

TEACHING SESSIONS

OBJECTIVES:

- To segment words into onset/ rime.
- To blend onset/ rime to read words.
- To identify rime in words.
- To identify letter cluster patterns and shared sounds in rime.
- To transfer rime knowledge to create new words.
- To articulate what they have learnt.
- To articulate how what they have learnt helps them to read other rime words.

Phonological Teaching Tasks:

Four phonological tasks were used:

- Segmenting words into onset and rime,
- Blending onset and rime to read words.
- Identifying rime, letter cluster patterns and share sounds.
- Transferring rime to create new words.

PROCEDURE

PRIOR TO TEACHING SESSION ONE;

- Administering of 'Word Reading Test' - Appendix 1
- Pre Test - Story Phase Test 'Jack Goes Camping' – Appendix 5

END OF TEACHING SESSION FOUR

- Administering of 'Rime Word Reading Test' - Appendix 3
- Post Test – Story Phase Test 'Jack Goes Camping' - Appendix 5

PRIOR TO TEACHING SESSION FIVE

- Pre Test – Story Phase Test 'The Train Ride' - Appendix 6

END OF TEACHING SESSION SEVEN

- Administering of 'Rime Word Reading Test' – Appendix 3

END OF TEACHING SESSION NINE

- Post Test – Story Phase Test 'The Train Ride' – Appendix 6
- Administering of 'Rime Word Reading Test' – Appendix 3

During all teaching sessions (one to nine) the tasks were administered in the following order.

Teaching design is based on 'Designing a Reading Intervention' (Munro, 2002)

- Revision of taught rimes (session two – nine)
- Introduction of new rime unit.
- Reading of words containing rime being taught.
- Segmenting of words to onset and rime,
- Blending of onset and rime to read words.
- Identifying features of word e.g. rime, letter cluster patterns, shared sounds,
- Transferring of rime to make new words or pseudo words.
- Metaphonemic knowledge-articulating what they have learnt.

There were nine teaching sessions. A session was conducted each day for nine days consecutive days.

Each session lasted for 25 minutes.

The students were withdrawn from the class and taught in a small group.

TEACHING SESSION ONE

TEACHING	TEACHER	STUDENT
Read each word	Introduce <i>ack</i> rime Read each word with students: <i>ack words: Jack, back, sack, pack,</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending *two sound / three letter rimes	Students read letter clusters by saying each part and blending e.g. <i>s+ack = sack</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ack</i> six times on the board. Student places magnetic letter in front of <i>ack</i> rime to make nonsense words and new words with same rime.	Students read other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ack</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	Questions students <ul style="list-style-type: none"> • what they know about <i>ack</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. *Teacher articulates what they think the student did well in the session.	Students <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers’

TEACHING SESSION TWO

TEACHING	TEACHER	STUDENT
Revision of rime	Write rime unit introduced previously – <i>ack</i> - <ul style="list-style-type: none"> • ask students to say what rime is. • ask students to suggest words that contain that rime. 	Recall rime unit – <i>ack</i> Say words that contain that rime.
Read each word	Introduce <i>ine</i> rime Read each word with students: <i>ine rime: fine, line, dine</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending *two sound / three letter rimes	Students read letter clusters by saying each part and blending e.g. <i>f+ ine = fine</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ine</i> six times on the board. Student places magnetic letter in front of <i>ine</i> rime to make nonsense words and new words with same rime	Students read other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ine</i> rime. Read new word they have made and identify rime.

Teach metaphonemic knowledge	<p>Questions students</p> <ul style="list-style-type: none"> what they know about <i>ine</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers’
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TEACHING SESSION THREE

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rimes units introduced previously – <i>ack</i>, <i>ine</i></p> <ul style="list-style-type: none"> ask students to say what rimes are. ask student to suggest words that contain rime. 	<p>Identify rime units – <i>ack</i>, <i>ine</i>. Say words that contain rime.</p>
Read each word	<p>Revise specific rimes Read each word with students: <i>ine rime</i>: <i>fine</i>, <i>line</i>, <i>dine</i> / <i>ack rime</i>: <i>jack</i>, <i>back</i>, <i>pack</i>, <i>sack</i></p>	<p>Students repeat reading each word 2 or 3 times.</p>
Read each word in segments	<p>Read onset and rime of each word separately, pointing to each letter cluster.</p>	<p>Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.</p>
Blending letter clusters	<p>Model how to read letter clusters by saying each part and blending *two sound / three letter rimes</p>	<p>Students read letter clusters by saying each part and blending e.g. <i>f+ ine = fine</i> / <i>s + ack = sack</i></p>
How the words are similar	<p>Question student about the features of the word:</p> <ul style="list-style-type: none"> rime in the words shared sound words have 	<p>Students read each word again, underline rime and say</p> <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity: Using a ‘Rime Wheel’ create new words The center wheel contains onsets e.g. s, f, b, The outside wheel contains rimes –<i>ack</i> / <i>ine</i> Students spin the wheel and blend the onset and rime to read the word.</p>	<p>‘Rime Wheel’ Student spins wheel until an onset meets a rime. Blend the onset and rime to read the word created.</p>
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> what they know about <i>ine</i> and <i>ack</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did will in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers’

TEACHING SESSION FOUR

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rime units introduced previously – <i>ack</i>, <i>ine</i></p> <ul style="list-style-type: none"> ask students to say what these rimes are. ask students to suggest words that contain these rimes. 	<p>Recall rime units – <i>ack</i>, <i>ine</i> Say words that contain rime.</p>
Read each word	<p>Introduce <i>ell</i> rime Read each word with students: <i>ell rime</i>: <i>fell</i>, <i>bell</i>, <i>well</i>, <i>sell</i></p>	<p>Students repeat reading each word 2 or 3 times.</p>
Read each word in segments	<p>Read onset and rime of each word separately, pointing to each letter cluster.</p>	<p>Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.</p>
Blending letter clusters	<p>Model how to read letter clusters by saying</p>	<p>Students read letter clusters by saying each</p>

	each part and blending * two sound / three letter rime units	part and blending e.g. <i>w + ell = well</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none">• rime in the words• shared sound words have	Students read each word again, underline rime and say <ul style="list-style-type: none">• the rimes of the words• what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: *Using whiteboard and magnetic letters. Write rime <i>ell</i> six times on the board. Student places magnetic letter in front of <i>ell</i> rime to make nonsense words and new words with same rime.	Students read other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ell</i> rime. Read new word they have made and identify rime.
Teach metaphonemic knowledge	Question students <ul style="list-style-type: none">• what they know about <i>ell</i> letter cluster pattern.• How they can use what they know about some words to read other words.• What they 'think' they did will in the lesson. *Teacher articulates what they think the student did well in the session.	Students <ul style="list-style-type: none">• Review what they have learnt• Articulate what they have learnt.• Recognize familiar letter cluster patterns in unfamiliar words.• See themselves as 'self teachers'
Reading at Word Level	Provide Word List containing two sound/three letter rime units for students to read Assess accuracy and speed	Students read Word List.
Reading at Story Phase Level	Read ' <i>Jack Goes Camping</i> ' - Text contains rime units – <i>ack, ine, ell</i> . Assess accuracy and speed.	Student reads text containing taught rimes – <i>ack, ine, ell</i> .

Pre Test – 'The Train Ride' – Assessing accuracy and speed.

TEACHING SESSION FIVE

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units introduced previously – <i>ack, ine, ell</i> . Ask students to name these rime units. Asks students to suggest words that contain these rimes.	Recall rime units – <i>ack, ine, ell</i> Say words that contain rime.
Read each word	Introduce <i>ame</i> rime Read each word with students: <i>Ame rime: game, tame, name, came</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>c + ame = came</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none">• Rime in the words• Shared sound words have	Students read each word again, underline rime and say <ul style="list-style-type: none">• the rimes of the words• what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: Using whiteboard and magnetic letters. Write <i>ame</i> rime six times on the board. Student places magnetic letter in front of <i>ame</i> rime to make nonsense words and new words with same rime.	Student reads other words that have the same rime that haven't been taught. They select magnetic letters and place in front of the <i>ame</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	Question students <ul style="list-style-type: none">• what they know about <i>ame</i> letter cluster pattern.• How they can use what they know about some words to read other words.	Students <ul style="list-style-type: none">• Review what they have learnt• Articulate what they have learnt.• Recognize familiar letter cluster patterns in unfamiliar words.

	<ul style="list-style-type: none"> • What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<ul style="list-style-type: none"> patterns in unfamiliar words. • See themselves as ‘self teachers’.
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TEACHING LESSON SIX

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rime units previously introduced – <i>ack, ine, ell, ame</i> . Ask students to name these rimes. Ask students to suggest words that contain these rimes.	Recall rime units – <i>ack, ine, ell, ame</i> . Say words that contain these rimes.
Read each word	Revision of specific rimes. Read each word with students: <i>ell rime: fell, bell, well, sell</i> <i>ame rime: game, tame, name, came</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>g + ame = game / b + ell = bell</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	Explain activity: ‘Flip Book’ – Book is divided into two sections Section One – onsets Section Two – rimes S ame Flip card to create new words.	Student matches different onsets and rimes by flipping Section One and Section Two of the ‘Flip Book’ They blend onset and rime to read words.
Teach metaphonemic knowledge	Question students <ul style="list-style-type: none"> • what they know about <i>ame / ell</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	Students <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers’

TEACHING SESSION SEVEN

TEACHING	TEACHER	STUDENT
Revision of all rimes	Write rimes previously introduced – <i>ack, ine, ell, ame</i> , - ask students to name these rimes. Ask students to suggest words containing these rimes.	Recall rime units – <i>ack, ine, ell, ame</i> . Suggest words that contain these rimes.
Read each word	Introduce <i>ide</i> rime Read each word with students: <i>ide rime: ride, wide, side,</i>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	Model how to read letter clusters by saying each part and blending * two sound / three letter rime units	Students read letter clusters by saying each part and blending e.g. <i>s + ide = side</i>
How the words are similar	Question student about the features of the word: <ul style="list-style-type: none"> • rime in the words • shared sound words have 	Students read each word again, underline rime and say <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.

Transfer the rime to other words	<p>Explain activity: Using whiteboard and magnetic letters. Write rime <i>ide</i> six times on the board. Student places magnetic letter in front of <i>ide</i> rime to make nonsense words and new words with same rime.</p>	<p>Students make new words or nonsense words that have the same rime. They select magnetic letters and place in front of the <i>ide</i> rime. Read words they have made and identify rime.</p>
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> what they know about <i>ide</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers’.
Reading at Word Level	<p>Provide Word List containing two sound three letter rime units for students. Assess accuracy and speed.</p>	Student reads word list.

TEACHING SESSION EIGHT

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rime units previously introduced – <i>ack</i>, <i>ine</i>, <i>ell</i>, <i>ame</i>, <i>ide</i> – ask students to name these rimes. Ask students to suggest words that contain these rimes.</p>	Recall rimes – <i>ack</i> , <i>ine</i> , <i>ell</i> , <i>ame</i> , <i>ide</i> Suggest words containing these rimes.
Read each word	<p>Introduce <i>ain</i> rime Read each word with students: <i>Ain rime: pain, main, rain, train,</i></p>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	<p>Model how to read letter clusters by saying each part and blending * two sound / three letter rime units</p>	Students read letter clusters by saying each part and blending e.g. <i>p + ain = pain</i>
How the words are similar	<p>Question student about the features of the word:</p> <ul style="list-style-type: none"> rime in the words shared sound words have 	<p>Students read each word again, underline rime and say</p> <ul style="list-style-type: none"> the rimes of the words what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity: Using whiteboard and magnetic letters. Write the <i>ain</i> rime six times on the board. Student places magnetic letter in front of the <i>ain</i> rime to make nonsense or new words with the same rime.</p>	Students make new words or nonsense words that have the same rime. They select magnetic letters and place in front of the <i>ain</i> rime. Read new words they have made and identify rime.
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> what they know about <i>ain</i> letter cluster pattern. How they can use what they know about some words to read other words. What they ‘think’ they did well in the lesson. <p>*Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> Review what they have learnt Articulate what they have learnt. Recognize familiar letter cluster patterns in unfamiliar words. See themselves as ‘self teachers.’

TEACHING SESSION NINE

TEACHING	TEACHER	STUDENT
Revision of all rimes	<p>Write rime units previously introduced – <i>ack, ine, ell, ame, ide</i> – ask students to name these rimes.</p> <p>Ask students to suggest words that contain these rimes.</p>	Recall rimes – <i>ack, ine, ell, ame, ide</i> Suggest words containing these rimes.
Read each word	<p>Revision of specific rimes – <i>ide / ain</i></p> <p>Read each word with students:</p> <p><i>Ide rime: ride, wide, side</i></p> <p><i>Ain rime: pain, main, train, rain.</i></p>	Students repeat reading each word 2 or 3 times.
Read each word in segments	Read onset and rime of each word separately, pointing to each letter cluster.	Students say the onset and rime of each word separately, pointing to each letter cluster as they say it.
Blending letter clusters	<p>Model how to read letter clusters by saying each part and blending</p> <p>* two sound / three letter rime units</p>	Students read letter clusters by saying each part and blending e.g. <i>w + ide = wide / r + ain = rain</i>
How the words are similar	<p>Question student about the features of the word:</p> <ul style="list-style-type: none"> • rime in the words • shared sound words have 	<p>Students read each word again, underline rime and say</p> <ul style="list-style-type: none"> • the rimes of the words • what letter clusters and shared sounds the words have.
Transfer the rime to other words	<p>Explain activity:</p> <ul style="list-style-type: none"> • Use ‘Chunk’ activity (Smart Kids product) <p>Teacher explains how to use onset and rime tiles to build words.</p> <p>Yellow tiles have onsets, green tiles have rimes.</p> <p>Students match onset and rimes to make words.</p>	<p>Students make new words or nonsense words that have the same rime.</p> <p>Using <i>ide / ain</i> rimes tile add onset tiles to make words.</p> <p>Read words made and identify the rime.</p>
Teach metaphonemic knowledge	<p>Question students</p> <ul style="list-style-type: none"> • what they know about <i>ide / ain</i> letter cluster pattern. • How they can use what they know about some words to read other words. • What they ‘think’ they did well in the lesson. <p>Teacher articulates what they think the student did well in the session.</p>	<p>Students</p> <ul style="list-style-type: none"> • Review what they have learnt • Articulate what they have learnt. • Recognize familiar letter cluster patterns in unfamiliar words. • See themselves as ‘self teachers.’
Reading at Word Level	Provide Word List containing two sound three letter rime units for student. Assess accuracy and speed.	Student reads word list.
Reading at Story Phase Level	Read – ‘The Train Ride’ – Text contains rime units – <i>ide, ame, ain</i> . Assess accuracy and speed.	Student reads text containing previously taught rimes – <i>ide, ame, ain</i>

APPENDICES

Appendix 1

Word Reading Test (Teacher designed)
Based on three letter dependable rimes.

Appendix 2

Student's Tests on Word Reading Test.
(Appendix 2 available in hard copy only)

Appendix 3

Rime Word Reading Test (Teacher designed)

Appendix 4

Student's Test on Rime Word Reading Test.
(Appendix 4 available in hard copy only)

Appendix 5

Decodable Text – ‘ Jack Goes Camping.’

Appendix 6

Decodable Text – ‘ The Train Ride.’

Appendix 7

Student's Tests on Decodable Text.
(Appendix 7 available in hard copy only)

APPENDIX 1

37 DEPENDABLE RIMES **Three Letter Rimes (CVCC / CVCV)

NAME: _____ **DATE:** _____

rack	yail	fain	lale	zank	main	zack
wake	sale	tame	mail	gake	bank	jame
mash	meat	zell	best	bick	late	fash
back	tail	pain	lake	bale	same	tank
bash	mate	seat	fell	west	lice	bunk
bell	rice	gump	tick	light	jate	leat
fest	bill	link	bice	ride	line	gine
fing	sing	rock	nide	joke	gink	tore
lick	tide	right	bight	zill	till	fine
yock	wuck	sunk	hore	duck	bump	runk
roke	king	wink	tock	poke	more	luck
lump						

APPENDIX 3

RIME WORD READING TEST

NAME: _____

DATE: _____

TIME: _____

back well Jack line

pack dine fell zine

game ride zide pain

wide name rain bame

nack bell side came

nell main fine lain

APPENDIX 5

ELL, ACK, INE 155 words

Readability for 100 words: 10 sentences, 125 syllables = Approx. grade level 2.

Jack Goes Camping

It was the first day of the holidays.

Jack and his friend were going camping.

Jack packed his sleeping bag, his tent, a mug and his fishing line into his backpack.

Jack's mum drove them to the end of the track.

The boys went down the track until they saw a fine spot to put up the tent.

It was dark so Jack made a fire. They had to dine on hot milk in their mugs.

They got into their sleeping bags.

They sung some songs and looked at the lines the stars made in the sky.

Jack fell to sleep. He had a fine sleep.

His friend didn't sleep too well.

He was dreaming that he fell down a well in a sack and hurt his back.

In the morning the boys packed up and walked back down the

track to meet Jack's mum. It had been a good trip.

Main Content Words
holidays, camping, dreaming, sleeping

APPENDIX 6

IDE, AME, AIN

143 words

Readability for 100 words: 9.2 sentences, 119 syllables = Approx. grade level 2

The Train Ride

Jack went for a ride on a train.

As he got *inside* the train the driver came. He asked for his ticket and the name of where he was going to.

The train went along the train line and Jack put his head outside.

He played a game by trying to name all he saw.

The train came to a stop and he could see a wide log by the side of the line.

It was a fine ride.

Down came the rain. Jack got inside the train before he was wet.

The train came to the name of the place where he was going to get off the train.

His mum came to meet him and asked what fun and games he had on the train.

Jack wished that he could ride in a train again.

Main content words:

driver, ticket

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