Explicit teaching of two-letter dependable rime units to prep students will improve their decoding of words and text level.

**Lesson Sequence** – 10 lessons targeting 2 letter rime units

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<thead>
<tr>
<th>Lesson 1</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tuning in – Getting knowledge ready</td>
<td>Read <em>The Cat in the Hat</em> – Dr Seuss. Brainstorm rhyming words in story.</td>
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<tr>
<td>Rhyming activities</td>
<td>Discuss what rhyming means. Teacher says a group of rhyming words. Students add more words real and nonsense. Do lots of examples.</td>
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<tr>
<td>Focus</td>
<td>Rime unit – <em>at</em> Write ‘at’ on a flashcard. Ask students to listen for ‘at’ words in the story. Read book – <em>Pat the Cat’s Big Book</em> – Colin and Jacqui Hawkins Brainstorm ‘at’ words from story. Teacher lists words. List any other words students know. <em>Kitty Cat</em> (PM level 3). Introduce story. Students look through book to find the ‘at’ words. Read book. Add any new words to list. Make some of these words with magnetic letters (e.g. cat, sat) – students slide letters across (right to left) saying the onset and then the rime (e.g. c-at), then saying the word. Students choose an ‘at’ word and say a sentence containing it.</td>
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<tr>
<td>Activity</td>
<td>Students make up some sentences containing some ‘at’ words. Teacher writes them on the whiteboard with students writing the ‘at’ words. Read sentences together. One of these sentences is chosen and it is written onto paper for each student. Students illustrate. Each day a new page with a new sentence will be added and this will be made into a book.</td>
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<tr>
<td>Review – reflect on the learning</td>
<td>What did you learn about ‘at’ words today? Show us what you know using the magnetic letters and tell us what you are doing. Each child chooses magnetic letters to make one of the ‘at’ words – they break it into onset and rime and say the word.</td>
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<td>Lesson 2</td>
<td>Activity</td>
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| Tuning in / review | Read last sessions book - *Kitty Cat*  
Revise ‘at’ words from previous day. Read the list of words.  
Make some of these words with magnetic letters (e.g. cat, sat) – students slide letters across (right to left) saying the onset and then the rime (e.g. c-at), then saying the word.  
Read the sentence written from previous lesson. |
| Rhyming activities | Teacher says a group of rhyming words. Students identify the rhyme and add more words. |
| Focus | Rime unit – **ug**  
Write ‘ug’ on a flashcard.  
Ask students to listen for ‘ug’ words in the story.  
Read book - *Zug the Bug’s Big Book* – Colin and Jacqui Hawkins  
Brainstorm ‘ug’ words from story. Teacher lists words.  
Ask students to listen for ‘ug’ words in the story.  
*Happy Birthday* (Dragonflies - level 3). Read book. Add any new words to list.  
Make some of these words with magnetic letters (e.g. bug, mug) – students slide letters across (right to left) saying the onset and then the rime (e.g. b-ug), then saying the word. |
| Activity | Students make up some sentences containing some ‘ug’ words. Teacher writes them on the whiteboard with students writing the ‘ug’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to previous sentence to make a book. |
| Reflection | What did you learn about ‘ug’ words today?  
Can you write an ‘ug’ word? Do you think you will be able to write it when you go back to your classroom?  
Students tell or demonstrate what they learnt today and how they could use this new learning back in the classroom. |
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<th>Lesson 3</th>
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| Tuning in / review | Read last sessions book - *Happy Birthday*  
Revise ‘ug’ words from previous day. Read the lists of ‘at’ and ‘ug’ words.  
Make some of these words with magnetic letters (e.g. hug, sat) – students slide letters across (right to left) saying the onset and then the rime (e.g. h-ug), then saying the word.  
Read the book of sentences written in previous lessons. |
| Rhyming activities | Teacher says a group of rhyming words. Students identify the rhyme and add more words. |
| Focus            | Rime unit – **an**  
Write ‘an’ on a flashcard.  
Ask students to listen for ‘an’ words in the story.  
Read book – *Sam’s Race* (PM level 4)  
Brainstorm ‘an’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. can, ran) – students slide letters across (right to left) saying the onset and then the rime (e.g. c-an), then saying the word.  
Students choose an ‘an’ word and say a sentence containing it. |
| Activity         | Students make up some sentences containing some ‘an’ words. Teacher writes them on the whiteboard with students writing the ‘an’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| Reflection        | What did you learn about ‘an’ words today?  
Students take turns to write, show or tell what they know.  
Do you think you could remember about ‘an’ words when you are back at your classroom? |
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| Tuning in / review | Read last sessions book - *Sam’s Race*  
Revise ‘an’ words from previous day. Read the list of words.  
Flashcards – fast recall of - at, ug, an  
Make some of these words with magnetic letters (e.g. mug, ran) – students slide letters across (right to left) saying the onset and then the rime (e.g. r-an), then saying the word.  
Read the sentence written from previous lesson. |
| Rhyming activities | Teacher and students take turns to say a word from previous days (at, ug, an) and everyone takes turns saying another word that rhymes. |
| Focus | Rime unit – **ot**  
Write ‘ot’ on a flashcard.  
Ask students to listen for ‘ot’ words in the story.  
Read book – *Kitty Cat and the Bird* (PM level 4)  
Brainstorm ‘ot’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. hot, got) – students slide letters across (right to left) saying the onset and then the rime (e.g. h-ot), then saying the word.  
Students choose an ‘ot’ word and say a sentence containing it. |
| Activity | Students make up some sentences containing some ‘ot’ words. Teacher writes them on the whiteboard with students writing the ‘ot’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| Reflection | What did you learn about ‘ot’ words today?  
Students take turns to write, show or tell what they know.  
How could you use this new learning back in the classroom? |
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| **Tuning in / review** | Read last sessions book - *Kitty Cat and the Bird*  
Revise ‘ot’ words from previous day. Read the list of words.  
Flashcards – fast recall of - at, ug, an, ot  
Game – Chunks. Students match onsets and rimes to make words.  
Read the book of sentences. |
| **Rhyming activities** | Teacher and students take turns to say a word from previous days (at, ug, an, ot) and everyone takes turns saying another word that rhymes. |
| **Focus** | Rime unit – **op**  
Write ‘op’ on a flashcard.  
Ask students to listen for ‘op’ words in the story.  
Read book – *Balloons Go Pop* (PM level 4)  
Brainstorm ‘op’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. pop, hop) – students slide letters across (right to left) saying the onset and then the rime (e.g. p-op), then saying the word.  
Students choose an ‘op’ word and say a sentence containing it. |
| **Activity** | Students make up some sentences containing some ‘op’ words. Teacher writes them on the whiteboard with students writing the ‘op’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| **Reflection** | What did you learn today?  
Students take turns to tell or demonstrate something they learnt today.  
How could you use this new learning back in the classroom? |
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| **Tuning in / review** | Read last sessions book - *Balloons Go Pop*  
Revise ‘op’ words from previous day. Read the list of words.  
Flashcards – fast recall of - at, ug, an, ot, op.  
Concentration game: students match pairs of these rimes  
Read the book of sentences. |
| **Rhyming activities** | Teacher and students take turns to say a word from previous days (at, ug, an, ot, op) and everyone takes turns saying another word that rhymes. |
| **Focus** | **ap**  
Rime unit – *ap*  
Write ‘ap’ on a flashcard.  
Ask students to listen for ‘ap’ words in the story.  
Read book – *Mosquito* (The Book Bank level 4)  
Brainstorm ‘ap’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. map, zap) – students slide letters across (right to left) saying the onset and then the rime (e.g. m-ap), then saying the word.  
Students choose an ‘ap’ word and say a sentence containing it. |
<p>| <strong>Activity</strong> | Students make up some sentences containing some ‘ap’ words. Teacher writes them on the whiteboard with students writing the ‘ap’ words. Read sentences together. One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| <strong>Reflection</strong> | What did you learn about today? Students take turns to tell or demonstrate something they learnt today. How could you use this new learning back in the classroom? |</p>
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| **Tuning in / review** | Read last sessions book - *Mosquito*  
Revise ‘ap’ words from previous day. Read the list of words.  
Game – Chunks. Students match onsets and rimes to make words.  
Read the book of sentences. |
| **Rhyming activities** | Teacher and students take turns to say a word from previous days (at, ug, an, ot) and everyone takes turns saying another word that rhymes. |
| **Focus** | Rime unit – **in**  
Write ‘in’ on a flashcard.  
Ask students to listen for ‘in’ words in the story.  
Read book – *What’s in the Tin?* (Dragonflies level 3)  
Brainstorm ‘in’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. bin, tin) – students slide letters across (right to left) saying the onset and then the rime (e.g. t- in), then saying the word.  
Students choose an ‘in’ word and say a sentence containing it. |
| **Activity** | Students make up some sentences containing some ‘in’ words. Teacher writes them on the whiteboard with students writing the ‘in’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| **Reflection** | What did you learn today?  
Students take turns to demonstrate something they learnt today.  
How could you use this new learning back in the classroom? |
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| Tuning in / review | Read last session’s book – *What’s in the Tin?*  
Read the sentence written from previous lesson.  
Flashcards – fast recall of - at, ug, an, ot, op, ap, in)  
Game – Chunks. Students match onsets and rimes to make words.  
Read the book of sentences. |
| Rhyming activities | Teacher and students take turns to say a word from previous days (at, ug, an, ot, op, ap, in) and everyone takes turns saying another word that rhymes. |
| Focus | Rime unit – **ip**  
Write ‘ip’ on a flashcard.  
Ask students to listen for ‘ip’ words in the story.  
Read book – *The Lucky Dip* (PM level 4)  
Brainstorm ‘ip’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. zip, lip) – students slide letters across (right to left) saying the onset and then the rime (e.g. z-ip), then saying the word.  
Students choose an ‘ip’ word and say a sentence containing it. |
| Activity | Students make up some sentences containing some ‘ip’ words. Teacher writes them on the whiteboard with students writing the ‘ip’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| Reflection | What did you learn today?  
Students take turns to tell or demonstrate something they learnt today.  
How could you use this new learning back in the classroom? |
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| Tuning in / review | Read last sessions book *The Lucky Dip*  
Flashcards – fast recall of - at, ug, an, ot, op, ap, in, ip  
Game – Chunks. Students match onsets and rimes to make words.  
Read the book of sentences. |
| Rhyming activities | Teacher and students take turns to say a word from previous days (at, ug, an, ot, op, ap, in, ip) and everyone takes turns saying another word that rhymes. |
| Focus | Rime unit – ay  
Write ‘ay’ on a flashcard.  
Ask students to listen for ‘ay’ words in the story.  
Read book – *Mother hippopotamus Goes Shopping*  
(Foundations level 4)  
Brainstorm ‘ay’ words. Teacher lists words. List any other words students know.  
Make some of these words with magnetic letters (e.g. day, way) – students slide letters across (right to left) saying the onset and then the rime (e.g. d-ay), then saying the word.  
Students choose an ‘ay’ word and say a sentence containing it. |
| Activity | Students make up some sentences containing some ‘ay’ words. Teacher writes them on the whiteboard with students writing the ‘ay’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper for each student. Students illustrate. This is stapled to the sentence book. |
| Reflection | What did you learn today?  
Students take turns to tell or demonstrate something they learnt today.  
How could you use this new learning back in the classroom? |
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<th>Lesson 10</th>
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| Tuning in / review| Read last sessions book - *Mother Hippopotamus Goes Shopping*  
Revise ‘ay’ words from previous day. Read the list of words.  
Flashcards – fast recall of - at, ug, an, ot, op, in, ip, ay  
Game – Chunks. Students match onsets and rimes to make  
words.  
Read the book of sentences. |
| Rhyming activities| Teacher and students take turns to say a word from previous  
days (at, ug, an, ot, op, ap, in, ip, ay) and everyone takes  
turns saying another word that rhymes. |
| Focus             | Rime unit – **aw**  
Write ‘aw’ on a flashcard.  
Ask students to listen for ‘aw’ words in the story.  
Read book – *The Holidays* (Little Red Readers level 4)  
Brainstorm ‘aw’ words. Teacher lists words. List any other  
words students know.  
Make some of these words with magnetic letters (e.g. saw,  
jaw) – students slide letters across (right to left) saying the  
onset and then the rime (e.g. s-aw), then saying the word.  
Students choose an ‘aw’ word and say a sentence containing  
it. |
| Activity          | Students make up some sentences containing some ‘aw’ words. Teacher writes them on the whiteboard with students  
writing the ‘aw’ words. Read sentences together.  
One of these sentences is chosen and it is written onto paper  
for each student. Students illustrate. This is stapled to the  
sentence book. |
| Reflection        | What did you learn about today?  
Students take turns to tell or demonstrate something they  
learnt today.  
How could you use this new learning back in the classroom? |