

“Explicit teaching of blending and segmenting and onset and rime units with grade two and three children will increase their word and prose reading accuracy.”

ABSTRACT

A problem some students with reading difficulties have, is their inability to segment and blend unknown words and read rhyming words automatically. This affects their reading of prose and individual words causing inaccuracy and reduced fluency.

In this study, five students received explicit teaching in blending and segmenting and ten dependable rime units to develop their skills in decoding unknown words in prose. The study also helped enhance the students' ability to recognise rhyming and non-rhyming words.

The students participated in ten teaching sessions. The participants' instructional reading level, phonological awareness score and word reading accuracy was obtained before the teaching sessions. The children were explicitly taught 10 dependable rime units that were identified in pre-testing as words that they were unable to read accurately. During the sessions, running records were completed and anecdotal notes taken to monitor progress, particularly in the participants' ability to recognise the rime unit words accurately. Prose reading was monitored by completing a series of running records of the simple texts, that contained words used in the invention session.

The Hypothesis tested was that,

“Explicit teaching of blending and segmenting and onset and rime units with grade two and three children will increase their word and prose reading accuracy.”

The findings of my study indicated that the explicit teaching of blending and segmenting using onset and rime units increased word reading and prose reading level. There was also an overall increase in phonological awareness and word reading accuracy. Some participants also showed an increase in their prose reading level.

Implications of this study would indicate that children who are struggling with reading might need explicit teaching in blending and segmenting and onset and rime. Opportunities for this explicit teaching should be a part of a good invention program and or a part of the Literacy block. Explicit teaching of onset and rime, blending and segmenting will benefit all children involved, especially if targeted to the student needs.

INTRODUCTION

Reading is complex task. It involves processing text at multiple levels. A reader works at the word, sentence, topic, and conceptual level and draws on their oral language structures to process the text. Most Children in their first three years of schooling learn to integrate these skills to be good readers. For children who do not learn this, reading can be a difficult task. Children having trouble in the early years of schooling with reading are often struggling with their phonological or phonemic awareness skills. Readers at risk tend to use a limited range of strategies and will often guess unknown words in prose. Word decoding is essential for good reading. If not automatic, word decoding can limit understanding of the prose read in turn affect the reader's comprehension.

A reader who has poor phonemic or phonological skills often has no strategies in place to use when decoding words. Research shows that phonemic awareness plays an essential role in a child's reading ability (Rog as cited in Kropp, 2000). Phonemic awareness has been described as the ability to hear similar sounds, to recognise the number of syllables in a word, to blend separate phonemes into words, and to segment phonemes. (Peterson, Shelly 2002) Phonological and phonemic awareness is essential for a good reader.

“Students who have poor phonemic awareness can find it difficult to segment words into onset and rime, have poor oral language skills, are poor at blending letters or have poor RAN of letters and words.” (Munro 2004 course notes)

Phonological and phonemic awareness is needed so students can develop their blending, segmenting, and RAN (Rapid Automitising Naming). It those skills that allow them to process text at the word level efficiently. If a reader has not developed these skills, they may experience continuing difficulty in recognising and naming onset and rime and letter clusters in unknown words. Decoding will not be automatic and hinder a reader’s word and prose reading accuracy, fluency and comprehension.

At the early stages of reading, children participate in many pre-reading skills such as clapping syllables, singing nursery rhymes, listening to stories and participating in development play activities. “Repeated reading of nursery rhymes, chants, songs and poems with children is an important strategy for heightening children awareness of the sounds of language.” (Peterson, 2002)

“Prior to learning to read children develop phonological knowledge, use sound patterns in words, play with rhyme, predict words and segment spoken words into onset and rhyme.” (Munro 2004 course notes) These pre-reading skills are the building blocks that children use when they begin to tackle print. Ayres (1998) found that direct instruction in phonemic awareness was most effective when it built on children’s experiences with oral and written language. She emphasised providing children with “countless opportunities to hear stories, to repeat phrases, to invent similar sounding patterns, and to play with sounds in a manner that focus children’s awareness of the language upon syllables and phonemes” (Ayres 1998 as cited in Peterson 2002 pg3)

Ayres and other researchers have shown that phonemic awareness is learned through direct instruction. The post test results of these studies indicated that children’s skills in segmenting and blending phonemes were significantly higher than the pre test results. (Peterson, Shelly 2002)

Phonological awareness and Phonemic awareness for early readers’ helps develop the necessary reading skills for later reading. Children learn how to map sounds to letters as they learn to read and their awareness of the phonemes in words enables to progress as readers. Recent studies say that teaching sound and letter discrimination, as well as specific letter sounds, pays big dividends for kindergarten and grade-one students, especially disadvantaged kids who might otherwise get left behind.(Kropp, Paul 2000)

Phonological and Phonemic awareness and the explicit teaching of onset and rime are essential in helping readers develop blending and segmenting skills. The rime has been described as, a natural sound unit. (Stahl, Osborn & Lehr 1990) One type of rime unit frequently taught are the 'dependable rimes'.

From a young age, children become aware of sound and rhyme in spoken words. According to Treiman, it is easier to segment spoken syllables into onset and rime than to segment them into individual phonemes or other structural elements. (Treiman, as cited in Cunningham 1999, pg395) (Several researchers such as Goswami & Bryant, 1990 and Moustafa 1998 have shown that English-speaking young children are more competent at separating spoken words into onsets and rimes than at separating each phoneme in a word. (Goswami & Bryant, 1990 and Moustafa 1998 as cited in Peterson, Shelly 2002 pg1)

Onset and rime plays important role in a child's reading development. "Most poor readers have not learned to recognise these frequently occurring sound clusters as individual rime units, and need the opportunity to work with these larger units." (Adams 1990 Chard & Osborn 1999 Salinger 2003)

As a child learns to read, they begin to use one to one mapping of sounds and slowly move into blending and segmenting words into letter clusters and useful sound units. Rog believes that hearing the initial letter, the onset, is a big early reading skill. He believes that is a necessary for later reading. From that kids can use all the rimes to make word families. (Rog as cited in Kropp Paul 2000 pg.3)

Some children do not develop this strategy through exposure to print in the classroom and need explicit teaching of segmenting words into onset and rime. Onset and rime activities will encourage blending and segmenting of word and improve RAN. It will also make less work of breaking up unknown words in a text, thus improving comprehension and fluency in a reader.

Research in England undertaken by Clare Kirtley shows that children find categorisation tasks, which can be performed on the basis of onset and rimes easier than tasks which cannot. The research also found that children learn to read a group of words that rhyme more quickly. (Kirtley 1989)

Many studies have targeted the explicit teaching of phonological and phonemic awareness and few early invention programs target directly the explicit teaching of rime units. The present study will specifically target

blending, segmenting and onset and rime to increase the participants' word and prose reading accuracy. The study will teach rime units that the children do not read automatically. Ten rime units will be taught during the study and the participants will be taught to discriminate between rhyming and non-rhyming words. These skills will be taught during ten 25 min sessions. The sessions will include reading and writing of words containing rime units, rhyming activities, blending and segmenting tasks and prose reading.

Hypothesis

“Explicit teaching of blending and segmenting and onset and rime units with grade two and three children will increase their word and prose reading accuracy.”

METHOD

Design

The study uses a case studying OXO design in which the gain is in blending and segmenting words. The study is designed to explicitly teach phonemic, phonological and onset and rime to year two and three students who have reading difficulties. The study also has a case study of OO design, to compare pre and post testing result with the OXO group.

The OXO group consisted of two grade three students and three grade two students and the OO group consisted of two grade two students and one grade three student. The eight participants are all at risk readers according to their classroom teachers.

Participants

The eight participants' reading levels are below the target set for their year level. All participants attend a Catholic primary school in the suburb of Thomastown West. The school has a multicultural enrolment and the area has a low social economical background. Six participants are from families that speak English as second language.

The nine participants where administered the following test.

- CLaSS testing kit – each child read levelled stories until their instructional reading level was determined.
- SPAT –Sutherland Phonological Awareness Test
- John Munro Rime unit test-test consisted of 127 words (appendix 1)

The pre-test scores of the eight participants determined whether they became a part of the OXO or OO group. Five participants were chosen for the OXO intervention group because their overall pre-test scores were significantly lower than the other participants in the study. The remaining three participants became the OO group for this study.

Not all eight became a part of the intervention group because it was difficult to access all eight participants at the same time. The participants were from three different classrooms. Another reason for the grouping was that the OO group participants knew more dependable rime units than the OXO group.

A reading overview of the participants in the OXO group is summarised in table 1A.

Table 1A OXO Group

Participants	SPAT	CLaSS reading level	Rime unit test	Background
Student A- Age 9 Grade 3	28/60= 47%	16	74/127= 58%	<ul style="list-style-type: none"> • Poor English structures • Poor phonological knowledge • Participated in reading recovery (discontinued unsuccessfully)
Student B- Age 9 Grade 3	30/60= 50%	16	74/127= 58%	<ul style="list-style-type: none"> • Poor English structures • Poor phonological knowledge
Student C- Age 7 Grade 2	40/60= 67%	16	78/127= 61%	<ul style="list-style-type: none"> • Poor English structures • No previous invention • Struggles with blending a segmenting
Student D- Age 7 Grade 2	33/60= 55%	16	87/127= 68%	<ul style="list-style-type: none"> • Good record of language • Struggles with blending a segmenting
Student E Age 7 Grade 2	29/60= 48%	14	64/127= 50%	<ul style="list-style-type: none"> • Good record of language • Struggles with blending a segmenting, poor RAN

A reading overview for the participants in the OO group is summarised in table 1B.

Table 1B- OO Group

	SPAT	CLaSS	Rime unit test	Background
Student 1- Age 9 Grade 3	46/60= 76%	19	90/127= 71%	<ul style="list-style-type: none"> • Poor English structures • Participated in Reading recovery
Student 2- Age 7 Grade	42/60= 70%	19	104/127= 82%	<ul style="list-style-type: none"> • Poor English structures • Poor phonological knowledge
Student 3- Age 7 Grade 2	40/60= 67%	19	88/127= 70%	<ul style="list-style-type: none"> • Poor English structures, • No previous invention • Struggles with blending a segmenting

Procedure

The project took four weeks to complete. All eight participants were pre tested using the CLaSS testing text, SPAT test form A and rime unit test written by John Munro during the first week.

Ten explicit teaching sessions followed the pre-testing over a period of two weeks. Anecdotal records were kept to assess improvement throughout the sessions. At the end of sessions, 2,4,6,8 and 10 the children were withdraw later that day to re-read the passage from the teaching session. A running record was taken to see if the target words were read correctly and automatically. The running records determined whether the rime units need to be re-taught. Ten rime units were taught over the two weeks.

The students in the study were withdrawn from their classrooms for 10 sessions. The sessions were held during the Literacy Block over a two-week period with 5 sessions per week lasting for 25 minutes each. The rime units chosen were determined by the pre-testing and consisted of the units that each of the five children did not know or were unable to read without breaking the words into single sounds. Each session contained two rime units and ten target words.

The rime units taught during the ten sessions were:

ap and **ug**

at and **op**

ip and **ab**

it and **aw**

ot and **an**

Materials used for teaching session included:

- John Munro's phonological teaching sequence that was modified to two sessions (see appendix 2)
- Pencils
- Counters
- Rhyming picture cards
- Cards with three box sequence for segmenting task
- Target words on cards with onset written in black and rime unit written in red (words taught see appendix 3)
- Paper for each participant to write the target words
- Five texts levelled at grade one using the Fry's readability graph. The stories consisted the target words taught written by the teacher (see appendix 4)

John Munro's phonological teaching sequence is a 40-minute session but because of time restricts on the participants and myself, the sequence for modified to a two-part teaching sequence. Part A and B were 25-minute sessions (see appendix 2). The two-part sequence was easier for me to teach because some sessions occurred in my prep classroom.

Part A- sessions 1, 3, 5, 7, 9 teaching sequence included:

Reading text: Re-read the text read in the previous session. This was not completed for session one.

Rhyming task: The participants complete a rhyming task where they identified rhyming words using picture cards.

Blending task: The teacher gives the participants orally blended words and they identify the words presented to them as a word. For eg., m, u, g (mug).

Segmentation task: The segmentation task involves the participants placing a counter for each sounds in the words presented to them on a card with a three-box sequence. The children are given pictures cards to support this task.

Reflective task: The children reflect on their learning to end the session.

Part B- teaching sessions 2, 4, 6, 8, 10 teaching sequence included:

Introduction: Revise the previous session.

Reading target words: The children have turns at reading target words on cards.

Writing task: The children write the target words as they hear the sounds in the words. Read the words to the participants in any sequence.

Text Reading: The lesson ends with the participants reading a text that contained the target words.

Reflective task: The children reflect on their learning to end the session.

At the end of the teaching unit, the children were post tested using the PM Benchmarks, SPAT test form B and rime unit test written by John Munro.

RESULTS

Running records of the prose reading were taken to determine whether the target words were read correctly at the end of sessions 2,4,6,8 and 10. The following table shows the results of the running records.

Words read	Student A	Student B	Student C	Student D	Student E
Session 2 - bug, dug, rug, mug, nap, map, cap, tap, flap, clap	9/10	9/10	10/10	10/10	9/10
Session 4- fat, cat, rat, hat, mat, chat, cop, top, hop, stop	8/10	7/10	10/10	10/10	10/10
Session 6- ship, rip, tip, flip, lip, cab, grab, tab, crab, lab	9/10	10/10	10/10	10/10	10/10
Session 8- draw, saw, paw, lit, sit, bit, fit ,hit	8/8	7/8	8/8	8/10	8/8
Session 10- hot, lot, got, pot, spot, Dan, man, can, ran, fan	10/10	8/10	10/10	10/10	10/10

Student E read 99% of the words presented to her accurately. She was hesitant during the first running record to read the words automatically but after the initial running record she began to gain, more confidence and then she began to monitor the words more closely.

Students C and D were the only two students with 100% accuracy for all the sessions. Students A and B though performed well in the running records, they relied on breaking some of the words up into onset and rime but did not monitor their reading after the initial breaking up of the word. They put the words together incorrectly on several occasions.

The pre and post test results of the OXO participants' instructional reading level, Phonological awareness and rime units are shown in the following graphs.

An overview of the OO group participants' instructional reading level, Phonological Awareness and rime units is shown in table 2.

Instructional Reading Level-

Pre- test CLaSS texts Junior Journal 12 (Level 16) and The Island Picnic (14)

Post Test PM Benchmarks (Harry the Tow Truck Level 17)

	Student A	Student B	Student C	Student D	Student E
Pre-test	16	16	16	16	14
Post test	16	16	17	17	17

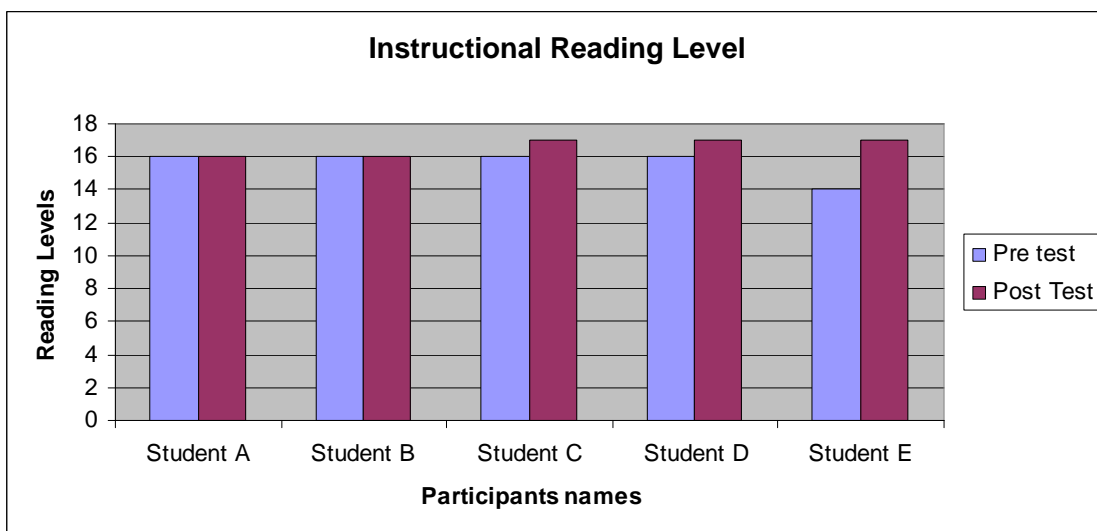


Figure 1

Student C and D have shown improvement in their instructional reading level. As seen on the graph their reading level has moved from sixteen to seventeen. Though their improvement was minimal, the level 17 text was read with fluency. The running record showed it to be a high instructional text the rate of error at a ratio of 1:19.

The graph states that Students A and B have not improved in their instructional reading level. They have both remained at level 16. They did not apply any segmenting or blending during the reading of the text. Their reading was staggered and when confronted with an unknown word they did not attempt to decode the word.

Student E has shown the most improvement in her instructional reading level, moving from level 14 to 17. Her confidence and overall self efficacy to reading was evident in her post testing.

Sutherland Phonological Awareness Test Results

Pre- test- Form A

Post Test -From B

	Student A	Student B	Student C	Student D	Student E
Pre-test	28/60= 47%	30/60= 50%	40/60= 67%	33/60= 55%	29/60= 48%
Post test	32/60= 53%	33/60=55%	48/60= 80%	41/60= 68%	36/60= 60%

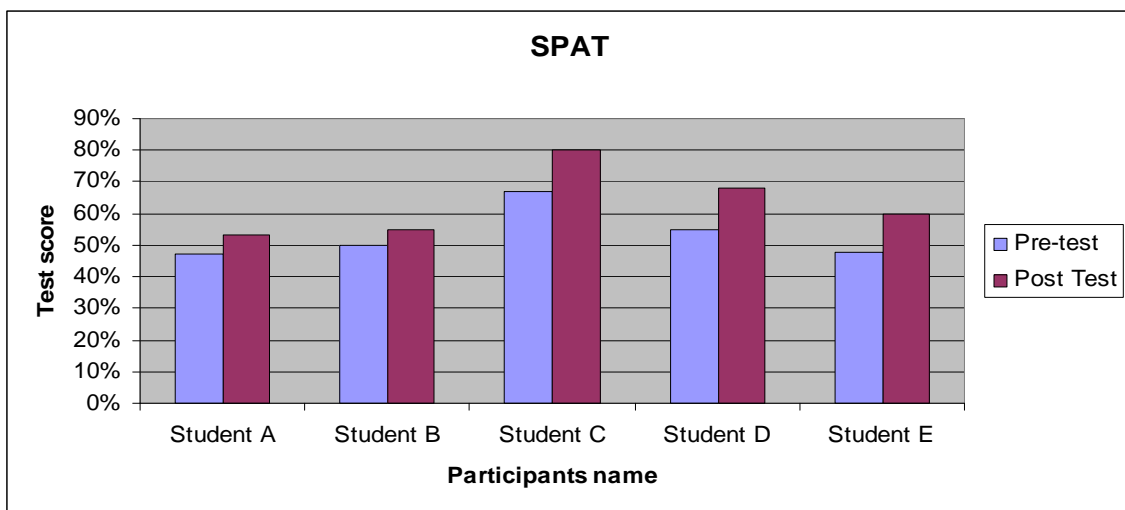


Figure 2

All participants have shown improvement from their pre-test results. The post test results show that students C, D and E have made the most improvement.

Students C and D have shown a 13% increase with their improvement mostly in the blending and segmenting sections.

Student E increased by 12%. She improved in section one of the SPAT but did not apply the skills in sections two in the reading and writing of non-words. This was also the case for students C and D.

Students A and B showed the least improvement in phonological awareness. The results showed that they were not applying the strategies learnt in the teaching session. They did poorly with the onset deletion tasks. However, they did improve in the segmenting of phonemes task.

Rime Unit Test

Test contained 127 words. The test was the same for pre and post test. It contained the rime units taught during the teaching sessions of this study.

	Student A	Student B	Student C	Student D	Student E
Pre-test	74/127= 58%	74/127= 58%	78/127= 61%	87/127= 68%	64/127= 50%
Post test	88/127= 69%	95/127= 75%	104/127= 81%	110/127= 86%	82/127= 64%

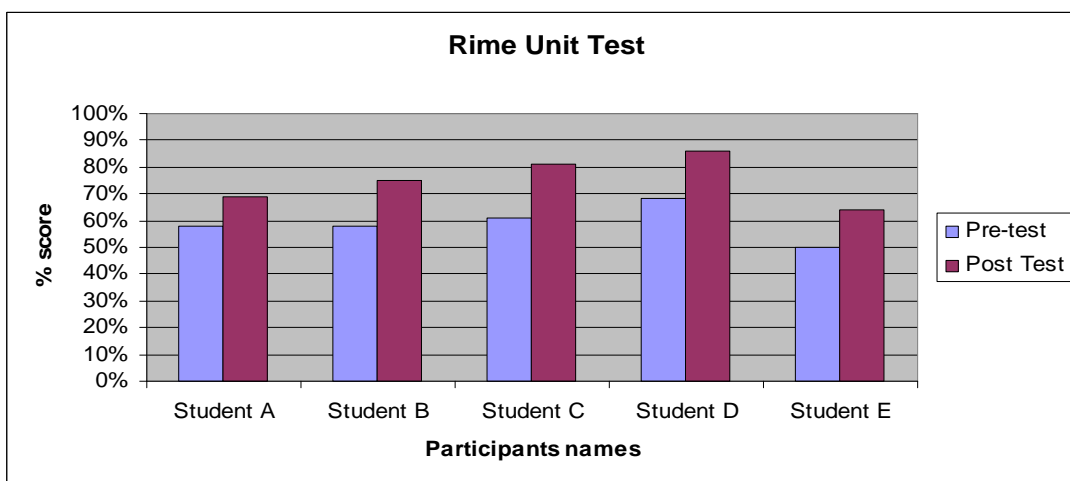


Figure 3

All participants have shown improvement in the reading of words containing rime units accurately. All the rime units learnt during the teaching sessions appeared in the first section of the rime unit test. The participants read all these words accurately and automatically. They were all very confident

approaching the test. All the participants commented that they knew the words because they were the words learnt during the intervention sessions.

Student C has shown the most improvement with a 20% increase in words read accurately from the pre test. Student C segmented most words into onset and rime which is a strategy she was not applying during the pre-test. During the pre-test, she was still one to one mapping when decoding unknown words.

Students B and D also showed significant improvement in their post test results with student B improving by 17% and student D by 18%. Student B's results would have been significantly higher, however because of her poor phonological knowledge some words were read incorrectly.

Student A showed the least improvement with words read accurately with only an 11% increase from their post test. Student A did not attempt all the words on the test. She was the only participant that did not have a go at segmenting words. Student A's poor phonological knowledge of some sounds also hindered her word reading accuracy.

Table 2- Results of Post Testing of the OO group

Tests administered	SPAT -		CLaSS/		PM		Rime unit test	
	Form A	Form B	Benchmark					
	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test	Pre-test	Post test
Student 1	46/60= 76%	49/60= 81%	19	19	90/127= 71%	91/127= 72%		
Student 2-	42/60= 70%	45/60= 75%	19	19	104/127= 82%	108/127= 85%		
Student 3	40/60= 67%	41/60= 68%	19	19	88/127= 70%	90/127= 71%		

As seen in table 2, the post results of the OO group show minimal gains in all areas. Though participants have had classroom instruction, their results have not improved greatly. The intervention group showed many more gains from a two-week explicit teaching unit. The greatest improvement shown was by students 1 and 2 who showed a 5% increase in their Phonological Awareness. The other participant only showed an increase of 2%. All the participants' word level accuracy only increased by 1, 2 or 3%, which is minimal, compared to the OXO group whose gains ranged from 11% to 20%.

DISCUSSION

The action research project investigated the hypothesis that, *explicit teaching of blending and segmenting and onset and rime units with grade two and three children will increase their word and prose reading accuracy*. The results show overall gains in the students' recognition of the rime unit words and an increase in their word and phonological knowledge and reading accuracy. I felt that students C, D and E supported my hypothesis more by showing the most improvement in all areas. However, students A and B showed some gains in their word reading accuracy and phonological awareness but their prose reading accuracy did not increase. The study has shown the importance of explicit teaching, this seen in the results of the OO group who did not make as many gains as the intervention group.

Students C and D found it easier to apply the strategies learnt to the post test and overall have better language structure and phonological knowledge than students A and B. Before participating in the study student C was one to one mapping when decoding unknown words but by the end of the intervention program she was blending and segmenting words into onset and rime and usable letter clusters. I recommend further teaching of two letter dependable rime units and then slowly introduce three letter dependable rime units for students C and D in the future.

Student E started with lower test scores than all other participants but she showed the most confidence and willingness during the sessions. She found the strategies easy to understand and tried to her best to apply them during the teaching sessions. During the post testing, she broke the words into onset and rime more often as a tool to work out unknown words compared to students A and B. More work on blending and segment will benefit Student E. During the sessions, Student E displayed very good RAN. I would recommend continued teaching of dependable rime units to increase her word reading accuracy.

Students A and B showed gains but their gains even though minimal in some areas are tremendous for these participants. Both participants have poor language structures and have had continuous invention for reading during their first three years of schooling. Student A and B do not receive support for their learning at home.

During the intervention sessions and post testing of their rime units the participants confused the sound for u and a. I made the students aware of the sound during the sessions but they need explicit teaching in this area. I also

believe now after conducting the study that they need further testing of their phonological knowledge and RAN to determine their needs in this area. For future teaching of these participants, I would recommend to continued work with them on phonological awareness and RAN and then to proceed to teaching them the dependable rime units.

According to Treiman, it is easier to segment spoken syllables into onset and rime than to segment them into individual phonemes or other structural elements. This suggestion was supported by my hypothesis. The children quickly caught onto the notion of blending and segmenting the words into onset and rime. They also identified rhyming words during our sessions easily.

Kirtley found in her research that children learn to read a group of words that rhyme more quickly, and tend to reads these words correctly more often, than a group that has the same initial CV and than a group with no sounds in common. This was evident in my study because during sessions the students learnt to read a large bank of new words containing 10 different rime units. During the post testing these participants read these words automatically and accurately.

Adams 1990 Chard & Osborn 1999 Salinger 2003, say that most poor readers have not learned to recognise these frequently occurring sound clusters as individual rime units, and need the opportunity to work with these larger units. My study showed that learning rime units does help a poor reader increase their word and prose reading accuracy.

Ayres and other researchers have shown that children's skills in segmenting and blending phonemes were significantly higher after direct instruction. This was evident in my study. The post testing using the SPAT showed an increase in blending and segmenting of phonemes. All the participants increased in the area. However, the SPAT showed that the students were not using onset and rime to read and write non-words.

My study showed the importance of phonemic instruction, teaching blending and segmenting and the importance of onset and rime plays in children's reading abilities. Ayres believes that children need countless opportunities to play with sounds. Peterson believes that children need to clap syllables, listen to and read nursery rhymes, chants, songs and poems and Adams, Chard & Osborn believe that children need to learn rime units.

A good Literacy block should have opportunities like those describe by Peterson, Ayres Adam, and Chard & Osborn. It is these essential tools in the first years of schooling that will help shape a child's reading ability.

Onset and rime is an important tool for students to have when they read. It can help a reader break words up to decode them and it can promote reading by analogy. Explicit teaching of word reading using analogy in the junior years of primary school is a further study that can be undertaken.

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Appendix 1

RIME UNITS TEST - TEACHER RECORD SHEET

(Underneath each attempted word, the teacher ticks words read correctly and records the student's response for incorrect and self corrected attempts)

3 letter words
5 letter words

4 letter words

4 letter words

5 letter words

4 letter words

bin	pin	thin	spin	rock	sock	-	-	jump	pump	thump	stump
can	man	plan	than	bell	well	shell	spell	test	rest	chest	-
day	say	play	stay	back	pack	black	-	light	night	bright	-
saw	paw	draw	thaw	hill	fill	chill	spill	meat	beat	cheat	-
cab	tab	grab	crab	ring	wing	thing	bring	cake	make	shake	snake
bug	mug	plug	slug	duck	luck	truck	-	date	late	plate	-
hot	not	shot	spot	sick	pick	brick	thick	name	came	shame	-
fat	pat	chat	that	tail	mail	snail	-	rice	mice	slice	-
cap	tap	clap	trap	bank	tank	thank	-	ride	hide	slide	-
hop	top	stop	shop	mask	task	flask	-	fine	mine	shine	-
lip	zip	drip	ship	junk	bunk	trunk	-	more	-	store	-
hit	pit	spit	-	pink	wink	think	-	woke	-	broke	-
								rain	main	brain	chain

Appendix 2

Part A Teaching Session one

Activity	Task Description	Time
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Use Picture Cards)	Show the student(s) three pictures, two of which rhyme. Demonstrate identification of the non-rhyme word. Then get the student(s) to identify the non-rhyme word in a series of trials. If they make an error, tell the student which one was the non-rhyme word with an appropriate explanation then move on to the next trial. (10 Trials per Student)	3 – 6 mins
Blending Task (Oral Presentation – No picture cards used)	Teacher sounds out a target word and student has to say whole word. Provide one demonstration before introducing the trial series with the student(s). If a student makes an error, present the word again, this time saying the onset and the rime unit (eg. b ag). If the student again makes an error, provide them with the answer and an appropriate explanation. (10 Trials per Student)	3 – 6 mins
Segmentation Task (Use picture cards and card with three box sequence)	Student(s) presented with three box card. Demonstrate the task by saying one of the target words then sounding it out. As each sound is said, place a counter in the appropriate box of the card. If the student makes an error, cue the student by giving them the initial sound and the vowel sound asking them to give you the final sound. Then follow this up with a word from the same rime unit group. If consistent errors occur (ie. the first three trials are incorrect), remove the three box card and target segmentation using onset and rime units (eg. b ag). (10 Trials per student)	3 - 6 mins
Reflective	Student(s) comments on what has been learnt in the session	3 mins
		17- 26 mins

Appendix 2

Part B Teaching session 2

Introduction	Revisit information from previous session	3 - 6 mins
Reading Target Words (Use Word Cards)	<p>Teacher presents the target word on a flash card. Provide a cue that the words contain the target rime units.</p> <p>Present the words in a random order. If an error occurs, read the word for the student then present the next word from the same rime unit.</p> <p>(Student to attempt to read all ten target words)</p>	3 – 6 mins
Writing Target Words	<p>Teacher reads a target word. Student(s) write the word as it is said. Present the words in a random order. If an error occurs, read the word for the student and write it. Present the next word from the same rime unit.</p> <p>(Student to attempt to write all eight target words)</p>	3 mins
Text Reading	<p>Student (s) reads new passage Cue student(s) that they will have to retell the story.</p> <p>Introduce the story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>In a small group format, ask one student to read one page with the other student reading the next page. Re-read the story changing the pages to be read by the students.</p>	7 - 10 mins
Reflective	Student(s) comments on what has been learnt in the session	3 mins
		16 – 22 mins

Appendix 3

<p>Teaching Session 1 Rime unit words containing ug and ap Words used –bug, dug, rug, mug, nap, map, cap, tap, flap, clap</p>	<p>Teaching Session 2 Rime unit words containing ug and ap Words used - bug, dug, rug, mug, slug, hug, nap, map, cap, tap, flap, clap</p>
<p>Teaching Session 3 Follow teaching session one Rime unit words containing at and op Words used –fat, cat, rat, hat, mat, chat, cop, top, hop, stop</p>	<p>Teaching Session 4 Follow teaching session two Rime unit words containing at and op Words used - fat, cat, rat, hat, mat, chat, cop, top, hop, stop</p>
<p>Teaching Session 5 Follow teaching session one Rime unit words containing ip and ab Words used –ship, rip, tip, flip, lip, cab, grab, tab, crab, lab</p>	<p>Teaching Session 6 Follow teaching session two Rime unit words containing ip and op Words used - ship, rip, tip, flip, lip, cab, grab, tab, crab, lab</p>
<p>Teaching Session 7 Follow teaching session one Rime unit words containing it and aw Words used –draw, saw, paw, lit, sit, bit, fit ,hit</p>	<p>Teaching Session 8 Follow teaching session two Rime unit words containing it and aw Words used - draw, saw, paw, lit, sit, bit, fit ,hit</p>
<p>Teaching Session 9 Follow teaching session on Rime unit words containing ot and an Words used –hot, lot, got, pot, spot, Dan, man, can, ran, fan</p>	<p>Teaching Session 10 Follow teaching session two Rime unit words containing ot and an Words used - hot, lot, got, pot, spot, Dan, man, can, ran, fan</p>

Appendix 4

Session 2

AP, UG

139 words

The Old Map

One day Sam was looking for his cap at the back of his cupboard but all he found was an old map. He looked at the map and saw that it was of his garden. On the map there was a mark X.

He got his nap-sack and went outside. The map began at the tap. He went past the garden beds and saw a bug crawling on the trees. Sam heard a noise and he saw a big bird flap its wings. He kept going and got to the spot on the map.

He dug and dug and found an old rug. He put it in his lap and unrolled the rug. Inside the rug was an old gold mug. Sam was so excited he clapped his hands in the air and ran to show his mum.

Readability for 100 words 8 sentences 110 syllables = approx grade 2 level

Session 4

OP AT

AP, UG

126 words

The Fat Cat

It was a hot sunny day. Joe the fat cat was going to see his friend Jim the rat. He had a new cap to give to him. When he got to Jim's house he saw Jim the rat sitting on his rug drinking tea from a mug.

Joe the cat gave Jim the rat the new hat and got a big hug. Joe the Cat sat on a mat next to Jim the rat. They had a long chat.

Out the window, they saw a cop with a top hat, who was lost. "Stop," said Joe. Jim and Joe gave him a map. The cop gave Jim and Joe a pat on the back. The cop went off with a clap and a hop.

Readability for 100 words 9 sentences 104 syllables = approx grade 2 level

Appendix 4

Session 6- AB IP - (UG, AP, OP,)

128 words

The Big Ship

Tom got a call, it was his dad. Tom was going for a ride on a big ship. Dad said to grab a warm top and a cap. He went in a cab to the dock. He was scared about the ship. He did not want the ship to tip or flip in the water.

Tom went to the top of the ship to look at a map. He saw flat land and a big red crab swim by.

The wind blew his cap off and the ship started to rock. It hit a big rip in the water. Tom bit his top lip. Dad gave him a hug and a big mug with hot chocolate. Tom looked at dad and smiled. Tom felt safe. It was fun.

Readability for 100 words 8 sentences 108 syllables = approx grade 2 level

Session 8- IT AW (OP, AP)

125 words

The lost dog

Sam and John went to the shop to buy some new pencils to draw. When they got to the shops, they saw a lost dog. The dog had a sore paw so Sam took the lost dog home. On the way home, it started to rain. When they got home, Sam took the dog inside and lit a fire to warm up his new dog.

“I will call you Snowy because you have white fur”, said Sam. “Snowy” called Sam, “come and sit on my lap”. They sat near the fire listening to the rain hit the roof.

Sam fixed Snowy’s sore paw and gave him a bone. Snowy bit on his bone and licked Sam’s face. Sam was happy to have a new dog.

Readability for 100 words 8 sentences 108 syllables = approx grade 2 level

Appendix 4

Session 10- OT AN (aw, it, ap, ip)

191 words

Dan the Flaying Man

It was a hot sunny day. Dan was sitting by the fan drawing. The fan was making his paper fly. Dan wished that he could fly over tall buildings.

Dan decided that he wanted to fly so he went to his brother's cot and got a blanket. This will be my cape. He went to the kitchen and got a pot. This will be my helmet. I will call my self, Dan the Flying Man.

Dan ran outside and climbed the fence to get to the roof. He looked out and saw a lot of tall buildings. He said to himself, "I can fly, I am Dan the Flying Man." He marked a spot of the roof. This will be where I jump. He took a long run up and jumped off the roof.

I am flying said Dan as flapped his arms but then he felt his body tip down. "Bang", his helmet pot hit the ground. Dan the flying man saw stars as he got up from the ground. I am not Dan the flying man. "I think will leave the flying to the birds", Dan said, as limped away.

Readability for 100 words 11 sentences 126 syllables = approx grade 2 level

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