

Explicit teaching of two letter dependable rime units to Year one students improves word and prose reading.

Teaching Unit: Onset and Rime

Explicit teaching of two letter dependable rime units to Year one students improves word and prose reading.

Establish which rime units are to be targeted by implementing the Rime Unit Test.

(Appendix 2). Proceed through the lessons as quickly or slowly as required by the students. The following lessons were designed for a group of 3 students.

Each lesson targets a particular rime unit and is based on elements of the Phonological awareness pathway. The lesson sequence can be applied to any rime unit requiring focus.

Preparation for each lesson is required as follows:

- Pictures cards with the target rime unit (6-8)
- Onset and rime cards to match pictures (6-8)
- Onset cards (consonants and consonant blends)
- Blank cards to add words to word bank
- Worksheet with flip book to colour, cut and make.
- Worksheet with letter box shapes (one per child)
- Constructed or commercial text with the focus rime unit
- textas /pencils/scissors

The activities, task description and time allocation to each activity are as follows.

Lesson Two: 'it' (lit, bit, hit, kit, sit, fit)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.			
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"			
Blending Task: (4 mins)	Give each student 2-3 rime cards 'it'. Place the onset cards (b, l, h, k, s & f) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.			
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.			
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "s-it".			
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table> Students may like to illustrate. (if time)			
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)			
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with it words." (Publish the story ready for the next session)			
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.			

Lesson Three: 'ot' (pot, dot, cot, not, tot, hot)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.			
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"			
Blending Task: (4 mins)	Give each student 2-3 rime cards 'ot'. Place the onset cards (p, d, c, n, t & h) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.			
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.			
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "p-ot".			
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table> Students may like to illustrate. (if time)			
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)			
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with ot words." (Publish the story ready for the next session)			
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.			
Rime Reinforcement	Between sessions introduce the 'Making and Breaking' game focusing on 'at', 'it' and 'ot' words			

Lesson Four ‘an’ words (man, pan, ran, tan, can, van)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.			
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. “What can you hear in all of these words?”			
Blending Task: (4 mins)	Give each student 2-3 rime cards ‘an’. Place the onset cards (m, p, r, t, c & v) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.			
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.			
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this “p-an”.			
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 1em; height: 1em;"></td><td style="width: 1em; height: 1em;"></td><td style="width: 1em; height: 1em;"></td></tr></table> Students may like to illustrate. (if time)			
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)			
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. “Let’s make up a story with an words.” (Publish the story ready for the next session)			
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet “Flip Book” to take home and make.			

Lesson Five 'in' words (win, fin, bin, pin, tin, thin)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.			
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"			
Blending Task: (4 mins)	Give each student 2-3 rime cards 'in'. Place the onset cards (w, p, f, t, b & th) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.			
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.			
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "p-in".			
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td><td style="width: 15px; height: 15px;"></td></tr></table> Students may like to illustrate. (if time)			
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)			
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with in words." (Publish the story ready for the next session)			
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.			
Rime Reinforcement	Between sessions introduce the 'Making and Breaking' game focusing on 'at', 'it', 'ot', 'an' and 'in' words			

Lesson Six ‘ay’ words (day, ray, may, lay, say, play)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. “What can you hear in all of these words?”
Blending Task: (4 mins)	Give each student 2-3 rime cards ‘ay’. Place the onset cards (d, r, m, l, s & pl) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this “d-ay”.
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g.  Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. “Let’s make up a story with ay words.” (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet “Flip Book” to take home and make.
Rime Reinforcement	Between sessions introduce the ‘Making and Breaking’ game focusing on ‘at’, ‘it’, ‘ot’, ‘an’, ‘in’, ‘ay’ and ‘aw’ words

Lesson Seven 'aw' words (raw, jaw, paw, law, saw, draw)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"
Blending Task: (4 mins)	Give each student 2-3 rime cards 'aw'. Place the onset cards (r, j, p, l, s & dr) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "r-aw".
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with aw words." (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.
Rime Reinforcement	Between sessions introduce the 'Making and Breaking' game focusing on 'at', 'it', 'ot', 'an', 'in', 'ay' and 'aw' words

Lesson Eight ‘ap’ words (map, cap, nap, tap, zap, clap)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. “What can you hear in all of these words?”
Blending Task: (4 mins)	Give each student 2-3 rime cards ‘ap’. Place the onset cards (m, c, n, t, z & cl) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this “m-ap”.
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g.  Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. “Let’s make up a story with ap words.” (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet “Flip Book” to take home and make.

Lesson Nine ‘op’ words (hop, mop, pop, top, shop, stop)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. “What can you hear in all of these words?”
Blending Task: (4 mins)	Give each student 2-3 rime cards ‘op’. Place the onset cards (h, m, p, t, sh & st) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this “h-op”.
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g.  Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. “Let’s make up a story with op words.” (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet “Flip Book” to take home and make.
Rime Reinforcement	Between sessions introduce the ‘Making and Breaking’ game focusing on ‘at’, ‘it’, ‘ot’, ‘an’, ‘in’, ‘ay’, ‘aw’, ‘ap’ or ‘op’ words

Lesson Ten 'ip' words (lip, rip, tip, zip, chip, flip)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"
Blending Task: (4 mins)	Give each student 2-3 rime cards 'ip'. Place the onset cards (l, r, z, t, ch & fl) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "l-ip".
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g.  Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with ip words." (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.

Lesson Eleven 'ug' words (bug, rug, hug, jug, mug, plug)

Text Reading: (3 mins)	Revision of rime unit taught in previous lesson. Read commercially made material or text constructed in previous lesson. Identify the words from the previous lesson.
Rhyming Activities: (2 mins)	Give students 6 picture cards to name. Ask students to identify the rime unit. e.g. "What can you hear in all of these words?"
Blending Task: (4 mins)	Give each student 2-3 rime cards 'ug'. Place the onset cards (b, r, h, j, m & pl) in the middle. Students take turns to choose an onset and match to the rime. Teacher adds 3-5 more onset cards to make real words and non-words. Students take turns to choose an onset and decide if it is a real word or not. Sort into two groups. Students take turns until all cards are matched.
Rhyming Activity (2 mins)	Teacher asks the students if they can think of other words with the same rhyme. Record their responses.
Reading Target Words: (2 mins)	Teacher cues the students to say the words in two parts like this "b-ug".
Writing Target Words: (7 mins)	Give student a sheet containing letter boxes to copy the words into. e.g.  Students may like to illustrate. (if time)
Saying words in sentences: (3 mins)	Students take turns to choose a word and say in a sentence. (2 words each)
Read or jointly construct a text: (5 mins)	With the help of the teacher construct a simple text that contains many of the focus rime units. "Let's make up a story with ug words." (Publish the story ready for the next session)
Reflect: (2 mins)	What did we learn today? What is the rime? How do we say words in two parts? Hand out worksheet "Flip Book" to take home and make.
Rime Reinforcement	Between sessions introduce the 'Making and Breaking' game focusing on 'at', 'it', 'ot', 'an', 'in', 'ay', 'aw', 'ap', 'op', 'ip' or 'ug' words.

