

Teaching year two students who are not at the expected reading level analogy through onset and rime, improves their reading accuracy.

Abstract

Many students have poor reading accuracy due to limited use of analogy through onset and rime. This impacts on their reading, as they have not developed efficient strategies to assist them when decoding new words. Research into the teaching of analogy through onset and rime shows that if students have well developed understandings of onset and rime, they are more successful when reading. Explicit teaching of analogy through onset and rime allows student to read more accurately. The aim of this study is that the explicit teaching of analogy through onset and rime improves reading accuracy.

Four Year Two students with low reading accuracy were taught a series of lessons on how to use analogy through onset and rime. The lessons consisted of ten small group sessions. The Intervention lessons took place in the Reading hour of the Literacy block, each lasting approximately 30 minutes. A Control group of four students with similar problems were chosen from another Year two class for comparison. In the lessons the students were exposed to two new rimes each time. They were taught how to recognise rimes in words and then to use analogy to create new words, by splitting the onset and rime and reading the word as a whole.

The results indicate that reading accuracy improved for the Intervention group. They were able to use analogy through onset and rime when reading new words. The Control group's results did not improve as significantly as the intervention group.

The improvement in reading accuracy for students with poor onset and rime knowledge in the Intervention group indicates that the explicit teaching of analogy through onset and rime does improve reading accuracy and therefore should be a teaching focus for reading intervention groups.

Introduction

Many students at the early primary level experience difficulty when reading due to poor reading accuracy, as they are unable to make analogies between words. They often rely upon poor and inaccurate strategies such as: initial or final letters, making predictions based on distinctive visual features and are unable to use prior knowledge of words to recognize sounds in words (Munro, 2008). An inability to make analogies, through the use of onset and rimes, hinders the student's ability to read accurately.

Fresch states that through the use of onset and rime understanding, readers are able to make analogies between rime words and others which have the same spelling pattern. Munro agrees that good readers effectively use analogy when reading and are able to "...match text word directly with stored letter cluster knowledge, convert letter clusters to sounds-blend as well as segment words into functional units and recode." (Munro, 2008, p11). An awareness of rhyme is essential as it indicates that students are not only aware of rimes, but more importantly they are able to categorise words based on their sounds.

This forms the basis of how children learn spelling patterns in words.

Research suggests that students will be able to form categories of words which begin with the same onset or rime. Goswami and Bryant write that students learn quickly about spelling patterns connected to onset and rime if spelling categories they create are based on their phonological categories. Goswami and Bryant also agree that once students are able to transfer sounds into words with common spelling sequences they have a powerful tool to assist their working out how to read and spell new words. Hence, students are able to use the spelling pattern in one word to work out the sound of another based on the rime. Metsala and Ehri also support the importance of rime recognition by making analogies during early stages of reading, as it benefits reading progress. "Research in problem solving by analogies has found that the provision of multiple example analogies significantly benefits learning, e.g. Brown and Kane 1998, Goswami 1992" (as cited in Metsala and Ehri, 1998, p.57).

Munro states "it is not learning letter-sound links that usually causes problems but the ability to manipulate the identified sounds. Students with reading difficulties often learn fewer multi letter clusters and process more words at the single letter level. Exposure to print and a preparedness to engage in reading are critical for orthographic learning." (Munro, 2008, p.28) Students who rely heavily on letter sound knowledge as they read experience ongoing difficulties as they are implementing ineffective strategies. These students come to read without being correctly prepared and struggle through the text using under developed reading skills.

When vital steps in developmental sequences with reading are missed, problems occur. Some student's exposure to print and language during pre school years is limited, while others come to school with a wealth of knowledge of how words work through rhyming experiences, such as nursery rhymes. Munro recognises this by stating, "a key foundation of literacy learning is an awareness of the sound patterns that make up our

spoken language" (Munro, 1998, p.ix). Students who have not developed this understanding during early years are the ones who continue to struggle with reading. This is evident as students become older as they "...are less aware of sound patterns and are more likely to show characteristics difficulties in their oral word reading" (Munro, 1998, p.15).

Findings show that "...reading disabilities...are most commonly caused by weaknesses in the ability to process the phonological features of language" (Torgesen, Wagner, Lindamood, Rose, Conway and Garvan, 1999, p. 579). Individual needs require catering for in the classroom environment. Students with reading disabilities require explicit scaffolding in order to experience success. Such students miss the vital links that more efficient readers easily make between words as they use analogy through onset and rime. Often during the early years of education students experiencing such problems are not identified and hence continue to fall further and further behind as they are not developing the skills required to read texts efficiently. As phonological weaknesses continue to

grow, the urgency for explicit instruction becomes vital. A student missing out on explicit teaching of making analogies through onset and rime as they read, hinders reading development. If students during early years of literacy are not being shown to use what they know about the sounds in a word and how to transfer this to another word, their success rate when reading will be limited.

Using effective reading skills is not a spontaneous skills acquired by all students. Bowey, Cain and Ryan (as cited in Hempenstall, 2003, p.3) also supports the argument that explicit teaching by making analogies through onset and rime is a crucial approach to teaching children with learning disabilities. Through their study they reported the benefits of teaching onset and rime as a most "...valuable approach to teaching children with dyslexia" (Hempenstall, 2003, p.3). Munro also recognises the links between phonemic awareness and dyslexia, however is clear in defining differing types of dyslexia (phonological, surface and deep) and how these impact on reading. He states "casual links between phonemic awareness knowledge and dyslexia are differing to quantify, because of the range of definitions of dyslexia and variation in the criteria used to measure it" (Munro, 1998, p.16).

This current investigation aims to extend the earlier research by examining the influence of reading accuracy through the use of analogy through onset and rime. The use of onset and rime within context, by reading passages will be explored as students learn to discriminate between words through the use of analogy, hence taking the rime part of words and investigating onsets to create new words.

Prediction

Teaching year two students who are not at the expected reading level analogy through onset and rime, improves their reading accuracy.

Method:

Design

This investigation used an OXO design where gains made in using analogy through onset and rime for year two students who were experiencing reading difficulties. Lesson procedures were based on Jamie, Metsala, Linnea and Ehri's Word Recognition in Beginning Literacy as well as teacher derived lessons.

The study compares two groups, one being the Intervention group consisting of four students and the second being the Control group consisting of four students from another year two class, who did not receive any specialised teaching like the Intervention group.

Students were assessed at pre test using the following:

1. PM Bench Mark texts- beginning at their final running record level at the end of year one and finishing when they read two hard texts in a row.
2. Orthographic Reading Test (Munro).
3. Orthographic Recognition Test (Munro).

Students were assessed at post test using the following:

1. PM Bench Mark texts- beginning at their final running record level when the pre test was completed.
2. Orthographic Reading Test (Munro).
3. Orthographic Recognition Test (Munro).

During instructional sessions, students were taught ‘how’ to look for the onset and rime in words and ‘how’ the rime part of the word could be used through analogy to create new words by adding a different onset.

Explicit instruction was given throughout the intervention where modeling by the teacher, support and scaffolding of the student’s use of the strategy was enabled to facilitate development in using analogy to recognise words through onset and rime.

Participants

Candidates chosen to participate in the intervention are all current Year Two students who are not at the expected reading level. These students were taught in their own classroom during the reading hour of the literacy block.

Student A

Student A is 7.7 years of age and is the eldest of two children. English is a second language for this child. She has a slight hearing impairment, finding it difficult to hear if background noise becomes too loud. When situations arise that she is unable to hear, she is very good at bringing this to the teacher’s attention. She is a very enthusiastic participant in the classroom, always trying her best and keen to take part in group discussions. She makes close attempts at decoding unfamiliar words, but her limited grammar skills impact on her reading as words and sentences are often read grammatically incorrect. Her efficacy as a student who has the capacity to learn is high.

Student B

Student B is 7.2 years of age and is the younger of two children. She has problems seeing and wears glasses. During her prep year her sight problem was identified, but not rectified until the latter part of the year. She is an ‘ex-reading recovery’ student who was discontinued at level 17 after a period of lessons 20. Her oral language skills are very good as she easily shares experiences and new learning with others. She began year two with low self efficacy as a student and often her instant response to tasks would be, “I know this will be hard for me to do.” In small focus teaching groups she is most attentive, however is easily lost in whole class instruction and more often than not, and does not pay attention. Her re-tell of texts read is very good and attempts to decode words shows that she is reading for meaning.

Student C

Student C is 7.5 years of age and is the eldest of two children. She finds it difficult to concentrate and is very easily distracted. Her participation in both whole class and small group discussions is low. When speaking she often pauses to order her ideas and even when she volunteers a response she will stop to think before speaking. It takes her a long

time to read a text as she stops at words for a lengthy period of time attempting to decode and does not continue until she thinks what she has said is correct. She looks for recognition constantly from the teacher when decoding, and is not confident in continuing to read until recognition is received.

Student D

Student D is 7.9 years of age and is the younger of two children. He came to his current school last year when he was in year one. He spoke limited English at school. It was evident that his learning was significantly below that of his peers. His speech was a problem identified quickly and as a result was assessed and currently he is seeing a Speech Pathologist. He was reluctant to participate in any discussions and often would not respond when called upon. At the start of the year he insisted that his mother come and speak to me about his concerns for learning. She reported to me that he could not write and found it difficult to understand tasks. His self efficacy as a student was very low and when given positive comments a look of disbelief would come over his face, as he did not believe he was any good at learning. Recently, he has begun to stutter when speaking in small group and whole class discussions. He heavily relies upon letter per letter sounds when decoding words.

Table One shows a summary of the participants in the study.

Table One-Participant Details

Name	0	Age in Months	ESL	Earlier Intervention		EMA
	=Teaching 1 =Control		No=0 Yes=1	No=0	Yes=1	No=0 Yes=1
<i>A</i>	0	92	1	0		0
<i>B</i>	0	86	0	1		0
<i>C</i>	0	90	0	0		0
<i>D</i>	0	95	1	1		0
<i>E</i>	1	89	0	0		0
<i>F</i>	1	98	0	0		0
<i>G</i>	1	91	0	1		0
<i>H</i>	1	95	1	0		0

EMA-Educational Maintenance Allowance

Materials

Materials used include the following:

- ***PM Bench Mark Texts***- to test student's word accuracy when reading.
- ***Orthographic Reading Test (Munro)***- used to demonstrate student's ability to use analogy(transferring knowledge of sounds) through onset and rime when reading words.
- ***Orthographic Recognition Test (Munro)***- used to demonstrate student's ability to discriminate between words read to them (in sentences by the teacher).
- ***Ten teacher created texts***- each focusing on two 'rimes' based on words students were unable to read (or use analogy) from the Orthographic Reading Test (Munro).

- **Classroom Consumables-** interactive white board, magnetic letters, letter blocks, flashcards, poster paper, textas for writing, small white boards and white board textas.

Procedure

All students were individually assessed in a classroom environment for both pre and post testing procedures. Following collation and analysis of pre-test data the students were taken in a small group situation, in their own classroom, during the reading block of the literacy hour. The students worked in this group situation for 30 minutes at a time. The intervention ran for a total of ten sessions over a two week period. (Pre and post testing sessions were not included during the intervention sessions, they were taken outside the teaching sessions). The pre test results are shown in Table Two.

Table Two-Pre Testing Results

Name	0 =Teaching 1 =Control	Age in Months	ESL No=0 Yes=1	Earlier Intervention No=0 Yes=1	EMA No=0 Yes=1	Text Level Pre	OREA Pre	OREC Pre
<i>A</i>	0	92	1	0	0	20	35	24
<i>B</i>	0	86	0	1	0	21	45	19
<i>C</i>	0	90	0	0	0	17	52	17
<i>D</i>	0	95	1	1	0	10	22	16
<i>E</i>	1	89	0	0	0	10	30	21
<i>F</i>	1	98	0	0	0	13	10	11
<i>G</i>	1	91	0	1	0	14	28	15
<i>H</i>	1	95	1	0	0	15	14	15

EMA- Educational Maintenance Allowance

OREA- Orthographic Reading Test

OREC- Orthographic Recognition Test

The first lesson began with the Researcher requesting the student's assistance in recalling rhyming words from her favourite nursery rhyme. The Researcher presented a scenario to the students of how she was trying to remember the words and required their assistance to correct any errors. The text was shown to the children on the interactive white board. The students then recognized that the Researcher had used some incorrect words and

actively made changes to the text. Students were praised for their efforts and asked to join the Researcher in becoming 'word detectives.' The students were given the task as word detectives to identify words which had a similar sound at the end of them. With direction the students stated that these words were called 'rhyming words.' The lesson progressed with the Researcher challenging the word detectives to use the 'rime' ('ill' and 'own') part of the word to create new words. To conclude the session students took part in reading their words back to the group, splitting them up with the onset first, then the rime, then the word as a whole. Students were praised for their efforts as word detectives.

The second session began with praise for the efforts the students made the previous day as word detectives. The words created were reviewed, being read as the onset first, then the rime, then the word together. Once again the students were given the challenge to assist the Researcher as word detectives in order to solve a problem for some words.

These words were referred to as ‘clue words,’ (dill and miss). Students read a text on the interactive white board, using the clue words to find words with the same rimes (‘ill’ and ‘iss’). The Researcher and students worked together identifying how words discovered had rimes in common with different onsets. Students once again were given the challenge of investigating other words they could make by placing different onsets in front of the rimes (‘ill’ and ‘iss’). At the end of the session students read words by splitting the onset and rime and then read the word together. Praise throughout the session for students was consistent, so they would begin to regard themselves as true word detectives.

Lesson three began as lesson two, however the names ‘onset’ and ‘rime’ were introduced. Students had their attention drawn to the onset and the rime of words being written in different colours. This lesson continued the same as lesson two.

The remaining seven lessons proceeded in the following manner:

- Praise given to the students by the Researcher for success as ‘word detectives’ from the previous lesson.
- A review of words which were discovered by the students from previous lessons. Words were read by saying the onset first, then the rime and finally the word together.
- Mini assessment-students challenged each other in recognising the onset and rime in words.
- A scenario was presented where ‘clue’ words required the students to act as word detectives to assist them in finding ‘like’ words.
- A text was read together by the students on the interactive white board.
- Students actively discriminated between words which had a similar rime to the clue words.
- With assistance students read words selected by the Researcher and recognised they had a similar rime.
- Students were challenged to use the identified rimes to create words by manipulating new onsets.
- New words were read by the student to the Researcher, by splitting the onset and rime.
- Words created by the students were re read as a group.
- Students were praised for their efforts as ‘word detectives.’

Student behaviours and progress were noted during and at the end of each session in order to monitor and evaluate teaching effectiveness and used for subsequent lesson planning.

(See Appendix for detailed lesson plans and stories written with explicit instruction for teachers to follow).

Results

Analysis of results and collated data has demonstrated an improvement for students in the Intervention group. The trend in reading accuracy before and after teaching the intervention shows that in order to improve reading accuracy, the ability to make analogies between words using onset and rime attributes to student's performance. (Refer to table three for pre and post data).

Table Three-Post Testing results

Name	0 =Teaching 1 =Control	Age in Months	ESL No=0 Yes=1	Earlier Intervention No=0 Yes=1	EMA No=0 Yes=1	Text Level Pre	Text Level Post	OREA Pre	OREA Post	OREC Pre	OREC Post
<i>A</i>	0	92	1	0	0	20	22	35	51	24	26
<i>B</i>	0	86	0	1	0	21	22	45	51	19	21
<i>C</i>	0	90	0	0	0	17	27	52	55	17	20
<i>D</i>	0	95	1	1	0	10	14	22	26	16	20
<i>E</i>	1	89	0	0	0	10	18	30	40	21	22
<i>F</i>	1	98	0	0	0	13	15	10	8	11	15
<i>G</i>	1	91	0	1	0	14	16	28	26	15	19
<i>H</i>	1	95	1	0	0	15	19	14	23	15	23

EMA- Educational Maintenance Allowance

OREA- Orthographic Reading Test

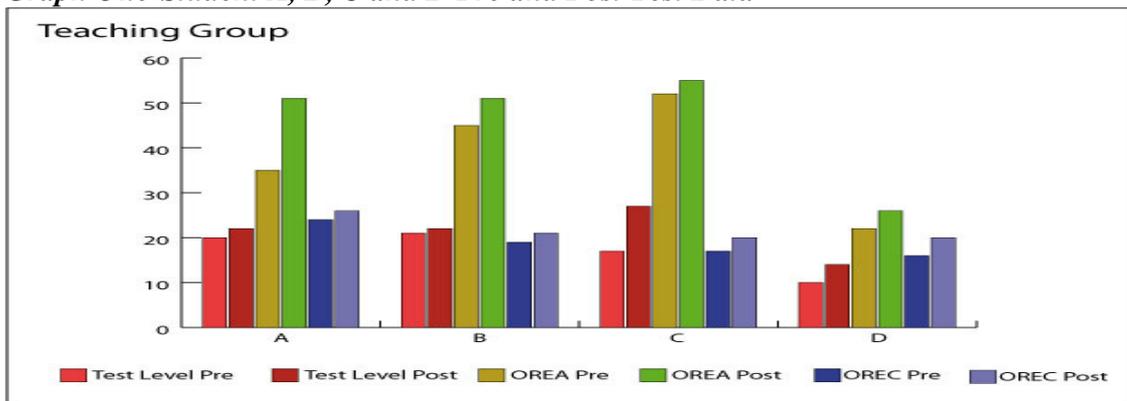
OREC- Orthographic Recognition Test

The gains made by the students in the Intervention group were greater than those made by the students in the Control group. Both groups displayed poor reading accuracy when tested during the pre test period. When they undertook the post test, the Intervention group's understanding had improved due to practicing the making of analogies through onset and rime, in their teaching group. They were able to transfer this knowledge when reading. When the results were averaged for reading levels were 17 for the Intervention group and 13 for the Control, at post testing. After explicit teaching of how to use analogy through onset and rime when reading, the Intervention group's average reading level increased to 21. The Control group moved up to an average reading level of 17.

The Intervention group all improved upon their results in the Orthographic Reading Test. Student A in particular improved by 16 words, when post tested. Students B, C and D showed improvement by recognizing 3 or more additional words when post tested. The group demonstrated they were able to use analogy through onset and rime when reading words. Furthermore, their responses were much quicker and hesitations were limited as they gave responses. Student E from the Control group was able to improve their score by 10 and student H by 9. However students F and G failed to improve when post tested and both scored 2 less compared to their pre test score. The students in the Control group took a lengthy time to give responses to words and often hesitated. This may be because they did not receive the small group focus teaching, which enabled them to practice daily. The average of the Intervention group went from 38.5 up to 45.75 in the post test. The Control group's pre test average was 20.50 and increased to 24.25. This result supports the hypothesis that the teaching of analogy through onset and rime improves reading accuracy.

In the Orthographic Recognition Test, the overall trend was that all students improved, although significant results were not made. Both groups showed limited improvement to their average with the Intervention group improving the average by 2.75 and the Control group improving their average by 4. Student H in the Control group showed the most improvement, hence their mark has assisted in increasing the average result for this group. This may be because this particular student finds it easier to discriminate between sounds when words are read to them. As for the Intervention group, their lessons did provide limited opportunities for listening to words being read and more of students reading the actual words. This may be the reason for why the Intervention group did not show a significant improvement in results for this test.

Graph One-Student A, B, C and D Pre and Post Test Data



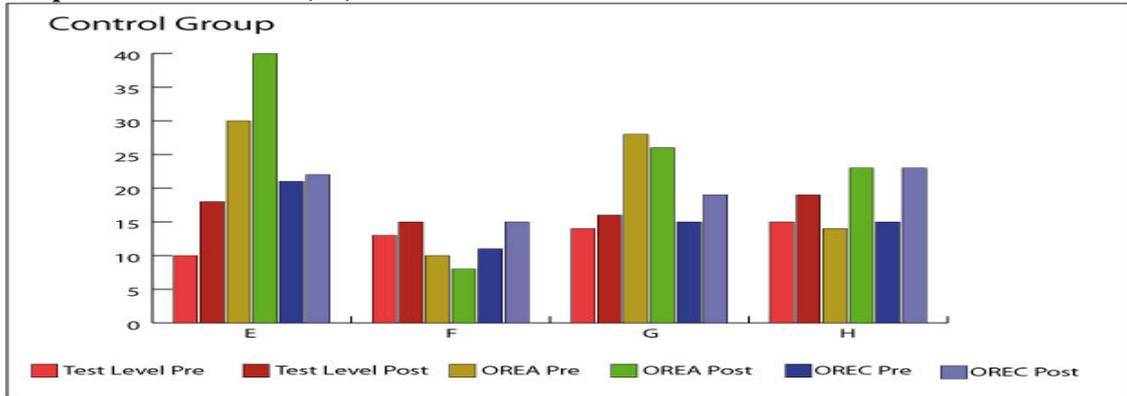
The graph above provides an analysis of Student's A, B, C and D's progress. These students are from the Intervention group and were grouped together because they displayed some growth in all areas of their data. As students worked through sessions it was evident to see their efficacy towards reading words improved. This was especially evident in Student D. Before the explicit lessons on using analogy through onset and rime he would sit back and let his peers respond to questions. This is evident through his pre test data. In all three post tests he has shown progressive results (see above graph).

Student C began the session being quite withdrawn and found it difficult to focus. Her effort was minimal, but over time through the use of explicit praise and teaching she became quite active in the group. Her reading level increased from 17 to 27, a major increase in her reading accuracy. In both the Orthographic Reading and Orthographic Recognition Tests she has also maintained improvement (see above graph).

Student A's results in the Orthographic Reading Test exceeded that of her peers. She showed an improvement of 35 to 51. This may be because she never knew how to use analogy through onset and rime. Results in her reading level and Orthographic Recognition Test are not as substantial, but are progressive (refer to above graph). These results may have occurred as the student may find it easier to read words designed in tests where she is able to use analogy through onset and rime.

Student B's results in the Orthographic Reading Test follow a similar trend in data made by Student A. She improved from 45 to 51, perhaps for the same reasons as Student A. Her improvement in her reading level and on the Orthographic Reading Test was not quite as substantial to that of her peers (refer to the above graph). Once again this may be due to the same reasoning as Student A. She may find it easier to read words designed in tests where she is able to use analogy through onset and rime.

Graph Two- Students E, F, G and H Pre and Post Data



While there was some improvement, the results in the Control group did not show progressive gains as a group to the extent of the Intervention group. This supports the hypothesis of this research that explicit teaching of analogy through onset and rime will improve reading accuracy.

Students in the Intervention group showed great gains in their self efficacy. This was an unmeasured gain in this testing. The routine of explicit teaching and small group work enabled these students to see themselves as 'word detectives' (readers) and experience success.

Discussion

The aim of this action research was to determine whether the teaching of analogy through onset and rime to students in Year two improves reading accuracy. Results supported this hypothesis.

The students in the Intervention group were able to use analogy when reading to identify words with the same rime but different onset during the action research and applied this strategy in different situations, such as testing that took place after the teaching. It would be anticipated that this skill would be maintained in the long term and this is supported by Goswami and Bryant (1990), who found that once students have an understanding that words can have similar sounds they are able to use this strategy when working out how to read new words.

Consistent with the approach used by Brown and Kane (1988) and Goswami (1992), the provision of many examples of analogies impacts on the benefits of learning. Students were exposed to two new 'rimes' during each session in order to make analogies. This was so students would learn how to identify common rimes and how they could be transferred from word to word. Results showed that the students gained the skill of making analogies as the Intervention group's average improved from 38.5 to 45.75 on the Orthographic Reading Tests (designed for students to make analogies between words).

The structure of the teaching set up student's reflection, both at the start and end of the lesson, on their new learning. This involved discussing new words created through the use of analogy. Jamie, Metsala, Linnea and Ehri (1998) supported this finding stating that giving students the opportunity to practice and apply their knowledge is a means for students to learn and retain new learning.

Overall the results suggest that if the explicit teaching of analogy through onset and rime to students with low reading accuracy, reading accuracy will improve. The students were able to transfer their knowledge of identifying the onset and rime and how words are similar (analogy) to correctly read new words (as evident through post testing). Munro (1998) agrees that onset and rime and the ability to make analogies is a vital tool for later reading.

There are various implications for teaching practice from this study. One important implication is the importance of small pull out reading groups daily. The study showed that the student's self efficacy improved and they were more willing to have an attempt at an unknown concept than they did before the study. The results from the Orthographic Reading Test support this, as the Control group did not demonstrate the improvements that the Intervention group did. This could have been because they did not receive the daily explicit teaching in the small group forum that the Intervention group did.

Another implication is the importance of teaching analogy through onset and rime to all students regardless of their reading ability. The reading accuracy of the Intervention group improved. Students who do not have the problems with reading that the Intervention group do, would quickly automatise the skill and use it regularly in their reading.

Further action is required where students listen to words being read to them also need to be taken into account when lessons are prepared for students in the Intervention group. Results from the Orthographic Recognition Test display a progressive growth trend, with no great leaps in development. The lessons lend themselves to students reading words more heavily than discriminating between sounds in words when they are read to them.

A teaching strategy that has shown benefit is the use of student's prior experiences of using analogy and linking this to new words through onset and rime. When a student encounters an unknown word, the teacher should link it back to previous discussions,

enabling the student to draw on their newly acquired strategy. This will lead them to become more independent readers drawing on a strategy to assist them when reading new words.

The results showed a marked improvement in the Intervention group's self efficacy. One possible direction for future research is to study the effect on self efficacy when students receive focused daily pull out reading groups. These groups would be ability grouped and enable the students to reflect on and share skills with the broader class group.

Students in the Intervention group made gains in their reading accuracy through the explicit teaching of analogy through onset and rime. Future research from this would be to study not only at risk students but the students who have fair reading skills to see what would the possible benefits for their reading.

To conclude the results showed that students do benefit from the teaching of analogy through onset and rime, while reading. The students were able to make analogies between words by using the same rime and creating new onsets. While there were benefits to the Intervention group, further research into self efficacy and continued teaching of onset and rime through analogy would only continue to improve reading accuracy.

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Appendix One

Lessons have been written with a detailed script, to assist other teachers who intend to teach the lessons and are unsure of how to deliver material. In particular they were written by the Researcher with the intention that other teachers at her school would use them, and they look for detailed direction when taking on new teaching in their practice.

Lesson One: Jack and Jill 30 minute session ill own

Materials Required:

- *Interactive whiteboard (Jack and Jill/Jane rhyme typed on it)
- *Small individual white boards
- *White board textas
- *Magnetic letters
- *Poster Paper/textas

Part One

Teacher: “Last night I was trying to remember my favourite Nursery rhyme, but I think I may have mixed up some of the words. I know you are all clever people who are fantastic readers, so I know you’ll be able to help me fix my mistakes.”

Children: Read through rhyme with teacher and point out errors. Correct the errors with assistance from the teacher to help spell words.

Teacher: Praises the efforts made by the children and point out that some words sound the same. “I now want you to be word detectives. Word detectives are very clever people who quickly find things out.”

(Part One requires 5 minutes)

Part Two

Children: Identify the words which have a similar sound by circling them in the text they have corrected (Jill, hill, down, crown). Have children identify that we call these rhyming words as they have an ending which sounds the same.

Teacher: Once again praises efforts made by children as detectives. Write the rhyming words separate to the text (Jill, hill, down, crown).

Children: Underline the part of the word which rhymes (ill, own).

(Part Two requires 5 minutes)

Part Three

Teacher: “I wonder if we can take the rhyming part of the words we have made, to make new words. Let’s see how well you can work as word detectives this time!” Give children a small white board each and magnetic letters.

Children: Write the ill and own sound on their white board and then trial other letters in front of them to see if they can make new words (magnetic letters). As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 15 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first (magnetic letter) and then the rime (written with white board text).

(Part Four requires 5 minutes)

Lesson Two: Jill and the Fish

30 minute session

ill

iss

Materials Required:

- *Interactive whiteboard (Jill and the fish story- typed on it)
- *Small individual white boards
- *White board textas
- *Magnetic letters
- *Poster Paper/textas
- *Poster with 'ill' and 'own' words (children created from previous lesson)

Part One

Teacher: "Yesterday you all did a fantastic job at being word detectives. It was great to see all the rhyming words you found and I couldn't believe how many words you made by taking the rime part of the word and putting new letters in front of them. The words you put in front of the rime we call the onset. Let's read the words you wrote on the list yesterday by saying the onset first and then the rime."

Children: Read through the list of words together separating the onset from the rime and putting it back together to make the word, eg. cr-own, crown.

Teacher: Praises the efforts made by the children and reminds them that the first part of the word is called the onset and the second part is called the rime. Introduce the new text to the children. "We are going to read a story today called *Jill and the Fish*. I want you to again be word detectives and have a look for some words who feel very sad, because they have lost their families. These words *dill* and *miss* have been searching for their family. You will find their families in the story because you are very clever, by looking for words which have a different onset, but, their rime is the same."

(Part One requires 5 minutes)

Part Two

Children: Identify the words which have a similar sound by circling them in the text (ending in the rimes ill or iss).

Teacher: Once again praises efforts made by children as detectives. Write the rhyming words separate to the text.

Children: Underline the part of the word which rhymes (ill, iss). Read the words by separating the onset and rime and putting it back together.

(Part Two requires 5 minutes)

Part Three

Teacher: "I wonder if we can take the rime part of the words we have made, to make new words. Let's see how well you can work as detectives this time!" Give children small white board each and magnetic letters.

Children: Write the ill and iss sound on their white board and then trial other letters in front of them to see if they can make new words (magnetic letters). As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 15 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first (magnetic letter) and then the rime (written with white board text).

(Part Four requires 5 minutes)

Lesson Three: Weet-Bix for Breakfast Again!

30 minute session

eet

aw

Materials Required:

*Interactive whiteboard (Weet-Bix for Breakfast Again! story- typed on it)

*Small individual white boards

*White board textas

*Magnetic letters

*Poster Paper/textas

*Flash Cards with 'ill' 'iss' and 'own' words written on them (children created from previous lessons-written on lists)

Part One

Teacher: "You people are the best group of word detectives I have ever met. You are so quick at finding words and you do such an excellent job at reading them also by reading the onset first and then the rime. As you are all so clever we have going to read some words which you have created. I have written on flash cards. You'll see the onset and rime are written in different colours, so we can read the words more easily."

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: Praises the efforts made by the children on how well they read the onset and then the rime and how well they put them together to say the word. "Now we are going to have 'the challenge of the word detectives.' We will see who can say the word the fastest. You will have to say the onset and rime to yourself in your own head. The only thing I want to hear is the actual word. Two people will go at a time and the person who gets it wrong will go to the end of the line. The person who gets it right will challenge the next person." Make sure to praise the efforts of all children and reward them for their effort.

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'Weet-bix for breakfast again!' I have two important clue words for you to meet. 'Fleet' and 'claw.' (Write them on the board for children to see). These two words think they are the best words in the world, because they believe that there are NO other words like them. Today I would like to prove them wrong. As we read the story I want you to see if there are any other words like them.

Children: Point out words which have the same rime as 'fleet' and 'claw.'

Teacher: Pick two 'eet' and two 'aw' words which the children have identified as having something in common with 'fleet' and 'claw.' Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are fleet and claw. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'eet' and 'aw' to figure out our new words because they rhyme. We also found out that fleet and claw are not as special as they think they are. They have a rhyme family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make other words by taking the rhymes 'eet' and 'aw' and placing letters in front of them. Let's give it a go word detectives!" Give children small white board each and magnetic letters.

Children: Write the 'eet' and 'aw' sound on their white board and then trial letters in front of them to see if they can make new words (magnetic letters). As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first (magnetic letter) and then the rime (written with white board text).

(Part Four requires 5 minutes)

Lesson Four: Send Me A Whale 30 minute session end ale

Materials Required:

*Interactive whiteboard (Send Me A Whale story- typed on it)

*Letter blocks- end and ale sound

*Individual letter blocks

*Poster Paper/textas

*Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' words written on them (children created from previous lessons-written on lists)

Part One

Teacher: "It's great to see each time I work with you how hard you all try to be better word detectives. I know today again you'll do an excellent job at helping me find words. First we will have a look at words we have already made. You'll see the onset and rime are written in different colours, so we can read the words more easily."

This is repeated from lesson three

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

This is repeated from lesson three-revised- make sure you give children thinking time before they have to say the word-a few seconds.

Teacher: Praises the efforts made by the children on how well they read the onset and then the rime and how well they put them together to say the word. "Now we are going to have 'the challenge of the word detectives.' We will see who can say the word the fastest. You will have to say the onset and rime to yourself in your own head. The only thing I want to hear is the actual word. Two people will go at a time and the person who gets it wrong will go to the end of the line. The person who gets it right will challenge the next person." Make sure to praise the efforts of all children and reward them for their effort.

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'Send Me A Whale.' I have two important clue words for you to meet, 'sale' and 'lend.' (Write them on the board for children to see). These two words think they belong to a family, but they are not too sure. As we read the story I want you to see if there are any other words like them.

Children: Point out other words which have the same rime as 'end' and 'ale.'

This is repeated from lesson three

Teacher: Pick two 'end' and two 'ale' words which the children have identified as having something in common with 'sale' and 'lend.' Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are sale and lend. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'ale' and 'end' to figure out our new words because they rhyme. We also found out that sale and lend do belong to a family. They have a rhyme family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make other words by taking the rimes 'ale' and 'end' and placing other letters in front of them. Let's give it a go word detectives!" Give children already prepared rhyme blocks and individual letters for them to experiment with.

Children: As stated above children take the already prepared rhymes on blocks, they use individual letters to place in front of each. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Five: Gail and the King 30 minute session ail ing

Materials Required:

- *Interactive whiteboard (Gail and the King story- typed on it)
- *Letter blocks- ail and ing sound
- *Individual letter blocks
- *Poster Paper/textas
- *Individual white boards and textas
- *Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'end' and 'ale' words written on them (children created from previous lessons-written on lists)

Part One

Teacher: Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.

This is repeated from lesson four

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Select five words from the flash cards and have children write them and check if they are correct (on small white boards).

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'Gail and the King.' I have two important clue words for you to meet, 'nail' and 'sling.' (Write them on the board for children to see). These two words are very shy and would like to find some friends like them. As we read the story I need your help. I want you to see if there are any other words like them.

Children: Point out other words which have the same rime as 'ail' and 'ing.' Bring to the children's attention that yesterday we also had a different 'ale' sound.

This is repeated from lesson four

Teacher: Pick two 'ail' and two 'ing' words which the children have identified as having something in common with 'nail' and 'sling.' Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are nail and sling. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'ail' and 'ing' to figure out our new words because they rhyme. We also found out that nail and sling do have friends. They have a rime family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make other words by taking the rimes 'ail' and 'ing' and placing other letters in front of them. Let's give it a go word detectives!" Give children already prepared rhyme blocks and individual letters for them to experiment with.

Children: As stated above children take the already prepared rhymes on blocks, they use individual letters to place in front of each. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Six: How Much More Can You Push? 30 minute session ush uch

Materials Required:

*Interactive whiteboard (How Much More Can You Push? story- typed on it)

*Magnetic letters

*Poster Paper/textas

*Individual white boards and textas

*Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'ail' 'ing' words written on them (children created from previous lessons-written on lists)

This is repeated from lesson five

Part One

Teacher: Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.

This is repeated from lesson five

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Select five words from the flash cards and have children write them and check if they are correct (on small white boards).

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'How much more can you push?' I have two important clue words for you to meet, 'much' and 'bush.' (Write them on the board for children to see). These two words are the type of words who like to play tricks. They have decided to hide in the story and see if you can find them. I've told them all about my very clever word detectives, but still they think they can trick you. As we read the story I need your help. I want you to see if there are any other words like them.

Children: Point out the words we were looking for and other words which have the same rime as 'uch' and 'ush.'

This is repeated from lesson five

Teacher: Write the two 'uch' and two 'ush' words which the children have identified. Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are much and bush. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'uch' and 'ush' to figure out our new words because they rhyme. We also found out that much and bush are not as clever as they think they are. They have a rime family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make some 'silly' words today by taking the rhymes 'ush' and 'uch' and placing other letters in front of them. They don't need to be real words today. Let's give it a go word detectives!" Give children magnetic letters to experiment with today. As there are not many uch and ush words, this is a good opportunity for children to make nonsense words- as usual have them focus on saying the onset first, then the rime.

Children: As stated above children use the magnetic letters to create nonsense words today. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Seven: A Peck In The Neck 30 minute session eck ix

Materials Required:

*Interactive whiteboard (A Peck In The Neck story- typed on it)

*Magnetic letters

*Poster Paper/textas

*Individual white boards and textas

*Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'ail' 'ing' 'uch' 'ush' words written on them (children created from previous lessons-written on lists)

This is repeated from lesson six

Part One

Teacher: Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.

This is repeated from lesson five

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Select five words from the flash cards and have children write them and check if they are correct (on small white boards).

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'A Peck In The Neck.' I have two important clue words for you to meet, 'peck' and 'mix.' (Write them on the board for children to see). These two words are great friends of much and bush. You did an excellent job of finding last time. They have decided to hide in the story and see if you can find them. They think they can out smart you, but I know you are excellent word detectives and will have no trouble finding them. As we read the story I need your help. I want you to see if there are any other words like them.

Children: Point out the words we were looking for and other words which have the same rime as 'eck' and 'ix.'

This is repeated from lesson five

Teacher: Select two 'eck' and 'ix' words which the children have identified. Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are peck and mix. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'eck' and 'ix' to figure out our new words because they rhyme. We also found out that neck and mix are not as clever as they think. They have a rhyme family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make some words today by taking the rimes 'eck' and 'ix' and placing other letters in front of them. Let's give it a go word detectives!" Give children magnetic letters to experiment with.

Children: As stated above children use the magnetic letters to create words. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Eight: The Fact About Pox 30 minute session ox act

Materials Required:

- *Interactive whiteboard (The Fact About Pox- typed on it)
- *Magnetic letters
- *Poster Paper/textas
- *Individual white boards and textas
- *Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'ail' 'ing' 'uch' 'ush' 'eck' 'ix' words written on them (children created from previous lessons-written on lists)

This is repeated from lesson seven

Part One

Teacher: Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.

This is repeated from lesson seven

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Have children challenge each other-two at a time.

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'The Fact About Pox.' I have two important clue words for you to meet, 'fact' and 'pox.' (Write them on the board for children to see). These two words have been living away from their family for such a long time and they have forgotten what their 'rime' family looks like. They have heard about the fantastic work you have been doing as word detectives and they need your help. I know you are excellent word detectives and will have no trouble finding the family which these words belong to. As we read the story I need your help. I want you to see if there are any other words like them.

Children: Point out the words we were looking for and other words which have the same rime as 'ox' and 'act.'

This is repeated from lesson seven

Teacher: Select two 'ox' and 'act' words which the children have identified. Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are fact and pox. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'ox' and 'act' to figure out our new words because they rhyme. We also found out that fact and pox belong to a family. We have found their long lost family. Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make some words today by taking the rimes 'ox' and 'act' and placing other letters in front of them. Let's give it a go word detectives!" Give children magnetic letters to experiment with.

Children: As stated above children use the magnetic letters to create words. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Nine: Max Always Loved To Shout 30 minute session ax out

Materials Required:

*Interactive whiteboard (Max Always Loved To Shout story- typed on it)

*Magnetic letters

*Poster Paper/textas

*Individual white boards and textas

*Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'ail' 'ing' 'uch' 'ush' 'eck' 'ix' 'ox' 'act' words written on them (children created from previous lessons-written on lists)

This is repeated from lesson eight

Part One

Teacher: Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.

This is repeated from lesson eight

Children: Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.

Teacher: "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Have children challenge each other-two at a time.

(Part One requires 5 minutes)

Part Two

Teacher: "Today I have a story for you to read which is called, 'Max Always Loved To Shout.' I have two important clue words for you to meet, 'tax' and 'gout.' (Write them on the board for children to see). These two words have a family they belong to and want to see if you think they look like any of their family members. They think they look like their family and they want your opinion. I know you are excellent word detectives and will have no trouble finding an answer. As we read the story I need your help. I want you to see if there are any other words like them.

Children: Point out the words we were looking for and other words which have the same rime as 'ax' and 'out.'

This is repeated from lesson five

Teacher: Select two 'ax' and 'out' words which the children have identified. Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are tax and gout. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'ax' and 'out' to figure out our new words because they rhyme. We also found out that tax and gout do look like their families. They have a rime family they belong to! Fantastic job everyone!"

(Part Two requires 10 minutes)

Part Three

Teacher: "I wonder if we can make some words today by taking the rhymes 'ax' and 'out' and placing other letters in front of them. Let's give it a go word detectives!" Give children magnetic letters to experiment with.

Children: As stated above children use the magnetic letters to create words. As they make words they share them with the group and write them on a list (poster paper).

(Part Three requires 10 minutes)

Part Four

Teacher: Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.

(Part Four requires 5 minutes)

Lesson Ten: The Cute Mole Who Lived In A Hole**30 minute session****ole ute****Materials Required:**

*Interactive whiteboard (The Cute Mole Who Lived In A Hole story- typed on it)

*Magnetic letters

*Poster Paper/textas

*Individual white boards and textas

*Flash Cards with 'ill' 'iss' and 'own' 'eet' 'aw' 'ail' 'ing' 'uch' 'ush' 'eck' 'ix' 'ox' 'act' 'ax' 'out' words written on them (children created from previous lessons-written on lists)

This is repeated from lesson nine***Part One*****Teacher:** Always begin with praise from the previous sessions so the children feel as though they are experiencing success. Remind them of the great work they are doing as word detectives. Tell them together you will read words- the onset and rime are in different colours so they are easy to read.***This is repeated from lesson nine*****Children:** Together read through the words, by saying the onset and then the rime and then putting them together to say the word, eg m-ill, mill.**Teacher:** "Let's see how well my word detectives can write words as you listen for the onset and the rime of the words." Have children challenge each other-two at a time.**(Part One requires 5 minutes)*****Part Two*****Teacher:** "Today I have a story for you to read which is called, 'The Cute Mole Who Lived In A Hole.' I have two important clue words for you to meet, 'pole' and 'lute.' (Write them on the board for children to see). These two words are very forgetful and can't remember what their 'rime' family looks like. They need your help word detectives to find out what family they belong to. I know you are excellent word detectives and will have no trouble finding an answer. As we read the story I need your help. I want you to see if there are any other words like them.**Children:** Point out the words we were looking for and other words which have the same rime as 'ole' and 'ute.'***This is repeated from lesson nine*****Teacher:** Select two 'ole' and 'ute' words which the children have identified. Write them separate from the text for the children to see. Take them through the following questioning for each word: "How can we use our clue words to read these words? What are our clue words? Yes they are pole and lute. What letters can you see that are the same in our clue words and the other words I have written? So which part of our clue words can help us with the new words? The rime part, that's right. So now we just need a sound for the beginning letters, the onset. Let's work those out. We were able to use 'ole' and 'ute' to figure out our new words because they rhyme. We also found forgetful pole and lute their families. They have a rime family they belong to! Fantastic job everyone!"**(Part Two requires 10 minutes)*****Part Three*****Teacher:** "I wonder if we can make some words today by taking the rhymes 'ole' and 'ute' and placing other letters in front of them. Let's give it a go word detectives!" Give children magnetic letters to experiment with.**Children:** As stated above children use the magnetic letters to create words. As they make words they share them with the group and write them on a list (poster paper).**(Part Three requires 10 minutes)*****Part Four*****Teacher:** Praise children for their efforts as detectives. Have each child read their words by saying the onset first and then the rime.**(Part Four requires 5 minutes)**

Appendix Two

Stories written which accompany each lesson

Lesson One Story

Jack and Jane

Jack and Jane went up the lane
to fetch a pail of water.

Jack fell back
and broke his sack.

And Jane came tumbling after.

Lesson Two Story

Jill and the fish

Jill walked with her new fish.

She saw its gill move up and down.

Jill gave her dad a great big kiss.

Her little brother gave a hiss, as
dad had given the bill to Jill to buy
the fish. Jill was in bliss and made sure
she was very still so she didn't spill
the water which belonged to her fish.

Lesson Three Story

Weet-bix for Breakfast Again!

"Time for breakfast," mum called as she walked
into my bedroom to greet me in the morning.

I hid under my sheet but she tickled my feet.

"What is it?" I asked

"You'll see," she said and our eyes did meet.

My mum made the law and I knew when I saw what
looked very raw, that it was Weet-bix for breakfast
again!

Lesson Four Story

Send Me A Whale

Each night as my dad puts me to bed, he kisses
me goodnight and tells me a tale about a whale
he once had. I think he often likes to bend the
truth about his pale male whale, called Dale.

He tells me how they used to mend shells to blend into the sand. What tales my dad does tell. I hope I can send him a whale named Dale one day.

Lesson Five Story

Gail and the King

As the king walked through the hail he felt his heart go ping when he saw the beautiful Gail. She looked quite frail and thought she might give out a wail when she saw her ship set sail. The king heard the ding of the bell and quickly he did fling a ring at Gail, who was glad that she did fail to meet her ship.

Lesson Six Story

A Peck In The Neck

I was so excited as I walked across the deck. We were going to grandpa's farm. I saw the animals mix together and I went to check them out. "Oh heck," I called to my mum. "I think a duck has given me a peck six times." She checked over my neck and tried to fix the speck.

Lesson Eight Story

The fact about pox

There once was a fox who lived in a box. He called himself pox and had made a pact with the box never to leave. Such tact he did have in caring for his box. And that's the fact about the fox named pox.

Lesson Nine Story

Max always loved to shout

Max the trout always loved to shout. The other fish would pout when they saw him. They didn't realise the little trout had so much wax in his ears and he couldn't hear. One day he got a fax which told him not to shout and very quickly he found that the wax did sprout from his ears.

Lesson Ten Story

The Cute Mole In The Hole

A sole mole lived in a hole all alone. He often liked to fight a brute for his flute. As the mole was a mute no sound came from the flute. So he'd take the flute back to the brute from whom he had just stole. The brute felt sorry for the cute mole who lived in a hole and visited him every day, until one day he learnt to play it and no longer was he a mute!