

Explicit teaching of segmenting and blending three-letter, three-sound words, increases the student's ability to read isolated words and in prose.

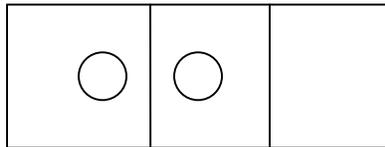
Teaching Sessions

Session 1-*Hearing the sounds within three letter words (using picture cards)*

- Use picture cards for simple words such as *dog, cat, tin, pen, ,* to introduce the task of hearing the sounds in words
- The teacher slowly articulates the individual sounds in the words for the student.
eg. d-o-g says /dog/
- The student repeats what the teacher says by slowly articulating the sounds
eg. d-o-g says /dog/
- Repeat for all target words for student to practise hearing the individual sounds **(10 mins)**
- Have child independently sound out each word and blend together **(5 mins)**

Session 2- *Using sound boxes and picture cards*

- Revise hearing and blending sounds in the words *dog, cat, tin, pen,* **(3 mins)**
- Using the picture cards in session 1, teacher places sound boxes underneath each picture and articulates each word slowly while pushing counters into the boxes, sound by sound.
Demonstrate for three words: **(2 mins)**
ie.

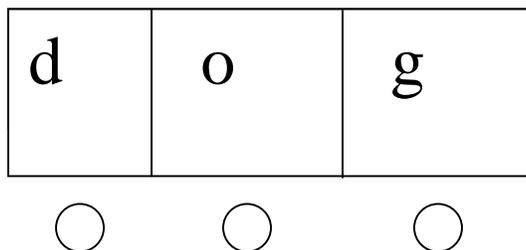


- Ask the student to articulate the sounds slowly while he pushes the counters into the boxes

If student finds task difficult, then student says the sound(s) he can say and teacher gives the unknown sound(s).

- Repeat for all target words
- Introduce 2 more picture cards (three letter words: sun, cup) **(10 mins)**

Session 3-Using *sound boxes with typed letters, picture cards and coloured counters*
i.e



- Revise hearing and blending sounds in the words *cat, dog, cup* without the letters **(2 mins)**
- Introduce rime units *cat/mat, dog/log, cup/pup, big/pig* using the sound boxes with typed letters, picture cards and coloured counters to represent a different sound in the words.
- Teacher says one of the target words then says individual sounds slowly while pushing counters into appropriate boxes. Blend the sounds together to make a word. Repeat a word from the same rime unit.
- Student says a target word then sounds it out while pushing counters into the boxes. Blend the sounds together to make a word. Repeat a word from the same rime unit.

If student finds task difficult, then student says the sound(s) he can say and teacher gives the unknown sound(s).

- Now use the sound boxes without the typed letters and sound out the words.

(18 mins)

Session 4-Using the same strategies as in session 3 and introduce new words:

pot/cot

pen/ten

pin/tin

(20 mins)

Session 5-

- **Text Reading: ‘Sam and Bingo’ L3, PM Book**
Student predict story from title; discuss topic of story
While reading encourage student to segment and blend known/unknown words
Retell story. (5 mins)
- **Segmentation Activity (Using picture cards, sound boxes with typed letters and counters)**
Revise all target words taught so far, first using picture cards, sound boxes with typed letters and counters. Student says each sound, then blends the sounds together and says the whole word.
Then take away the picture cards. Use the sound boxes and counters to segment and blend the sounds together. (8mins)
- **Blending Activity(Using word cards)**
Teacher shows a target word on a flash card and slowly sounds out the word.
The student listens and then says the whole word.
Repeat for all target words . (8 mins)

Session 6-

- **Text Reading: ‘Hide and Seek’ pages 2-4, L5, PM Books**

Student predict story from title; discuss topic of story.
While reading, encourage student to segment and blend known/unknown words.
(3 mins)

- **Segmentation Activity (Using picture cards, sound boxes with typed letters and counters)**

Use the same strategy as in session 5 (target words: box/fox, pig/big, tin/pin, cot/pot, pen/ten) and introduce new words:

man/van box/fox

(9 mins)

- **Blending Activity(Using word cards)**

Use the same strategy as in session 5 and introduce new words:

man/van box/fox

(8 mins)

Session 7-

- **Text Reading: ‘Hide and Seek’ pages 4-10, L5, PM Book**

Re-tell story. Predict what would happen next in the story.

Student segment and blend known/unknown words.

(5 mins)

- **Segmentation Activity (Using picture cards, sound boxes with and without typed letters and counters)**

Revise sounding out task for the following words which student had difficulty with:

ten/pen pot/cot pin/tin man/van

Introduce new words: *fix, bug, leg, net, top*

Use picture cards and sound boxes with typed letters. Then use sound boxes without the letters.

(8 mins)

- **Blending Activity(Using magnetic letters)**

Revise randomly selected words taught so far using the word cards to blend.

Introduce new words: *fix, bug, leg, net, top*

Teacher shows a target word on a flash card and slowly sounds out the word.

The student listens and then says the whole word.

Repeat for all target words .

- If student finds this task difficult, present the word again saying the onset and the rime
eg. 'f' 'ix'
- Using magnetic letters teacher (then student) says each sounds by pushing the letters together with finger and then blend the whole word:
eg.

b u g

(7 mins)

Target words: bug ten pot cat fix

- **Writing Target Words**

Teacher says a target word and places a picture down for the student to see. Student tries to hear the sounds and then writes the word down in the sound boxes.

ie.

b	u	g

Target words: bug ten pot cat fix

(5 mins)

Session 8-

- **Text Reading: 'Hide and Seek' pages 10-16, L5, PM Book**
Re-tell story. Predict what would happen next in the story.
Student segment and blend known/unknown words. **(5 mins)**
- **Segmentation Activity**
Use the same strategies as in session 7.
Revise from the following words: *cat, dog, cup, box, top, fix, bug, cot, net, van*
Introduce: *sun, gap, jam* **(8 mins)**

- Blending Activity**
 Use the same strategies as in session 7
 Revise the following words: *cat, dog, cup, box, top, fix, bug, cot, net, van*
 Introduce: *sun, gap, jam* (7 mins)
 Magnetic letters target words: *sun, gap, jam, box, net, fix*
- Writing Target Words**
 Use the same strategy as in session 7 (5 mins)
 Revise 5 words taught so far: *cat, dog, cup, box, top*

Session 9-

- Text Reading: ‘Jolly Roger, the pirate’ pages 2-10, L6, PM Book**
 Student predict story from title; discuss topic of story .
 While reading encourage student to segment and blend known/unknown words (5 mins)
- Segmentation Activity**
 Use the same strategies as in session 7.
 Revise the following words:
bug, cot, net, van, tin, leg, pen, sun, gap, jam
 Introduce: *him, yes, lid, mud* (8 mins)
- Blending Activity**
 Use the same strategies as in session 7
 Revise from the following words: *bug, cot, net, van, tin, leg, pen, sun, gap, jam*
 Introduce: *him, yes, lid, mud* (7 mins)
 Magnetic letters target words: *him, yes, lid, mud, bug, top*
- Writing Target Words**
 Use the same strategy as in session 7 (5 mins)
 Revise 5 words taught so far: *fix, bug, cot, net, van*

Session 10-

- Text Reading: ‘Jolly Roger, the pirate’ pages 10-16, L6, PM Book**
 Re-tell story. Predict what would happen next in the story.
 Student segment and blend known/unknown words. (5 mins)

- **Segmentation Activity**
Use the same strategies as in session 7.
Revise from the following words: *cat, dog, cup, box, top, fix, bug, cot, net, van, tin, leg, pen, sun, gap, jam, him, yes, lid, mud*
(8 mins)
- **Blending Activity**
Use the same strategies as in session 7
Revise from the following words: *cat, dog, cup, box, top, fix, bug, cot, net, van, tin, leg, pen, sun, gap, jam, him, yes, lid, mud*
Revise any 5 words taught using Magnetic Letters to blend.
(7 mins)
- **Writing Target Words**
Use the same strategy as in session 7
Revise any 5 words taught.
(5 mins)

APPENDIX 2

WORD

TEST

1

Name: _____

Date: _____

cat pen lid dog cup

van net fix cot mud

jam leg him top sun

gap yes tin box bug

APPENDIX 3

WORD

TEST

2

Name: _____

Date: _____

cat mat dog log

cup pup big pig

pot cot ten pen

pin tin

APPENDIX 4

Name: _____ **WORD** **TEST** **3**

Date: _____

cat mat dog log

cup pup big pig

pot cot ten pen

pin tin man van

box fox

APPENDIX 5

3-sound/3-letter words- Fitzroy Readers Story 8 “Picnic”

After Session 3 results	After Session 6 results
<i>Words read correctly:</i> mum dad Tom can for run	<i>Words read correctly:</i> mum dad Tom can for run

3-sound/3-letter words in the text

jet	can
six	for
Jim	run
ten	sun
Pat	got
Mum	hot
Tom	fun
Dad	
let	
yes	
ran	

APPENDIX 6

Contains:

- Test results (SPAT)
- Test results Letter ID
- Test results(Word Tests)
- Running Records(ClaSS testing texts)
- Running Records (Fitzroy Readers)
- A Copy of the Fitzroy Readers Story 8

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