

Explicitly teaching Grade Prep students to orally rhyme, segment and blend will improve their phonological knowledge and word accuracy in prose.

Abstract

Low phonological knowledge is consistent with difficulties in reading for students. Current research shows that students need good phonological knowledge to be successful in reading and writing (Muter & Snowling, 1998; Torgeson, Wagner, & Rashotte, 1994; cited in Crim, 2008).

The method used in this study followed a Assessment/Intervention/Assessment model. The participants were seven Grade Prep students. Three of the students were identified by the teacher as having difficulties with reading, writing and oral language. Four of the participants students were at the expected reading levels. Both groups of students were used in the study to find out if teaching intervention strategies to the whole class would result in gains being made by all students.

The participants' reading and phonological awareness was assessed. Eleven sessions took place over two and half weeks. A class of twenty one students was explicitly taught strategies to orally rhyme, segment and blend sounds. Each whole group teaching session lasted for twenty minutes. Of the seven targeted participants four of the students received an additional twenty minutes of explicit teaching in a small group.

Results showed that all students made gains in their phonological awareness and reading prose. Both the 'at risk' and 'good progress' students made improvements in their ability to manipulate and identify phonemes, segment and blend, identify and produce rhymes and count syllables. They were able to use this knowledge to make improvements in reading prose.

The implications for teachers are that the explicit teaching of phonological awareness needs to be taught in the first years of schooling to all students. The students that have difficulty require additional assistance and opportunities to consolidate in order to develop their phonological knowledge and awareness.

Explicitly teaching Grade Prep students to orally rhyme, segment and blend will improve their phonological knowledge and word accuracy in prose.

Introduction

Many students with low level literacy success experience difficulty decoding words in prose reading and in isolation. When decoding unknown words students find it challenging to put the sounds together and they experience difficulty hearing and recording sounds. The underlying problem is that these students have low phonological awareness and little phonological knowledge.

Phonological knowledge is the knowledge of sound patterns. Phonological awareness is becoming aware that language can be manipulated, it is when students can recognise and produce rhymes and segment words into syllables. Phonemic knowledge is the knowledge of the individual sound units, it is knowing that 'cat' has three separate sounds. (Share, 1995; Stahl & Murray, 1994; cited in Munro 1998; Fielding- Barnsley, 2007; Rohl, 2006). The term phonics refers to the teaching method (Iverson, S, 1997). Phonics is the teaching of matching heard sounds to the corresponding alphabet letters. To match the sounds a child needs to be conscious of those sounds in speech (Fielding-Barnsley, 2008).

When reading, readers make connections between written words with spoken knowledge. Phonological knowledge enables us to understand sounds in spoken language (Munro, 1998). Having phonemic awareness enables a child to identify the individual sounds which is a basis for learning phonics (Fielding-Barnsley, 2007). A knowledge of sound patterns enables a reader to lay foundations for learning corresponding letter clusters (Munro, 1998). Beginning readers need to be able to identify letter clusters in words, segment spoken parts of the words into smaller sounds, and make links between the letter cluster and sounds (Munro, 1998). Readers also need to use analogy, that is recognise letter clusters that they know and use this knowledge when reading other words (Munro, 1998). Some students have difficulty performing these tasks which leads to experiencing difficulties when learning to read (Munro, 1998).

Students that are unaware that the word 'dog' has three sounds, have difficulties with phonemic awareness (Fielding-Barnsley, 2008). Research has shown that phonemic and phonological awareness tasks taught to young children can have a positive impact on their reading and writing success. Explicit teaching of phonological awareness and knowledge improves reading and writing (Fielding-Barnsley, 2008; Munro, 1998; Rohl, 2006). Phonological awareness is a vital step in literacy development. Students who have phonological awareness and knowledge in early childhood will most likely experience literacy success (Muter & Snowing, 1998; Torgeson, Wagner, & Rashotte, 1994; cited in Crim, 2008).

Fielding-Barnsley (2007, p.8) suggest 'it is vital that teachers introduce the concept of phonological awareness, followed by phonemic awareness'. Students with phonemic awareness difficulties need to be explicitly taught when learning 'phonics' in order to experience success when reading and writing (Fielding-Barnsley, 2008). The following strategies have been proved to be effective; blending, tapping out the sounds to saying the sounds in words to segment spoken words, grouping words according to their alliteration or rhyming patterns (Munro, 1998).

Hattie (2010) studied four hundred and twenty five studies to see what effect the teaching of phonic instructions has on students' phonemic awareness. The effect size was 0.221. Hattie (2010) concluded that 'phonics instruction is powerful in the process of learning to read-both for reading skills and for reading comprehension.'

There is an overwhelming amount of current research and studies that prove that teaching students strategies to improve their phonological knowledge will improve their prose reading, spelling and comprehension. This current study aims to support these claims.

This study also aims to find out whether or not directing intervention strategies to the whole grade will improve not only the 'at risk' students' learning but also the students who are obtaining age average results.

The hypothesis being investigated is:

Explicitly teaching Grade Prep students to orally rhyme, segment and blend will improve their phonological knowledge and word accuracy in prose.

Method

Design:

The study uses an Assessment/Intervention/Assessment model, in which the gains in prose reading and phonological awareness are monitored following phonological instruction in rhyming, segmenting and blending. It is for a small group of grade Prep students who have reading difficulties and for a small group of Prep students who are at the expected level of reading for Prep. The lessons are delivered within the classroom.

Participants:

The participants in this study are seven Grade Prep students, chosen from a grade of twenty one Grade Preps. Student A is a male student, who has required additional support with literacy activities, especially in the area of oral language. The student has difficulty following general instructions and relies on visual cues. Student A received speech therapy when he was four years old. He was referred for auditory processing and hearing assessments in August, he received a normal hearing result and he is not old enough for the auditory processing assessment. His mother has spoken of anxiety issues when he was toddler and when he began school. Strategies to build his self-efficacy have been put in place by his teacher. The teacher noted that when working on rhyme detection and production, and alliteration activities in class the student experienced difficulties.

Student B is a male student, who has required additional support with literacy activities. He started school with limited knowledge of the alphabet. Student B received speech therapy when he was four years old and has been referred to continue speech therapy this year. The teacher noted that when working on phonological strategies in class the student experienced difficulties.

Student C is a female student, who has required additional support with literacy activities. The teacher noted that when working on phonological strategies in class the student experienced difficulties and the student has difficulties pronouncing some sounds that are age appropriate.

Student G is a female student. She is reading at or above the expected text level for prep, and her ROL and Letter ID scores were above the expected level for beginning school. She was chosen for the intervention group because she has recently had grommets put in her ears for the third time, she speaks quietly and the class teacher has noted that she is not confident when speaking aloud. The class teacher has also

noted that she has difficulty recognising and producing rhymes when involved in class lessons.

Students D, E, and F were chosen for this study as they are all reading at or above the expected text level for this time of the year. Student E is repeating the Prep year.

In addition to the whole class focus students A, B, C and G received additional assistance each lesson revising the strategies that were taught in ‘getting knowledge ready’ and ‘explicit instruction.’ Students D, E and F were involved in the ‘getting knowledge ready’ and ‘explicit instruction,’ parts of the lesson and then they worked on an independent task.

The students’ age, years of schooling, Observation Survey- Letter ID, Record of Oral Language (ROL), and Instructional text level are shown in Table 1.

Student	Age in Months	Years of Schooling	Ob Survey Letter ID March 2010	ROL March 2010	July Text Level
A	70	7 months	39	12	2
B	78	7 months	10	15	1
C	72	7 months	5	20	2
D	74	7 months	4	34	3
E	77	1 year, 7 months	46	22	3
F	74	7 months	29	16	3
G	68	7 months	42	32	3

There was no option to use a control group.

Materials:

Pre and Post Test materials used include the following:

- Sutherland Phonological Awareness test (SPAT, 1995)
- PM Benchmark Kit 1 Levels 1-10

Task Materials used include the following:

- Assessing and Teaching Phonological Knowledge Manual- John Munro

☛ Variety of pictures created in Notebook files that can be displayed on an Interactive Whiteboard. The pictures were used for rhyming, alliteration, onset and rime, segmenting and blending, initial and final phoneme activities.

☛ Counters

☛ Sound boxes

☛ Objects placed in a bag

☛ Variety of texts with rhyming words

☛ Rime cards used for snap and grouping

☛ Rime grouping worksheets

☛ Alliteration grouping worksheet

☛ Onset & Rime- Phonics- Florida centre for reading research

http://www.fcrr.org/curriculum/pdf/gk-1/p_final_part3.pdf

accessed 28th August

☛ Reading Rockets

http://www.readingrockets.org/strategies/onset_rime

Procedure:

The assessment tasks were administered to all students in the following order ;

☛ Sutherland Phonological Awareness Test components 0-13 (Neilson, 1995). Test A was used for pre testing and Test B was used for post testing.

☛ PM Benchmark Kit A was used for pre and post testing as different reading levels were tested. Students read while the teacher completed a Running Record.

Observations were made on the strategies the students used.

The pre assessment tasks were administered to each student on an individual basis four days before the beginning of the teaching sessions. Each session lasted 20-25 minutes. Post assessment tasks were administered in the same way, the day after the final teaching session.

The eleven teaching sessions were conducted within the classroom setting to all twenty one grade prep students in the class, during the first hour of the school day. Each session lasted for 30-40 minutes over the duration of two and a half weeks. Each lesson followed the structure outlined below.

1. Getting knowledge ready- involved reading a rhyming or alliterative text, and a revision of previous learning.
2. Explicit instruction and consolidation- the whole class was involved in the explicit instruction and activities on phonological teaching tasks. The phonological teaching tasks are strategies and activities taken from Assessing and Teaching Phonological Knowledge (Munro, 1998). Teaching tasks were administered that taught the following strategies;

☛ Imitate a rhyming pattern

- 🔊 Recognise a rhyming pattern
- 🔊 Produce rhyming words
- 🔊 Recognise rhyming words in prose
- 🔊 Produce rhyming words in prose
- 🔊 Recognise words that alliterate
- 🔊 Segment words into sounds
- 🔊 Segment words into onset and rime
- 🔊 Identify the first sound
- 🔊 Identify the final sound
- 🔊 Segment words into syllables
- 🔊 Saying each syllable in order
- 🔊 Syllabic clapping
- 🔊 Segment words into individual sounds
- 🔊 Saying each sound in order

3. Consolidating- Students who were most at risk being students A,B,C and G remained with the teacher. This group usually went through the same activities that were taught during the explicit instruction stage and practised using different words and examples. This allowed the students to have more practise after they had been exposed to the task. The rest of the class, including students D, E, F, G were involved in activities that enabled the students to consolidate the skills taught in the explicit instruction and practise.
4. Reviewing and Articulating Knowledge. This involved a reflection where students were asked questions that required them to articulate what they learnt and how it will help them with their reading and writing.

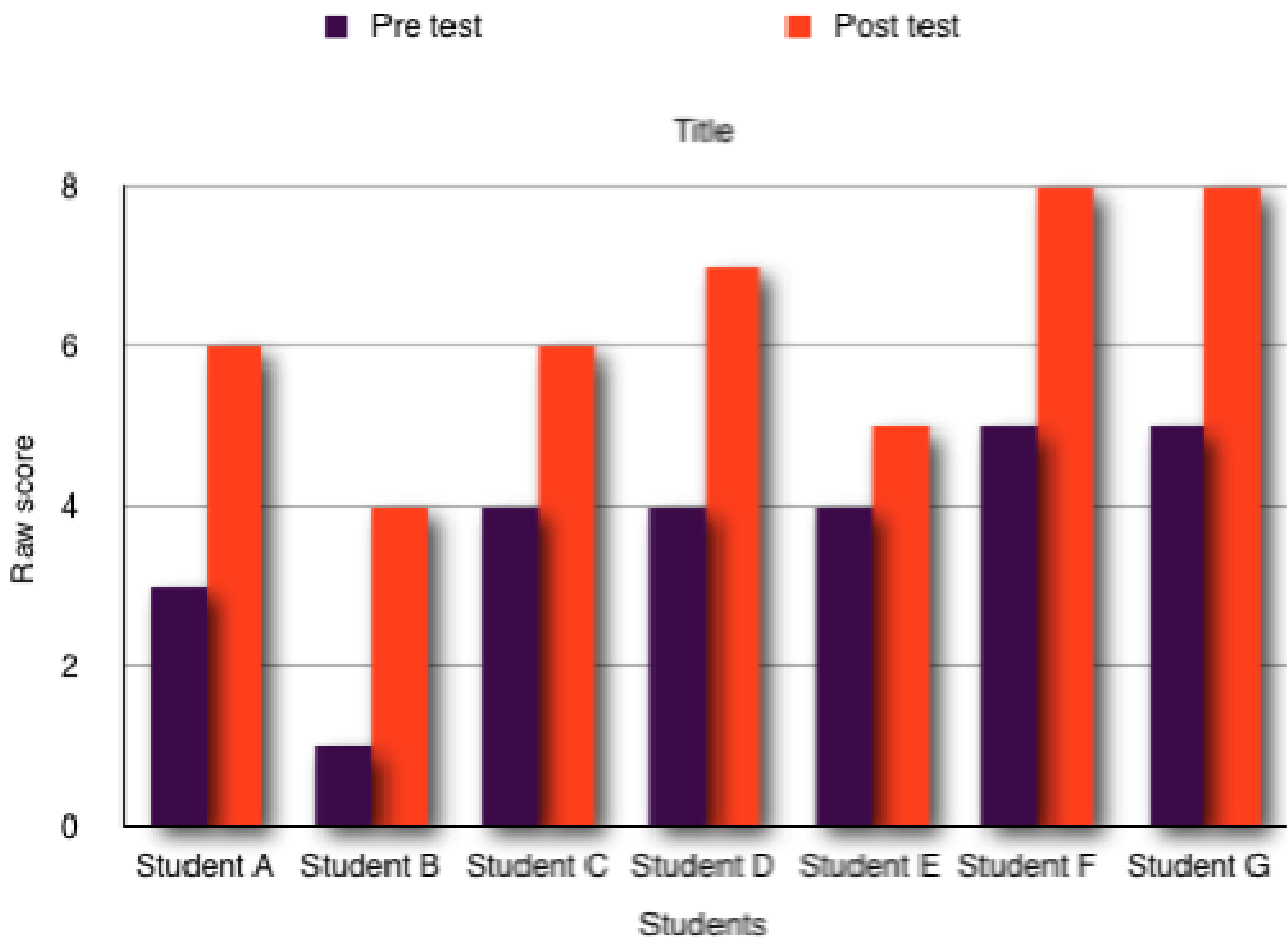
After each session the teacher made informal assessments and notes on the student's success on the repetitive and word length they could manage for each task. The informal assessments guided the planning for the following lesson.

Results

Student performance is described in three sections:

1. Text Accuracy- Running Records scores
2. Overall Sutherland Phonological Awareness scores
3. Sutherland Phonological Awareness test is broken into subtests.

The results support the hypothesis that teaching Grade Prep students to orally rhyme, segment and blend will improve their phonological knowledge and word accuracy in

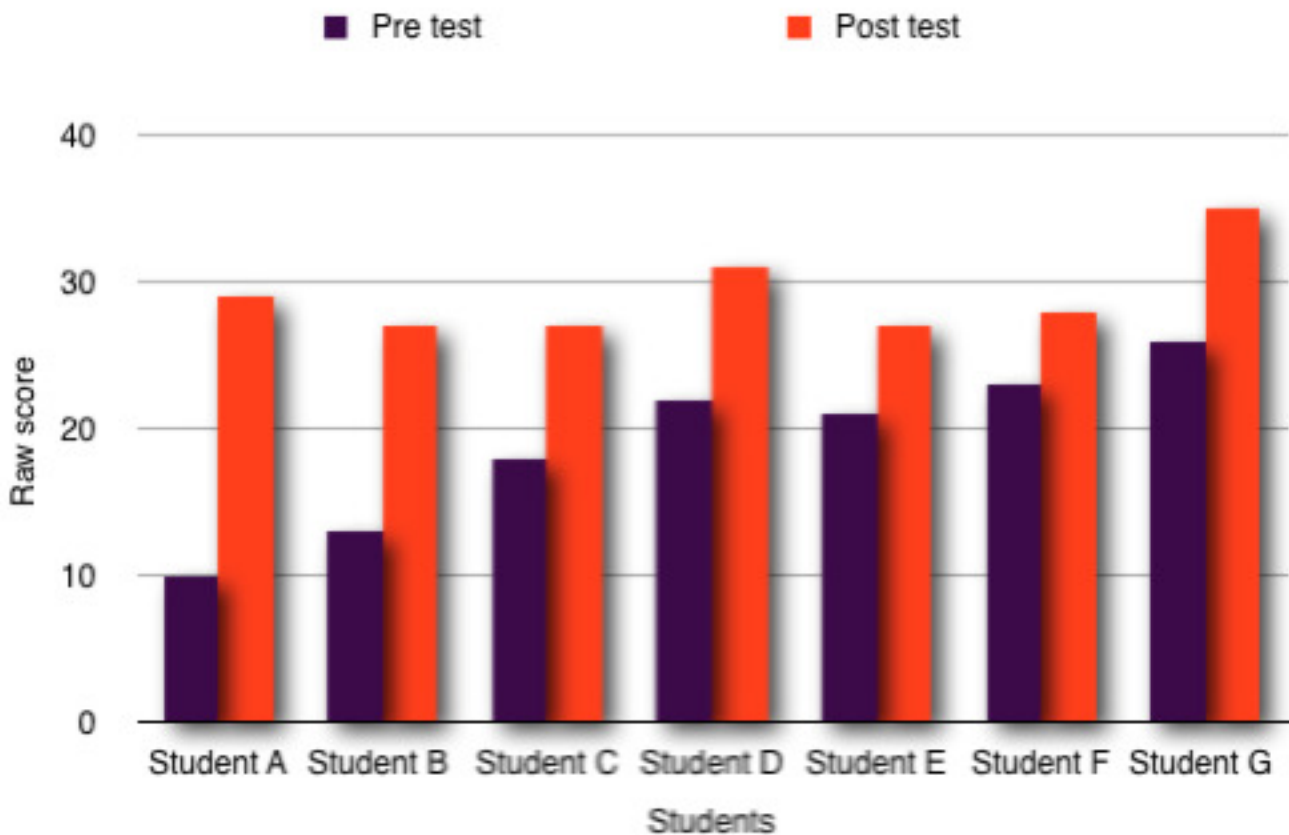


prose. The text accuracy and Sutherland Phonological Awareness scores of all students in the intervention group indicate improvements.

Running Records

Figure 1

All students made gains in text accuracy with the least gain being on text level and the greatest being more than five text levels. Students A, B and G all made gains of three text levels and student C made a gain of two texts levels. These students received additional explicit instruction each lesson.

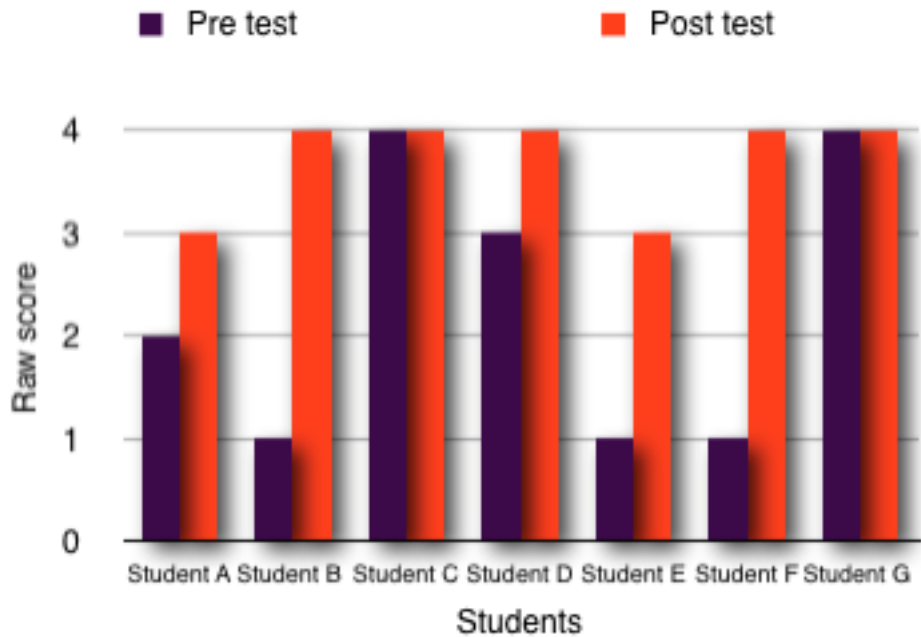


Sutherland Phonological Awareness Test (SPAT)

Figure 2

The trends show that all students made gains in all Phonological Awareness tests. Student A showed the most gains increasing by seventeen points. The median score for first year of schooling is twenty six points. The pre testing scores show that students A, B, C, D, E and F were all below the median score for the first year of school. Student G was scored the same as the median percentile. All scored above the median percentile for the first year of schooling. Students D and G scored above the 75th percentile of the first year of schooling.

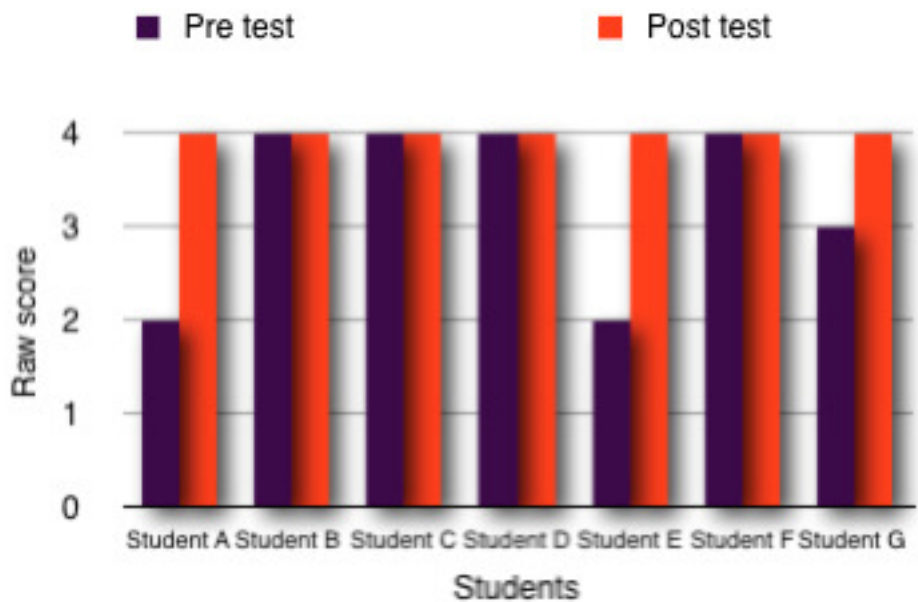
These scores indicate an increased ability in Phonological Awareness.



Sutherland Phonological Awareness Test
Subtest Scores- Syllable Counting

Figure 3

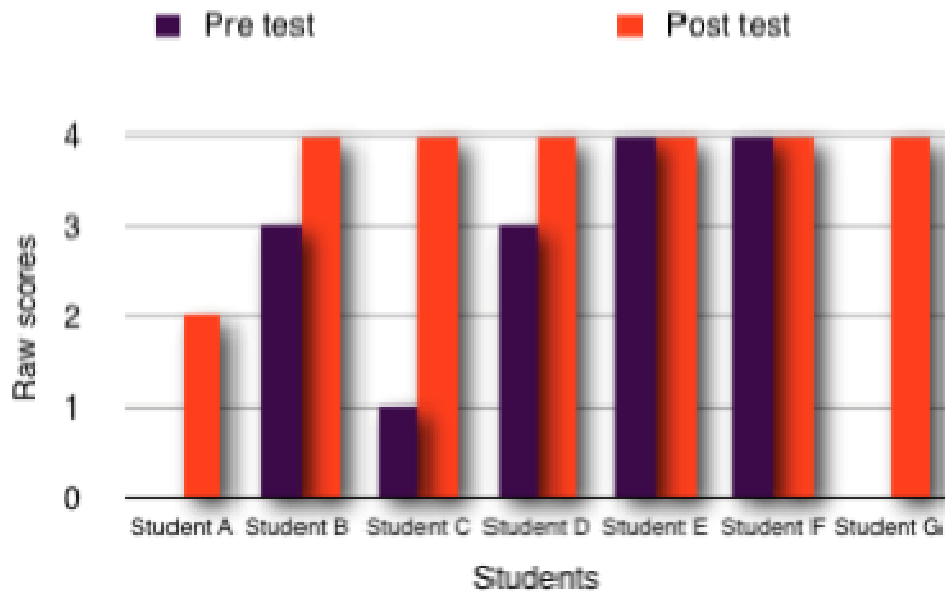
Student A, B, D, E and F all made gains in the area of syllable counting. Student G scored consistently high for both pre and post testing.



Subtest Scores- Rhyme Detection

Figure 4

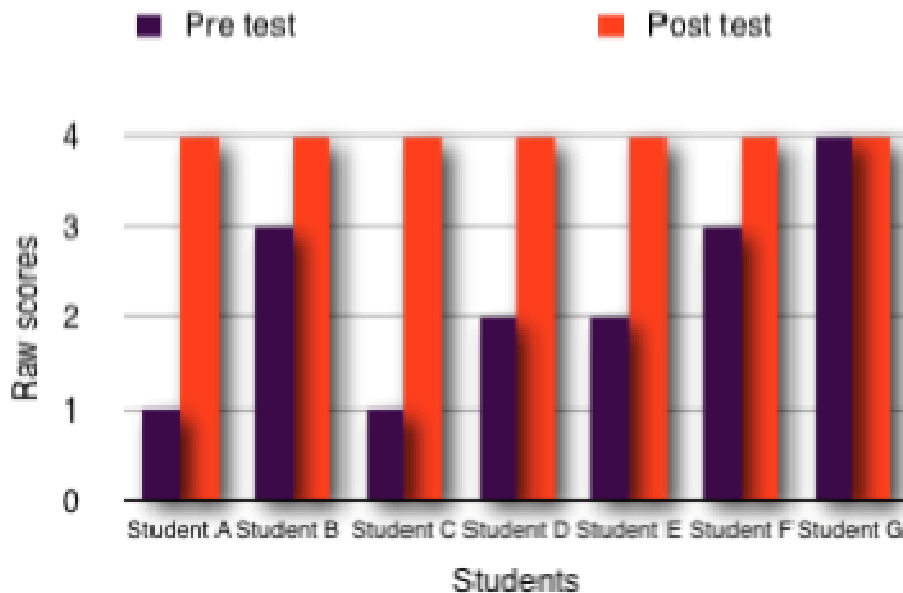
Student A, E and G all made improvements in the area of rhyme detection and student's B, C, D and F maintained the knowledge in this area.



Subtest Scores- Rhyme Production

Figure 5

Student A, B, C, D and G all made improvements in the area of rhyme production and student's E and F maintained the knowledge in this area.



Subtest Scores- Blending CVC

Figure 6

Student A to F all made improvements in the area of blending CVC words and student F maintained the knowledge in this area.

Subtest Scores- Onset Identification

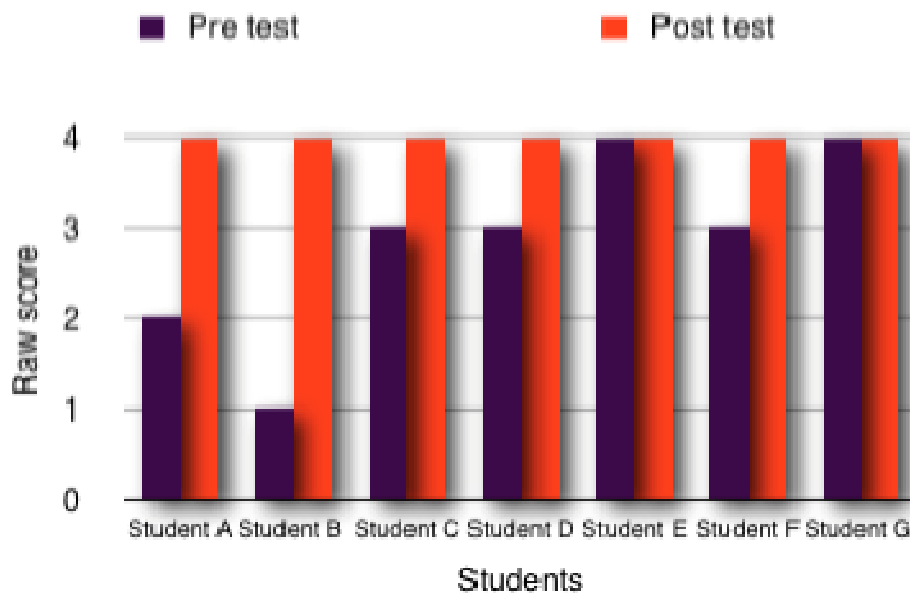
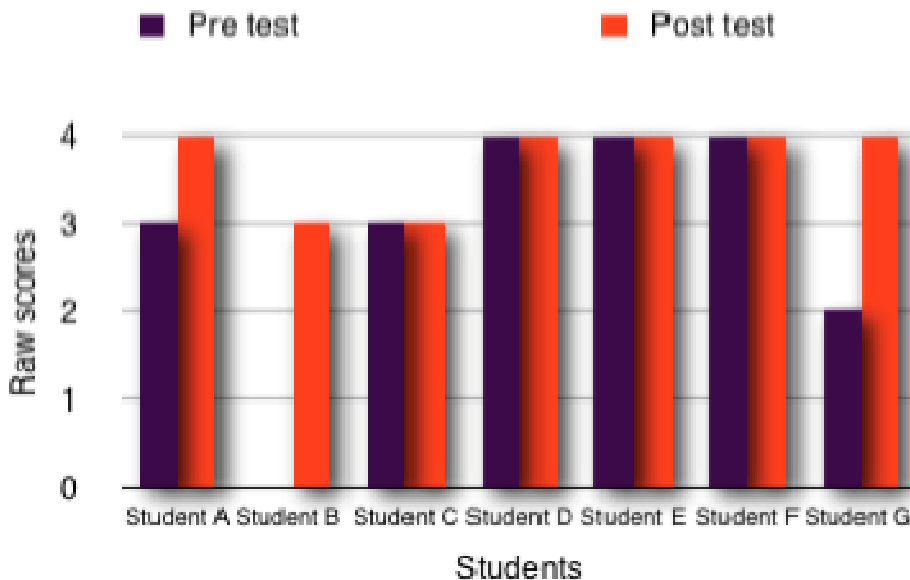


Figure 7

Student A, B, C, D and F all made improvements in the area of onset identification and student's E and G maintained the knowledge in this area.

Subtest Scores- Final Phoneme ID

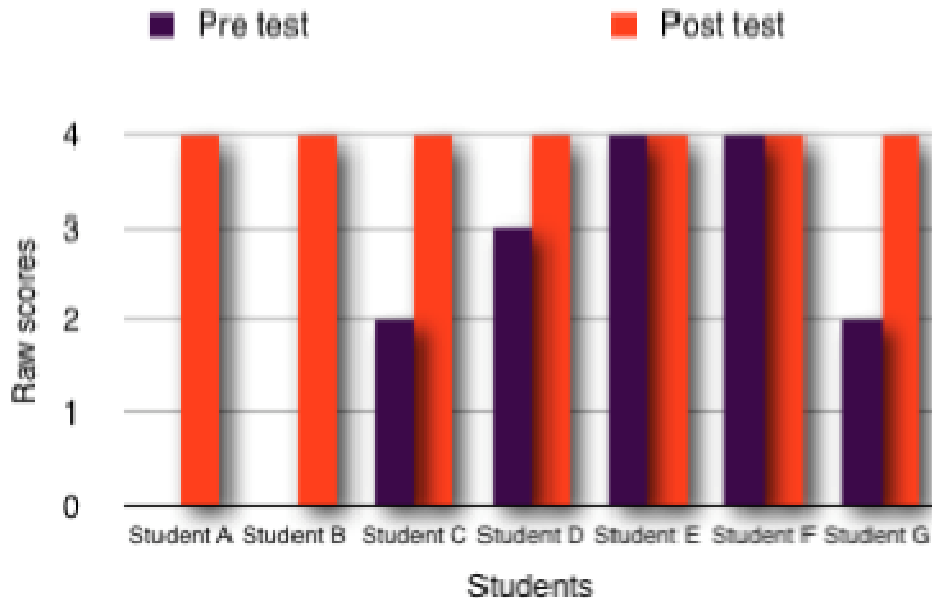
Figure 8



Student A, B, and G all made improvements in the area of identifying the final phoneme and student's D, E, F maintained the knowledge in this area. Student C did not make improvements in this area.

Subtest Scores- Segmentation CVC- 3 sound words

Figure 9

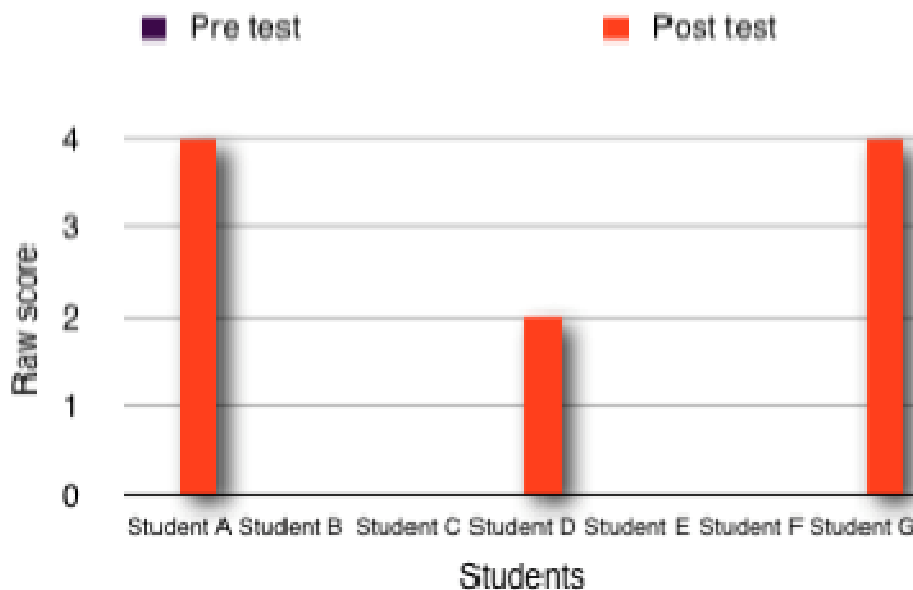


Students A, B, C and G all made gains in the area of segmenting CVC words. Student D made some improvement and students E and F maintained their knowledge in this area.

Subtest Scores- Segmentation Blends- 4 sound words

Figure 10

Students A, D and G made gains in the area of segmenting four sound words.

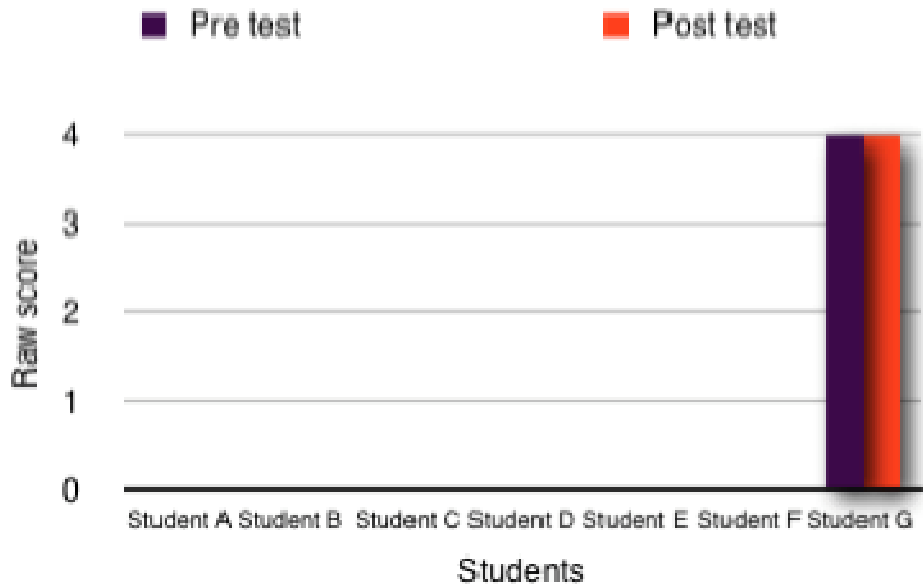


Students B, C, E and F made no gains in the area of segmenting four sound words.

Subtest Scores- Deletion Onset

Figure 11

Students A-F did not make any gains in this area. Student G maintained their

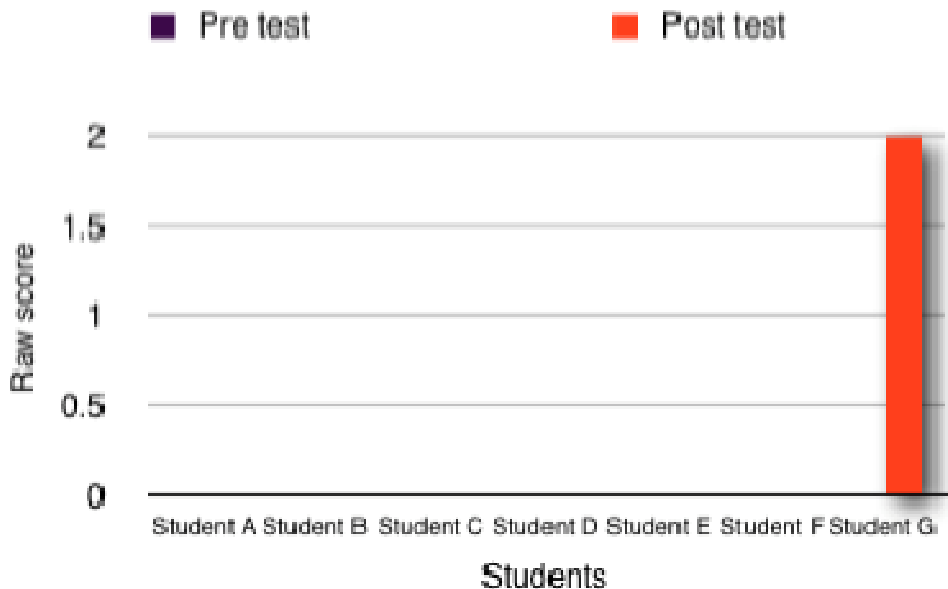


knowledge in this area.

Subtest Scores- Pre Deletion Boundary

Figure 12

Students A-F did not make any gains in this area. Student G gained some knowledge in this area.



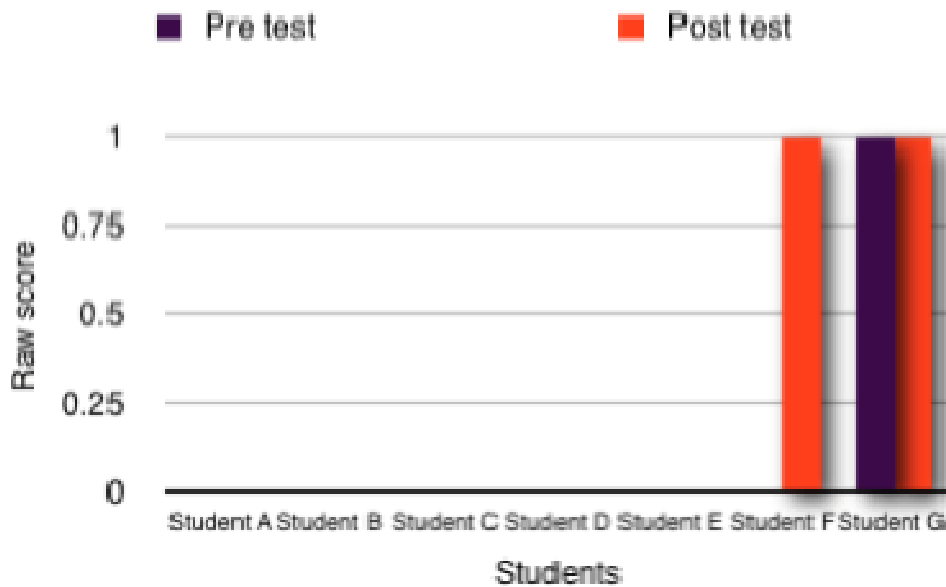
Subtest Scores- Deletion Internal

All students in the study score 0 in both the pre and post tests.

Subtest Scores- Non word reading

Figure 13

Students A-E did not make any gains in this area. Student G maintained their knowledge in this area. Student F gain some knowledge in this area.



Subtest Scores- Non word spelling

All students in the study score 0 in both the pre and post tests.

Discussion

The data obtained in these results support the hypothesis that explicitly teaching Grade Prep students to orally rhyme, segment and blend will improve their

phonological knowledge and word accuracy in prose. There was both an improvement demonstrated in reading prose and phonological knowledge. All students made gains in reading prose and in phonological knowledge. To make significant gains the intervention would need to occur for a longer period of time.

The findings from this study support the work of Fielding-Barnsley (2008), Munro (1998) and Rohl (2006) who suggest that explicitly teaching phonemic and phonological awareness tasks to young children will have a positive impact on their literacy learning. It is perhaps too early on in this study to suggest that students who have good phonological knowledge and awareness in early childhood will most likely experience literacy success (Muter & Snowling, 1998; Torgeson, Wagner, & Rashotte, 1994; cited in Crim, 2008), as a longitudinal study would be required to test this notion.

All students made some gains or maintained their knowledge in the following areas syllable counting (figure 3), rhyme detection (figure 4), rhyme production (figure 5), blending CVC (figure 6), onset identification (figure 7), final phoneme ID (figure 8), segment CVC- 3 sound words (figure 9). The students were explicitly taught the following strategies that were assessed; count syllables, detect and produce rhymes, blend CVC words, identify the onset and final phoneme, segment CVC 3 sound words (Appendix 2). There is a direct link between the teaching and the assessment. Students were given some explicit instruction and opportunity to practise segmenting CVC four sound words. However the Sutherland Phonological Awareness assessment shows that student A, D and G were the only students able to perform this task.

Students were not explicitly taught strategies to delete the onset, boundary or internal sounds and make a new words. Student G was able to delete the onset at both pre and post testing (figure 11). She made some gains in this area and was able to pre-delete the boundary in two words (figure 12). This may be because she was becoming more aware through the other tasks that sounds can be manipulated.

Students F and G were able to read the first word in the non-word reading (figure 13). All other students were unable to read the word. In this study students were not explicitly taught to transfer their knowledge of sounds to the orthographic, therefore it is expected that they would not make gains in this area.

It can not conclusively be said that the intervention strategies taught have a direct link to the improvements made in prose reading. External factors such as the time of the year and general progress should be considered. All students were involved in daily reading lessons which focused on teaching reading skills such as self-correcting, use syntax, picture and meaning cues to decode unknown words and using their knowledge of high frequency words. Students were able to bring their new

phonological knowledge to decode unknown words. This strategy especially assisted student B, who before the intervention, experienced difficulty pronouncing the initial letter of words and linking that to the information he could see in the book or the information that was discussed during the 'getting ready' part of the reading.

Part of this study focused on whether or not teaching the whole class intervention strategies would assist both the 'at risk' students and the students who were at the expected level for reading. Students from both groups made positive gains in their phonological knowledge and prose reading. However it must be noted that the 'at risk' students were given additional explicit teaching and practise each lesson. Therefore it can be concluded that all students can gain from explicit teaching of reading strategies, however the students who experience difficulties may require additional support.

There are implications for teaching practise that have emerged from this study. It impacts on the effectiveness of teaching phonological awareness to all students, in particular 'at risk' students. It is evident that teaching phonics will assist students with their literacy learning. The school where this study has taken place has reflected upon the results. A decision was made to implement the strategies used in this study within the school.

The strategies to teach phonological knowledge and awareness will be taught to the whole group from the beginning of the Prep Year. The teacher will make anecdotal notes on the students progress. During Term three students will be assessed formally, using the Sutherland Phonological Awareness Test. The results from the Phonological Awareness Test will guide the teacher as to where to target their teaching. The 'at risk' students in Years One and Two will also be assessed and those with low phonological awareness will receive additional targeted intervention.

Future research could also include teaching students to link the sounds to the letters in the alphabet to see if further gains are made in reading prose. The literacy progress of the students could be monitored and assessed in a longitudinal study over the next three to four years to ascertain whether or not students who have good phonological awareness and knowledge in early childhood will experience literacy success (Muter & Snowing, 1998; Torgeson, Wagner, & Rashotte, 1994; cited in Crim, 2008).

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APPENDICES

Appendix 1
Results tables

Appendix 2
Lesson Plans 1-11

Appendix 2
Session 1

	Task	Time
<p>Getting Knowledge Ready</p>	<ol style="list-style-type: none"> 1. Ask students to repeat the pattern 'in.' 2. Once mastered add the consonant 'p.' 3. Then say two words 'pin, win.' 4. Move onto 3 words 'pin, tin, win.' 5. Move onto 4 words. 'pin, tin, win, bin.' 6. Follow steps 1-4 for the following rhyming combinations. <ul style="list-style-type: none"> ☞ot, hot, hot-pot, hot-pot-lot, hot, pot, lot, cot.' ☞at, hat, hat-sat, hat-sat-pat, hat, sat, pat, cat. 7. Move onto longer rime units. <ul style="list-style-type: none"> ☞amp, camp, camp-damp, camp-damp-lamp. ☞ill, hill, hill-till, hill-till-fill, hill-till-fill-sill. 	5 mins
<p>Explicit Instruction and Consolidation <i>Recognise a rhyming pattern.</i></p>	<ol style="list-style-type: none"> 1. Show students pictures of 3 known objects (two that share the same rime unit.) Say the name of each item and ask the children to repeat. Ask the children to listen carefully and pick the pictures that rhyme. Use notebook slide. <ul style="list-style-type: none"> ☞cat, frog, hat. ☞jug, map, cap ☞fell, duck, bell 2. Repeat the above process for 4 pictures. <ul style="list-style-type: none"> ☞ doe, toe, dog, hoe ☞ dog, lip, jog, log 3. Repeat the process for longer words and then the amount of pictures. <ul style="list-style-type: none"> ☞trunk, crash, flash ☞reed, seed, time. ☞nail, hoop, pail, tail. 	5mins
<p>Explicit Instruction and Consolidation <i>Produce a rhyming pattern</i></p>	<ol style="list-style-type: none"> 1. Show students pictures of words that rhyme. Say to the children 'listen to these words..... Now you say other words that rhyme with these.' (Use Notebook file 'produce rhyming words' for pictures.) <ul style="list-style-type: none"> ☞hat, mat, cat. ☞hot, pot, rot ☞mop, top, hop, 2. Repeat for longer word sequences. <ul style="list-style-type: none"> ☞skip, chip, flip, hip, drip, whip. ☞stall, hall, call, Paul, fall, wall. 3. Play a game. Start with words that rhyme with 'ip.' Teacher starts with clip, slip. 4. Play again with words that rhyme with 'ill.' 	10mins

	Task	Time
<p>Explicit Instruction and Consolidation</p> <p><i>Recognise rhyming words in Prose.</i></p>	<p>1. Show the students pictures (use notebook file 'Recognise a rhyming pattern.') Name the pictures. Ask children to recognise which words rhyme. Ask the students to make up a story involving that rhyme. Gradually increase the amount of words.</p> <p>Repeat for</p> <ul style="list-style-type: none"> 🎧 jug, map, cap 🎧 fell, duck, bell 🎧 doe, toe, dog, hoe 🎧 dog, lip, jog, log 🎧 trunk, crash, flash 🎧 reed, seed, time. 🎧 nail, hoop, pail, tail. <p>2. Read Cat in the Hat. Say to the children 'we are listening to words that make an /at/ sound. Clap when you hear the sound.'</p>	10mins
<p>Reviewing and Consolidating Knowledge</p>	<p>1. Ask students 'Is there anything new you have learnt about words?'</p> <p>'When can you use this knowledge?'</p>	5mins

Session 2

	Teacher	Time
<p>Getting Knowledge Ready</p> <p><i>Imitate a rhyming pattern</i></p> <p><i>Recognise a rhyming pattern.</i></p>	<p>1. Ask students to repeat the pattern 'ig.'</p> <p>2. Once mastered add the consonant 'f.'</p> <p>3. Then say two words 'fig, pig.'</p> <p>4. Move onto 3 words 'fig, pig, dig'</p> <p>5. Move onto 4 words. 'pin, tin, win, bin.</p> <p>6. Follow steps 1-4 for the following rhyming combinations.</p> <p>👉ug, rug, rug-tug, rug-tug-mug, rug-tug-mug-hug.</p> <p>7. Move onto longer rime units.</p> <p>👉ark, bark, bark-dark, bark-dark-lark-park.</p> <p>1. Show students pictures of 3 known objects (two that share the same rime unit.) (Use Notebook file- 'Recognise a rhyming pattern' page 9-12)</p> <p>Say the name of each item and ask the children to repeat. Ask the children to listen carefully and pick the pictures that rhyme.</p> <p>👉hay, pay, pie, ray.</p> <p>👉hay, car, bar, fur.</p> <p>👉dish, cart, wish, fish.</p>	5 mins
<p>Explicit Instruction and Consolidation</p> <p><i>Produce rhyming words in prose</i></p>	<p>1. Tell the class 'we are going to make up some rhyming stories. Listen to what I say: The black cat sat on the mat.' Stress the rhyming words. Ask the students to finish off the next sentence. Stress the target rhyming word.</p> <p>👉Tim fell off his bed and hurt his _____.</p> <p>👉The little boy played with his _____.</p> <p>👉Jack and Jill went up the _____.</p> <p>👉My mother can bake a _____.</p> <p>👉I can see a _____.</p> <p>2. Ask students to make up their own rhyming stories with the following words:</p> <p>👉 sat, rat</p> <p>👉 pin, tin</p> <p>👉 pest, nest</p> <p>👉 champ, ramp</p> <p>(Pictures to support these words are in Notebook File 'Produce rhyming words in prose.')</p> <p>3. Say rhymes 'I'm a little teapot, Hickory, Dickory Dock, Incy Wincy Spider'. Get the children to finish the sentence.</p> <p>4. Ask children to make up their own rhyming sentence about themselves.</p> <p>Eg: <i>My name is Jackie and I am wacky.</i> <i>I am Jack and my hair is _____.</i></p> <p>Record what children say and make into an imovie.</p>	15mins

	Teacher	Time
<p>Teacher Focus Group</p> <p>Explicit Instruction and Consolidation</p>	<p>The teacher group is designed to revise the Whole Group Teaching Focus to give the students extra practise. The teacher group has 1-2 extra activities that scaffold the students learning. Look at the above whole group teaching focus for instructions. Use different examples that are listed below.</p> <ol style="list-style-type: none"> Recognise a rhyming pattern (Use Notebook file- 'Recognise a rhyming pattern' page 12-13) <ul style="list-style-type: none"> cat, rat, horse, mat. bake, cake, hop, rake. Produce Rhyming Words in Prose. <ul style="list-style-type: none"> It is fun to _____. The dog jumped over the _____. When I hop mum says _____. It is pot is _____. Make up our own rhyming stories using the following words. Show students pictures on the board ((Use Notebook file- 'Recognise a rhyming pattern') <ul style="list-style-type: none"> cat, hat dog, jog bake, cake Assist students to make up their own rhyme about their name. Teacher to record what the students say. 	15mins
<p>Individual work.</p>	<ol style="list-style-type: none"> Picture match. Students match the pictures that rhyme. <ul style="list-style-type: none"> Computers- www.starfall.com- Learn to read activities. Words that Rhyme- Bingo Read Nursery Rhyme books 	15mins
<p>Reviewing and Articulating Knowledge</p>	<ol style="list-style-type: none"> Ask students 'Is there anything new you have learnt about rhyming words?' 'When can you use this?' Students articulate what they have learnt. 	5mins

Session 3

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>1. Watch and listen to the sentences recorded about the children's name. Ask students if they have come up with a sentence.</p> <p>1. Read Fox in Socks. Get the children to finish the sentence.</p> <p>2. Read the unfamiliar rhyming book 'Mr Mc Gee Goes to the Sea'. Get the children to predict the rhyming words. Ask students why they have predicted a word? What can you hear/read?</p> <p>3. Give students the following rhyming words. Ask them to come up with other words that rhyme with these words. Then choose some of the words and ask the students to make up rhyming sentences.</p> <ul style="list-style-type: none"> ☉ pot, hot ☉ sip, tip, whip ☉ light, might, sight 	10mins
<p>Explicit Instruction and Consolidation <i>Recognise words that alliterate</i></p>	<p>1. Tell the students 'today we will be learning about words that alliterate, that is about words that begin with the same sound.'</p> <p>2. Ask the students to repeat the following patterns:</p> <ul style="list-style-type: none"> ☉ 'f,f,f,f' ☉ p,p.p,p ☉ 'th, th, th, th' ☉ st, st, st, st <p>2. Add a different rime unit to each word make an alliteration and ask the students to repeat the pattern.</p> <ul style="list-style-type: none"> ☉ fun, fish, fan, for ☉ pin, pun, put, pie ☉ thin, that, thing, this ☉ sting, string, star, stun. <p>3. Start an alliterative pattern and ask the students to continue the sequence adding new words.</p> <ul style="list-style-type: none"> ☉ top, tee.... ☉ red, run.... ☉ fin, fun... ☉ dog, did... ☉ sun, song..... <p>4. Move onto 2-consonant patterns.</p> <ul style="list-style-type: none"> ☉ drum, drive, drop..... ☉ star, start.... <p>5. Show students 3 pictures, 2 pictures that alliterate and one that does not alliterate. Say the name of each picture and ask the student to pick the pictures that sound the same. (Pictures to support these words are in Notebook File 'Recognise words that alliterate.')</p> <ul style="list-style-type: none"> ☉ dog, gate, duck ☉ fish, sun, fin ☉ pot, girl, goat, gate ☉ shop, doll, shark, ship. 	15mins

	Teacher	Time
<p>Teacher Focus Group</p> <p>Explicit Instruction and Consolidation</p>	<p>The teacher group is designed to revise the Whole Group Teaching Focus to give the students extra practise. The teacher group has 1-2 extra activities that scaffold the students learning. Look at the above whole group teaching focus for instructions. Use different examples that are listed below.</p> <ol style="list-style-type: none"> 1. Ask the students to repeat the following patterns: <ul style="list-style-type: none"> s,s,s,s b,b,b,b, ch, ch, ch, ch wh, wh, wh, who 2. Add a different rime unit to each word make an alliteration and ask the students to repeat the pattern. <ul style="list-style-type: none"> sun, sin, sad, bin, bun, bad, ben chin, chull, chop, chap what, whack, whine, when 3. Start an alliterative pattern and ask the students to continue the sequence adding new words. <ul style="list-style-type: none"> blue, bees, cat, can, care 4. Move onto 2-consonant patterns. <ul style="list-style-type: none"> great, green, grapes, crafty, crime, crusty 5. Find words that alliterate. Show pictures. (Pictures to support these words are in Notebook File 'Recognise words that alliterate.' <ul style="list-style-type: none"> toy, peas time. bus, boy, bun, kite. plant, plane, teeth chicken, balloons, chocolate, chips <p>Students cut out pictures that start with the same letters and group the pictures. Students explain why they group the pictures together.</p>	15mins
Individual work.	<ol style="list-style-type: none"> 1. Picture match. Students match the pictures that rhyme. <ul style="list-style-type: none"> Computers- www.starfall.com- Learn to read activities. Words that Rhyme- Bingo Read Nursery Rhyme books 	15mins
Reviewing and Articulating Knowledge	<ol style="list-style-type: none"> 1. Ask students 'Is there anything new you have learnt about words that start with the same sound (words that alliterate?)' 'When can you use this?' Students articulate what they have learnt. 	5mins

Session 4

	Teacher	Time
<p>Getting Knowledge Ready</p>	<ol style="list-style-type: none"> 1. Read some of Dr Seuss 'One fish, two fish, red fish, blue fish'. Get students to finish the sentences. 2. Give students the following rhyming words. Ask them to come up with other words that rhyme with these words. Then choose some of the words and ask the students to make up rhyming sentences. <ul style="list-style-type: none"> • jill, hill, • lick, pick • seat, neat 3. Find words that alliterate. Show pictures. (Pictures to support these words are in Notebook File 'Recognise words that alliterate.') <ul style="list-style-type: none"> • house, gorilla, hop, horse • leaves, lion, lamp, kangaroo • ship, shape, bee, shark • grape, green, grow, doll 	<p>5-7mins</p>
<p>Explicit Instruction and Consolidation <i>Produce a alliterative pattern in prose.</i></p>	<ol style="list-style-type: none"> 1. Tell the students 'today we are going to learn how to make sentences using words that start with the sound.' 2. Read some of the pages from Animalia. Choose pages that the children will be able to understand. Ask the students 'what do you notice about the sentences?' 3. Tell the students that we are now going to come up with our own patterns. Model producing an alliterative pattern in prose. <ul style="list-style-type: none"> • The green goblin grabbed the grapes. Ask the students to finish the sentences. • Bella found a beautiful blue _____ (butterfly.) • I found four fat _____ (frogs.) • My mum made me a _____ (muffin.) • Sue softly sand the _____ (song.) • Sam saw seven straight _____ (sticks) 	<p>15mins</p>

	Teacher	Time
Teacher Focus Group Explicit Instruction and Consolidation	<p>1. Give students the following rhyming words. Ask them to come up with other words that rhyme with these words. Then choose some of the words and ask the students to make up rhyming sentences.</p> <ul style="list-style-type: none"> 👉 saw, paw 👉 ran, can 👉 nine, mine 👉 sing, swing <p>2. Find words that alliterate. Show pictures. (Pictures to support these words are in Notebook File 'Recognise words that alliterate.)</p> <ul style="list-style-type: none"> 👉 house, gorilla, hop, horse 👉 leaves, lion, lamp, kangaroo 👉 ship, shape, bee, shark 👉 grape, green, grow, doll <p>3. Get students to complete the alliterative pattern.</p> <ul style="list-style-type: none"> 👉 Dan the dog chased a _____. (duck) 👉 Harry the hairy horse ate _____. (hay) 👉 Six silly snakes slithered in the _____. (sand) 👉 Ross and Rosy rode a r _____. (rhinoceros.) 	15mins
Individual work.	<p>Students's write their name on a piece of paper and draw pictures of things that start with the same beginning sound as their name. Direct student's to the word wall to use for help.</p>	15mins
Reviewing and Articulating Knowledge	<p>1. Ask students 'Is there anything new you have learnt about words that start with the same sound?' 'When can you use this?' Students articulate what they have learnt.</p>	5mins

Session 5

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>1. Read some of Dr Seuss 'One fish, two fish, red fish, blue fish'. Get students to finish the sentences. Go to the page numbers listed below. Read the page again and ask the student's to pick the rhyming words. Say the words. Ask students to think of other rhyming words. Make up rhyming sentences.</p> <ul style="list-style-type: none"> 🎧 pg 3: star, car, are. 🎧 pg4-5: sad, glad, bad, dad. 🎧 pg 6: run, fun, sun. 🎧 pg16: Ned, bed, head 🎧 pg 22: near, fear, ear 🎧 pg 24-25: gold, hold, cold, old. 🎧 pg 26-27: look, Nook, hook. 🎧 pg 38-39: pink, ink, wink, drink, Yink 🎧 pg 39-40: hop, Yop, top, Pop. <p>Record the sentences that students make up.</p>	5mins
<p>Explicit Instruction and Consolidation</p> <p><i>Produce a alliterative pattern in prose.</i></p>	<p>1. Tell the students 'today we are going to continue learning about words that begin with the same sound.'</p> <p>2. Read some more pages from Animalia. Choose pages that the children will be able to understand. Read the sentences and do not show the students the pictures. Ask them to pick the letter that all the words start with. Then show the students the pictures.</p> <p>3. Read Dr Seuss ABC.</p> <p>4. Tell the students that we are now going to come up with our own patterns. Model producing an alliterative pattern in prose.</p> <ul style="list-style-type: none"> 🎧 Sam saw seven straight sticks. Ask the students to finish the sentences. 🎧 Feathered fairies flutter and f_____ (fly.) 🎧 Jolly Jack juggles and j_____. (jumps) 🎧 Lilly Lion licks _____ (lollipops) 🎧 Sienna saw seven shells at the s_____ (sea) 🎧 Kangaroo Kate and Koala karen fly a k_____ (kite) 🎧 Terrible Tommy tickels Tad the t_____. (toad) 🎧 Walter likes winter _____ (weather) 🎧 Yellow yaks yell on the y_____ (yacht) <p>Get each student to come up with an alliterative sentence using their name and words that start with the same letter as their name. Teacher to type on the computer. The students will say their sentence and the teacher will record what they say on the computer.</p>	15mins

	Teacher	Time
Teacher Focus Group Explicit Instruction and Consolidation	<p>1. Give students the following rhyming words. Ask them to come up with other words that rhyme with these words. Then choose some of the words and ask the students to make up rhyming sentences.</p> <ul style="list-style-type: none"> • hop, top • way, may • dark, park • fun, run <p>2. Find words that alliterate. Show pictures. (Pictures to support these words are in Notebook File 'Recognise words that alliterate' slides 12-18)</p> <p>3.</p> <ul style="list-style-type: none"> • zebra, zig zag, girl • baby, bubbles, bee, crocodile • elephant, egg, ear, fish • night, pink, party, peas • ten, turtles, toe, cake • smell, small, smile, house • black, bluff, blend, blank, apple <p>3. Together come up with words (teacher to record as pictures on the computer) for each student's name.</p> <p>4. Use the pictures to orally make-up an alliteration for each student. Record the students saying their alliteration.</p>	15mins
Individual work.	Student's use their work from the previous lesson (name and pictures) to write an alliteration using their name.	15mins
Reviewing and Articulating knowledge	<p>1. Ask students 'Is there anything new you have learnt about sentences with words that have the same beginning sound?' 'When can you use this?' Students articulate what they have learnt.</p>	5mins

Session 6

	Teacher	Time
Getting Knowledge Ready	<ol style="list-style-type: none"> 1. Read the student's alliterations written from the previous lesson. 2. Read Dr Seuss 'There's a wocket in my pocket.' Get students to finish the sentence. 3. Show the students pictures (Use notebook file 'Recognise a rhyming pattern slides 14-18.') Name the pictures. Ask children to recognise which words rhyme. Ask the students to make up a story involving that rhyme. <p>Repeat for</p> <ul style="list-style-type: none"> • up, pup, cup, pen • eat, meat, frog, seat • dog, pie, tie, sky, • nine, line, wine, house. <ol style="list-style-type: none"> 3. Say the sound, then a word beginning with the sound, and then ask the students to produce more words that begin with the sound. <ul style="list-style-type: none"> • j, jug, jackie..... • k, kangaroo..... • w, wet..... • ch, chocolate..... • th, that..... 	7mins

	Teacher	Time
<p>Explicit Instruction and Consolidation</p> <p><i>Segment words into sounds</i></p>	<p>1. Tell the students 'today we are going to learn how to break words into two parts, the onset and rime.'</p> <p>1. Finish the word using onset and rime. Ask students to complete the sentence. Stress to the students that the sentences do not need to rhyme.</p> <ul style="list-style-type: none"> ☉ The dog chased the c_____. (car, cart) ☉ Ann fell over and hurt her l_____. (leg) ☉ I washed the dishes in the s_____. (sink) ☉ Tom ran down the h_____. (hill) ☉ Can you jump like a fr_____. (frog) ☉ The elephant waved his tr_____. (trunk) <p>2. Pick the odd one out. Show the students the following set of pictures (Use notebook file 'pick the odd one out-slides 1-4.'). All but one of the words begin with the same onset. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> ☉ bat, back, hop, bake ☉ sun, sing, tin, seat ☉ dog, dig, doll, house ☉ frog, chip, chop, chill <p>3. Pick the odd one out. Show the students the following set of pictures (Use notebook file 'pick the odd one out- slides 5-8.'). All but one of the words end with the same rime. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> ☉ fat, duck, cat, mat, ☉ sing, king, wing, top ☉ nail, pail, tail, tree ☉ flip, time, whip, chip <p>4. Show students how to segment words into onset and rime. Choose and show students pictures (use notebook file 'Recognising rhyming words.'). Say the name of the picture and ask the students to repeat the name. Say 'listen to how I say 'bed.' 'B-ed'. Say the two parts distinctly (you can use a puppet to help). Ask the child to repeat and then apply it to the words. Go through the slide beginning with 1 syllable words and moving onto longer words. If the student says the word incorrectly ask the student to say the complete word 2-3 times before segmenting.</p>	15mins

	Teacher	Time
Teacher Focus Group	<p>1. Give students the following rhyming words. Ask them to come up with other words that rhyme with these words. Then choose some of the words and ask the students to make up rhyming sentences.</p> <ul style="list-style-type: none"> 🎧 saw, paw 🎧 ran, can 🎧 nine, mine 🎧 sing, swing <p>2. Finish the word using onset and rime. Ask students to complete the sentence. Stress to the students that the sentences do not need to rhyme.</p> <ul style="list-style-type: none"> 🎧 It is late, I am going to b_____.(bed) 🎧 Can you see the kangaroo j_____. (jump) 🎧 The oven is h_____. (hot) 🎧 There are dark clouds, it is going to r_____. (rain) 🎧 There is water in the j_____. (jug) 🎧 The crocodile went sn_____. 🎧 I said 'good day m_____. (mate) <p>3. Pick the odd one out. Show the students the following set of pictures (Use notebook file 'pick the odd one out.9-12') All but one of the words begin with the same onset. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> 🎧 red, ring, cup, rest 🎧 king, kit, kick, red 🎧 mail, mum, boy, moon 🎧 shark, shape, shop, mouse <p>4. Pick the odd one out. Show the students the following set of pictures (Use notebook file 'pick the odd one out 13-.16') All but one of the words end with the same rime. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> 🎧 frog, dog, log, fin 🎧 red, log, bed, fed 🎧 sink, wink, pink, lake 🎧 scratch, trunk, match, catch <p>5. Show students how to segment words into onset and rime. Choose and show students pictures (use notebook file ' Recognising rhyming words.' Say the name of the picture and ask the students to repeat the name. Say 'listen to how I say 'bed.' 'B-ed'. Say the two parts distinctly (you can use a puppet to help). Ask the child to repeat and then apply it to the words. Go through the slide beginning with 1 syllable words and moving onto longer words. If the student says the word incorrectly ask the student to say the complete word 2-3 times before segmenting.</p>	20min s

	Teacher	Time
Individual work.	<p>Name all the pictures. Students cut out the pictures and group them into groups that have the same rime.</p> <ul style="list-style-type: none"> 🎧 Computers- www.starfall.com- Learn to read activities. 🎧 Words that Rhyme- Bingo 🎧 Read Nursery Rhyme books 	20mins
Reviewing and Articulating Knowledge	<p>1. Ask students 'Is there anything new you have learnt about breaking words into parts?' 'When can you use this?' Students articulate what they have learnt.</p>	5mins

Session 7

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>1. Read Dr Seuss 'Ten Apples on Top.' Ask students to finish the sentences.</p> <p>2. Pick the odd one out. Show the students the following set of pictures (Use notebook file 'pick the odd one out- slides 5-8.')</p> <p>All but one of the words end with the same rime. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> ☉ cap, tap, gap, fish ☉ top, stop, hop, sun ☉ nine, line, wine, queen ☉ ramp, champ, lamp, stick 	<p>5mins</p>

	Teacher	Time
<p>Explicit Instruction and Consolidation <i>Segment words into sounds</i></p>	<p>1. Tell the students 'today we are going to learn how to break words into smaller sounds.'</p> <p>2. Continue showing students how to segment words into onset and rime. Choose and show students pictures (use notebook file 'Recognising rhyming words.' Say the name of the picture and ask the students to repeat the name. Say 'listen to how I say 'run.' 'r-un'. Say the two parts distinctly (you can use a puppet to help). Ask the child to repeat and then apply it to the words. Go through the slide beginning with 1 syllable words and moving onto longer words. If the student says the word incorrectly ask the student to say the complete word 2-3 times before segmenting.</p> <p>3. Show the students group of pictures so that they have to put them into two groups depending on their rhyme. Name the pictures. (Use Notebook file 'Grouping rhyming words.') The students can move the pictures around on the smart board into 2-3 groups. Increase the word length. Once the pictures are put into 2 groups, say the names of pictures in one set and ask the students to say the shared sound pattern.</p> <ul style="list-style-type: none"> ☉ cat, mat, rat, frog, log, jog. ☉ can, man, fan, sun, fun, run. ☉ fell, bell, well, dig, wig, pig ☉ cake, bake, rake, sick, pick, kick ☉ dish, fish, wish, bang, sang, rang ☉ bark, dark, park, pray, tray, play <p>4. Show the students group of pictures so that they have to put them into two groups depending on their onset. Name the pictures. (Use Notebook file 'Grouping onset words.') The students can move the pictures around on the smart board into 2-3 groups. Increase the word length. Once the pictures are put into 2 groups, say the names of pictures in one set and ask the students to say the shared sound pattern.</p> <ul style="list-style-type: none"> ☉ dog, dark, day, king, kite, kick ☉ red, road, run, mum, milk, mop ☉ goat, gorilla, go, hop, house, hug ☉ light, lamp, lead, sun, sing, six ☉ stamp, star, stump, chocolate, chimp, chop 	20mins

	Teacher	Time
Teacher Focus Group Explicit Instruction and Consolidation	<p>1. Continue showing students how to segment words into onset and rime. Choose and show students pictures (use notebook file 'Recognising rhyming words.' Say the name of the picture and ask the students to repeat the name. Say 'listen to how I say 'run.' 'r-un'. Say the two parts distinctly (you can use a puppet to help). Ask the child to repeat and then apply it to the words. Go through the slide beginning with 1 syllable words and moving onto longer words. If the student says the word incorrectly ask the student to say the complete word 2-3 times before segmenting.</p> <p>2. Show the students group of pictures so that they have to put them into two groups depending on their rhyme. Name the pictures. (Use Notebook file 'Grouping rhyming words.') The students can move the pictures around on the smart board into 2-3 groups. Increase the word length. Once the pictures are put into 2 groups, say the names of pictures in one set and ask the students to say the shared sound pattern.</p> <ul style="list-style-type: none"> 🎧 hop, top, chop, meat, seat, beat 🎧 hot, pot, dot, jill, fill, mill, 🎧 ramp, lamp, camp, nest, pest, rest 🎧 drain, grain, brain, train, steep, sweep, creep 🎧 coast, roast, toast, found, hound, mound 🎧 hide, side, wide, rode, toad, road <p>3. Show the students group of pictures so that they have to put them into two groups depending on their onset. Name the pictures. (Use Notebook file 'Grouping onset words.') The students can move the pictures around on the smart board into 2-3 groups. Increase the word length. Once the pictures are put into 2 groups, say the names of pictures in one set and ask the students to say the shared sound pattern.</p> <ul style="list-style-type: none"> 🎧 toe, ten, tree, wash, wine, water 🎧 yellow, yak, yell, bear, bake, bug 🎧 fish, fin, fan, jump, jelly, jug 🎧 night, nail, neck, pig, pink, paint 🎧 queen, quilt, quiet, shark, shape, shop 	20mins
Individual work.	Students play Snap or Memory matching pictures that have the same rime.	20mins
Reviewing and Articulating Knowledge	<p>1. Ask students 'Is there anything new you have learnt about breaking words into smaller sounds?' 'When can you use this?' Students articulate what they have learnt.</p>	5mins

Session 8

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>1. Finish the words using onset and rime. Ask students to complete the sentence. Stress to the students that the sentences do not need to rhyme.</p> <ul style="list-style-type: none"> 🎧 I driving my red c_____.(car) 🎧 For breakfast I have cereal with m_____.(milk) 🎧 The flower is coloured p_____.(pink) 🎧 I hurt my leg and now it is s_____. (sore) 🎧 For Stephanie’s birthday I am going to cook a c_____.(cake) 🎧 For tea I will eat vegetables and m_____. (meat) 🎧 Mum tucked me into bed and said ‘good _____.’ (night) 🎧 In Charlotte’s web Wilbur is a p_____. (pig) <p>2. Read _____. Ask student’s to finish the sentence.</p> <p>3. Pick the odd one out. Show the students the following set of pictures (Use notebook file ‘pick the odd one out-slides 1-4.’) All but one of the words begin with the same onset. Ask the students to pick the picture that sounds different to the others.</p> <ul style="list-style-type: none"> 🎧 top, tiger, time, fan 🎧 fan frog, fish, king 🎧 goat, gorilla, go, car 🎧 house, horse, hug, star 	<p>7mins</p>

	Teacher	Time
<p>Explicit Instruction and Consolidation</p> <p><i>Identify the first sound</i></p>	<p>1. Say to the students , ‘today we are going to look at the sounds at the start of words. What can you tell me what you already know about the sounds at the start of words?’</p> <p>2. Pick the odd one out. Show the students a picture and ask ‘what is the name of this object?’ Show students another 3 pictures (one that does not start with the same sound.’ Name the pictures and ask the ‘which pictures start with the same sound as the first picture.’ Then ask ‘what is their starting sound?’ If this is difficult say to the child ‘listen to how you say the name.’ Get the child to repeat the names slowly and then ask ‘what sound do you hear first in each word?’ (Use pictures in file ‘pick the odd one out- onset.) The first pictures will be on the first slide, followed by the other pictures.</p> <ul style="list-style-type: none"> 👁️ book: bus, bike, car 👁️ moon: mouse, mike, sun 👁️ tiger: two, tap, bear 👁️ snake: six, swan, unicorn 👁️ pie: pirate, pink, leaves <p>2. Listen for the first sound. Say a 4-sound word that has 2 sounds in the onset. Segment it into the first sound and the rest (see examples below.) Model the first few example to the students and then ask the students to try. After a few examples discuss with the students how you are splitting off the first sound.</p> <ul style="list-style-type: none"> 👁️ span: s-pan 👁️ trip: t-rip 👁️ stop: s-top 👁️ drip: d-rip 👁️ crash: c-rash 👁️ flash: f-lash 👁️ plane- p-lane 👁️ green- g-reen <p>3. Say the first sound. Ask the student to say what the first sound of the following words is:</p> <ul style="list-style-type: none"> 👁️ flat 👁️ slip 👁️ twist 👁️ frog 👁️ clamp 👁️ amp 👁️ snake 👁️ train 👁️ brave 👁️ smart 👁️ plant <p>4. Name the objects. In a bag have a collection of objects. Ask the students to pick an object out of the bag. The student names the object and says it’s beginning sound. The next student picks an object and says it’s name and beginning sound. If the object begins with the same sound as the student before them and the student says it correctly, then they get another turn. The student that has the most objects wins the game.</p>	20mins

	Teacher	Time
<p>Teacher Focus Group</p> <p>Explicit Instruction and Consolidation</p>	<p>1. Pick the odd one out. Show the students a picture and ask 'what is the name of this object?' Show students another 3 pictures (one that does not start with the same sound.) Name the pictures and ask the 'which pictures start with the same sound as the first picture.' Then ask 'what is their starting sound?' If this is difficult say to the child 'listen to how you say the name.' Get the child to repeat the names slowly and then ask 'what sound do you hear first in each word?' (Use pictures in file 'pick the odd one out- onset.)</p> <ul style="list-style-type: none"> 👉 fish: fly, four, egg 👉 candle: cake, corn, house 👉 donut: doctor, dog, jug 👉 koala: kite, kettle, goat 👉 lion: leaf, light, turtle 👉 water: witch, well, time <p>2. Listen for the first sound. Say a 4-sound word that has 2 sounds in the onset. Segment it into the first sound and the rest (see examples below.) Model the first few example to the students and then ask the students to try. After a few examples discuss with the students how you are splitting off the first sound.</p> <ul style="list-style-type: none"> 👉 brave: b-rave 👉 train: t-rain 👉 snake: s-nake 👉 broke: b-roke 👉 plate: p-late 👉 sleep: s-leep 👉 cream: c-ream 👉 sweet: s-weet 👉 smart: s-mart 👉 smoke: s-moke 👉 trail: t-rail 👉 grain: g-rain 👉 plant: p-lant 👉 twist: t-wist <p>3. Say the first sound. Ask the student to say what the first sound of the following words is:</p> <ul style="list-style-type: none"> 👉 snip 👉 tramp 👉 brain 👉 smile 👉 plug 👉 light 👉 slip 👉 twig 👉 friday 👉 close 👉 flip <p>4. Name the objects. In a bag have a collection of objects. Ask the students to pick an object out of the bag. The student names the object and says it's beginning sound. The next student picks an object and says it's name and beginning sound. If the object begins with the same sound as the student before them and the student says it correctly, then they get another turn. The student that has the most objects wins the game.</p> <p>5. Work with the small group to find things around the classroom that begin with d, l.</p>	<p>20min s</p>

	Teacher	Time
Individual work.	Students work in pairs. They have a clipboard, laminated sheet and texta. Ask students to draw/write all the things in the classroom that begin with a particular sound. Give each pair a different letter.	20mins
Reviewing and Articulating Knowledge	<ol style="list-style-type: none"> 1. Students share their list of things they found in the class. Once each pair reads their list ask if any other students can add to the pair's list. 2. What have you learnt about words that start with the same sound? <ol style="list-style-type: none"> 1. How can this help you with your reading and writing? 	7mins

Lesson 9

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>1. Read 'The Smelly Book' by Babette Cole. Ask student's to finish the sentence.</p> <p>2. Listen for the first sound. Say a 4-sound word that has 2 sounds in the onset. Segment it into the first sound and the rest (see examples below.) Model the first few example to the students and then ask the students to try. After a few examples discuss with the students how you are splitting off the first sound. Then move onto 5-sound words.</p> <ul style="list-style-type: none"> 🔊 brave: b-rave 🔊 train: t-rain 🔊 snake: s-nake 🔊 grant: g-rant 🔊 stand: s-tand 🔊 blond: b-lond 🔊 stump: s-tump 🔊 print: p-rint 🔊 spent: s-pent 🔊 clink: clink <p>3. Say the first sound. Ask the student to say what the first sound of the following words is:</p> <ul style="list-style-type: none"> 🔊 drift 🔊 stand 🔊 trend 🔊 skimp 🔊 stink 🔊 drink 🔊 grunt 🔊 stunt 	<p>7mins</p>

	Teacher	Time
<p>Explicit Instruction and Consolidation <i>Identify the last sound</i></p>	<p>1. Say to the students ‘yesterday and today we looked at the beginning sounds of the word. Today we are going to look at the end sounds of words. What can you tell me what you already know about the end sounds of words?’</p> <p>2. Pick the odd one out. Show the students a picture and ask ‘what is the name of this object?’ Show students another 3 pictures (one that does not end with the same sound.’ Name the pictures and ask the ‘which pictures end with the same sound as the first picture.’ Then ask ‘what is their ending sound?’ If this is difficult say to the child ‘listen to how you say the name.’ Get the child to repeat the names slowly and then ask ‘what sound do you hear at the end in each word?’</p> <p>(Use pictures in file ‘pick the odd one out- onset.) The first pictures will be on the first slide, followed by the other pictures.</p> <ul style="list-style-type: none"> ☉ map: mop, cat, cap ☉ sat: cat, pot, sun ☉ sun: man, bin, map ☉ rug: mug, wig, bat ☉ flip: sip, jump, van ☉ fish: wish, wash, dog <p>2. Say a 4-sound word that has 2 consonants in the rime. Segment it into the first 3 sounds and last sound (see examples below.) Model the first few examples to the students and then ask the students to try. After a few examples discuss with the students how you are splitting off the end sound. Extend to 5-sound words</p> <ul style="list-style-type: none"> ☉ tank: tan-k ☉ best: bes-t ☉ lump: l-ump ☉ pant: pan-t ☉ damp: dam-p ☉ belt: bel-t ☉ fist: fis-t ☉ sank: san-k ☉ drink: drin-k ☉ plant: plan-t ☉ print: prin-t <p>3. Say the last sound. Ask the student to say what the last sound of the following words is:</p> <ul style="list-style-type: none"> ☉ point ☉ mask ☉ smart ☉ must ☉ told ☉ bump ☉ lunch ☉ blunt ☉ cramp ☉ blast ☉ thing <p>4. Say a word and ask students what sound it ends with. Then ask students to come up with other words that end with the same sound.</p> <ul style="list-style-type: none"> ☉ ten ☉ him ☉ sit ☉ sad 	<p>15mins</p>

	Teacher	Time
<p>Teacher Focus Group</p> <p>Explicit Instruction and Consolidation</p>	<p>1. Pick the odd one out. Show the students a picture and ask 'what is the name of this object?' Show students another 3 pictures (one that does not end with the same sound.) Name the pictures and ask the 'which pictures end with the same sound as the first picture.' Then ask 'what is their ending sound?' If this is difficult say to the child 'listen to how you say the name.' Get the child to repeat the names slowly and then ask 'what sound do you hear at the end in each word?'</p> <p>(Use pictures in file 'pick the odd one out- onset.) The first pictures will be on the first slide, followed by the other pictures.</p> <ul style="list-style-type: none"> 🎧ram: gym, gum, pig 🎧book: look, milk, bell 🎧bus: kiss, pass, lion 🎧pad: dad, lid, fish 🎧ant: bat, bird, hot <p>2. Say a 4-sound word that has 2 consonants in the rime. Segment it into the first 3 sounds and last sound (see examples below.) Model the first few examples to the students and then ask the students to try. After a few examples discuss with the students how you are splitting off the end sound. Extend to 5 sound words if students are successful with 4 sound words.</p> <ul style="list-style-type: none"> 🎧test: tes-t 🎧jump: j-ump 🎧lamp: lam-p 🎧felt: fel-t 🎧went: wen-t 🎧rent: ren-t 🎧help: hel-p 🎧golf: gol-f 🎧camp: cam-p 🎧gold: gol-d 🎧stump: stum-p 🎧trust: trus-t 🎧slept: slep-t <p>3. Say the last sound. Ask the student to say what the last sound of the following words is:</p> <ul style="list-style-type: none"> 🎧task 🎧chart 🎧fold 🎧jump 🎧munch 🎧camp 🎧cast 🎧sing 🎧drank 🎧brand 🎧glint <p>4. Say a word and ask students what sound it ends with. Then ask students to come up with other words that end with the same sound.</p> <ul style="list-style-type: none"> 🎧bus 🎧rug 🎧cat 🎧red 	<p>15mins</p>

	Teacher	Time
<i>Individual work.</i>	Students match pictures of words that end with the same letter.	20mins
Reviewing and Articulating Knowledge	<ol style="list-style-type: none"> 1. What have you learnt about words that end with the same sound? 2. How can this help you with your reading and writing? 	5mins

	Teacher	Time
Getting Knowledge Ready	<p>1. Read 'Angel Baby' by Gillian Shields and Nathan Reid. Ask students to finish the sentences.</p> <p>2. Say a word and ask students what sound it ends with. Then ask students to come up with other words that end with the same sound.</p> <ul style="list-style-type: none"> 👤 duck 👤 wig 👤 mat 👤 did 	5mins

	Teacher	Time
<p>Explicit Instruction and Consolidation <i>Segmenting words into syllables</i></p>	<p>1. Tell the students that today we are going to learn how to break words up.</p> <p>1. Say a 2 syllable word to the students, and break it up into two ways (see examples below.) Ask student to describe why they sound different. Ask which way sounds better? Ask the student to say the one that sounds better. Ask 'why didn't the other way sound as good?'</p> <ul style="list-style-type: none"> 🎧pretend: pr-etend/pre-tend 🎧baby: ba-by/b-aby 🎧apple: app-le/a-pple 🎧doctor: doc-tor/d-octer. 🎧cotton: cot-ton/cott-on 🎧attack: at-tack/ att-ack 🎧control: con-trol/cont-rol 🎧ago: a-go/ag-o 🎧alive: a-live/ali-ve <p>2. Read the sentences below to the students, saying the first syllable or a word and getting students to finish the word.</p> <ul style="list-style-type: none"> 🎧 The children will pre_____ to be dinosaurs. (pretend) 🎧 The shop will o_____ at 9 o'clock. (open) 🎧 What is your phone num_____? (number) 🎧 I like listening to mu_____ (music) 🎧 I have 3 brothers and 1 sis_____ (sister) 🎧 I was sick so I went to the doc_____ (doctor) 🎧 The weather is cold in win_____ (winter) <p>4. Breaking the word into syllables. Give the students words (listed below). Ask the student to listen to how you say the word, say 'I said each part of the word by itself, you copy how I do it.' If the student has difficulty get them to say the whole word first before segmenting it. Start with 2 syllable words.</p> <ul style="list-style-type: none"> 🎧 wander 🎧 baby 🎧 pretend 🎧 belong 🎧 account 🎧 injure 🎧 illness 🎧 lesson 🎧 ever 🎧 empty 🎧 butter <p>5. Syllabic clapping. Say a 2 syllable word (see list below). Clap for each syllable. Say to the students 'listen to what I do, I clapped for each part of the word.' Ask the students to do the action.</p> <ul style="list-style-type: none"> 🎧 biscuit 🎧 across 🎧 castle 🎧 carrot 🎧 ashes 🎧 attic 🎧 button 🎧 plastic 🎧 picture 	<p>15min s</p>

	Teacher	Time
<p>Teacher Focus Group</p> <p>Explicit Instruction and Consolidation</p>	<p>1. Say a 2 syllable word to the students, and break it up into two ways (see examples below.) Ask student to describe why they sound different. Ask which way sounds better? Ask the student to say the one that sounds better. Ask 'why didn't the other way sound as good?'</p> <ul style="list-style-type: none"> 🎧 open: o-pen/op-en 🎧 enter: en-ter/ent-er 🎧 tennis: ten-nis/ te-nnis 🎧 along: a-long/al-ong 🎧 artist: ar-tist/art-ist 🎧 ugly: ug-ly/u-gly 🎧 repair: re-pair/rep-air <p>2. Read the sentences below to the students, saying the first syllable or a word and getting students to finish the word.</p> <ul style="list-style-type: none"> 🎧 I am going to buy a movie tic_____(ticket) 🎧 I need to go to the toi_____. (toilet) 🎧 The litte ba_____ is crying. (baby) 🎧 We played in the mud and now we are dir_____(dirty) 🎧 My piece of fruit for fruit break is an app_____(apple) 🎧 On the holidays I will go a_____ to Noosa. (away) 🎧 We grew herbs in the vegetable gar_____.(garden) 🎧 I am a very clever stu_____.(dent) <p>4. Breaking the word into syllables. Give the students words (listed below). Ask the student to listen to how you say the word, say 'I said each part of the word by itself, you copy how I do it.' If the student has difficulty get them to say the whole word first before segmenting it. Start with 2 syllable words.</p> <ul style="list-style-type: none"> 🎧 artist 🎧 anger 🎧 window 🎧 umpire 🎧 number 🎧 finger 🎧 empire 🎧 happen 🎧 ugly 🎧 member <p>5. Syllabic clapping. Say a 2 syllable word (see list below). Clap for each syllable. Say to the students 'listen to what I do, I clapped for each part of the word.' Ask the students to do the action.</p> <ul style="list-style-type: none"> 🎧 toilet 🎧 tennis 🎧 reckon 🎧 person 🎧 rocket 🎧 open 🎧 monster 🎧 traffic 🎧 ago 🎧 delight 🎧 invite 🎧 object 🎧 forgot 	<p>15mins</p>

	Teacher	Time
<i>Individual work.</i>	Finish the words worksheet. Students look at the picture and say the word, stressing the last letter. Students put down the final letter.	20mins
Reflection	<ol style="list-style-type: none"> 1. What have you learnt about breaking up words? 2. Can you tell me how you know when to clap. 	

Session 11

	Teacher	Time
<p>Getting Knowledge Ready</p>	<p>4. Breaking the word into syllables. Give the students words (listed below). Ask the student to listen to how you say the word, say 'I said each part of the word by itself, you copy how I do it.' If the student has difficulty get them to say the whole word first before segmenting it. Start with 2 syllable words, then move onto 3 syllable words.</p> <p>2 syllable</p> <ul style="list-style-type: none"> 🔊 garden 🔊 fifty 🔊 packet 🔊 awake 🔊 below 🔊 confuse <p>3 syllable</p> <ul style="list-style-type: none"> 🔊 cardigan 🔊 minister 🔊 several 🔊 deliver <p>2. Syllabic clapping. Say a 2 syllable word (see list below). Clap for each syllable. Say to the students 'listen to what I do, I clapped for each part of the word.' Ask the students to do the action.</p> <p>2 syllable</p> <ul style="list-style-type: none"> 🔊 indeed 🔊 untie 🔊 remain 🔊 unfair 🔊 border 🔊 army 🔊 butter 🔊 doctor <p>3 syllable</p> <ul style="list-style-type: none"> 🔊 carnival 🔊 similar 🔊 interest 🔊 customer 🔊 seventy 	<p>7mins</p>

	Teacher	Time
Explicit Instruction and Consolidation <i>Segment words into individual sounds.</i>	<p>1. Today we are going to learn how to say sounds in words. Listen to how I say cat, c-a-t, I broke it up to sounds. Ask the children to try with these words. Give the students counters to touch as they say each sound or give students boxes with the amount of sounds.</p> <ul style="list-style-type: none"> ● bat ● mat ● dog ● sun ● tin <p>Look at the word lists in the Assessing and Teaching Phonological Knowledge text. Start at single syllable words- two sound words and choose some words from those lists. Assess students as they segment the words. If they are able to manage the sounds move onto the next set of words.</p>	15mins
Teacher Focus Group Explicit Instruction and Consolidation	<p>1. Listen to how I say cat, c-a-t, I broke it up to sounds. Ask the children to try with these words. Give the students counters to touch as they say each sound or give students boxes with the amount of sounds.</p> <ul style="list-style-type: none"> ● pit ● rat ● sat ● red ● pin <p>At the word lists in the PERI book (photocopied). Start at single syllable words- two sound words and choose some words from those lists. Assess students as they segment the words. If they are able to manage the sounds move onto the next set of words.</p> <p>(Break this lesson up into 2 half an hour lessons.)</p>	15mins
Individual work.	<p>1. Give students pictures of things that have 3-4 sounds, with sound boxes under the words. Get students to fill in the sounds in the boxes.</p>	20mins
Reviewing and Articulating Knowledge	<p>1. What have you learnt about breaking up sounds in words? 2. How can this help you with your reading and writing?</p>	5mins