

Explicit teaching of segmenting and blending through the identification of simple rime units to children with limited consonant and vowel knowledge, increases the success a child has in decoding unknown words within text.

TEACHING SESSIONS-RIME UNITS

OBJECTIVES

- ◆ To identify a rime unit
- ◆ To segment a word into onset/rime
- ◆ To blend an onset/rime to make a word
- ◆ To make an analogy between words known / unknown
- ◆ To articulate knowledge of rime units and how it helps in our reading

Lesson One (taken over two sessions individually)

Running Record taken to ascertain Instructional level for each child.

Test to ascertain rime units children know (two letter rimes). Appendix 1

Test to ascertain child's ability to read words with rimes to be taught. Appendix 2

Lessons Two-Seven (small group instruction)

Introduce the term Word Families to the children

- ◆ Magnetic letters to identify the rime unit to be taught-*teacher makes the rime unit on a whiteboard and children copy the rime after the teacher verbalises it.*
- ◆ Choose some consonants to become onsets.-*each consonant is sounded as it is placed on the whiteboard*
- ◆ Discuss sounds that these make-together with letter names
- ◆ Add the onset to each rime c at-*children stretch out the word cccc / at*
- ◆ b at
- ◆ eg. s at
- ◆ f at
- ◆ segmenting and blending using magnetic letters-*taking the words apart slowly to see the onset and rime, put the words back together*
- ◆ on whiteboards write the words s/at, f/at-*teacher says the words to children as they write them on the whiteboards (emphasis on the shared rime unit)*
- ◆ read each word out individually-*lids on textas, turn them into pointers and read each of the words to the group. I gave the slowest child the opportunity to listen to the others first for further reinforcement.*

- ◆ erase the words, quickly... write cat, rub it out
quickly...write fat, rub it out etc.
-children had to think of the visual and concentrate, no time to look around for prompts. Use of the Look, say cover, write, check method.
- ◆ choose a word for Tchr to write on a flashcard-*what is your favourite word, spell it to me to add to our flashcards.*
- ◆ Variety of activities, look at the word, now write it down, what is this word you see? Complete the worksheet with the rime unit, read and do activity, look at the picture what rime unit would it have in it?*each day the activity changed a little to reinforce the rimes taught.*
- ◆ Listen to a short story or poem with the rime units, shared reading at times to reinforce the rime.
- ◆ Complete a worksheet focussing on the rime unit in the word-*this activity provided reinforcement to children as it could be marked with a positive comment and taken home to gain further reinforcement and contact with the parents.*
- ◆ Stepping stones played on the floor-individually walk over the word and say it out loud
- ◆ Articulating what we have learnt today.

Lessons moved quickly focussing on onsets and rimes, the segmenting and blending of these. Visual and oral cues were used to help children with their learning.

Lesson Eight

Review of the V-C rimes taught. Children played a game where they threw dice which had consonants or vowels on them. Referring to picture cards, they attempted to make a word, turning the card over confirmed that they were correct/incorrect as the word was printed.

Game—LDA CVC Shake a Word Dice Game

Testing of the words we had made into flashcards followed as the assessment activity. Self corrections were noted and the way that children decoded the words was also recorded.

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.