

The explicit teaching of onset and rime units to a group of grade two children improves each child's ability to read unknown words in isolation and in prose.

TEACHING STRATEGIES

Objectives of Intervention program:

To help children

- systematically decode unknown words using Onset and rime.
- blend onsets and rimes to read words.
- identify rime units in words.
- transfer rime unit knowledge to other words.
- learn how to transfer this knowledge to improve text reading.
- articulate and reflect on this new knowledge.

The target group for the intervention program are having trouble at the Word Level of J. Munro's MLOTP model of reading. The two children are having specific difficulties with segmenting words into functional units and then converting letter clusters to sounds. This knowledge is very useful in helping readers efficiently decode words when reading text.

Intervention Format

The intervention research project was administered to two grade two children who were having difficulties with their reading. The children were withdrawn for two testing periods and ten 50 minute lessons over a period of four weeks.

The Sequence Used for Teaching Rime Units

| Activity | Teacher | Students |
|---|---|---|
| Review of previous days Rime units. Running Record taken on previous day's text. | Teacher presents a variety of review activities.(See below for detail of daily sessions.) Then takes a running record of yesterday's text for both children. Unhighlighted copy. | Children alternate between the review activity and the running record. |
| Introduce new rime unit. | Teacher gives the sound for the new letter cluster/ rime unit and presents this new unit in a series of words. | Children think of other possible words they know containing this new rime unit. Read all new words. |
| Read Each word in segments. | Words presented to children on flashcards with onset and rime written in different | Students read each from the flashcards then divide the cards between them. They |

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| | colours. | then cut them into their onset and rime, reassemble and read in segments pointing to each letter cluster as they say it. Eg meat say m and eat. |
| How are words similar? | Teacher presents the words containing new rime unit on the white board. She asks How are words similar? What do all words share? | Students read words again and answer questions by stating that all words contain the same rime unit which has the same sound. They may also follow the same rule.eg silent e or two vowels together. |
| Visualise each word Write the words in notebook. | Teacher asks students to visualize the rime unit on its own and then in one of the taught words. Visualize the sequence of the letters that make up the rime unit. Read words again | Students visualize rime units and read and write words in a notebook. |
| Transfer rime unit to other words. | Teacher presents other words and nonsense words containing the taught rime unit. Written on whiteboard | Students read other words presented by the teacher and suggest and write words of their own. |
| Put words into a sentence. | Teacher refers back to taught words and explains meanings should there be confusions | Students put each word into a sentence to explain the meaning of the target word. |
| Introduce second rime unit | Teacher introduces the second rime unit as outlined above. | |
| Reading of prose. | Teacher presents and orients a text at grade two level containing words with the two taught rime units. | Students read the text and then with a highlighter pen highlight the rime units found in the words of the text. |
| Reinforcement game. | Teacher presents rules of the game or activity used to reinforce taught rime units. (See daily details below.) | Students play game or do activity as set out by the teacher |

| | | |
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| Meta – phonemic knowledge. | Teacher explains that knowledge of the rime units and strategies taught will help their reading when they come to unknown words in text. (See daily details below.) | Children verbalise what has been taught and how this will help them in reading. |
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Daily Details

Day 1

Taught rime units aw, ab

Text The Hungry Cat

Reinforcement game Onset and rime dice cubes for aw and ab throw both dice to make aw and ab words.

Meta-phonemic knowledge How breaking up words helps us read unknown words.

Day 2

Running Record The hungry Cat / **Review activity** Use yesterdays cut up cards to assemble taught words.

Rime units taught ing, ong

New Text The Unhappy King.

Reinforcement Game. Bingo using taught words containing aw ab ing and ong words.

Meta-Phonemic Knowledge How you can use what you know about words to read other words?

Day 3

Running Record The Unhappy King / **Review Activity** Word sort of ab aw ing and ong words

Rime units Taught. ate ain

NewText Waiting At The Station.

Reinforcement Game. Memory game revising all taught rime units.

Meta-phonemic knowledge. How can you use what you are learning in your reading?

Day 4

Running Record Waiting At The Station / **Review Activity** Make taught words using onset and rime cubes.

Rime Units Taught ail, eat Revise double vowel rule.

New Text Snail In The Garden.

Reinforcement Game. Beat My Time. Flashcards of all taught words are read by each child and they are timed. They compete against each other.

Meta-phonemic Knowledge What are onsets and rimes and how do we use them?

Day 5 Review and Testing.

All games used in the program are played today but they are set up to revise all the rime units taught so far.

An interim reading test administered today, that tests each child's ability to read words containing the taught rime units.

Day 6

Running Record Snail in the Garden / **Review Activity** Word sorts for ate ain ail eat ing and ong words

Rime Units Taught end and amp

New Text The broken Lamp

Reinforcement Game. Onset and rime dice cubes revising end and amp words.

Meta-phonemic Knowledge Why is it good to break up words when reading?

Day 7

Running Record The Broken Lamp / **Review Activity** Revise the five Vowel sounds.

Rime Units Taught ide ine Revise silent E Rule

New Text The Wedding

Reinforcement Game. Bingo for words taught today and yesterday.

Meta-phonemic Knowledge What have you learned about rimes?

Day 8

Running Record The Wedding / **Review Activity** Make words using yesterday's cut up words.

Rime Units Taught ale ew

New Text Dale's New Kite.

Reinforcement Game. Snap game. Snap for the same rime.

Meta-phonemic Knowledge. How can you use rime units to make new words?

Day 9

Running Record Dale's New Kite. / **Review Activity** Write yesterday's words on the white board.

Rime Units Taught ung u-e

New Text The School Concert.

Reinforcement Game. Beat Your Time

Meta-phonemic Knowledge How do you see yourselves as self teachers?

Day 10 Review

Running Record The School Concert.

Review of all taught rimes through playing a variety of games chosen from the following;

Beat Your Time.

Bingo.

Memory.

Dice Games.

Snap.

Go Fish.

Appendix C

Words Used For Teaching Rime Units

Ab cab tab jab lab slab crab grab

Aw saw raw draw law claw

Ing sing wing sting thing king bring string

Ong long wrong strong song gong

Ung sung lung stung rung hung

Amp lamp damp champ cramp tramp stamp

End lend send bend spend blend mend

Ew few new flew knew threw dew

Eat cheat treat heat meat seat wheat neat beat

Ain rain brain chain drain pain plain main

Ide side ride tide wide hide pride glide slide bride

Ate gate mate date late hate state plate

Ail mail jail fail sail nail tail snail trail

Ine wine fine line dine mine spine pine shine

Ale sale pale tale male stale whale

U – e tune June tube cube

Dependable rimes are underlined.

Appendix D

Texts

The Hungry Cat (ab, aw)

Meg the cat was hungry. Her owners had gone to work in a cab. Although she looked in every room, there was no food left out for her.

Meg saw the fish tank and said to herself, " I will have a raw fish for my dinner". She jumped onto the shelf. Meg carefully put her paw into the water. She tried very hard to grab a fish that was swimming by.

All of a sudden, a crab, at the bottom of the tank bit her paw with his claw. "Ouch that hurt", said Meg pulling her paw out of the tank. " I will just have to stay hungry", she cried.

Readability for 100 words 10 sentences 116 syllables
Approx Grade two level.

The Unhappy King (ing, ong)

Once there was a king who had everything. He had gold and money and was very strong but something was wrong. The king was very sad.

He called for his servants. "I am feeling very sad. Please sing me a song", he said. His servants sang many songs but the king did not smile.

"I know ", said the King "a magic trick would make me happy". The servants went to find a long piece of string.

"Bring it to me ", said the King. He got his magic ring and hit the piece of string – PING! It disappeared. "I am happy now " said the King.

Readability for 100 words. 11.1 sentences 115 syllables. Approximately grade two level.

Waiting at the Station. (ain, ate)

The train was late. Sue walked through the gate onto the platform. Her brain was tired and her legs were sore. She has walked a long way to the station. It looked like it was going to rain. "Oh No" she said, "I hate it when it rains."

Sue had been given a very special plate to take to her aunt in the next state. The plate cost a lot of money and she had to be very careful with it. The main platform was full of people now but still the train did not come.

The plate was heavy and it was giving her a pain in her arm. At last the train came into sight.

Readability for 100 words : 9.3 sentences 111syllables.
Approximately Grade two level.

Dale's New Kite. (Ale , Ew)

"The toy shop is having a sale", said Mum. "We could go down and spend the money you got for your birthday".

Dale knew what he wanted to buy. He hoped the shop had one. Mum and Dale got into the car and drove to the toy shop.

"Oh look," said Mum, "you could buy that big toy whale." "Maybe you could buy a new football," said Mum again. "No," said Dale, "I want a kite." "Look, there are a few over there."

Dale picked out a big yellow kite and had just the right money. The next day, the wind was blowing so Dale went out and flew his kite. "It is a good birthday present," said Dale.

119 words. Readability for 100 words: 9.2 sentences 111 syllables.
Approximately grade two level.

Snail In The Garden (ail, eat)

One hot day, Gail went into the garden to beat the heat. It was cooler out in the garden and she sat down on a seat under a tree. Gail wished she had a pool to swim in or a boat to sail. "I wish I had a nice cool treat," she said. Just then, Gail saw a silver trail on the grass. She walked through the garden following the trail. Then up at the back fence, she saw a snail. It had a brown shell and a black body and tail. Gail wanted to pick it up but when she put her hand out, the snail went into its shell. "I hope its cool in there," said Gail to the snail.

122 Words Readability for 100 words : 8.8 sentences 113 syllables.
Approximately grade two level.

The Wedding (ide, ine)

It was a fine sunny day. The bride arrived at the Church with her Dad. He looked at her with pride because she looked so beautiful. With her Dad at her side, the bride walked through the wide Church doors. They then began to stride down the aisle to meet the groom.

Everyone was happy for the two young people who were married. They could not hide their joy.

Soon it was time for them to ride in the big black car to the wedding party.

There, they will dine on fine food and good wine. They will enjoy the party with their family and friends.

106 words. Readability for 100 words: 9.4 sentences 113 syllables.
Approximately Grade Two level.

The Broken Lamp. (end, amp)

Mum asked me to help her with the house work. She went out to do the shopping. I thought that I would do the dusting so I went to find a damp cloth. I dusted the table, the bookshelf and the piano. Then, I went to dust and clean Mum's best lamp. "She will think I'm a champ," I said to myself.

As I was cleaning the lamp, it slipped out of my hands and fell to the floor. It broke into three pieces. Mum came home while I was trying to mend it. "Oh no," said Mum, "we will have to send it away to get fixed."

The next day we carefully put the broken lamp into a box and put a stamp on it before posting it off.

"You can spend my pocket money to fix it," I said. Mum smiled and said "Thank you."

148 words Readability for 100 Words: 9.5 sentences. 112 syllables.
Approximately Grade two level.

The School Concert (ung, u-e)

Last night was the school concert. The stage was set up with ladders and coloured cubes. June had to sing a tune from the top of a ladder. June stood on the rung of the ladder and began to fill her lungs with air. All of a sudden, she heard a buzzing noise. A bee was flying around her head. June hung onto the ladder and got ready to sing her song. She had sung only a little bit of her tune when the bee stung her on the nose. June was brave and finished her song. "Next concert I will bring a tube of insect cream," she said.

112 Words. Readability for 100 words: 9.0 sentences 112 syllables.
Approximately grade two level.

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