

TEACHING UNIT

Hypothesis

Explicit training in phonemic segmentation skills, alongside training in using rime-analogies, will result in improved reading of mono-syllabic words containing the rime units taught.

Phonemic Segmentation Component

Aims: * to improve mono-syllabic word reading skills by improving phonological/phonemic skills
*to enable the student to use phonemic segmentation when reading text
*to encourage gains in self-efficacy by improved performance outcomes

Procedure:

1. Teacher describes how words can be broken up into their component parts/letters using magnetic letters and joined again by blending both sounds and the orthographic representation.
2. Teacher demonstrates different way of breaking words up. E.g. The word *fun* is used in the demonstration. One counter is selected for each phoneme in the word and placed in a line. Each counter is then tapped and the individual phoneme it represents, voiced. The children count the number of sounds involved.
3. Segmentation is again demonstrated as before.
4. The children practice the skill, either simultaneously or in turn.

Initially, only words with two or three phonemes are used.

If the children are having difficulty hearing the sounds involved, the teacher says she will “ stretch “ the word out, to assist. She then makes a stretching motion with her hands, while exaggerating the articulation of the word so that each component sound may be more easily identified.

Once the students are able to do this activity with a reasonable amount of ease, the teacher demonstrates how to extend the activity by using letters. Instead of using counters, the teacher writes a dash for each phoneme isolated, on the white board. She then isolates the phonemes again verbally and writes in the appropriate grapheme on the dash, as she moves through the structure of the word. The students then practice the skill.

Teaching Sound-Symbol Correspondence

Aim: to improve letter-sound knowledge and so improve decoding skill and the speed with which it occurs

Procedure:

1. Practice matching pictures with the symbol of the corresponding initial sound of the word.
2. Bingo Games in which the letter correspondences the students have yet to master are featured.
3. Sound Dictation. Teacher dictates sound. Students write it on whiteboard.

Teaching the New Rime Unit

Procedure:

1. The sound and orthographic representation are introduced in a cue word. e.g. for **ap**, cap is the cue word.
2. Children suggest any other words, which may contain the rime and come out to write them on the whiteboard.
3. Children then read **ap** words from a word family chart, in which the **ap** component of the word is written in a different colour. Children are encouraged to identify the onset and rime components separately first and then the blended word.
4. As a group, students read and complete rhyming activity which corresponds to the rime being studied. Students have access to the word family chart for this activity if need be.
e.g. *On Tim's lap*
The cat had a ... (nap)

I can see the map.
It is on John's...(lap)
5. Children may produce own rhymes for the rime being studied.
6. Reinforcement activity- select one from the list below.

Reinforcement activity

A) Snap/Fish

Or

B) Noughts and Crosses with the words being studied written in the spaces and the student unable to put their symbol in until they have correctly read the word.

Or

C) Beat My Score Game. Teacher turns target words on flash cards over for students to read rapidly within the space of a minute. The aim is to beat the same student's previous score.

D) Activity Sheet – see Appendix 2.

Structure of Teaching Cycle

These lessons are designed for year 2 students experiencing reading difficulty . Lessons are planned to occur in a small group. Repetition of target words occurs regularly to minimize memory difficulties. One of the activities – Beat My Score, is designed to improve speed of word recognition. The program also makes use of analogy training by introducing multiple words containing the rime being taught, on a word chart. This program primarily addresses difficulties occurring at the word level, but it does extend practice opportunities to reading text towards the end of the program. At the end of lessons students are asked to articulate what they have learned, thereby contributing to meta-cognitive skills and increasing self-efficacy.

- Lesson 1: Sound-Symbol Correspondence Activity- Part 1
Phonemic Segmentation Component.
Introduce rime **ap** as described in procedure.
Activity Sheet 1-see Appendix 2
Review learning.
- Lesson 2: Sound –Symbol Correspondence Activity- Parts 1 & 3
Phonemic Segmentation Component.
Review previous rime unit taught. Introduce new rimes-**eg & ip**.
Snap.
Review Learning.
- Lessons 3 & 4: Sound- Symbol Correspondence Activity- Parts 1,2 & 3.
Phonemic Segmentation Component
Review Rimes taught previous lesson. Introduce new rimes-
ab, eck, op, ed
Noughts & Crosses. Beat My Score.
Review Learning.
- Lessons 5 & 6: Phonemic Segmentation Component. Extend to Letter Link.
Review Rimes taught previous lesson. Introduce new rimes –
In, ick, / en, est
Snap. Activity Sheet 2. - See Appendix 2.
Review Learning.
- Lessons 7 & 8. Phonemic Segmentation Component. Extend to Letter Link
Extend to 4 Phoneme Words.
Review Rimes taught previous lesson. Introduce new rimes –
ell, it
Beat My Score. Fish
Review Learning
- Lessons 9 & 10: Phonemic Segmentation Component. Extend to letter link.
Extend to 4 phoneme words.
Text reading containing rimes previously introduced and studied.
(taken from “Rhyme Your Way to Way to Reading Writing and
Spelling: Lyn Trill. Book 1. Oxford University Press. p5 & p 17)
After reading text as a group, pick out rhyming words and list.
Have children circle the particular rime units.
Review learning.

Appendix 2
Activity Sheet 1

Circle the words, which have the ap pattern.

Write the words.

lap mat hip gap flap rag

Circle the words, which have the ig pattern.

Write the words.

dog pig leg wig jig fin rag big skid

Circle the words, which have the in pattern.

Write the words.

thin bin men tin pig fan grin hill thin

Activity Sheet 2

Circle the odd one out

lick	fan	best
sick	ten	rest
neck	men	nest
kick	den	lost
thick	pen	pest
pin	mop	cab
fin	hop	web
thin	grab	lab
win	stop	stab
ran	pop	grab

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