

Teaching blending and segmenting strategies, through two-letter rime units, to Grade One students experiencing reading difficulties, improves their ability to make plausible attempts at reading unfamiliar words.

ABSTRACT

Grade One students who were identified as being ‘at-risk’ were selected to participate in an action research project designed where explicit teaching of phonemic segmentation and blending skills would enable them to read unfamiliar words, both in isolation and within a prose. Seven teaching sessions were conducted on four Grade One students, in a small group setting, outside of a ‘normal’ classroom environment. The small group teaching was beneficial to all students, as they were required to stay ‘on-task’ and were expected to continually contribute to the group discussion. In comparing the pre-test and post-test data, the results suggest that explicit teaching improved the students literacy skills, though not all the participants were able to transfer their new skills to reading unknown words in a prose. A limitation to this intervention and many others is how to get the students to transfer the skills taught, segmenting and blending unknown words in isolation, to being able to segment and blend unknown words while reading a prose.

INTRODUCTION

Teaching in a primary school, you get to observe a wide variety of literacy abilities from students ranging in ages from a 5 year old, as a Prep, right up to students who are 11/12 year olds, the Grade 6’s. Those students who have learning difficulties or disabilities need to receive intervention as soon as possible. ‘Recent reading research provides compelling evidence that children who start off poorly in reading typically remain deficient readers throughout their schooling and beyond’ (Pullen, Lane, Lloyd, Nowak and Ryals, 2005 p. 63). There is research to support the idea that explicit and systemic teaching of phonemic awareness, blending and segmenting and developing the students’ ability to develop their understandings of using analogues, will develop students word attack strategies and knowledge, which in turn improve their ability to read words in isolation and within a prose (Peterson, 2002., Pullen et al, 2005., Qi et al, 2000., Smith, 2003).

‘Phonological awareness may be the primary determinant of the reading problems that young children experience. Results show that children’s phonological awareness can be developed through explicit training in pre-school or kindergarten’ (Qi, Sharon and O’Connor, Rollanda. 2000, p. 226). ‘Phonemic awareness is an understanding about the sounds that are heard in spoken

language' (Peterson, 2002). It is 'the ability to examine language independently of meaning and to manipulate its component sounds. Phonemic awareness requires the ability to attend to a sound in the context of the sounds in other words' (Smith, 2003, p. 3).

When children are first exposed to the whole concept of reading and books, most children start developing an understanding of how the written script can be delivered orally. They develop an understanding or an idea, even an immature one, of phonemes – 'the smallest units of sound' (Peterson, 2002), the syntactic cuing system – 'the order of the words in sentences, grammar is the set of rules that govern a language's syntax', (Peterson, 2002) and the semantic cuing system – 'meanings of words and background knowledge and experience with the words and topics of a text' (Peterson, 2002), with out being explicitly taught. Children, who experience a difficulty in 'hearing' letter-sound relationships, require explicit teacher intervention to help 'teach' the children these necessary skills.

For these children in our classrooms experiencing learning difficulties, explicit teaching in small groups will help them develop an understanding of phonemic awareness and should help increase their literacy levels. Small group instruction is the most efficient and effective way of helping our struggling students. Research has found that 'students of teachers in the most effective schools spent more time daily in small group instruction. Small group instruction was as effective as one-on-one tutoring' (Pullen, Lane, Lloyd, Nowak and Ryals, 2005 p. 63). By conducting teaching in small groups, you are able to monitor the students interaction with the tasks, ask questions of the students to gauge their understanding of the concepts being covered, ensure those students who maybe easily distracted, remain 'on-task'.

Research supports the explicit teaching of segmenting – 'breaking words into their individual sounds' and blending – the ability to blend individual sounds into words' (Smith, 2003, p. 3). Why these two skills? Evidence supports that phonemic segmentation (e.g., CAT = C-A-T- and blending (e.g., C-A-T = CAT) are the most crucial skills which can be taught to young children to help improve their literacy levels (Qi and O'Connor, 2000. p. 226). Having worked in the infant area of schools for the past few years, I would agree that not only the students with learning difficulties need explicit phonemic segmenting and blending skills taught, but the fluent readers also benefit from learning these skills, as well, though generally the more able students will have developed these skills without the need of explicit teaching.

METHOD

Design

An OXO design will be employed where by the explicit teaching of two-letter rime units and four selected onset units will be used in a teaching sequence over the course of seven 45 minute to 1 hour long sessions. The small group will be withdrawn from the main classroom and the sessions will be conducted in the school's 'after-care' room facilities – not an ideal room, as it backs on to the school hall, where class music lessons are conducted (easily distracted students start singing along to music being played in the hall).

Participants

Four Grade One students were chosen for this study, three males and one female. Three of the participants were children in my Grade One class and the fourth was for a different Grade One class. I chose these children as they were all going to be placed on Reading Recovery sometime this year, as a result from recommendation from their Grade Prep teachers and from reviewing the pre- and post-test results from Prep. The student's were reading well below the expected school benchmark for Grade One students. Two of the students had commenced Reading Recovery prior to the commencement of the Action Research, but to enable me to conduct my Action Research the Reading Recovery teacher had to come and take my class, so I could conduct my sessions. This meant that the Reading Recovery sessions for the two students' were suspended while they were working with me.

When working in a focused teaching group in our literacy block, I noticed the three students from my class were finding it quite difficult blending and segmenting words, did not know most of the common two-letter rime units and did not know many onsets. When I discussed with them how to blend the onsets, they did not have the skills or confidence to attempt them.

Unfortunately one of the participants had to withdraw after several sessions as she had to have an operation on her mouth and was absent from school for most of the sessions. At the beginning of the 2006 school year, when the student's who were considered 'at risk', were being assessed by our Reading Recovery teacher, I mentioned to nasally speech pattern of Student D. When assessing her, the Reading Recovery teacher suggested asking her mother her medical history, with regards to the child possibly being born with a cleft pallet. On speaking to the child's mother, who had expressed her concern for her child's low-reading ability, she informed me that for the first 3 years of the child's life she was basically deaf and had in the past few years gained full hearing. I explained to the child's mother that this early oral language development, which her

daughter had missed, would have significantly contributed to her slow development in her reading. She was then taken to an ears, nose and throat specialist who discovered that the muscles at the back of her nose and throat had not properly joined, which has been corrected through surgery. Since the operation her reading level has continued to improve and hopefully further improvements are seen throughout the course of this year.

Participants	Description of learning difficulties
Student A	<ul style="list-style-type: none"> • Shows little attention to detail when reading – when an error is made reading a prose, he rarely self-corrects, even when he knows the sentences does not make sense. • Low comprehension level, even with ‘level appropriate’ texts. • Shows little knowledge or low level of self-application of blending and segmenting skills – though is able to do so when prompted. • High level of distractibility. • Finds it VERY difficult to sit still and concentrate in class. • Receives Reading Recovery 5 time a week and has been on the program for approximately 5 weeks. • Has significant difficulty with hand-writing and gross and fine motor control of limbs. Has commenced Occupational Therapy sessions (outside of school) to assist in his development. Similar problems were experienced with an older sibling at a similar age – parents VERY supportive. • Experiences good home support from both parents.
Student B	<ul style="list-style-type: none"> • Before commencing Reading Recovery showed little attention to detail when reading – when an error was made reading a prose. Since the commencement of Reading Recovery, he virtually always self-corrects, where he is able and where he is experiences difficulty, will read-on and re-reads numerous times to try and decode the word. Where he is unable to do so, he will ask for assistance. • Low comprehension level, even with ‘level appropriate’ texts. • Shows little knowledge or low level of self-application of blending and segmenting skills – though is able to do so when prompted. • Concentrates beautifully in small teacher groups, even when other student’s might not be ‘on-task’. • Receives Reading Recovery 5 time a week and has been on the program for approximately 5 weeks. • Experiences low-level of home support from a single mother.
Student C	<ul style="list-style-type: none"> • Shows little attention to detail when reading – when an error is made reading a prose, he rarely self-corrects, even when he knows the sentences does not make sense. • Low comprehension level, even with ‘level appropriate’ texts. • Shows little knowledge or low level of self-application of blending and segmenting skills – though is able to do so when prompted. • High level of distractibility. • Finds it difficult to sit still and concentrate in class. • Is not on Reading Recovery yet, but is scheduled to commence it

	<p>sometime during Term 2 this year.</p> <ul style="list-style-type: none"> Experiences some home support from parents – though parents are separated.
Student D	<ul style="list-style-type: none"> Shows little attention to detail when reading – when an error is made reading a prose, she attempts to self-correct and where she experiences difficulty, will attempt to read-on and re-read numerous times to try and decode the word. Where she is unable to do so, she will either stop reading and stare at the text, while not attempting any further, or ask for assistance. Low comprehension level, even with ‘level appropriate’ texts. Shows little knowledge or low level of self-application of blending and segmenting skills – though is able to do so when prompted. When she is ask to read certain words for example pin, she reads the vowel as an ‘e’, so she reads ‘pen’ and when asked to write the word, writes the vowel as an ‘o’, so writes ‘pon’. This was before her operation; further monitoring will be made as the year progresses. Concentrates beautifully in small teacher groups, even when other student’s might not be ‘on-task’. Is not on Reading Recovery yet, but is scheduled to commence it sometime during Term 3 this year. Experiences some home support from a single mother.

Materials

The materials used in this Action Research Project included:

- Rime Units Test (Munro, 2005)** - This test was used both pre-test and post-test to assess the student’s ability to read words in isolation, to assess which rime units they were able to read and to assess their word attack strategies – use of segmenting and blending of words in isolation.
- Sutherland Phonological Awareness Test (Neilson, 1995)** – Not all of the Sutherland Phonological Awareness Test were used, as they were not applicable to my project. The sections of the test used were: Test 6 - Segmentation (1); Test 7 – Blending (VC, CV, CVC); Test 9 – Segmentation (2) and Test 10 CC Blends: Delete First Phoneme. These tests were used to assess the student’s ability to segment and blend words.
- Reading Records** – Reading Records, used for our school pre- and post-testing records (for our CLaSS testing) were conducted using levelled readers. These reading records were used to assess the student’s ability to read words within the context of an unsighted text. Some of the words covered in the sessions were in the text, but most were not. I was looking at their overall ability to transfer the blending and segmenting skills taught during the sessions to possibly unfamiliar words.

- **Teacher created** mini assessment sheets and activities to assess and reinforce work covered from one session to the next.
- **Magnetic letters** – Magnetic letters used in sessions to help students manipulate letters to assist in word building.
- **Word Lists** – Created during the sessions by the group, which were used in oral language discussion at the beginnings and endings of sessions.
- **Lists** – Lists of possible words the students might come up with during the sessions, also used when group was unable to produce word lists for themselves.
- **Paper, pencils, textas**
- **Teacher Journal** of sessions, taking notes and making ideas about where to take the students during the next session.

Procedure

The pre- and post-tests were administered to all the students on the same day. They were administered in the following order – Rime Units Test, Sutherland Phonological Awareness Test and then the reading records were taken at the end. The teaching sessions were generally conducted during the two hour literacy block at the beginning of the day. There were a few which had to be conducted between recess and lunch. The seven sessions were conducted (usually) three times per week, though due to the timing when the project had to be conducted, there were significant interruptions due to Easter, school closure days, teachers who were assisting me had to go to meetings about the new reports, VELS, Reading Recovery day, Deputy Principal days and so on!!! Each session went for a duration of between 45 minutes to one hour, depending on the time of day and how attentive the students were. Teaching sessions were carried out by myself, who is the classroom teacher for Students' A, B and D. I have built a relationship with Student C over the past four years as I have taught several of his siblings, before he was at school.

Most of the sessions started with a review and consolidation of any work covered in a previous session. I thought this was quite important due to the interruptions faced when trying to conduct the sessions. From the results, the teaching sessions seemed to work quite well and I was very pleased with all the students overall progress.

RESULTS

RIME UNITS TEST RESULTS

Participants	Student A		Student B		Student C		Student D	
Date of Birth	12/10/99		23/08/99		15/10/99		27/01/00	
	Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06	Post-test 01/05/06
Age	6:6	6:7	6:8	6:9	6:6	6:7	6:3	N/A
Words Attempted	71	71	24	47	71	71	60	N/A
Number read correctly	28	63	3	37	32	39	17	
% correct	39.45%	88.73%	12.5%	78.72%	45.07%	54.93%	28.33%	N/A
% read automatically & correctly	39.45%	84.51%	12.5%	40.43%	4.23%	33.80%	18.33%	N/A
% read with segmentation / blending	0%	4.23%	0%	48.94%	95.77%	28.17%	61.67%	N/A
% read with segmentation / blending & correctly	0%	100%	0%	73.91%	38.03%	19.72%	13.51%	N/A

When I conduct the Rime Units Pre-Test, I purposefully did not have all the students read the same number of words. Student A attempted 71 words and read 28 of the correctly. Student C attempted 71 words, as well and was able to read 32 of them correctly. Student D attempted 60 words and read 17 of them correctly and Student B attempted 24 words and was able to read only 3 of them correctly. When Student B was attempting the words, his attempts were not even close to what was written on the sheet. Some examples of his attempts were bin – den; pin – button; bug – wig; lip – little; hit – fish. If most of his incorrect attempts had the same initial letter as the one he was meant to be reading, I would have had him continue on, but as most of the words were not near what he was meant to be attempting, he quite obviously had no real idea about the words he was reading. Before the intervention two of the three children (who completed the sessions, initially did not use, or have the knowledge of how to segment and blend unfamiliar words. After the intervention all three children used the skills taught in the intervention and when they used the skills Student A got 100% of his attempts correct and Student B got nearly 74% of the attempted words with blending and segmentation correct.

SUTHERLAND PHONOLOGICAL AWARENESS TEST

Answered correctly	
Answered incorrectly	

Participants		Student A		Student B		Student C		Student D	
Date of Birth		12/10/99		23/08/99		15/10/99		27/01/00	
		Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06	Post-test 01/05/06		Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06
Age		6:6	6:7	6:8	6:9	6:6	6:7	6:3	N/A
Test 6 – Segmentation (1)	am								N/A
	go								N/A
	seat	s, e, a, t		s, e, a, t		s, e, a, t		S, e, a, t	N/A
	mug								N/A
Test 7 – Blending (VC, CV, CVC)	s, ee	seeu							N/A
	d, ay								N/A
	r, oa, d			ride					N/A
	g, a, te			get					N/A
Test 9 – Segmentation (2)	trip	tr, i, p	tr, i, p		tr, i, p			T, r, o, p	N/A
	spoon	sp, oo, n	sp, oo, n	s, p, o, o, n		s, p, o, o, n		S, p, o, o, n	N/A
	beast	b, ea, st				b, e, a, s, t		B, e, a, s, t	N/A
	bond	b, on, d							N/A
Test 10 – CC Blends: Delete First Phoneme	smile (-s)	s		sway	lile			milk	N/A
	gruff (-g)		uff		juff			r, u, f fluff	N/A
	plate (-p)		ate	lay	pate			lit	N/A
	swing (-s)		ing					swim	N/A

When I administered the Sutherland Phonological Awareness Test most of the students improved in results for Test 6 – Segmentation (1), Test 7 – Blending (VC, CV, CVC) and Test 9 – Segmentation (2). The students, as a whole did not show a significant improvement in Test 10 – CC Blends: Delete First Phoneme. I will discuss why I think there might not have been a significant improvement in this test in the discussion section. When conducting Sutherland Phonological Awareness Test on Student C, he found it easier to concentrate on segmenting and blending the words when he had his eyes covered. He started doing this voluntarily and I asked him why he was doing this (to see what answer he gave me) and his response was, ‘It makes it easier for me to concentrate and to block out letters and to see the words’. Obviously his strategy worked for him as he only experienced difficulty with three of the tasks in the pre-test and none when I conducted the post-test.

READING RECORD TEST

Participants	Student A		Student B		Student C			Student D	
Date of Birth	12/10/99		23/08/99		15/10/99			27/01/00	
	Pre-test 06/04/06	Post-test 01/05/06	Pre-test 06/04/06	Post-test 01/05/06		Pre-test 06/04/06		Post-test 01/05/06	Pre-test 06/04/06
Age	6:6	6:7	6:8	6:9	6:6	6:7		6:3	N/A
Text Reading Level	10	11	6	10	8	8	9	11	N/A
Number of words read	109	119	108	109	106	106	101	119	N/A
Number of errors	9	11	9	7	12	6	19	9	N/A

The Reading Record Test, which was conducted using Reading Recovery levelled readers, showed that the students reading levels improved. The greatest improvement in his word recognition skills, where words have been read in isolation and in a text was Student B. I was thrilled with his results and his confidence in the sessions and during the post-test appeared significantly high than when I did the pre-tests. The improvements in Student B may be due to the fact that he was the most attentive of the three boys during the teaching sessions, where Student A and Student C would be easily distracted by each other, hence why they are in separate class in Grade 1.

DISCUSSION

The aim of this Action Research Project was to examine whether through the teaching of ‘Blending and segmenting strategies, through two-letter rime units, to Grade One students experiencing reading difficulties, improves their ability to make plausible attempts at reading unfamiliar words’. From the result obtained I would have to say that, though only seven sessions were performed the students who participated in the project benefited from the intervention.

From reviewing the Rime Units Test, all the students’ results increased, which was very pleasing to see. Student B’s improvement in his ability to blend and segment was fantastic. When conducting his post-test he was able to segment the words into the onset and rime, he would then say each of the two parts, and then he was able to blend them together and said the word as a whole. For example if the word was chat – he would segment it to ‘ch – at’, then blend it together and say ‘chat’. Working with him in the classroom since conducting the intervention, he is still applying the skills taught to him.

When conducting the pre-test, I noticed that most of the students did not have a good understanding of onsets. This started to become problematic when we would have oral discussions about some of the words the group would come up with. When the students were trying to write

them or re-read what we had written, they could read the rime unit, as we had discussed it, but were unable to blend the onset together. For one of the sessions I decided to address onsets, not just rimes. This gave the students the skills to be able to look at the starts of words, see if they could segment them and then to blend the letters together. Test 9 – Segmentation (2) and Test 10 – CC Blends: Delete First Phoneme, in the Sutherland Phonological Awareness Post-Test should the students took out the onset, as opposed to the initial first letter. This may have been because we have been discussing onsets and instead of taking off the first letter or segmenting each part of the word into its phoneme, the blended the onsets together.

Conducting the Reading Records I found particularly interesting. Of the three boys, which completed the project, I teach two of them. Each week in our reading block I conduct small focus reading groups for all reading levels. Two of the students showed an improvement in their reading levels. When looking at their running records they showed they made plausible attempts at unknown words and made several self-corrections. The student from the other class did not. From these results several conclusions could be made. Many researchers have found that when explicit teaching is conducted, many times the skills learnt are not transferred from the teaching situation in the student's classroom learning (Pullen, et al, 2005 Qi, et al, 2000). This may explain Student C's lack of improvement in reading level. As the other students showed improvements in their reading levels, the teaching occurring in the classroom may have had an impact on these results. There is no real way to determine if this is correct, but an assumption could be made.

Implications

From analysing these results a lot can be learnt from them. One being that even seven sessions of explicit teaching of a necessary skill can have fantastic improvements on student's literacy abilities. The explicit teaching of phonemic segmentation and blending skills have proven, in this study to improve student's ability to read unknown words in isolation. Applying a relative simple teaching sequence in small group instructional situation may help many students who may be experiencing mild, moderate or severe learning difficulties.

Limitations

Some limitations to conducting this study were:

1. The fact that I was only able to conduct seven sessions, rather than ten. Being a classroom teacher meant that I had to rely on other teachers being available to release me from my classroom to conduct the teaching sessions. Because of events out of my control such as, our principal was not at school for the first two weeks of term 2 meant that our deputy principal was

unable to help relieve me, different professional days regarding VELs, the new reports, reading recovery days etc, meant that I was limited to the number of sessions I had with the students.

2. The limited time in which was available for me to conduct the intervention – due to the due date of the assignment, time of school holidays, Easter etc;
3. One of the students in the project had to withdraw because of an operation which needed performing, meant that I was unable to complete the intervention to a student who would have benefited from the small group sessions.

Future Research

I think there is significant area for research regarding the explicit teaching of phonemic segmenting and blending skills to students who have learning difficulties. It would be fantastic to be able to continue on with my study and some how develop, or devise a way by which the students were able to easily transfer and apply the skills taught to reading a prose. The students who I worked with were all very willing to be involved and enjoyed the time in the small group situation, outside of a classroom structure.

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APPENDICES

Appendix 1 – Teaching Session 1

Appendix 2 – Teaching Sessions 2 - 5

Appendix 3 – Revision sheet for students from Teaching Session 2

Appendix 4 – Revision sheet for students from Teaching Session 4

Appendix 5 – Teaching Sessions 6 & 7

APPENDIX 1

TEACHING SESSION 1

ACTIVITY	TASK DESCRIPTION	TIME
Discussion	Explanation to students about what the intervention project is about and some of the skills and activities we will be doing as a group. Explain how these activities and skills will help the students in their literacy lives.	5 minutes
Oral Word Activities	Have written on two pages the rimes '___in' and '___at'. Discuss how we can come up with different words, which end with these rimes. Allow students time to play around with the rime units – use rhyming to help students.	10 minutes
Magnetic Letters	Hand children two pieces of paper with rime units - '___in' and '___at' on it. Hand students a variety of magnetic letters and allow them time to build/make the words discussed in the oral word activities. Have children write the words on pieces of paper.	15 minutes
Whole Group Discussion	Come together as a whole and create a group list, using words created by students.	5 - 8 minutes
Segmenting & Blending Task	Show students how to segment the words in their onsets and rimes. Discuss with them how to segment unknown words and then blend them. Allow students time to segment and blend word list.	5 – 10 minutes
Reflection	Go back over words covered/developed in session. Have students retell the words covered/developed	5 minutes

APPENDIX 2

TEACHING SESSIONS 2 - 5

The teaching sessions 2 – 5 followed the same format. The review discuss session at the beginning of each new session, differed slightly.

Session 2 Revision – Appendix 3 – Discussed word list on sheet, reminding students of segmenting and blending skills taught in previous session. Students allowed time to fill in words with their correct shaped boxes.

Session 3 Revision – Students have to write down as many words as they can remember from previous sessions.

Session 4 Revision – Appendix 4 – A game of memory and snap using some of the words developed from the previous session.

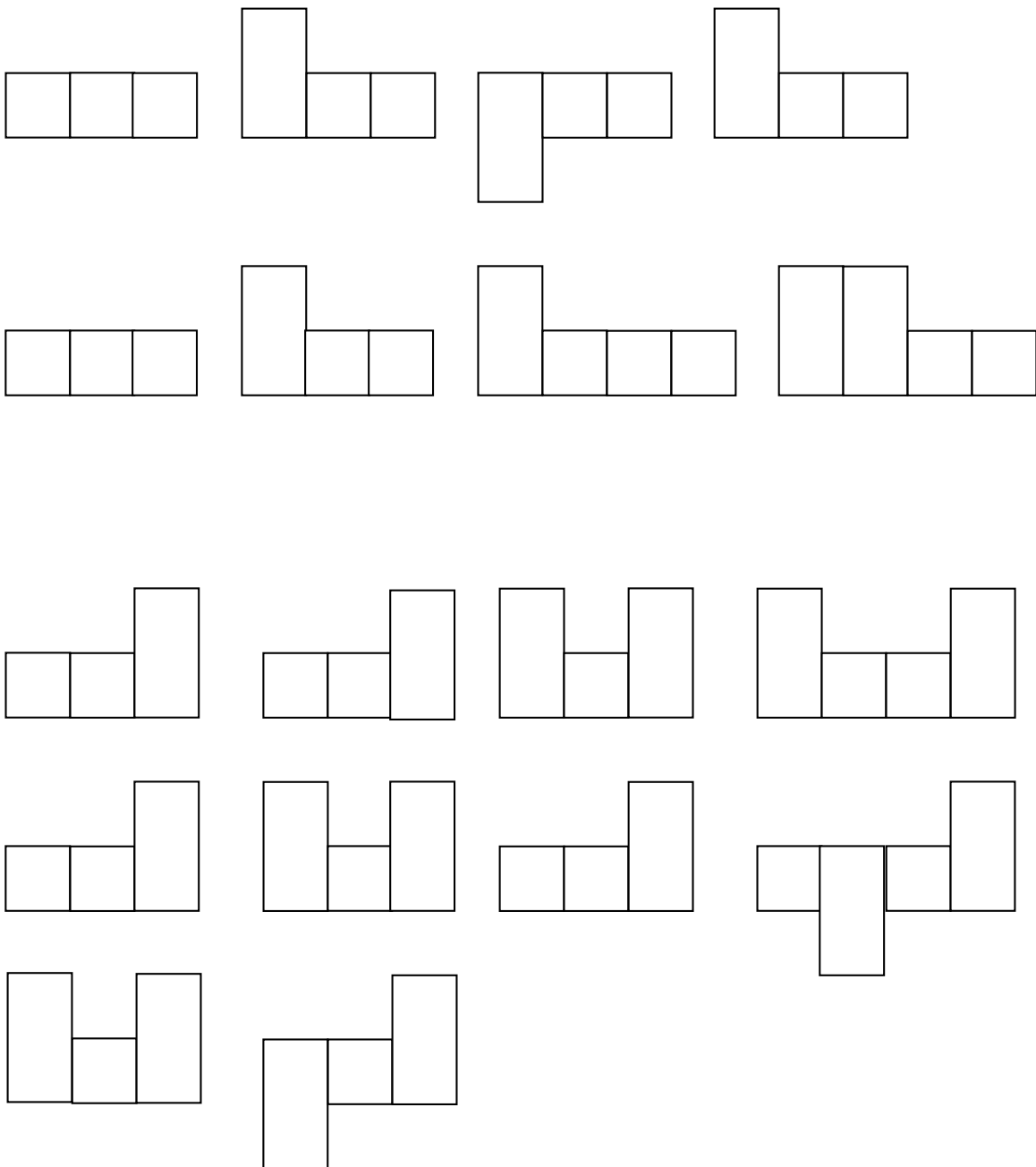
Session 5 Revision – Students have to write down as many words as they can remember from previous sessions.

ACTIVITY	TASK DESCRIPTION	TIME
Revision From Previous Session	Students allowed time to reinforce the work covered from previous session as outlined above. Brief oral language reminder, led by students to help refresh their memories.	10 minutes
Oral Word Activities	Have written on two pages the rimes for the session. Session 2 – ‘__an’ and ‘__it’. Session 3 - ‘__ot’ and ‘__ay’. Session 4 – ‘__ug’ and ‘__ap’. Session 5 - ‘__op’ and ‘__it’. Discuss how we can come up with different words, which end with these rimes. Allow students time to play around with the rime units – use rhyming to help students.	10 minutes
Magnetic Letters	Hand children two pieces of paper with sessions rime units on it. Hand students a variety of magnetic letters and allow them time to build/make the words discussed in the oral word activities. Have children write the words on pieces of paper.	15 minutes
Whole Group Discussion	Come together as a whole and create a group list, using words created by students.	5 - 8 minutes
Segmenting & Blending Task	Show students how to segment the words in their onsets and rimes. Discuss with them how to segment unknown words and then blend them. Allow students time to segment and blend word list.	5 – 10 minutes
Reflection	Go back over words covered/developed in session. Have students retell the words covered/developed	5 minutes

APPENDIX 3

' _____ at' / ' _____ in'
WORDS

sin fin bin pin win twin thin tin
rat sat cat fat bat pat mat hat brat spat



APPENDIX 4

HOT
SHOT
ROT
TOT
NOT
FORGOT

GOT

DAY

PLAY

TODAY

SAY

MAY

PAY

GAY

WAY

STAY

BAY

HAY

RAY

APPENDIX 5

TEACHING SESSIONS 6-7

The teaching sessions 6 and 7 followed the same format. The review discuss session at the beginning of each new session reviewed the information covered in the previous teaching session.

Teaching session 6 and 7 looked at onsets as opposed to rimes.

ACTIVITY	TASK DESCRIPTION	TIME
Revision From Previous Session	Students allowed time to reinforce the work covered from previous session as outlined above. Brief oral language reminder, led by students to help refresh their memories.	10 minutes
Oral Word Activities	Have written on two pages the onsets for the session. Session 6 – ‘sh___’ and ‘gr___’. Session 7 - ‘sl___’ and ‘br___’. Discuss how we can come up with different words, which begin with these onsets. Allow students time to play around with the onset units – use rhyming to help students.	10 minutes
Magnetic Letters	Hand children two pieces of paper with session’s onset units on it. Hand students a variety of magnetic letters and allow them time to build/make the words discussed in the oral word activities. Have children write the words on pieces of paper. Have dictionaries on tables, so students can use them to help find onsets in them.	15 minutes
Whole Group Discussion	Come together as a whole and create a group list, using words created by students.	5 - 8 minutes
Segmenting & Blending Task	Show students how to segment the words in their onsets and rimes. Discuss with them how to segment unknown words and then blend them. Allow students time to segment and blend word list.	5 – 10 minutes
Reflection	Go back over word covered/developed in session. Have students retell the words covered/developed	5 minutes

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