Explicitly teaching underachieving Year Prep students to rhyme, segment and blend two-letter dependable rime units improves their phonological knowledge, reading of words in isolation and word accuracy in prose.

Teaching Materials
All materials were made by this researcher and have been supplied in Appendix 1 - Materials

Materials used include the following:

Flashcards - Rime cards used for teaching sessions and games – single sound, onset, rime, whole word cards and rime slides
Pictures used for rhyming, onset and rime, segmenting and blending activities
Large strips of paper, whiteboard and markers
Exercise books, paper, pencils, textas

Procedure
Pre assessment was conducted over four days during the two hour literacy block of a normal school day. Each testing session took 30 minutes approximately. Post assessment was conducted in the same manner, and commenced the day after the final teaching session. Tests were administered in isolation, in one sitting on a one-to-one basis outside the classroom in the order stated.

1. Rime Unit Test – amended Appendix 3 (Dalheim 2004, Literacy Intervention Strategies lecture notes EDUC90247 2011) Students were required to read words in isolation. The Rime unit test was administered to identify which two letter rime units the students were able to read and to monitor the letter rime units that they found difficult. In this study only seven dependable rime units were targeted out of the 37. Rime units assessed an, at, op, ug, ay, in and ip.

2. Letter ID (Clay, M. 1991) Students were tested to assess their knowledge of letter-sound identification in both upper and lower case letters.

3. Alpha Assess levelled books (Alpha Assess 2007) Running records were taken on each student to ascertain instructional level and notes were taken on reading behaviours

4. The Sutherland Phonological Awareness Test (Nielson, 2007) was used to evaluate phonological awareness at the levels of syllable, onset-rime and phoneme (CVC and consonant clusters). The skills of sound identification, blending, segmenting, deletion of onset, boundary consonant and internal consonant, nonword reading and spelling were assessed. The students were tested on all items 1 to 13A

In all teaching sessions the teacher ensured that instructions were clear, teaching was explicit and sounding and blending techniques were modelled correctly, all the while maintaining a sense of fun and games playing. Each teaching session required the students to be actively engaged for thirty minutes. Each session comprised three sections; ‘Getting Knowledge Reading’ – 5 minutes, ‘Explicit instruction and Activities’ – 20 minutes and ‘Reflecting on Learning’ – 5 minutes.
Sessions, one through to three, followed the same procedure and format using single sound cards, rime cards and whole word cards.

Session four was for revision and consolidation through game playing.

Sessions five through to nine followed the same procedure and format using single sound cards, rime cards and whole word cards as well as introducing word slides.

Session ten was for revision and consolidation through game playing.

At the end of each session students voiced their new learnings; these were written by the teacher to be revisited at the start of the next lesson. One final game was played on leaving to help build automaticity by ‘flashing’ the word cards for each student to read. For greater detail of lessons see ‘Teaching Units’ Appendix 2

Lessons 1- 3

Getting knowledge ready:
► With exception of the first lesson the previous lessons rime unit was revised

Explicit instruction and consolidation:
► game -guess the rime unit after hearing a string of rhyming words
► name rime unit on presentation of rime unit cards
► name single sounds on presentation of single sound cards
► name picture on presentation of picture cards
► identify the first sound
► identify the final sound
► say the rime words on presentation of whole word cards
► recognise a rime pattern
► segment words into onset and rime
► read sentence cards containing rime words – pre written
► construct sentences containing rime words – students voice teacher writes
► write the rime words studied

Reflection on learning:
► students were encouraged to verbalise new learnings – teacher writes
► these new learnings were revisited at the next session

Lessons 4

Getting knowledge ready:
► revision of the all rimes studied thus far

Explicit instruction and consolidation:
► game playing – Concentration and Word Picture Match Up.

Reflection on learning:
► students were encouraged to verbalise new learnings – teacher writes
► these new learnings were revisited at the next session
Lessons 5 - 9

Getting knowledge ready:
► revision of the previous rime unit studied

Explicit instruction and consolidation:
► guess the rime unit after hearing a string of rhyming words
► name rime unit on presentation of rime unit cards
► name single sounds on presentation of single sound cards
► name picture on presentation of picture cards
► identify the first sound
► identify the final sound
► say the rime words on presentation of whole word cards
► NEW ACTIVITY use onset and rime slides to make words
► recognise a rime pattern
► segment words into onset and rime
► read sentence cards containing rime words – pre written
► construct sentences containing rime words – students voice teacher writes
► write the rime words studied

Reflection on learning:
► students were encouraged to verbalise new learnings – teacher writes
► these new learnings were revisited at the next session

Lessons 10

Getting knowledge ready:
► revision of the all rimes studied thus far

Explicit instruction and consolidation:

Game playing
► Internet Games:
► Card Games
  1. Word Bingo
  2. Concentration -
  3. Rime and Picture Match Up
  4. I’m the Teacher

Reflection on learning:
► Students were encouraged to verbalise new learnings – teacher writes
Teaching Units

Lesson 1

- Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Prior to this activity assess students letter/sound recognition and sight word knowledge. Use letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell.
- Support students to verbalize new knowledge e.g. It is important to look at the first sound in a word.
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction and skill is explicitly taught and clear.
- Ensure each student has an exercise book to practise writing the words.

Getting knowledge ready

<table>
<thead>
<tr>
<th>Say to the students...</th>
<th>6 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we are going to be listening to words that rhyme, we are going to learn to read and write them. My secret rhyme is in the words</td>
<td></td>
</tr>
<tr>
<td>can, man ran, tan, ban, Dan, fan, Nan, pan and van</td>
<td></td>
</tr>
<tr>
<td>Can you tell me what sounds the same in all those words?</td>
<td></td>
</tr>
<tr>
<td>If the students experience difficulties with this rhyming activity then repeat and tell them what the rhyme is. Make up nonsense words or tunes as necessary ensuring that the majority of the group can hear the rhyme.</td>
<td></td>
</tr>
</tbody>
</table>
### Introduce the word *rime*. Say to the students ...

- The rime *an* is written like this – display rime unit card *an*. Allow each student to say the rime unit.
- Display individual sound cards *c, m, r, f, p, v,* and ensure that the students can name the sound of each letter.
- Display picture cards and ask the students to name the picture.
- Display enough rime unit cards and single sound cards to make the words *can, man, ran, fan, pan, van*.
  - Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards, clapping out.
- Demonstrate how to orally blend each onset and rime to make a word.
  - Teacher blends each word and each student imitates this blending. Practise this activity three times - teacher demonstrating, each student imitating.
- Introduce the whole cards *can, man, ran, fan, pan, van* and demonstrate matching whole word to picture.
  - Practise this activity three times - teacher demonstrating, student imitating.
- Introduce sentence cards with missing *an* words. These sentences must be constructed using sight words the students know.
  - *e.g. Look at the* __________
  - Demonstrate how to read and reason which word is missing. Place the word.
  - Practise this activity three times - teacher demonstrating, each student imitating.
- Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Have the students read helping only if they experience difficulties.
- Using whole word *an* cards *‘flash’* the cards through asking for a response from each student.
  - Practise this activity three times.

### Say to the students ...

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime *an* a number of times, e.g. write it small write it big, write it fancy etc.

When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

At each successful response praise the student.

### Reflection on learning

Before leaving the group ask each student ...

- ‘What did you learn today?’
- ‘How could you use this new learning back in the classroom?’

Write these new learnings on paper – to be referred to at next lesson.

Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.

After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.
► Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities.
► Use letters that students know as onset letters and known sight words to construct simple sentences.
► When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell.
► Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word.
► Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
► Ensure each student has an exercise book to practise writing the words.

<table>
<thead>
<tr>
<th>Getting knowledge ready</th>
<th>Students consolidate and revise previous rime. Say to students …</th>
<th>5 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What rime did we learn yesterday?</td>
<td></td>
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<tr>
<td></td>
<td>What were some of the words you remember?</td>
<td></td>
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<td></td>
<td>What new skill did you learn yesterday? – Use notes taken from students in previous lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using whole word and cards ‘flash’ the cards through asking for a response from each student.</td>
<td></td>
</tr>
</tbody>
</table>
Say to the students...

Today my secret rhyme is in the words bat, hat, rat, cat, fat, sat.

Can you tell me what sounds the same in all those words?

If the students experience difficulties with this rhyming activity then repeated and tell them what the rhyme is. Make up nonsense words or tunes as necessary ensuring that the majority of the group can hear the rhyme.

Introduce the word rime. Say to the students ...

→ The rime \( \text{at} \) is written like this – display rime unit card \( \text{at} \). Allow each student to say the rime unit.

→ Display individual sound cards \( b, h, r, c, f, s \) and ensure that the students can name the sound of each letter.

→ Display picture cards and ask the students to name the picture.

→ Display enough rime unit cards and single sound cards to make the words bat, hat, rat, cat, fat, sat. Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards.

→ Demonstrate how to orally blend each onset and rime to make a word.

Teacher blends each word and each student imitates this blending.

Practise this activity three times- teacher demonstrating, each student imitating.

→ Introduce the whole cards bat, hat, rat, cat, fat, sat and demonstrate matching whole word to picture.

Practise this activity three times- teacher demonstrating, student imitating.

→ Introduce sentence cards with missing \( \text{at} \) words. These sentences must be constructed using sight words the students know.

   e.g. I can see the __

→ Demonstrate how to read and reason which word is missing. Place the word. Practise this activity three times- teacher demonstrating, each student imitating.

→ Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Write the name of the student who constructed each sentence on the corresponding page. Have the students read the sentence helping only if they experience difficulties.

→ Using whole word \( \text{at} \) cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times.

Say to the students ...

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime \( \text{at} \) a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

Before leaving the group ask each student ...

‘What did you learn today?’

‘How could you use this new learning back in the classroom?’

Write these new learnings on paper – to be referred to at next lesson.

Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.

After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.

Reflection on learning

Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.

After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.
Lesson 3

- Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Use letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell.
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word.
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

| Getting knowledge ready | Students consolidate and revise previous rime. Say to students ... What rimes have we learnt? What were some of the words you remember? – Use notes taken from students in previous lesson Using whole word and at cards ‘flash’ the cards through asking for a response from each student. | 5 min |
**Explicit instruction and consolidation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Say to the students...** | Today my secret rhyme is in the words  
**hop, mop, top, pop, shop, stop**  
Can you tell me what sounds the same in all those words?’ |
| **Introduce the word rime. Say to the students ...** | 
→ The rime **op** is written like this – display rime unit card **op**. Allow each student to say the rime unit. 
→ Display individual sound cards **h, m, t, p, st** and ensure that the students can name the sound of each letter. 
→ Display picture cards and ask the students to name the picture. 
Display enough rime unit cards and single sound cards to make the words **hop, mop, top, pop, shop, stop** 
Using the picture cards as a cue, work with the students to demonstrate how to make the words that match the picture cards. 
→ Demonstrate how to orally blend each onset and rime to make a word. 
Teacher blends each word and each student imitates this blending. 
Practise this activity three times- teacher demonstrating, each student imitating. 
→ Introduce the whole cards **hop, mop, top, pop, shop, stop** and demonstrate matching whole word to picture. 
Practise this activity three times- teacher demonstrating, student imitating. 
→ Introduce sentence cards with missing **op** words. These sentences must be constructed using sight words the students know. 
  
  e.g. I have a red __
  
  → Demonstrate how to read and reason which word is missing. Place the word. 
  
  Practise this activity three times- teacher demonstrating, each student imitating. 
→ Ask students to orally construct another sentence using one of the new rime words. Using large piece of paper and texta write the sentence saying each word as you write. Write the name of the student who constructed each sentence on the corresponding page. Have the students read the sentence helping only if they experience difficulties. 
→ Using whole word **op** cards ‘flash’ the cards through asking for a response from each student. 
Practise this activity three times  
**Say to the students ...** | We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime **op** a number of times, e.g. write it small write it big, write it fancy etc. 
When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word. |
| **Reflection on learning** | Before leaving the group ask each student ... 
‘What did you learn today?’ 
‘How could you use this new learning back in the classroom?’ 
Write these new learnings on paper – to be referred to at next lesson 
Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties. 
After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session. |
Lesson 4 Consolidate an at op

- Make enough rime unit, onset, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Use letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

<table>
<thead>
<tr>
<th>Getting knowledge ready</th>
<th>Students consolidate and revise previous rime.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say to students...</td>
<td>What rimes have we learnt?</td>
</tr>
<tr>
<td></td>
<td>What were some of the words you remember? – Use notes taken from students in previous lesson</td>
</tr>
<tr>
<td></td>
<td>Using whole word an at and op cards ‘flash’ the cards through asking for a response from each student.</td>
</tr>
<tr>
<td></td>
<td>5 min</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explicit instruction and consolidation</th>
<th>Say to the students...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game.</td>
</tr>
<tr>
<td></td>
<td>Display all the picture cards and all the whole word cards. Allow the students to call the name of each picture and word cards.</td>
</tr>
<tr>
<td></td>
<td>Can, man ran, fan, pan, van</td>
</tr>
<tr>
<td></td>
<td>bat, hat, rat, cat, fat, sat</td>
</tr>
<tr>
<td></td>
<td>hop, mop, top, pop, shop, stop</td>
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<tr>
<td></td>
<td>Working in pairs allow the students time to match picture cards to word cards</td>
</tr>
<tr>
<td></td>
<td>Group 1 an words</td>
</tr>
<tr>
<td></td>
<td>Group 2 at words</td>
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<tr>
<td></td>
<td>Group 3 op words</td>
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<tr>
<td></td>
<td>After each successful matching change groups until all students have matched all rime unit cards.</td>
</tr>
<tr>
<td></td>
<td>Say to the students...</td>
</tr>
<tr>
<td></td>
<td>Now we are going to play a different game. We are going to use all the word cards and play a matching game called concentration.</td>
</tr>
<tr>
<td></td>
<td>Explain the rules of the game</td>
</tr>
<tr>
<td></td>
<td>1. Turn over 2 cards – say the word on the card</td>
</tr>
<tr>
<td></td>
<td>2. If the cards are the same – keep the cards and have another turn</td>
</tr>
<tr>
<td></td>
<td>3. If the cards are different – say the words on each cards and replace them where you got them from</td>
</tr>
<tr>
<td></td>
<td>4. You must say the words to be able to keep the cards</td>
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<tr>
<td></td>
<td>Play two rounds of concentration.</td>
</tr>
<tr>
<td></td>
<td>As necessary model correct sounding out and blending of words.</td>
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<tr>
<td></td>
<td>→ Display the sentences that the students constructed and the teacher constructed sentences.</td>
</tr>
<tr>
<td></td>
<td>Allow students to read their own sentences. As a group read each sentence</td>
</tr>
<tr>
<td></td>
<td>20 min</td>
</tr>
</tbody>
</table>
| Reflection on learning | Before leaving the group ask students what they thought helped them to know the words quickly. Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together |

Ask each student ...  
‘What did you learn today?’  
‘How could you use this new learning back in the classroom?’  
Write these new learnings on paper – to be referred to at next lesson  
Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.  
After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session. | 5 min |
Lesson 5

- Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

Getting knowledge ready

Students consolidate and revise previous rime.

**Say to students ...**

What rimes have we learnt?
What were some of the words you remember? – Use notes taken from students in previous lesson
Using whole word [an] and [op] cards ‘flash’ the cards through asking for a response from each student.
Say to the students...

Today we are going to play a different game. We are going to use these rime slides to help us make words.

Display the slides with the previously learnt rimes and sounds. Demonstrate how to use the slides saying the onset and rime, blending to make the word. e.g. [h]at; hat Allow each student to practise using the slides and saying the words.
**Explicit instruction and consolidation**

<table>
<thead>
<tr>
<th>18 min</th>
<th>4 min</th>
</tr>
</thead>
</table>

### Introduce the new rime. **Say to the students** ...

- The rime `ug` is written like this – display rime unit card `ug`. Allow each student to say the rime unit.
- Display the slide that has the individual sounds written on it - `b`, `h`, `j`, `m`, `r` ensure that the students can name the sound of each letter.
- Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say.

<table>
<thead>
<tr>
<th>b</th>
<th>h</th>
<th>j</th>
<th>m</th>
<th>ug</th>
<th>r</th>
</tr>
</thead>
</table>

- Allow time for each student to manipulate the slide to make all the words available.
- Display picture cards and ask the students to name the picture.

Display enough rime unit cards and single sound cards to make the words `bug`, `hug`, `jug`, `mug`, `rug` and allow the students to independently make the words and match the picture.

- Introduce the whole cards `bug`, `hug`, `jug`, `mug`, `rug` and allow the students to independently match pictures and words assisting as necessary.
- Using whole word `ug` cards ‘flash’ the cards through asking for a response from each student.
  
  Practise this activity three times

**Say to the students...**

You are going to help me write a sentence using our new rime words.

- Illicit sentences from students, demonstrate how each sentence is said and write.
- Ask students to point to the rime word and underline it
- Stick the appropriate picture card to the sentence
- Allow time for each student to read the sentence strips and find the rime word

**Say to the students ...**

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime `ug` a number of times, e.g. write it small write it big, write it fancy etc.

When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

### Reflection on learning

Before leaving the group ask each student ...

- ‘What did you learn today?’
- ‘How could you use this new learning back in the classroom?’

Write these new learnings on paper – to be referred to at next lesson

Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.

After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.
Lesson 6

- Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

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<td></td>
<td>What were some of the words you remember? – Use notes taken from students in previous lesson</td>
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<tr>
<td></td>
<td>Using whole word an, at, op and ug cards ‘flash’ the cards through asking for a response from each student.</td>
</tr>
</tbody>
</table>

5 min
### Explicit instruction and consolidation

Introduce the new rime. **Say to the students ...**

- The rime \[\text{ay}\] is written like this – display rime unit card \[\text{ay}\]. Allow each student to say the rime unit.

- Display the slide that has the individual sounds written on it - \[\text{l, s, pl, h, d, p}\] ensure that the students can name the sound of each letter.

- Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say.

- Allow time for each student to manipulate the slide to make all the words available.

- Display picture cards and ask the students to name the picture.

- Display enough rime unit cards and single sound cards to make the words \[\text{lay, say, play, hay, day, pay}\] and allow the students to independently make the words and match the picture.

- Introduce the whole cards \[\text{lay, say, play, hay, day, pay}\] and allow the students to independently match pictures and words assisting as necessary.

- Using whole word \[\text{ay}\] cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times

**Say to the students...**

You are going to help me write a sentence using our new rime words.
- Illicit sentences from students, demonstrate how each sentence is said and write.
- Ask students to point to the rime word and underline it
- Stick the appropriate picture card to the sentence
- Allow time for each student to read the sentence strips and find the rime word

**Say to the students ...**

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime \[\text{ay}\] a number of times, e.g. write it small write it big, write it fancy etc. When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.

### Reflection on learning

Before leaving the group ask students what they thought helped them to know the words quickly.

Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together

Ask each student ...

‘What did you learn today?’

‘How could you use this new learning back in the classroom?’

Write these new learnings on paper – to be referred to at next lesson

Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.

After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.

Page 15 of 30
Lesson 7

- Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

<table>
<thead>
<tr>
<th>Getting knowledge</th>
<th>Students consolidate and revise previous rime. Say to students …</th>
<th>5 min</th>
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<tbody>
<tr>
<td>What rimes have we learnt?</td>
<td>What were some of the words you remember? – Use notes taken from students in previous lesson</td>
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<tr>
<td>Using whole word <strong>an</strong> <strong>at</strong> <strong>op</strong> <strong>ug</strong> and <strong>ay</strong> cards ‘flash’ the cards through asking for a response from each student.</td>
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</table>
Explicit instruction and consolidation

Introduce the new rime. **Say to the students ...**

→ The rime \[\text{in}\] is written like this – display rime unit card \[\text{in}\]. Allow each student to say the rime unit.

→ Display the slide that has the individual sounds written on it - \[\text{b, t, f, p, w, th}\] ensure that the students can name the sound of each letter. Encourage the students to supply other words that they think has the same rime – e.g. thin, chin, sin, grin, skin etc. Write these words if supplied if not then suggest these words. Accept nonsense words but do not write.

→ Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulty encourage them to mimic what you say.

| b | t | f | p | in | w | th |

→ Allow time for each student to manipulate the slide to make all the words available.

→ Display picture cards and ask the students to name the picture.

Display enough rime unit cards and single sound cards to make the words **bin, tin, fin, pin, win, thin** and allow the students to independently make the words and match the picture.

→ Introduce the whole cards **bin, tin, fin, pin, win, thin** and allow the students to independently match pictures and words assisting as necessary.

→ Using whole word \[\text{in}\] cards ‘flash’ the cards through asking for a response from each student.

    Practise this activity three times

**Say to the students...**

You are going to help me write a sentence using our new rime words.

    Illicit sentences from students, demonstrate how each sentence is said and write.
    Ask students to point to the rime word and underline it
    Stick the appropriate picture card to the sentence
    Allow time for each student to read the sentence strips and find the rime word

**Say to the students ...**

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime \[\text{in}\] a number of times, e.g. write it small write it big, write it fancy etc.

When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.
Before leaving the group ask students what they thought helped them to know the words quickly.

Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together

Ask each student...
‘What did you learn today?’
‘How could you use this new learning back in the classroom?’
Write these new learnings on paper – to be referred to at next lesson
Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.
After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.

Lesson 8

► Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
► Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
► When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell.
► Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word.
► Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
► Ensure each student has an exercise book to practise writing the words.

Students consolidate and revise previous rime.
Say to students ...
What rimes have we learnt?
What were some of the words you remember? – Use notes taken from students in previous lesson.
Using whole word an, at, op, ug, ay and in cards ‘flash’ the cards through asking for a response from each student.

Say to the students...
Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game.
Display all the picture cards and all the whole word cards. Allow the students to call thename of each picture and word cards.

- can, man ran, fan, pan, van
- bat, hat, rat, cat, fat, sat
- hop, mop, top, pop, shop, stop
- bug, hug, jug, mug, rug
- lay, say, play, hay, day, pay
- bin, tin, fin, pin, win, thin

Working in pairs allow the students time to match picture cards to word cards.
Group 1 an and at words
Group 2 op and ug words
Group 3 ay and in words
After each successful matching change groups until all students have matched all rime unit cards.

Introduce the new rime. Say to the students ...
→ The rime ip is written like this – display rime unit card ip. Allow each student to say the rime unit.

→ Display the slide that has the individual sounds written on it - z, s, l, sh, ch, t ensure that the students can name the sound on each card. Encourage the students to supply other words that they think have the same rime – e.g. hip, trip, skip, flip, rip etc. Write these words if supplied if not then suggest these words. Accept nonsense words but do not write.

→ Display the rime section of the slide and move the slide through its various positions asking the students for a response – this can be a group response at this stage. If the students have difficulties encourage them to mimic what you say.

| z | s | l | sh | ip |
| p | ch | t |

→ Allow time for each student to manipulate the slide to make all the words available.

→ Display picture cards and ask the students to name the picture. Display enough rime unit cards and single sound cards to make the words zip, sip, lip, pip, ship, chip, tip and allow the students to independently make the words and match the picture.

→ Introduce the whole cards zip, sip, lip, pip, ship, chip, tip and allow the students to independently match pictures and words assisting as necessary.

→ Using whole word ip cards ‘flash’ the cards through asking for a response from each student. Practise this activity three times

**Say to the students...**

You are going to help me write a sentence using our new rime words.

Illicit sentences from students, demonstrate how each sentence is said and write. Ask students to point to the rime word and underline it

Stick the appropriate picture card to the sentence

Allow time for each student to read the sentence strips and find the rime word

**Say to the students...**

We are now going to practise writing the rime and the new words we have learnt. Allow time for the student to write the new rime ip a number of times, e.g. write it small write it big, write it fancy etc.

When all students have successfully written the rime unit call each word allowing them time to try and write it unassisted. Observe each response and if a student is experiencing difficulties display the word card to allow them to copy. Continue with each word.
### Reflection on learning

Before leaving the group ask students what they thought helped them to know the words quickly.

Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together

Ask each student …
‘What did you learn today?’
‘How could you use this new learning back in the classroom?’

Write these new learnings on paper – to be referred to at next lesson.
Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.
After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.

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### Lesson 9 Consolidate \[ug \ ay \ in \ ip\]

- Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
- Continue using the letters that students know as onset letters and known sight words to construct simple sentences.
- When speaking with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell.
- Support students to verbalise new knowledge e.g. It is important to look at the first sound in a word.
- Throughout the session instil a sense of game playing, challenge and fun but ensure that each instruction is clear and teaching is explicit.
- Ensure each student has an exercise book to practise writing the words.

### Getting knowledge ready

Students consolidate and revise previous rime.

*Say to students …*

What rimes have we learnt?
What were some of the words you remember? – Use notes taken from students in previous lesson.
Using whole word \[ug \ ay \ in \ ip\] cards ‘flash’ the cards through asking for a response from each student.
Explicit instruction and consolidation

Say to the students...
Today we are going to play a different game. We are going to use all the picture cards and word cards and play a matching game.
Display all the picture cards and all the whole word cards. Allow the students to call the name of each picture and word cards.

- bug, hug, jug, mug, rug
- lay, say, play, hay, day, pay
- bin, tin, fin, pin, win, thin
- zip, sip, lip, pip, ship, chip, tip

Working in pairs allow the students time to match picture cards to word cards
Group 1 ug words
Group 2 ay words
Group 3 in words
Group 4 ip words
After each successful matching change groups until all students have matched all rime unit cards.

Say to the students...
Now we are going to play a different game. We are going to use all the word cards and play a matching game called concentration.

Explain the rules of the game
5. Turn over 2 cards – say the word on the card
6. If the cards are the same – keep the cards and have another turn
7. If the cards are different – say the words on each cards and replace them where you got them from
8. You must say the words to be able to keep the cards
Play two rounds of concentration.
As necessary model correct sounding out and blending of words.

Reflection on learning
Before leaving the group ask students what they thought helped them to know the words quickly.
Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together

Ask each student ...
‘What did you learn today?’
‘How could you use this new learning back in the classroom?’
Write these new learnings on paper – to be referred to at next lesson
Play one last game to build automaticity by ‘flashing’ the word cards for each student to read helping only if they experience difficulties.
After session – write anecdotal notes on each student outlining gaps in knowledge – address these inconsistencies at the next session.

Lesson 10 Games
- Lesson 10 is a consolidation lesson using a variety of hands on games and internet based games. Make enough rime unit, onset, slides, picture, whole word and sentence cards so that each student can use a set for matching activities.
- When playing games with the students ensure that teacher models correct sounding and blending techniques - segmenting, blending, manipulating sounds, using analogy etc - that help us to read and spell
- Support students in verbalize new knowledge e.g. It is important to look at the first sound in a word
### Getting Knowledge

**Students consolidate and revise previous rimes.**

- can, man ran, fan, pan, van
- bat, hat, rat, cat, fat, sat
- hop, mop, top, pop, shop, stop
- bug, hug, jug, mug, rug
- lay, say, play, hay, day, pay
- bin, tin, fin, pin, win, thin
- zip, sip, lip, pip, ship, chip, tip

**Say to students …**

What rimes have we learnt?
What were some of the words you remember? – Use notes taken from students in previous lesson

Using whole word **an at op ug ay in and ip** cards ‘flash’ the cards through asking for a response from each student.

### Explicit Instruction and Consolidation

**Say to the students…**

Today we are going to play games with the words we have learnt. You can choose to play any of the games; there are card games, paper and pencil games and computer games. Allow students to play each game supplied.

1. **Internet Games:**

2. **Word Bingo** – this game requires at least two people to play. Use bingo cards and single word cards containing all the rime unit words previously studied.

3. **Concentration** - this game requires at least two people to play. Use two sets of single word cards containing all the rime unit words previously studied.

4. **Rime and Picture Match Up** – place one copy of each rime unit studied previously. Shuffle all picture cards and word cards together. Share out the cards between players. Call start, the player who sorts their cards correctly before the others is the winner. All players must read their cards on completion of each round.

5. **I’m the Teacher** - students use the previously used slides checking partners knowledge of onset and rime.

### Reflection on Learning

Before leaving the group ask students what they thought helped them to know the words quickly.

Possible pertinent answers:
- We looked at the first sound
- We looked at the first sound and then the rime
- We sounded it out and put it back together

Ask each student …

‘What did you learn today?’
‘How could you use this new learning back in the classroom?’
Appendix 1 Materials

Before making these resources enlarge the font size to 80 and keep the font face at Comic Sans.

### Lesson 1 - an words man, can, pan, fan, van, ran

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<td>pan</td>
<td>The ____ is hot.</td>
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<td>man</td>
<td>The ____ like to play football.</td>
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<td>fan</td>
<td>Look at the ____.</td>
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<td>van</td>
<td>I can see the red ___</td>
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Lesson 2 - at words hat, rat, cat, fat, sat

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- bat: I can see the ___.
- cat: The ___ is on the mat.
- fat: Look at the ___ man.
- sat: The man ___ on the seat.
- hat: Look at my ____.
- rat: I can see the fat ____.
Lesson 3 - op words hop, top, shop, mop, pop, stop

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- **hop**
  - Look at me___.

- **mop**
  - The man can see the___.

- **top**
  - I have a red___.

- **pop**
  - The balloon can___.

- **stop**
  - ___ said the man.

- **shop**
  - We went to the____.

- **op**
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Lesson 4 – consolidate an, at, and op words

Lesson 5 - ug words bug, hug, jug, mug, rug

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Lesson 6 - ay’ words bay day, gay, hay, pay, ray, may, lay, say, way, play

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Lesson 6 - ay’ words bay day, gay, hay, pay, ray, may, lay, say, way, play

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Lesson 7 - *in' words bin din win, fin, bin, pin, tin, thin*

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![bin](image1) ![fin](image2)

![pin](image3) ![tin](image4)

![win](image5) ![thin](image6)

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Lesson 8 - ip words dip, hip, lip, nip, pip, rip, sip, tip, zip

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Lesson 9 - consolidate ug ay in ip

Lesson 10 - Games