Explicit teaching of onset and rime will improve word reading accuracy in isolation and in prose.

### Teaching Sequence Outline

#### Lesson 1:

**Getting Knowledge Ready:**
Picture cue card game (Teacher models first).
- Students match picture cards, saying the name both pictures as they are picked up. Eg. Log and dog. Focus on accurately saying the words.
- Once all the cards have been matched, the teacher questions.

**While Reading Strategies:**
*Rhyming*
- Students suggest sentences that rhyme. Eg. “I saw a cat sitting on a mat”. “The pot is very hot”. “I said a wish for a fish”.
- Use picture cards to orally cue students into rime units.

*Segmenting*
- Using whiteboards, students segment words (from picture cards) into smaller parts. Students identify onset and rime units.

*Blending through onset and rime*
- Students identify onset and rime units by writing the words from picture cards using two different coloured textas.

**After Reading Strategies:**
- Students say a summary of they learnt today and what they will remember.

#### Lesson 2:

**Getting Knowledge Ready:**
- Students match picture cards from lesson 1 without teacher input.
- Students say each word when matching and say other words that have the same rime.

**While Reading Strategies:**
*Rhyming*
- Using the picture cards from lesson 1, students suggest other words that rime.

*Segmenting*
- Students identify the first sound and the last sound of some of the words from focus list.
- Students say each word and tap for each sound.

*Blending through onset and rime*
- Students identify onset and rime units of words by highlighting letter and letter clusters when saying each word. Students repeat each word and count the sounds in each word.

**After Reading Strategies:**
- Students make links between onset and rime units from lesson 1 and 2. “When I read these words I will______”. “Tapping for each sound helps me to______”.

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Lesson 3:

**Getting Knowledge Ready:**
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from picture cue cards (Cards not used).

**While Reading Strategies:**

**Rhyming**
- Teacher reads “Frog on a log in a bog” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text.
- Students read title of text “Harry Black, the sack, the snack and a sneaky snack stealing yak called Jack”. What is the common rime unit?

**Segmenting**
- Students identify the first sound and the last sound of some of the words from “frog on a log in a bog”
- Students say each word and tap for each sound.
- Students share ‘ack’ words with the teacher writing down these words.

**Blending through onset and rime**
- Using the ‘ack’ word list, students identify onset and rime units of words by highlighting letter and letter clusters when saying each word. Students repeat each word and count the sounds in each word. Student name the first, second and third sound of each word and link each onset and rime to a letter cluster.

**After Reading Strategies:**
- “Next time I read words like _______ I will _______”.

Lesson 4:

**Getting Knowledge Ready:**
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

**While Reading Strategies:**

**Rhyming**
- Teacher reads “Harry Black, the sack, the snack and a sneaky snack stealing yak called Jack” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text and suggest other rime pattern words.

**Segmenting**
- Teacher uses word cards broken into onset and rime to model reading words. Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.

**Blending through onset and rime**
- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
### After Reading Strategies:
- “Today I learnt ________”.
- “From now on, when I am reading new words, I will______”.

### Lesson 5:

#### Getting Knowledge Ready:
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

#### While Reading Strategies:

**Rhyming**
- Students and Teacher read “The cat on the mat is flat” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text and suggest other rime pattern words.

**Segmenting**
- Teacher uses word cards broken into onset and rime to model reading words. Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.

**Blending through onset and rime**
- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

#### After Reading Strategies:
- “Today I learnt ________”.
- “From now on, when I am reading new words, I will______”.

### Lesson 6:

#### Getting Knowledge Ready:
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

#### While Reading Strategies:

**Rhyming**
- Students and Teacher read “Duck in a truck in the muck” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text and suggest other rime pattern words.

**Segmenting**
- Teacher uses word cards broken into onset and rime to model reading words. Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.
Blending through onset and rime

- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

**After Reading Strategies:**
- “Breaking news words up in my reader will help me to________”.
- Some words that rime with went are _______”.
- Some words that rime with dip are _______”.

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**Getting Knowledge Ready:**

- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

**While Reading Strategies:**

**Rhyming**

- Students and Teacher read “Ed and Ted and Ted’s dog Fred” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text and suggest other rime pattern words.

**Segmenting**

- Teacher uses word cards broken into onset and rime to model reading words. Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.

**Blending through onset and rime**

- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

**After Reading Strategies:**

- “Breaking words up helps me to ___________”
- “We need to look for different sounds at the start and end of words”.

**Lesson 8:**

**Getting Knowledge Ready:**
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

**While Reading Strategies:**

**Rhyming**
- Students and Teacher read “Bill and Phil and the very big hill” by Andy Griffiths.
- Students identify common rime unit in the text. Students recount these words from the text and suggest other rime pattern words.

**Segmenting** *No new words from now on. Teacher to use words from previous lessons, mixing up onset and rime units so that patterns are not easily noticed.*
- Teacher uses word cards broken into onset and rime to model reading words.
- Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.

**Blending through onset and rime**
- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

**After Reading Strategies:**
- “Breaking news words up in my reader will help me to______”.
- Some words that rime with went are _______”.
- Some words that rime with dip are _______”.

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**Lesson 9:**

**Getting Knowledge Ready:**
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

**While Reading Strategies:**

**Rhyming**
- Students and Teacher read “Mutt Dog” by Stephan Michael King.
- Students identify rime units in the text and suggest other rime pattern words.

**Segmenting** *No new words from now on. Teacher to use words from previous lessons, mixing up onset and rime units so that patterns are not easily noticed.*
- Teacher uses word cards broken into onset and rime to model reading words.
- Students tap for each sound.
- Students segment words into sounds using word cards, textas and whiteboards.
Blending through onset and rime
- Students read the words by themselves, reading the onset and rime units separately before reading the word.
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

After Reading Strategies:
- “Breaking news words up in my reader will help me to________”.
- Some words that rime with went are ________”.
- Some words that rime with dip are ________”.

Lesson 10:

Getting Knowledge Ready:
- Students take in turns to suggest words for rime. Teacher prompts by suggesting words from previous lessons. (Cards not used).

While Reading Strategies:
Rhyming
- Students and Teacher read “Reggie Queen of the Street” by Margaret Barbalet.
- Students identify rime units in the text and suggest other rime pattern words.

Segmenting  * No new words from now on. Teacher to use words from previous lessons, mixing up onset and rime units so that patterns are not easily noticed.
- Students segment words into sounds using word cards, textas and whiteboards.

Blending through onset and rime
- Students to be able to name first, second, third and fourth sounds in each word.
- Students transfer the letter-sound rime units to other words by suggesting other words sharing the same letter-sound rime units.

After Reading Strategies (Reviewing the 10 lessons):
- “I can now _______ when I am reading words”.
- “An example of my new learning is _______________”.
