

*Explicit teaching of onset and rime units to a group of Grade 3 children who are having spelling difficulties improves individual word and prose reading ability.*

### SESSION OUTLINE

The sequence used for teaching onset and rime was based on John Munro's outline for Orthographic Processing. Ten words were introduced at each session. Five of the words were related to each chosen rime.

ACTIVITY	TASK DESCRIPTION	TIME
Text Reading	<ul style="list-style-type: none"> <li>▪ Students re-read passage from previous session</li> <li>▪ Teacher takes running record as students read.</li> </ul>	5 mins
Reading Target Words	<ul style="list-style-type: none"> <li>▪ Introduce target words. Students read target words</li> <li>▪ in random order. As cards are read, students run their finger underneath the words. Cards are left on the table.</li> <li>▪ After all the words have been read, students put the words into groups identifying the rime units.</li> <li>▪ Ask, "What do the words have in common? Can you think of any other words like 'can'? Do you know what the words mean?" Allow students to articulate sentences with some of the words.</li> </ul>	5 mins
Blending Task	<ul style="list-style-type: none"> <li>▪ Teacher presents a written onset and rime unit and demonstrates blending the two parts to read the word.</li> <li>▪ Work through all target words for each rime and brainstorm others.</li> <li>▪ Use magnetic letters in onset and rime units as a tactile experience.</li> </ul>	10 mins
Segmentation Task	<ul style="list-style-type: none"> <li>▪ Teacher demonstrates by putting down one of the word cards. READ the word, COVER it, and then SOUND it out. Segment words with a mixed rime target word. Students run their finger underneath the words and read them. Students continue until no errors are made with the teacher reading the initial sound/onset cueing the student to say the rime.</li> </ul>	5 mins
Writing Target Words	<ul style="list-style-type: none"> <li>▪ Write each word and underline the common rime unit.</li> <li>▪ Present the words in random order and allow students to follow the "LOOK, SAY, COVER, WRITE, CHECK" strategy.</li> <li>▪ Cue strategies when writing words:               <ul style="list-style-type: none"> <li>○ *say word</li> </ul> </li> </ul>	10 mins

	<ul style="list-style-type: none"> <li>○ *close your eyes and visualize the word</li> <li>○ *say onset and rime separately</li> <li>○ *say whole word again</li> </ul>	
Text Reading	<ul style="list-style-type: none"> <li>▪ Students read new text. Cue students to retell the story.</li> <li>▪ Introduce the story title. Discuss the topic and cue prior knowledge. Read with students if difficulties noted. Ask students to read a portion of the text each. Highlight target words.</li> </ul>	10 mins
Reflective	<ul style="list-style-type: none"> <li>▪ Students comment on what has been learnt in the session. Articulate 'self-talk'.</li> <li>▪ Reinforcement Game: Stepping Stones Students must step over imaginary stones(witches hats) and read the target words. If they read the words incorrectly, they try again with the teacher's assistance.</li> </ul>	5 mins

## INTERIM WORD READING TASK

can	ran	Gran	fab	crab
bug	hug	Grug	pot	tot
cat	fat	hat	Kip	trip
dud	stud	thud	spit	fit
pen	hen	when	map	wrap
Nan	man	grab	cab	dab
dug	tug	hot	pot	got
mat	sat	mop	hop	fit
mud	spud	lot	spot	top
men	then	flop	split	hit

*Words are to be read down the columns.*

## DICTATION TASKS

Gran got Dan a crab for his birthday.

Grug dug into the sand with a pot

Kip the cat went on a trip on a ship.

Spud had a split on his head and he was left in the mud.

Brent turned to see the hens running so he started to clap

## SPELLING TASK

Children were asked to write 20 words randomly selected from the words in the reading task above.

## ***ONSET AND RIME UNITS TAUGHT***

### **Session 1**

an, ab

Text: Gran takes Dan shopping

Words used: can Nan Gran ran man cab fab grab crab dab

### **Session 2**

ug, og

Text: Grug the bug's day at the beach

Words used: bug dug hug tug Grug hot pot got spot lot

### **Session 3**

at, ip

Text: Kip's trip on a ship

Words used: cat mat fat sat hat bip Kip dip trip ship

### **Session 4**

ud, it

Text: Spud the dud

Words used: dud mud stud thud spud hit spit sit split fit

### **Session 5**

en, op

Text: The hen house

Words used: pen men hen then when hop mop stop top flop

### **Session 6**

ell, ank

Text: The magic spell

Words used: bell fell sell shell spell bank thank tank Frank drank

### **Session 7**

ail, eat

Text: Sammy the snail

Words used: hail nail mail snail trail heat seat meat treat wheat pleat

### **Session 8**

ame, ine

Text: Dame Nell goes to the ball

Words used: came same lame dame shame fine line shine mine dine

### **Session 9**

ore, ide

Text: Off to the shore

Words used: more sore store shore wore hide ride wide bride slide

### **Session 10**

ask, ight

Text: The sleepover

Words used: bask cask mask task flask sight might night tight fright

## TEXTS

### *Session 1: Gran takes Dan shopping (an,ab)*

I rushed out to meet Gran as the cab pulled up in front of our house. Gran asked the man in the cab to wait for her as she ran to give me a hug. She was going to take me shopping for my birthday. "Are you ready Dan? It's time to buy your birthday present at the pet shop. Have you decided what you want?" "Oh yes I am ready, I want a pet crab!" I cried with glee as I grabbed my coat from Mum. We waved to her as we jumped into the cab. "What a fab gran I have!" I thought to myself.

The cab driver seemed to be driving around in circles. He was lost. "It's getting late Gran and the shop will be closed." I shouted.

"Don't worry Dan," said Gran as she directed the cab driver to the pet shop.

When the cab driver stopped, we ran to the shop but the door was locked and the CLOSED sign was showing. We knocked and knocked at the door. The shopkeeper ran to the door. "It's my birthday and my Gran is going to buy me a pet crab. Please let us in."

The shopkeeper smiled and let us in. I chose a hermit crab and named her Nan after my Gran. She is a fab gran!

169 words. Readability for 100 words. 10 sentences. 108 syllables.  
Approximately Grade 2 level.

### *Session 2: Grug the bug's day at the beach (ug, og)*

One day Grug the bug decided to go to the beach. It was a beautiful, hot day. It was an Autumn day in April, but the sun was shining. "Typical Melbourne weather!" he thought to himself.

He got a rug and a jug and a pot. "What a lot to lug," he said as he gave his mum a hug.

He jumped into the cab. Off he went to find a spot at the beach.

Grug put the rug down. He dug into the sand using the pot. He wanted to make a sand castle.

As he dug, he felt something tug at his leg. It was a crab.

"I have always wanted a pet crab," he said.

He put the crab into the pot and filled it with some water to take home.

Grug was very pleased with himself as he went home.

He had had a fab day at the beach!

153 words. Readability for 100 words. 11 sentences. 112 syllables. Approximately Grade 2 level.

### ***Session 3: Kip's trip on a ship (at, ip)***

Kip the cat lifted his suitcase onto the ship. He was going on a holiday around the world. He was going to visit some islands.

In his suitcase he had his mat and his hat. He had a choc-chip dip to eat on the way too. "Ah! This is the good life," he said. He spread his mat on a beach chair and sat on it.

Kip woke up with a loud bip. It was the ship's horn blowing. The captain was shouting, "Emergency, we are approaching an iceberg. ABANDON SHIP! Find a life jacket and jump into a boat. Do not panic!"

Boy, did I panic! I screamed and ran to find a fat rat running towards me. "Ahhhhhh!"

"Wake up, wake up," said the captain as he sat beside me. "You were having a nightmare."

It was just a bad dream!

146 words. Readability for 100 words. 13 sentences. 125 syllables. Approximately Grade 2 level.

### ***Session 4: Spud the dud (ud, it)***

"Bye Spud, wish me luck. I hope I end up as French Fries." Spud had to sit all alone. He was in the field. All his friends had been picked because they were good potatoes.

Spud had a split on his head and Farmer Kit didn't think he was good enough to be sent to the market. He was a dud. It was starting to rain, so Spud was going to be left in the mud to rot. Spud didn't fit the description. He had a split on his head and he was 'spitting chips mad' about it.

Suddenly, he saw a shadow and he heard a thud. It was Farmer Stud and he was leaning over Spud to pick him. "Yes! He hit the jackpot." After all, that is a potato's role in life-to grow and get picked, to be made into chips or baked in the oven or cooked in a casserole.

Spud was happy.

160 words. Readability for 100 words. 11 sentences. 114 syllables. Approximately Grade 2 level.

***Session 5: The hen house (en, op)***

Brent followed his map to the hen house. He opened the gate to the pen because he wanted to watch the hen. It was laying eggs. Brent took the eggs and wrapped them in his coat to take back to the house. They will be yummy, he thought.

When he turned he could see all the other chickens running out of the pen. Brent started to clap to get them back into the pen. It was no use so he called for help. The men came running to help. Their caps fell off their heads. They managed to get all the chickens back into the pen.

Brent thanked them and took the eggs into the house. He was hungry now. The eggs would be nice for breakfast.

124 words. Readability for 100 words. 11 sentences. 118 syllables.  
Approximately Grade 2 level.

***Session 6: The Magic Spell (ell,ank)***

Frank thanked the woman and walked out of the bank. He pulled his coat tightly around him. It was a cold and windy day. Frank was sad. He wished that something exciting would happen.

He looked at an old lady that was standing in the street. She looked like a gypsy. She held a basket and seemed to be selling things. She began to speak. "Do you want to buy a shell? Look it has been made into a bell."

When Frank looked at the shell that was made into a bell, he could not move. He froze! The old lady gave him a cup and he drank the potion. Suddenly Frank flapped his wings and began to fly through the sky. Frank was happy.

126 words. Readability for 100 words. 12 sentences. 113 syllables. Approximately Grade 2 level.

***Session 7: Sammy the Snail (ail, eat)***

Sammy the snail left a trail behind him as he tried to reach the post box. The postman was due any minute now. "It's no use. I am not going to make it." Sammy had to post the letter before the postman collected the mail at 6 o'clock. He was posting the letter to his friend Max. It was for his birthday.

The letter had a ticket in it. The ticket was a great treat. It was a front row seat at the 'Championship Snail Trailing' competition. It was going to be on Sunday in the city. He would also get "All you can EAT!" at Jimmy Joe's Meat Café.

"I must make it before 6," he cried. "This must get to Max tomorrow or he will miss out on seeing the competition on Sunday. I must make it. I can, I can! I must, I must! I will, I will! I did, I did! Yeah! I reached the post box just when the postman arrived to collect the mail.

165 words. Readability for 100 words. 10 sentences. 126 syllables. Approximately Grade 2 level.

***Session 8: Dame Nell goes to the ball (ame, ine)***

"What a shame!" sobbed Dame Nell. "How can I go to the ball without a fine dress. I won't be noticed by Prince Fred." Dame Nell lay on her bed and cried.

She heard a sound behind her and as she turned she saw a light. Through the light came a shadow and it spoke to her. "Do not worry my dear. Stand up and will make you be the one that shines tonight. You will dine with the prince and he will only have eyes for you.

With a spark of lightning, Dame Nell's dress was transformed into the most beautiful gown she had ever worn. The voice told her to follow the blue line of light and walk over the bridge. She did as she was told and found herself at the ball. Oh what a night she had. She dined with Prince Fred all night. They lived happily ever after.

152 words. Readability for 100 words. 12 sentences. 119 syllables. Approximately Grade 2 level.

***Session 9: Off to the shore (ore, ide)***

We couldn't wait to get to Dromana. We packed the car with our suitcases. "Don't forget your hats," called Dad. Mum, Dad and I were so excited. I wanted to get to the shore. I wanted to collect shells on the shore.

During the ride in the car, my eyes were getting sore. They were sore from looking through the window to see if we were getting closer. "Be patient there's only ten more minutes to go," said Mum.

We finally got to the beach house. We saw that there was a playground on it. It had a slide and swings. It was going to be the best holiday.

116 words. Readability for 100 words. 11 sentences. 116 syllables. Approximately Grade 2 level.

***Session 10: The sleepover (ask, ight)***

For my birthday, all my friends were going to come over for a sleepover. Mum said we could sleep in the family room. We slept on mattresses in sleeping bags. Mum bought me a 'Bart Simpson' sleeping bag for my birthday. I was so happy.

The theme for the night was 'Spooks'. We all brought torches. We told ghost stories at night. Mum also bought these really scary masks to wear. Mum thought that someone might be frightened during the night so she left a flask near a lamp. If anyone was frightened, they could hit the flask with the spoon and Mum would come.

Everyone at the party had a fab of a time and no-one got a fright. Not even the sight of my sister with a facemask on her frightened anyone. It was the best time for all.

141 words. Readability for 100 words. 11 sentences. 123 syllable. Approximately Grade 2 level.

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