Explicit teaching of analogy impacts on word acquisition

Lesson plans for the intervention Group

( Words in *italics* and **bold** indicate a change in lesson from previous lesson. This is to ensure scaffolding started to fade)

<table>
<thead>
<tr>
<th>Lesson Plans</th>
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<tr>
<td><strong>Lesson 1:</strong></td>
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<tr>
<td>- Rime Unit “at”</td>
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<tr>
<td>- Before Reading “A Fat Cat” discuss the title. What do you notice about the title? What might we see in the book?</td>
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<tr>
<td>- Begin reading. During the book discuss the types of words we are encountering focusing on the “at” onset</td>
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<td>- At the end of the book brainstorm the words used in the book</td>
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<td>- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. c- at is cat). Children swap words and repeat the activity until all words from the book are said</td>
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<td>- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.</td>
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<td>- Words are put onto giant paper. Children invited to add to the list</td>
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<tr>
<td>- Read the list slow/fast/in a funny voice</td>
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<td>- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. Cat.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg.bat). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.</td>
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<tr>
<td>- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator</td>
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| **Lesson 2:** |
| - * Rime Unit ‘ot’ |
| - Before Reading “Dot” discuss the title. What do you notice about the title? What might we see in the book? |
| - Begin reading. During the book discuss the types of words we are encountering |
| - At the end of the book brainstorm the words used in the book |
| - Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. d-ot is dot). Children swap words and repeat the activity until all words from the book are said |
| - Children are given one word from the book in magnetic letters. Practise taking |
apart again. Group plays Memory with the flashcards. They must find their magnetic word.
• Words are put onto giant paper. Children invited to add to the list
• Read the list slow/fast/in a funny voice
• One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. dot.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg.got). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
• At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 3:
• * Rime Unit ‘ay’
• Before Reading “Spend a Day in Backwards Bay” discuss the title. What do you notice about the title? What might we see in the book?
• Begin reading. During the book discuss the types of words we are encountering
• At the end of the book brainstorm the words used in the book
• Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. d-ot is dot). Children swap words and repeat the activity until all words from the book are said
• Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
• Words are put onto giant paper. Children invited to add to the list
• Read the list slow/fast/in a funny voice
• One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. day.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (e.g. bay). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
• At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 4:
• * Rime Unit ‘an’
• Before Reading “Jan and Dan” discuss the title. What do you notice about the title? What might we see in the book?
• Begin reading. During the book discuss the types of words we are encountering
• At the end of the book brainstorm the words used in the book
• Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. d-ot is dot). Children swap words and repeat the activity until all words from the book are said
• Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
• Words are put onto giant paper. Children invited to add to the list
• Read the list slow/fast/in a funny voice
• One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. man.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg. ran). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
• Children given other books to quickly find ‘an ‘words. Write these words fast against a timer
• At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 5
• Rime Unit “in”
• Before Reading “Bowling Pins” discuss the title. What do you notice about the title? What might we see in the book?
• Begin reading. During the book discuss the types of words we are encountering
• At the end of the book brainstorm the words used in the book
• Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. p-in is pin ). Children swap words and repeat the activity until all words from the book are said
• Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
• Words are put onto giant paper. Children invited to add to the list
• Read the list slow/fast/in a funny voice
• One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. pin.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg.bin). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
• Find in words on the lap tops fast!! Run back to add to list
• At the conclusion of the lesson children articulate what they learnt about the
Lesson 6

- **Rime Unit “ock”**
- Before Reading “The Clock who would not Tock” discuss the title. What do you notice about the title? What might we see in the book?
- Begin reading. During the book discuss the types of words we are encountering
- At the end of the book brainstorm the words used in the book
- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. cl-ock is clock). Children swap words and repeat the activity until all words from the book are said
- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
- Words are put onto giant paper. Children invited to add to the list
- Read the list slow/fast/in a funny voice
- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list (e.g. clock.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (e.g. tock). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
- **Teacher pins up all ock words including nonsense words. In the group chn work together to select the real words from the nonsense words.**
- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 7

- **Rime Unit “ice”**
- Before Reading “Chicken soup with rice and Mice” discuss the title. What do you notice about the title? What might we see in the book?
- Begin reading. During the book discuss the types of words we are encountering
- At the end of the book brainstorm the words used in the book
- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. m-ice is mice). Children swap words and repeat the activity until all words from the book are said
- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their
magnetic word.
- Words are put onto giant paper. Children invited to add to the list
- Read the list slow/fast/in a funny voice
- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. mice.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg.rice). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
- **Turn to a partner and talk about what strategy we are using to solve these words. Record what you think on tape**
- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 8
- Rime Unit “ick”
- Before Reading “Little Chick” discuss the title. What do you notice about the title? What might we see in the book?
- Begin reading. During the book discuss the types of words we are encountering
- At the end of the book brainstorm the words used in the book
- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. ch-ick is chick). Children swap words and repeat the activity until all words from the book are said
- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
- Words are put onto giant paper. Children invited to add to the list
- Read the list slow/fast/in a funny voice
- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. chick.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (eg.sick). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
- **Go to Prep classroom to teach a make and break word activity to other students**
- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator
Lesson 9

- Rime Unit “ain”
- Before Reading “Brain and other words” discuss the title. What do you notice about the title? What might we see in the book?
- Begin reading. During the book discuss the types of words we are encountering
- At the end of the book brainstorm the words used in the book
- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. tr-ain is train). Children swap words and repeat the activity until all words from the book are said
- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
- Words are put onto giant paper. Children invited to add to the list
- Read the list slow/fast/in a funny voice
- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. train.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (e.g.rain). The group keeps saying this until all Rime Unit words are written. Each child takes a turn at this.
- As a group write an excerpt for the newsletter to be included after Intervention. Discuss what we have learnt about words
- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator

Lesson 10

- Rime Unit “ame”
- Before Reading “we are the same” discuss the title. What do you notice about the title? What might we see in the book?
- Begin reading. During the book discuss the types of words we are encountering
- At the end of the book brainstorm the words used in the book
- Words are written on flashcard strips and cut into half (Onset and Rime). Go around in the circle and children physically move the cards apart saying their word (e.g. s-ame is same). Children swap words and repeat the activity until all words from the book are said
- Children are given one word from the book in magnetic letters. Practise taking apart again. Group plays Memory with the flashcards. They must find their magnetic word.
- Words are put onto giant paper. Children invited to add to the list
- Read the list slow/fast/in a funny voice
- One child goes to the whiteboard. Writes one of the words that they already knew from the Rime Unit list) e.g. same.) Each child in the group then says to that child “If you know that word you can write …..” and they suggest a word (e.g.name). The group keeps saying this until all Rime Unit words are written.
Each child takes a turn at this.

- **Using all the flashcards used over the lessons categorise into word families**
- At the conclusion of the lesson children articulate what they learnt about the Rime unit they focused on to the researcher and then to the Teaching and Learning Coordinator