended rimes for word study like "at" for cat, bat, and flat. The first reading of the selected text focused on constructing meaning and provided a tool for learning word-identification strategies within a context. The teacher then discussed the story, read the book again, and encouraged the students to join in when they could.

In shared reading the text was read together which encouraged the students to participate in the reading experience. It also helped them to read and understand a complete story while learning the words in context. Students then identified and circled rhyming words in text, using two different colours in order to differentiate the onset from the rime. The common spelling patterns and sounds were highlighted in these rhyming words. In *Cat and Mat,* the rime patterns identified was –*"at".*

It has been shown according to research that the concept of a word, rhyming and onset-rime segmentation are all powerful predictors of later reading ability as this helps to improve word recognition and reading comprehension. (Munro 1998).  Students used this knowledge of onsets, rimes, and rhymes to build on reading other print words. Students wrote the words on their mini whiteboards and used two different colours to differentiate onset and rime. As the students wrote they talked about the word patterns, They then slowly said the words out aloud and stressed the sounds that matched the patterns. In this task the focus was on segmentation and blending strategies, which are complex aspects of phonological awareness. Students made up real and nonsense sentences using the target words and teacher recorded with the onset in green and rime pattern in red. This helped students decode the new word. They also reread their sentences.

Awareness of target words gave a basic knowledge of frequent spelling –sound patterns and helped to form a solid base for the anology strategy. This task gave the students the strategy to decode words and transfer knowledge to reading other words. Students practised reading quickly all the previous rime units, as this task helped to improve automatic recall of words. Students then reflected on their learning as they were taught metaphonemic knowledge, where students articulated what they learnt and what strategies they would use when they came to an unfamiliar word in isolation or in text, this was to aid the students in becoming self regulated.

Lastly students were given a flip book of the targeted rime (Refer Materials) to help them practice and reinforce the rhyme and rime pattern recognition strategies.  Students in the control group continued to participate in the regular classroom program. Following the two weeks of explicit teaching for the intervention group, all the students were assessed again using the same materials and procedure used during pre-testing. (Refer Appendix – 1).
A complete teaching sequence of activities is detailed in (Appendix 2 and 3).

**Data Collection:**
Data was collected for the use of measuring student ability to read words correctly and automatically in an isolated word reading test (Burt)
Measuring student ability to identify two, and three letter rime units (Dalheim 2004, revised 2008).
Raw scores were given for each item of the Sutherland Phonological Awareness Test.
Measuring student growth in Prose reading in Text levels.

## RESULTS
Student performance is explained in four sections:
1) Orthographic reading – two and three letter rime units.
2) Phonological awareness.
3)  Text reading at Instructional reading level- unaided for 90%.
4) Self Efficacy
- The student's orthographic reading was calculated in terms of their scores on the pre and post-tests.
- The rime and words were administered and the results can be reviewed in terms of rime only and word only.
- The text accuracy was calculated using running records to determine the instructional text level at pre and post testing.
- The Self Efficacy was calculated in terms of their scores on the pre and post tests.
- The data related to the assessment is shown in Table 2.

**Table 2**

| Name | C=0 T=1 | Age in Months | Years of Schooling | M=0 F=1 | No Of Sessions | Text Level PRE | Text Level POST | Burt Test PRE | Burt Test POST | SPAT PRE | SPAT POST | Rime Test PRE | Rime Test POST | Self Efficacy Pre Test | Self Efficacy-Post |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AA | 1 | 70 | l yr | 1 | 10 | 8 | 14 | 24 | 30 | 22 | 32 | 9 | 39 | 24 | 42 |
| BB | 1 | 77 | 1yr | 0 | 8 | 9 | 11 | 25 | 30 | 23 | 33 | 13 | 36 | 9 | 46 |
| C | 1 | 79 | 1yr | 1 | 10 | 6 | 11 | 13 | 23 | 22 | 37 | 19 | 46 | 22 | 43 |
| D | 1 | 77 | 1yr | 1 | 10 | 8 | 14 | 21 | 37 | 22 | 38 | 29 | 41 | 16 | 42 |
| 1 | 0 | 86 | 1yr | 0 | 0 | 6 | 8 | 17 | 25 | 24 | 33 | 23 | 27 | 24 | 44 |
| 2 | 0 | 72 | 1yr | 1 | 0 | 8 | 7 | 15 | 23 | 21 | 27 | 11 | 19 | 20 | 31 |
| 3 | 0 | 81 | 1yr | 0 | 0 | 7 | 10 | 19 | 29 | 30 | 34 | 32 | 32 | 31 | 52 |
| 4 | 0 | 75 | 1yr | 1 | 0 | 6 | 7 | 13 | 25 | 19 | 23 | 16 | 16 | 14 | 27 |
| Sum / TOTAL | | | | | 38 | 58 | 82 | 147 | 222 | 183 | 257 | 152 | 256 | 160 | 300 |
| Mean for Intervention | | | | | | 7.75 | 12.5 | 20.75 | 30 | 22.25 | 35 | 17.5 | 40.5 | 17.75 | 43.25 |
| Mean for Control | | | | | | 6.75 | 8 | 16 | 25.5 | 23.5 | 29.25 | 20.5 | 23.5 | 22.25 | 38.5 |
| Mean for Whole Group | | | | | 9.5 | 7.25 | 10.25 | 18.375 | 27.75 | 22.875 | 32.125 | 19 | 32 | 20 | 40.875 |

**Key**: **C**-Control Group     **T-** Teaching/Intervention Group     **M**-Male   **F**-Female

Results of Table 2 show that all students in the intervention group made remarkable gains from the explicit teaching of onset and rime units. It should also be noted that the self efficacy of the students in reading has greatly improved. It was interesting to note during the teaching sessions it was observed that the students gained a lot of confidence in their reading as they used blending and segmenting strategies to read words. During sessions one to three, many of the students hesitated while reading words and they took a while trying to work out the words, sounding the words letter by letter or just not attempting the word at all. But by the sixth session, it was found that the students were more confident as they knew the rime units and how to change the onsets as well as identifying the real from nonsense words. The recall of words became increasingly automatic, even with the units that we did not cover during the teaching sessions. It can be noted from table 2 that the students in the control group made gains in comparison to the students in the intervention group. This indicates support for this study that explicit teaching of onset and rime units improves the students reading at both word and text levels.

**These graphs (Figure 1 to Figure 5) are of the Pre and Post tests of both the Intervention and the Control groups.**
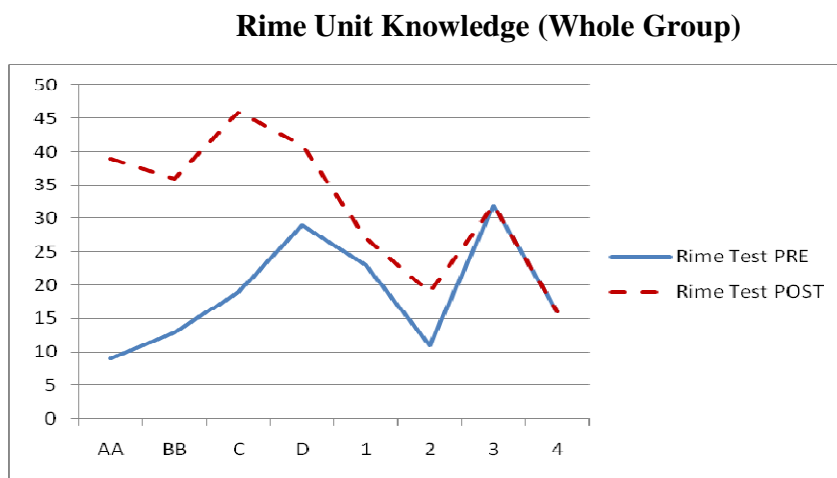
**Rime Unit Knowledge (Whole Group)**



**Figure 1**

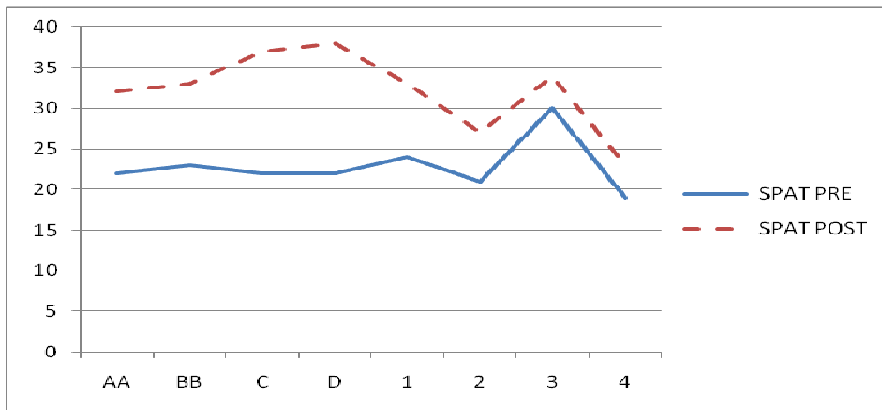## Sutherland phonological Test (Whole Group)



**Figure 2**

## Burt word Test (Whole Group)
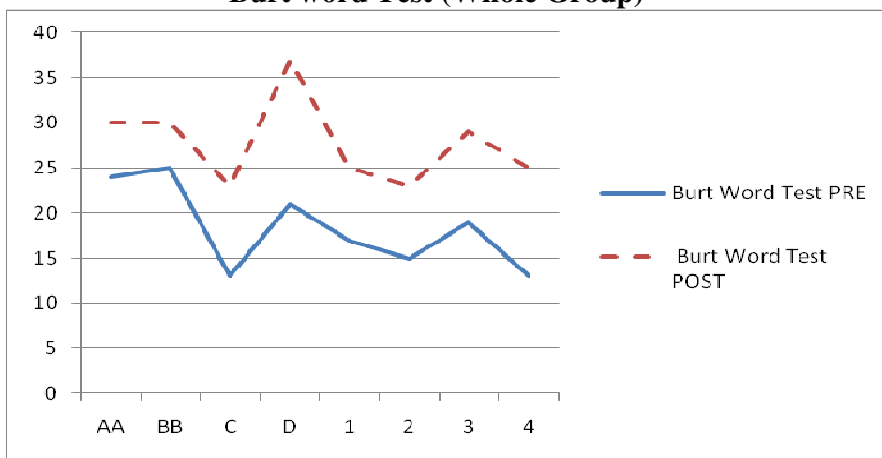


**Figure 3**

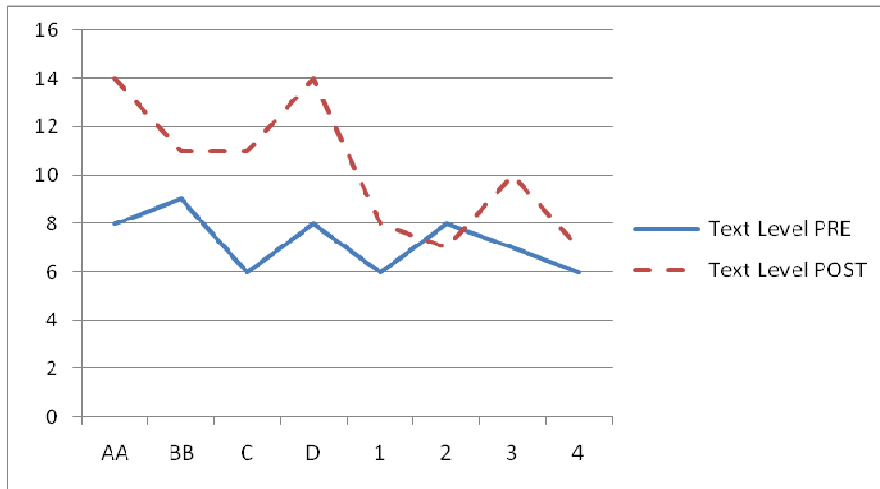**Alpha Assess Benchmark Reading (Whole Group)**



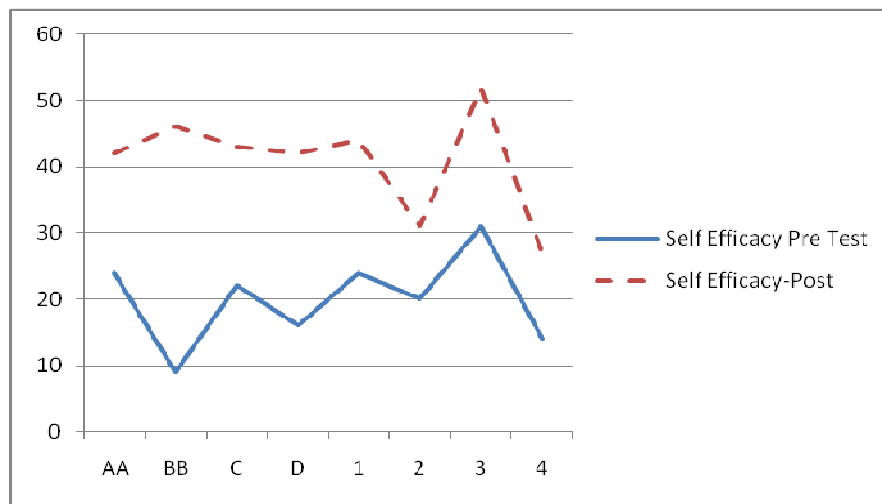**Figure 4**

**Self Efficacy (Whole Group)**



**Figure 5**

In Figure 1, 2, 3 and 4 the results indicate huge gains were made by the intervention group. In comparison the control group had demonstrated minimal gains. In Fig 1, Student 3 and 4 made no gains at all. When compared to Student AA who had the least gains in the pre test, had made a remarkable overall achievement of 63% after the explicit teaching of rime units.

In Figure 2, the control who had higher phonological knowledge in the pre test had made very minimal gains in the post with the highest gains made by Student 1 with 20.46% and the least by Students 3 and 4 with 9.09%. In comparison the intervention group who had low phonological knowledge and very poor blending skills had achieved higher in the post test with Student D by 36.36% and the least gains by Student AA with 22%.

In Figure 3 it is evident that the intervention group had higher word reading skills when compared to the control group. The intervention students were not taught towards the BURT reading test, so the averages between the groups were closer, compared with results from the Dalheim rime test (2004, revised 2008).

However, there is still a difference between the two groups, The intervention mean was 1.25 lower than the control at the pre test but increased to 5.75 scores higher when compared to the control in the post test. This can be observed in Figure 2. According to Adam, Treiman & Pressley 1998 states that children do not learn by osmosis, they learn by taught the necessary skills and strategies to identify words and make meaning from text. They also require abundant opportunities to practice everything they learn and this supports the explicit teaching of rimes which aided the students to improve.

In Figure 4, the results show that Student 4 has dropped a text level. While the other students made minimal progress when compared to the intervention, who made remarkable gains of six text levels in reading as made by student AA and D.  In table 2 it must be noted that at certain tests the control had higher outcomes than the intervention at pre test. However the intervention students did perform at a higher level than the control. Hence explicit teaching of onset and rime units has been a successful strategy in this study.
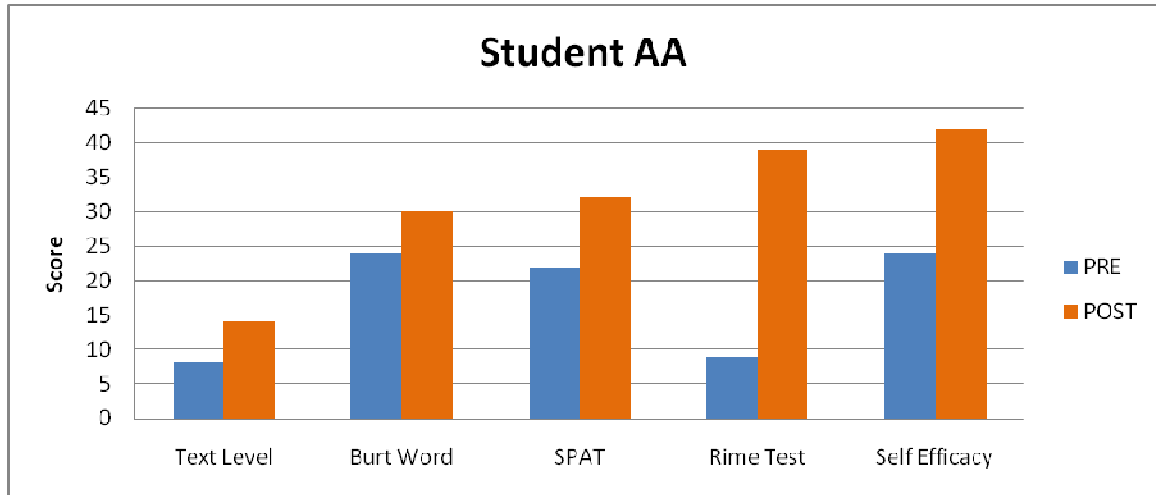
**Figure 6**

The results on the above figure 6 show that Student AA has a substantial improvement through the entire post test in comparison to the pre test results. In the reading of text level there has been a remarkable improvement of six text levels compared to Student C (Refer Table 5) who made the least gains of two text levels.

Her reading was slow but correct and she did pause to blend and segment when she confronted an unfamiliar word. She requires more explicit sessions to help her achieve a rapid recall of words. If explicit sessions with more complex rimes were to continue further gains in text levels could have been gained.

She made very small errors in her text reading with an error ratio of 1:12.5 at medium Instructional reading. In the Burt Word Test she has made gains with about 6 scores in the post test and it was observed in her recall of words she used initial visual information to problem solve and her recall of words were correct and rapid. The SPAT results also indicate that she did make minimal gains by 5.47% in the post test.

The Dalheim (2004, revised 2008) rime unit results shows that she has made the greatest gains when compared to students BB, C and D (Refer Table 5). In the Post test results student AA had read 30 words more than she did at the pre test.
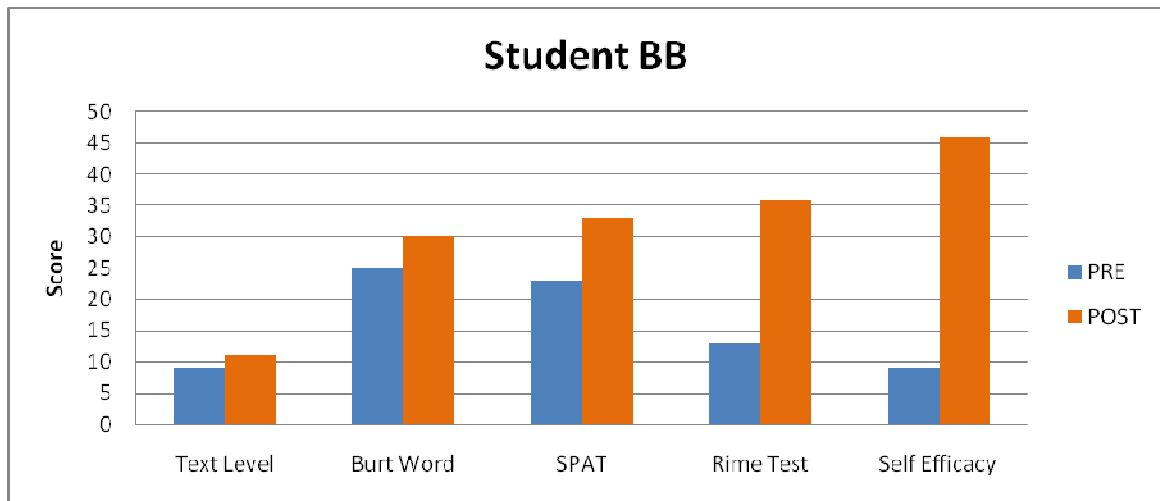
**Figure 7**

Figure 7 shows that Student BB had made gains in reading by two text levels, however it must be noted that this student had missed out on two sessions and his results could have had greater gains had he not been ill. His reading has shown improvement as in the post test he read text 11 with an easy level of an error ratio of 1:25, and his reading was rapid and correct.

He made very minimal errors, and he did not attempt two words in his reading. He used structure predominately for substitutions with some attention to visual information during his reading. He requires to self correct to gain meaningful sentences. In the Burt Word test his responses were quick, however he used initial visual information to problem solve. It was interesting to note that he did attempt to read two unknown words by sounding them by initial letter sounds and did self correct his errors. He showed a great relief and excitement when he got the word correct. In the SPAT he made gains by ten scores and was .75 over the mean score. In the Dalheim (2004, revised 2008) rime unit test, he read 23 words more in the post test when compared to the pre test of only 13 words read.

He read few words incorrectly however he replaced some text words with the words that shared some letters with the correct word ( that is he used distinctive visual features) and didn't attempt to self correct in these situations, and initially he did not vocalize the first few letters. This can be seen in the table 3 below.

| Words read and not corrected | |
|---|---|
| **Text word** | **Word read by Student BB** |
| Saw | sw-ay |
| Paw | pay |
| Thaw | thay |
| Tab | trab |
| Cap | cab |
| Top | tope |
| Slip | ship |

**Table 3**

Student BB read the words automatically. Student BB transferred his rime knowledge in reading other rime word units not taught to him as he missed out on two sessions. Student BB could have achieved more gains if more explicit lessons were to continue with more complex rimes.
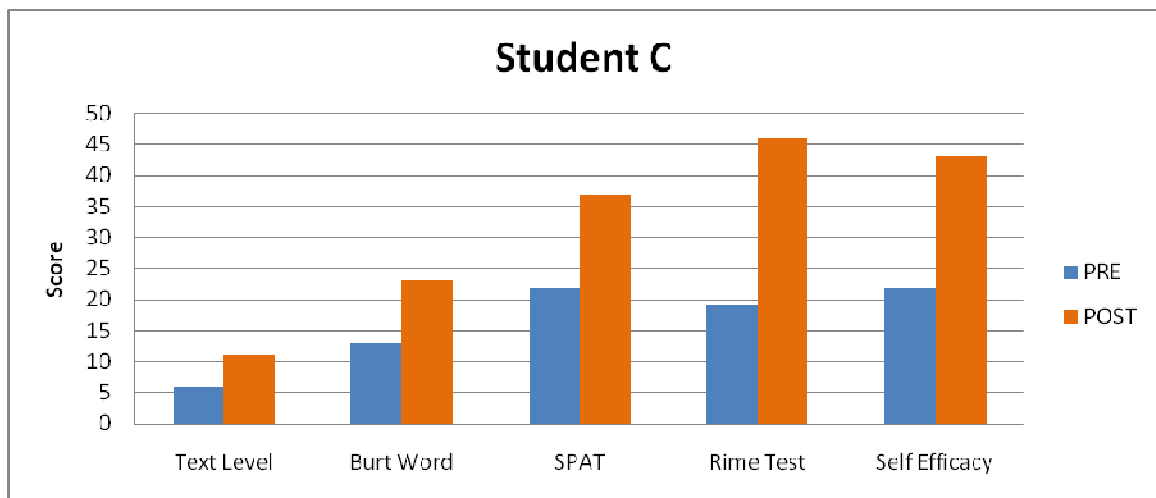


**Figure 8**

In Figure 8 the results show that Student C did not make remarkable gains like Student A (Refer table 5), however she did make substantial gains in all post tests in comparison to the pre tests. In the text reading level Student C did make gains of just two reading levels, when compared to student AA and D who made the highest gains by six text levels (Refer table 5). However she did read the text slowly and correctly. She overlooked some words occasionally, and self

corrected most of her errors, by picking up more visual information and attempted most of the words. She needed to be encouraged to go back and reread when meaning is lost and self correct to avoid errors in reading. In the Burt Word Test her responses were slow but correct. She used intial visual information to problem solve and sometimes used known parts of words. Her Self Efficacy (Refer fig 5) has greatly improved however she needs to be reminded of the strategies, used in the reflection  during the teaching sessions. In the SPAT test she has made gains by two scores above the mean in the post test. In the above (fig 8) Dalheim(2004, revised 2008) Rime unit results shows that Student C had made gains by 27 words when compared to the pre test.

| Words read  words not corrected | |
| --- | --- |
| Text word Saw Fat | Word read by Student C Say Flat |

**Table 4**

Table 4 shows that Student C used visual imagery to read unfamiliar words. She has difficulty forming links between letter clusters and matching sound units (that means using what she knows about some words to read others). However it has been noticed after the teaching sessions that Student C has greatly improved in her self Efficacy and is a willing participant in reading unfamiliar words, while earlier she would never put her hand up to even have a go.
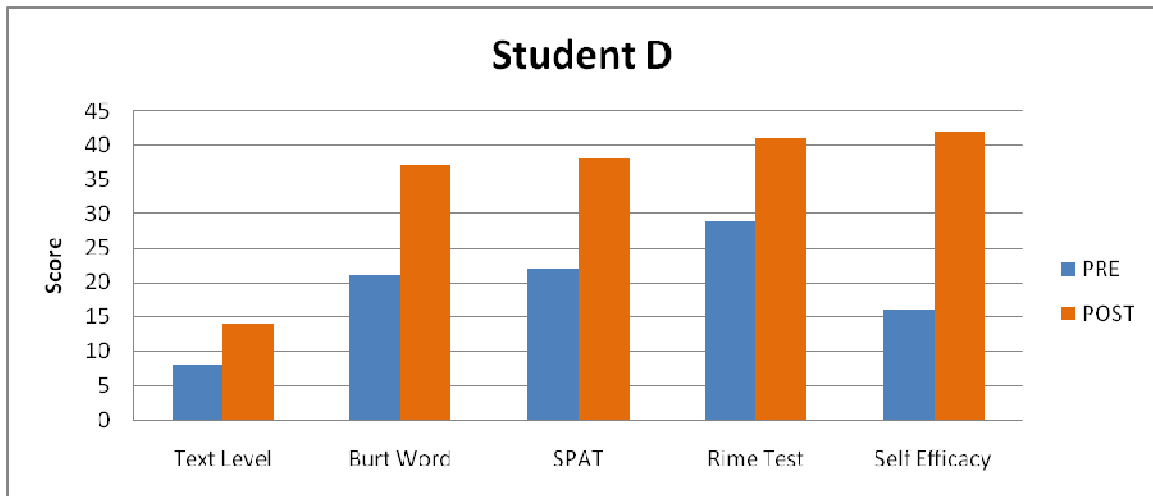
**Figure 9**

In Figure 9, Student D has made the highest gains with Student AA by 6 text levels in comparison to Student 2 and 4 in the control (Refer to figure 4). Where they dropped back by one level. This supports the current study, that explicit teaching of rime units does improve prose reading. Student D used structure and visual information while reading. She occasionally overlooked some words in text, however she self corrected most of her errors by picking up more of visual information. She needs to take responsibility in going back to reread if she finds no meaning. She needs to be encouraged to take more risks like sounding out the words rather than overlooking them. The Burt Word pre test (Refer Table-2) shows that she was below the mean score by 3.25; however in the post test she has made remarkable gains by 7 scores above the mean. Hence explicit teaching of onset and rime units is a successful strategy which supports this study.

# Discussion:

In reflecting on the results of this study there is support for the hypothesis and research which suggests that, teaching students strategies to use when reading improves decoding unknown words and increases accuracy in reading prose. Students improved in the use of their rime knowledge and showed that they were able to transfer this knowledge to reading other rimes not taught to them as observed in their reading, in their post test. The intervention would need to take place over an extended period of time to bring about greater gains; however the trends indicated in the results are positive.

The mean scores (refer table 2) for the control in testing areas had lower scores than the teaching group in the Pre Testing. However, the Post Test mean scores were higher for the teaching group. This also indicated more consistent growth.

Torgesen 2000 and Tunmer & Chapman 1999 discussed that children's success in beginning reading is correlated with their level of phonological awareness. Deficiencies in this underpin a child's ability to learn how to decode words. This was supported in the study by the progress made by children in the post test, when given explicit teaching using phonological processes, breaking words into onset and rime units, and segmenting and blending words into sounds.

In the Sutherland Phonological Test students had difficulty in deleting and manipulating some sounds in words and aspects of rhyme identification and production. Rhyming words were not part of the study activities however they were included in each session to stress the importance on rhyme recognition and rhyme making. Oral activities and visual cues were used to enhance generating rhymes. Students found it more difficult to generate rhymes orally. Matching rhymes using pictures were found easier by the students. Many resources were available to assist teaching sessions and develop appropriate tasks.

The students enjoyed working with the rimes and after the sessions they were seen looking around the word wall trying to read the words

to their partners throughout the day. The other 17 dependable rime units are being done in my classroom as the students wanted to learn more rimes and go on word hunts around the classroom. It felt rewarding to observe confidence in these children that they could teach others, as earlier they did not reveal the same confidence. The students enjoyed creating the nonsense sentences made with the rimes targeted. This was also a good oral language experience for all students as they made grammatical errors while speaking.

McGuinness (1998) discusses teaching the phonological skills by breaking a word down into its separate phonemes (segmenting) and combining phonemes to pronounce words (blending) appear to be the best predicators of reading progress which also helps in the process of decoding words in print. This was supported in the study by the great achievement made by the intervention with student AA and D increasing by six reading levels at the post test.

Peter Westwood (2001) discuss that many children do not acquire phonemic awareness until specific teaching occurs to improve their skills. Whilst the intervention in this research study did not bring the participants up to the normal range they did show increased improvement. It could then be concluded that further long-term intervention should result in more remarkable changes.

This study also shows that for some students segmenting and blending of words are not sufficient in improve their reading skills they need explicit teaching of applying this knowledge to word identification when reading meaningful connected text. (Lovett 2000; Teale & Yokota 2000).

The results of these students show that explicit instruction is valuable for students with reading difficulties. These students need careful assessment to decide their learning needs and explicit programs are designed to deal with these needs. As Marie M. Clay observes in her study about Concepts about Print, a child's weaknesses will be needed because he will depend on the teacher to structure the task in simple steps to avoid the accumulation of confusions.
This study shows that if explicit teachings of skills are addressed to the learning needs of students, remarkable gains can be made in short teaching sessions.

There are a number of factors that would need to be addressed if repeating this study or continuing teaching sessions with these students. Anecdotal notes from sessions indicate that students sometimes had difficulty deciding whether the word they made was real or nonsense word. They also had difficulty in making sentences with the target words. They frequently made grammatical errors using the wrong tense in the sentence. This supports the work of Marie Clay (2000 p.6) who argues that we should keep an open mind about what is possible for the individual child to achieve and observe.

The results suggest that teaching of onset and rimes using Munro, J. K. (2008) to link the letter cluster with the sound pattern that is targeted as a successful strategy, and should be explicitly taught to assist students in improving decoding of words in isolation and reading in prose. Many students also need practice with reading words quickly to give them the speed and automaticity.

At the end of the session the students used their metaphonemic knowledge, and they made statements that reflected their own learning which reinforced their skills being taught to them. They used the language which was being modelled to them. They all felt very enthusiastic during the sessions and were excited to see their results as this gave them an impression that they were great learners, in return this boosted their self efficacy and they saw themselves as readers. Another area of possible study would be the effect of explicit teaching of phonological instruction by linking the gains made through explicit phonological instruction with comprehension enhancement.

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# Appendix: 1

These were the test materials used in the Pre and Post test:

- The Sutherland Phonological Awareness Test (Nielson, 2000)
- Rime Unit Test (Dalheim 2004)
- Alpha Assess Bench marking Kit
- Burt Test (Gilmore, Croft & Reid, 1974).
- Self-efficacy test  (Adapted from Chapman & Tunmer, 2000)

# Appendix: 2

These are the Texts used for the teaching unit:

- Pat the cat, Author: Colin and Jacqui Hawkins
- Zug the Pug.  Author: Colin and Jacqui Hawkins.
- Jan and Stan Author: Samantha Berger

- Ten teacher created texts- each focusing on two dependable rimes of 3 and 4 letter words based on words on the Dalheim 2004 rime units

| Session | Text | Vocabulary with target rime |
|---|---|---|
| 1 | Pat the Cat | bat, cat, rat, mat, sat, Nat, brat, flat |
| 2 | Zug the Bug | dug, hug, jug, pug, rug, tug, drug |
| 3 | Jan and Stan | ban, Dan, fan, Jan, Nan, ran, pan, van, clan |
| 4 | Dot the mighty pot | cot, clot, plot, dot, slot, rot, pot |
| 5 | Zop the Cop | cop, mop, pop, plop, crop, flop |
| 6 | Jap and Yap | gap, lap, map, nap, rap, sap, strap, yap, wrap, crap, flap |
| 7 | Flin who loved Gin | fin, sin, tin, kin, win, grin |
| 8 | Jay the Clayman | bay, Fay, say, ray, pay, pray, clay, stray, way, bray |
| 9 | Raw the Eagle | jaw, law, raw, claw, flaw, gnaw, straw |
| 10 | Dip the monkey who went on a trip | dip, clip, hip, skip, lip, rip, trip, flip, strip, slip, grip |

# Flashcards:

These cards are used to practice between sessions for rime reinforcement and also used for students to identify the rime units (in each lesson) and discuss their shared sound patterns. It was also used to automatise their knowledge of letter pattern as this allows them to engage in orthographic learning.

| Sessions | Flashcards |
|---|---|
| 1 | bat, cat, rat, mat, sat, Nat, brat, flat |
| 2 | dug, hug, jug, pug, rug, tug, drug |
| 3 | ban, Dan, fan, Jan, Nan, ran, pan, van, clan |
| 4 | cot, clot, plot, dot, slot, rot, pot |
| 5 | cop, mop, pop, plop, crop, flop |
| 6 | gap, lap, map, nap, rap, sap, strap, yap, wrap, crap,flap |
| 7 | fin, sin, tin, win, grin |
| 8 | bay, Fay, say, ray ,pay, pray, clay, stray, way, bray |
| 9 | jaw, law, raw, claw, flaw, gnaw, straw |
| 10 | dip, clip, hip, skip, lip, rip, trip, flip, strip, slip, grip |

# Appendix- 3

The teaching procedure and lessons plans were based on the teaching activities suggested in Munro's Rime Unit Teaching Pathway. These are lessons plans which have been explained in detail so that it can be used by other teachers who intend to use these lessons in their classrooms.

# Lesson One: 'at' (bat, cat, rat, mat, sat, Nat, brat, flat)                    Time: 30 minutes session

**Materials required:**
- Big Book- Pat the Cat  By: Colin and Jacqui Hawkins
- Small individual white boards and two different white board colour textas
- Onset and rime cards
- Poster paper/textas/ Flip books containing targeted rime unit "at" (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Today we are focusing on the rime unit "at".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like C/at / as in Cat. Ask students "What other words you know that has the same sound?  Record both real and nonsense words. Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words. |
| Blending/Segmenting words- (5 mins) : | Teacher  put flashcards on the floor (bat, cat, rat, mat, sat, Nat, brat, flat). Have children identify that we call these rhyming words as they have an ending that sounds the same. Have the students read the words in segments. Have them break each word into onset first and then rime. Teacher puts a few more (onset) flashcards (d, j, l, t, w, and y) and students to make new words. Students then sort Into two groups "real" and "nonsense". Invite students to explain why their groupings. |
| Reading Prose:( 6 mins) | Teacher reads the prose text"Pat the Cat" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green) Teacher praises the efforts of the students. |
| Writing Target Words (6 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Teach metaphonemic knowledge: (3 mins) | Children reflect on their learning: Teacher to prompt with questions; What did you do today?  Model to students what was learnt today, e.g. "Today we learnt that 'a 'and't' says /at/ as in /b/ /at/ as in "bat". |
| Teacher gives the "at" flip book using the pattern of "at" to take home to reinforce what they have learnt in today's Class. | |

# Lesson Two: 'ug' (dug, hug, jug, pug, rug, tug, drug, and shrug)                    Time: 30

**minutes session**

**Materials required:**
- Big Book- Zug the Pug   By Colin and Jacqui Hawkins
- Small individual white boards and two different white board colour textas
- Onset and rime cards /flashcards of "at" and "ug" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Flip book of "ug" (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "ug".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like B/ug/ as in Bug. Ask students "What other words you know that has the same sound? Record both real and nonsense words. Add on to the list of words. Discuss the meanings of each word to clarify their understanding.  Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Blending/Segmenting words- (5 mins) : | Teacher to put flashcards on the floor (dug, hug, jug, pug, rug, tug, drug). Have the students read the words in segments. Have them break each word into onset first and then rime. Teacher puts a few more (onset) flashcards (c, l, g, n, pl, sh) and students to make new words. |
| Reading Prose:( 6 mins) | Teacher reads the prose text"Zug the Pug" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (6 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (3 mins) | Children reflect on their learning: Teacher to prompt with questions:  What did we learn today? What is the rime? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| | Teacher gives them a flip book using the pattern of "ug" to take home to reinforce decoding and word recognition they had learnt in today's Class. |

# Lesson Three: 'an' (ban, Dan, fan, Jan, Nan, ran, pan, van, and clan)          **Time: 30 minutes session**

**Materials required:**
- Big Book- Jan and Stan
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ flashcards of "at" , "ug"  and "an" words (See Appendix 3)
- Poster paper/textas/ Flip book. (see under Materials)
- Poster sheet of list of words made in the previous lesson

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "an".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like b/an/ as in Ban. Ask students "What other words you know that has the same sound?  Record both real and nonsense words. Add on to the list of words. Discuss the meanings of each word to clarify their understanding.  Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Word Slide Game (5mins) | Students to use word slides to read the rime unit aloud. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Jan and Stan" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning: Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words In two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives them a flip book using the pattern of "an" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Four: 'ot' (cot, clot, plot, dot, slot, rot, pot)          Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ flashcards of "at" , "ug" , "an" and ""ot " words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/ Flip book. (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words to create a rapid recall of words. Today we are focusing on the rime unit "ot".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like C/ot/ as in Cot . Ask students "What other words you know that has the same sound?  Record both real and nonsense words.  Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Word Slide Game (5mins) | Students to use word slides to read the rime unit aloud. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, an" and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Dot and Pot" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning:<br>Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives them a Flip book using the pattern of "ot" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Five: 'op' (cop, mop, pop, plop, crop, flop,)            Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ flashcards of "at" , "ug" , "an" ,"ot" and "op" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/ Flip book. (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "op". Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like C/op/ as in Cop. Ask students "What other words you know that has the same sound? Record both real and nonsense words. Add on to the list of words. Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Word Slide Game (5mins) | Students to use word slides to read the rime unit aloud. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, ot, an" and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Zop the Cop" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning:<br>Teacher to prompt with questions: What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives them a Flip book using the pattern of "op" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Six: 'ap' (gap,lap,map,nap,rap,sap,strap,yap,wrap,crap,flap,)                    Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ flashcards of "at" , "ug" , "an" , "ot" , "op" and "ap" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/ Flip book. (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "ap".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like G/ap/ as in Gap. Ask students "What other words you know that has the same sound?  Record both real and nonsense words. Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Word Slide Game (5mins) | Students to use word slides to read the rime unit aloud. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, an, ot, op" and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Jap and Yap" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning: <br> Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives a Flip book using the pattern of "ap" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Seven: 'in' (fin, sin, tin, kin, win, and grin)          Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ flashcards of "at" , "ug" , "an" , "ot" , "op" , "ap" and "in" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/Flip book. (See under materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "in".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like F/in as in Fin. Ask students "What other words you know that has the same sound?  Record both real and nonsense words. Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Memory Game (5mins) | Students to play memory game with the rime target words. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, an, op, ot, ap" and ug" words. |
| Reading Text:( 5 mines) | Teacher reads the prose text"Flin who loved Jin" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning:<br>Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives a Flip book using the pattern of "in" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Eight: 'ay' (bay, Fay, say, ray, pay, pray, clay, stray, way, bray)          **Time: 30 minutes session**

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards /Flashcards of "at" , "ug" , "an" , "ot" , "op" , "ap" , "in" and "ay" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/Flip book. (See under Materials)

| | |
|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "ay".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like B/ay/ as in Bay. Ask students "What other words you know that has the same sound? Record both real and nonsense words. Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Memory Game (5mins) | Students to play memory game with the rime target words. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, an, op, ot, ap, in" and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Jay the Clayman" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning:<br>Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. |
| Teacher gives a Flip book using the pattern of "ay" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Lesson Nine: 'aw' (jaw, law, raw, claw, flaw, gnaw, straw,)        Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards /Flashcards of "at" , "ug" , "an" , "ot" , "op" , "ap" , "in" , "ay" and "aw"  words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/Flip book. (See under materials)

| | |
|---|---|
| Text Reading (4 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "aw".  Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like J/aw/ –Jaw. Ask students "What other words you know that has the same sound? Record both real and nonsense words. Add on to the list of words.  Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Word Slide Game (5mins) | Students to use word slides to read the rime unit aloud. |
| Rime Reinforcement (3 mins) | Teacher uses flashcards to reinforce the rime units of "at, an, op, ot, in, ap, ay" and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text"Raw the Rat" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning: Teacher to prompt with questions:  What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. Students see themselves as self teachers. |

| |
|---|
| Teacher gives a Flip book using the pattern of "aw" to take home to reinforce decoding and word recognition they had learnt in today's Class. |

# Lesson Ten: 'ip' (dip,clip,hip,skip,lip,rip,trip,flip,strip,slip,grip)          Time: 30 minutes session

**Materials required:**
- Interactive whiteboard
- Small individual white boards and two different white board colour textas
- Onset and rime cards/ Flashcards of "at" , "ug" , "an" , "ot" , "op" , "ap" , "in" , "ay" , "aw" and "ip" words (See Appendix 3)
- Poster sheet of list of words made in the previous lesson
- Poster paper/textas/ Flip Book (See under Materials)

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|---|---|
| Text Reading (5 mins): | Revise previous rime taught and read words on list to create a rapid recall of words. Today we are focusing on the rime unit "ip". Teacher articulates each word slowly for the child emphasing the sound. Students are encouraged to read the word as two parts Like D/ip as in Dip. Ask students "What other words you know that has the same sound? Record both real and nonsense words. Add on to the list of words. Discuss the meanings of each word to clarify their understanding. Students read the list of words... Discuss shared sound pattern. Teacher praises their efforts. |
| Rime Reinforcement using word slides (8 mins) | Students to use word slides to make and read all the previous rime taught. "an,at,op,ot,ap,in,ay,aw,ip and ug" words. |
| Reading Text:( 5 mins) | Teacher reads the prose text" Dip Who Went On A Trip" to the students. Students circle the words with the same rhyme. Teacher underlines the onset in red and the rime in green. Have each child read the words by saying the onset (red) first and then the rime (green). Teacher praises the efforts of the students. |
| Writing Target Words (5 mins): | Students write other words they know that have the same sound on their whiteboards. They as a group they write the list of words they made on a poster paper. They write the onset (red) and rime (green). Teacher praises their efforts. |
| Making Sentences: (5 mins) : | Students make up sentences orally using the rime unit. It can be a silly sentence or it can be a real sentence. Teacher praises efforts made by the students. |
| Reflection: (2 mins) | Children reflect on their learning:<br>Teacher to prompt with questions: What did we learn today? What is the rime we used? How do we say words in two parts? When we come to an unfamiliar word what can we do? Students articulate the strategies they would use. Students see themselves as self teachers. |
| Teacher gives a Flip book using the pattern of "ip" to take home to reinforce decoding and word recognition they had learnt in today's Class. | |

# Zug the Bug

Zug the Bug went fishing with Pug the Cat.
When Zug's rod gave a tug,
Out of the water,
Popped a big fat slug.
"We've caught a slug", said Zug to Pug.
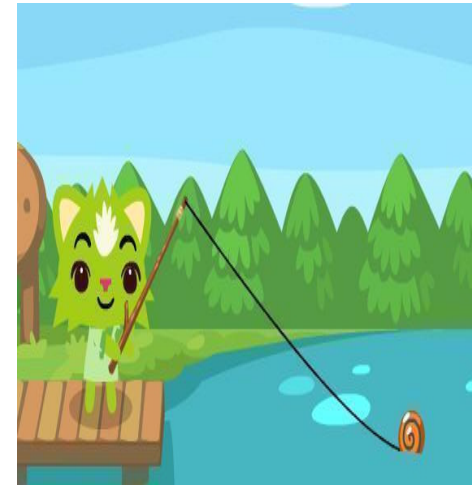So Zug and Pug did hop and hug
"Lets take slug home",said Zug
They put slug in an old milk jug,
Home atlast with slug they all had milk in an old tin mug,
Then warm and snug
Zug,Pug and slug went to sleep ,
On a big red rug.

# Zop the Cop

Have you heard of Zop?
He was a funny cop.
Who loved to play clippity clop
with Pop his pet bird.
One day Zop went to buy a mop
But he forgot to drop off Pop at home.
Pop was hungry and began to flip and flop,
Luckily Pop met Crop the lost parrot
Who gave him some food.
So Crop came to live with Pop and Zop.

# Flin Who loved Gin

Flin was a giant
Who loved to drink gin.
One day he ran out of gin
So he went to the market and there
he met Tin the gin maker.
Tin was all agrin when he saw Flin,
"I have a box of rin a little different
from gin" said Tin.
But Flin said, "I want gin!"
"Oh! I might have to keep you in",
said Tin.
"You win Flin, I've found a box of gin"
said Tin.
So Flin went home to his kin with his
box of gin.

# Jap and Yap

Jap and Yap went fishing
They saw Rap the snail
Who was caught in a gap of food scrap
Jap said "Lets help him out"
So Jap saved Rap
Rap said "Thank you Jap"
Rap sat on Jap's lap on the way home.
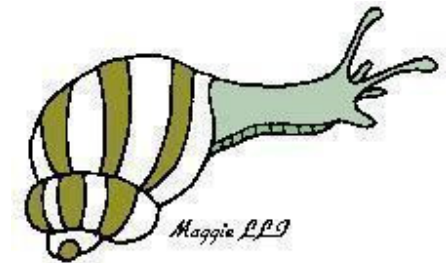
# Jay the Clayman

Jay the Clayman lived near the bay.
He wanted to pay the baker May.
So he rode all the way up the bay.
Jay heard a loud bray nearby
He was afraid and started to pray
"Please God, take that beast away",he said
Jay saw it was Ray the donkey, who was caught
astray.
"Please set me free or they would slay me",cried Ray
Jay freed Ray ,who thanked him and ran away.
May thanked Jay for the pay
Who made a clay doll,
To say "You are the best baker at bay."
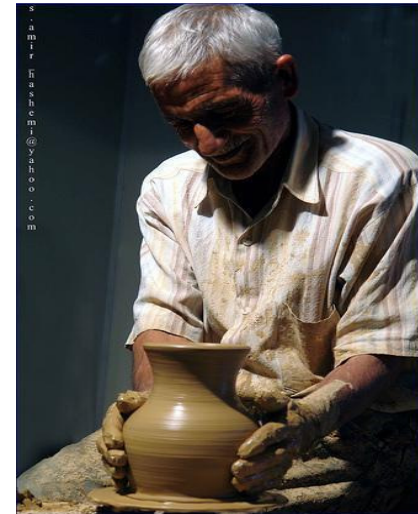
# Raw the Rat

Raw the Rat was caught by Claw the Eagle,
He begged Claw, telling him the law
Of Flaw land.
So Claw let him go.
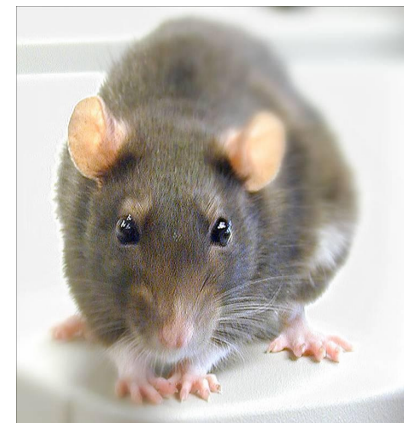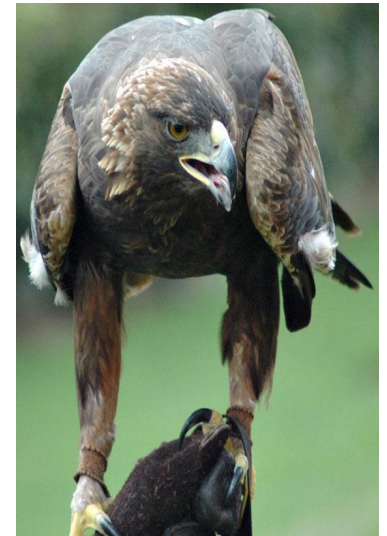Soon Claw was caught in a net and called out for Raw,
Raw had to gnaw at the net
His jaw did hurt from the gnaw.
Claw then took Raw to his straw home
To treat him without flaw,
So Claw and Raw lived happily ever after.

# Dip who went on a trip

Dip the monkey loved the elephant Rip
Everyday Rip would take Dip for a trip
around the jungle.
One day Dip decided to go on his own,
 He was caught by Clip the lion.
Dip's lip was shaking with fear,
He tried hard to get away but Clip
had a firm grip
So Dip decided to do a slip.
When Clip was heading down to look at the tip
He jumped into the deep skip.
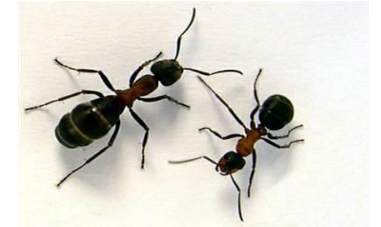Clip growled at his loss grip of Dip
Then Rip hearing his cry came and got him out
of the skip.
Dip promised never to leave Rip again.

# Dot and Pot

Once there were two ants called Dot and Pot
They always helped alot.
One day Trot the giraffe came to Rot Town
To see if she could get a cot
But she fell into a plot set by, Not the farmer.
Trot tried to free herself from this rot,
Pot and Dot heard her cries and bit through the knot
"Thank you Pot and Dot for saving me from Not", said Trot.
Trot waved goodbye to Dot and Pot.