

Explicitly teaching at risk year 2 students the strategy of analogy through onset and rime improves word reading accuracy, in isolation and in prose.

Teaching Materials

- Prose (prepared by the researcher/teacher) with the target rime words including one to two for each session along with additional copies for each student and for the teacher to record observations. (**See Appendix A**)
- Large and individual whiteboards and markers
- Textas
- Magnetic letters – at least one set for each participant
- A3 or bigger sheets of cards
- Access to PowerPoint devised by the researcher/ teacher; and/ or
- Words from the prose written on strips or card and cut at the onset and rime.

Procedure

After selection, of the six participants, three were chosen from the same class to be part of the Intervention / teaching group. This group of students were involved in ten explicit lessons. The lessons aimed to reflect the ‘Model of Teaching and Learning’ as devised by Collins, Brown and Newman (1989; cited in Munro 2011) where the teacher models, coaches, scaffolds and then fades this scaffold throughout each lesson and where the students are encouraged to articulate, reflect and explore their new learning.

The ten sessions were taken outside the classroom environment but each participant had worked with the researcher/teacher before and was familiar with the surroundings. Each teaching session went for about 30 minutes over a three week period. This was deemed necessary due to other classroom commitments of the participants involved.

Outline of the series of lessons -

Each session contained a prose that focused on a rime unit. When lesson six was completed, the lessons changed and each prose contained two rime units. Each session, except for the first followed the same procedure (**See Appendix B**)

- Reading of prose (from the previous session) whilst the teacher takes a running record.
- Whilst one student is reading the other students are watching a PowerPoint program that flashes up the onset and rime from the previous session and complete another task where they have to match the onset and rime from two pieces of card.
- The new prose is introduced via the title. Teacher reads and a discussion is held based on the meaning of the prose and the rime unit identified throughout. From session 7 onwards two rime units need to be identified within the prose.
- Students read the prose with the teacher again and reflect on the meaning of the story as well as highlighting the common rime unit words.
- Students' as a group devise a list of these words with the teacher support if needed.
- Students then use magnetic letters and whiteboard markers to make these words and identify others that have the same phonological and orthographic pattern and where the strategy of analogy works.
- New words are added to the list above
- Students articulate a self script - '**If I know then I know.....**' a number of times in front of the group
- Students leave the session with the prose to read at home and identify a person e.g. Teacher, parent, classmate, teacher aid, literacy leader, principal etc, that they must tell the self script too. By doing this they articulate their new learning and thus demonstrating their understanding of the strategy of analogy.

The structure of the lessons remained the same however in the early lessons (lesson 1–2) the teacher does most of the modeling in finding the common rime unit, writing the list of words that share the same rime units, modeling the onset and rime with magnetic letters, adding to the list of words and scaffolding the self script. As the series of lessons progress the students take over the modeling of these tasks and the teacher supports if needed. This is important for the students to become self learners and to practice these skills and knowledge in an independent way.

Onset and rime words (Appendix A)

Bad Brad. (ad)

Brad was mad at dad. Dad had seen Brad draw all over the pad. This made dad very sad. Dad told Brad that he could not have the pad again. Brad was mad and ripped the pad. Dad sent Brad to his room. Dad was glad that mum could fix the pad.

The Best Nest. (est)

The birds were on a quest to build the best nest for their guest. They would not rest until they had passed the test. They worked for days and days on making the best nest. After lots of unrest they all became a pest so owl decided that they had all past the test. He said that every nest from the north to the west were the best!

It went bump in the night. (ump)

Tom woke up as he heard something go bump in the night. It made him jump and bump his head. As he rubbed the bump he felt a big lump. Tom was now in a grump and made a thump as he got out of bed to turn on the light. And what did he see that had gone bump.... It was his very plump cat - Stump!

Hank and Frank the Bank Robbers. (ank)

Hank and Frank were bank robbers. It was Hank's job to find a tank and Frank had to find the bank. As Hank yanked the crank that started the tank, he drove it to the bank. As it went up the plank at the side of the bank, Hank was very excited. But Frank had played a prank on Hank as the tank did not hit the bank. When Hank got out of the tank his heart

sank as he found that he had hit the shop next door. Hank looked blank - no thanks to Frank!

Sam the snail had a bad day. (ail)

Sam the snail was sliding along the fence rail on the way to get the mail, when all of a sudden he hit a nail and fall off into a pail. The nail hurt his little tail and Sam began to wail. He kept going but then it started to hail. Sam gave up going to get the mail and felt that he had failed. With a very sore tail, Sam followed the trail all the way home.

The Blushing Bride. (ide)

The bride was about to walk down the aisle but saw that it was not very wide. She had to decide what to do. So the bride began to walk down it side-ways. As she began to glide, she tripped and went for a slide. The bride could not hide that she had hurt her leg and her pride behind the tide of tears. She got up and ran out of the church.

Bug lost his Cap. (ug & ap)

Bug looked for his cap everywhere. He looked in his mug, under the flap of the rug, but it was not there. He dug under the trap and through a little gap he saw a slug having a nap and there was the cap all snug in his lap. Bug grabbed the cap and gave it a tug. The slug just shrugged and gave bug back his cap. Bug was so happy he gave it a big, big hug.

Jack and the Duck. (ack & it)

Jack found a backpack on the track. He picked it up but when he heard a quack he quickly put the sack back. In a little slit he saw a black duck.

He had to admit that if he hit it, it would attack and he didn't want to be bit by it. Jack just let it sit on the track and walked back.

Rick saves the Train. **(ick & ain)**

Rick went to Spain by train. He didn't complain when it made him sick as the train flicked off the main chain because of the rain. The train driver tried in vain to click it back. In quick flick Rick remembered a trick and grabbed a thick stick. He used it like a brick and it gave the train a kick back on the main chain. Rick explained how he saved the train in the nick of time by using his brain.

The Mice and the Smoke. **(ice & oke)**

The mice awoke to the smell of smoke. They ran to see where it was, as it had happened twice before. They saw a bloke having a smoke. The mice didn't think that it was very nice. So they spoke to each other while eating their rice and decided to play a joke on this nasty bloke. When the bloke was asleep the mice grabbed some hot spice. They found some slice and broke off a piece and poked the spice into it. When the bloke woke he saw the slice and ate it. It was so hot that the bloke ran away and the mice were happy again!

Teaching session requirements

- Each session is designed to run for 30 minutes.
- Each session contained a prose that focuses on a rime unit. When the students had been part of lesson six , the lesson changes and each prose contained two rime units. Each session, except for the first follows the same procedure
- The first session does not begin with reading the prose from the previous session or watching a PowerPoint program or onset and rime cards.

The following lessons are based on rime units, **ad, est, ump, ank, ail, ide, ug & ap, ack & it, ick & ain, ice & oke.**

Prose to be read in each lesson :

1. Bad Brad. (ad)
2. The best nest. (est)
3. It went bump in the night. (ump)
4. The bank robbers. (ank)
5. Sam the snail had a bad day. (ail)
6. The blushing Bride. (ide)
7. Bug lost his cap. (ug & ap)
8. Jack and the Duck. (ack & it)
9. Rick saves the train. (ick & ain)
10. The mice and the smoke. (ice & oke)

Appendix B: Lesson Plans 1 to 10

Activity name	Task Description	Teacher role	Student role
<p><u>Revision of the previous lesson</u></p> <p>(except for lesson 1)</p>	<p>3 tasks / rotation –</p> <ul style="list-style-type: none"> -Read to teacher. -Watch a PowerPoint that flashes yesterday's words. -find the onset and rime words using the cards. 	<p>Teacher takes a running record of yesterday's prose</p>	<p>Read to the teacher yesterday's prose, watch the PowerPoint and match the onset and rime words from pieces of card.</p>
<p><u>Reading of the new prose for the first time.</u></p> <p>(From session 7 onwards two rime units need to be identified within the prose.)</p>	<p>Teacher and students read the new prose and discuss the meaning of the prose and identify the common rime unit.</p>	<p>Teacher reads the prose and a discussion is held based on the meaning of the prose. The common rime units are identified with assistance if needed.</p>	<p>The student takes part in the discussion about the prose and identifies the common rime units.</p>
<p><u>Reading the prose the second time.</u></p>	<p>The group reads the prose together and identifies the common rime units. A list is made.</p>	<p>Teacher guides students as they read the prose as a group. Teacher assists students in finding the common rime unit words if needed. Teacher writes the list of words found by the students.(later the students do this)</p>	<p>Students read the prose with the teacher again and reflect on the meaning of the story as well as highlighting the common rime unit words. Students tell the group words found and list them.</p>
<p><u>Making the onset and rime words.</u></p>	<p>The group makes words using magnetic letters and whiteboard markers. They write the rime unit with markers and find the onset with magnetic letters.</p>	<p>Teacher assists students when necessary and describes what they are doing as the strategy of analogy.</p>	<p>Students use magnetic letters and whiteboard markers to make the words and identify others that have the same phonological and orthographic pattern. New words are added to the list</p>

			above.
<u>Articulation</u>	The group articulates what they have learnt through a self script.	The teacher reviews what the students have done as the strategy of analogy and gives them the same script. (As time goes on the teacher follows the students' directions in this area.)	Students articulate a self script - ' If I know then I know..... ' a number of times in front of the group using the words learnt today.
<u>Reflection</u> (By doing this they articulate their new learning and thus demonstrating their understanding of the strategy of analogy.)	The group leaves with the new knowledge and are to tell someone new.	The teacher asks the student to demonstrate to another person what they have learnt today.	Students leave the session with the day's prose to read at home and identify a person e.g. teacher, parent, classmate, teacher aid, literacy leader, principal etc, that they must tell the self script to.