

'By increasing a child's Rapid Automatised Naming ability of high frequency words and dependable rimes leads to their oral reading fluency improving.'

TEACHING SEQUENCE

Session Outline for teaching High Frequency Words

Activity	Task Description
Text reading	Individually – take a timed running record of a teacher generated text that targets the session's words. Observe and note errors for future sessions.
Power point presentation	Student to watch and read timed animated power point targeting specific high frequency words. Encourage rapid naming speed
Targeted words	Present session's words using flash cards. Students to read out aloud. Flash card race
Game	Using a produced set of cards eg: M100W or teacher generated cards, play a game such as memory, go fish or snap. Reinforce the idea of rapid naming speed
Power point presentation	Work in pairs on power point presentation – count the word accuracy of their partner.
Text reading	Individually – repeat timed running record and review with the student.

Session Outline for teaching Dependable Rime Units Words

Activity	Task Description
Power point presentation	Student to watch and read animated power point targeting specific dependable rime units. This activity is timed and shared with student. Encourage rapid naming speed
Targeted words	Present session's rime unit using letter tiles or magnetic letters. Students to read out aloud. Encourage students to generate and make words that contain this rime unit. Write onto flash cards Flash card race
Game	Using a teacher generated set of cards that contain a picture and written word of each rime unit to be targeted, play a game such as memory, go fish or snap. Reinforce the idea of naming speed
Power point presentation	Student to watch and read animated power point targeting specific dependable rime units. This activity is timed and shared with student. Review the student's gains.
Targeted words	Individually – read and review the session's words.

Session 10 (interim test):

Timed power point

Timed Unjumble – student to make as many of the targeted words as they can within 2 minutes.

Targeted High Frequency Words:

New, of, has, our, came, going, the, all, not, then
Could, saw, were, his, ran, because, for, it, had, as
Would, people, down, when, now, there, said, get, can, water.

Targeted Dependable Rime Units:

'aw' – saw, claw, straw, thaw
'eat' – eat, meat, seat, cheat
'ake' – cake, snake, take, lake
'ain' – rain, chain, stain, pain
'an' – ran, van, plan, an

An example of the teacher generated rime cards

cake



straw



straw



Teacher Generated Running Record Texts

Session 1:

Our dog came with a new name. It has lots of spots. I am going to call it Spot. If not then I will call it Dot.

Error rate (first reading) =

Accuracy % (first reading) =

Time (first reading) =

Error rate (second reading) =

Accuracy % (second reading) =

Time (second reading) =

Session 2:

Tom and Dot were going to a party when Tom lost his hat. He ran back to get a new one. On the way he saw a lot of bees. The bees came towards him. Could he get home?

Error rate (first reading) =

Accuracy % (first reading) =

Time (first reading) =

Error rate (second reading) =

Accuracy % (second reading) =

Time (second reading) =

Session 3:

Sam said 'Now, look at the people down there!' 'Can they get out?' said Tam 'Not when the water comes in.' said Sam. 'When would that be?' said Tam.

Error rate (first reading) =

Accuracy % (first reading) =

Time (first reading) =

Error rate (second reading) =

Accuracy % (second reading) =

Time (second reading) =

Session 5 (interim test):

One hot sunny day Fred went down to the new lolly shop to see all the people. When he got there he saw lots of water on the road. The people were playing in it. 'Where has it come from?' he said. 'It came from our house,' said a little boy. 'How could it?' said Fred. 'It ran down his path to here,' said an old man.

Fred decided to now go home. 'It would be much drier at home,' said Fred. So Fred ran home to where his mother was. Then Fred spent the rest of the day inside.

Error rate (first reading) =

Accuracy % (first reading) =

Time (first reading) =

Error rate (second reading) =

Accuracy % (second reading) =

Time (second reading) =

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