

'Explicitly teaching at risk grade Prep students the link between phonemes and 2-letter dependable rime units improves their phonological knowledge, in particular their phonemic awareness; and their ability to read words in isolation.'

Lesson Format

Modeling Phase

- Part One: Oral Language

Identifying pictures of target words and identifying rhyming words.

Students were first introduced to the rime unit through picture cards of the target words that reinforced the rime unit. For example in lesson one the rime unit taught was 'at'. Students were shown images of the target words cat, mat, hat, rat, bat and sat.

The students were then asked to identify the pictures, saying them out loud. As a group they identified the pictures and with teacher support identified that the words rhyme.

The teacher repeated this process of having the students name the pictures for a third time, asking the students to *"Listen to the sounds their mouth makes when they say the names of the pictures."* Doing this tuned the students into 'sound knowledge' as opposed to simply naming pictures. The teacher then asked, *"What sounds can you hear in all of these words?"*

- Part Two: Oral Language

Producing rhyming words.

The teacher and students then brainstormed other words sharing the same rime unit. They discussed whether the words were 'real' or 'nonsense' words.

Modeling and Coaching Phase

- Part Three: Phonemic Awareness

Introducing the letter cluster.

The teacher explicitly introduced the rime unit using 2 flash cards which made up the rime unit e.g. 'a' and 't'. The teacher then modeled the relationship between the individual phonemes and the rime unit saying e.g. *" 'A' says 'a' and 'T' says 't'. When we put them together they say 'at'. 'a/t...at'.* As the teacher did this they modeled the 'making and breaking' strategy used by Reading Recovery. They exaggerated the rime 'at' by bringing the 't' to the 'a' (moving from right to left).

The teacher then supported the students in naming each sound and placing them together to say 'at'. As a group they made the rime unit using actions or other materials. For example, using their fists to imitate the blending of the sounds to make the rime unit or using magnetic letters to make the rime unit.

The teacher then introduced the onset flash cards (consonants) which when blended with the rime unit made the target words. The teacher supported the students in identifying the name and sound of each letter. The teacher then modeled making a word e.g. 'cat' using the rime unit flashcard(s) and an onset flash card(s). This followed the same 'making and breaking' approach as mentioned earlier.

Coaching Phase

- Part Four: Blending Task

Making Words.

Each student was given a set of rime unit cards and onsets. The teacher guided the students in choosing an onset and a rime card, reading the onset and rime to make one of the target words. At this stage the teacher prompted the students to identify the name of the onset e.g. 'c' and the name of the rime e.g. 'at', and the process of blending the two. E.g. 'c/at-cat'. The teacher encouraged the technique of sliding the rime unit to the onset. Students took it in turns until they had made all the words.

Scaffolding and Fading Phase

- Part Five: Phonological Knowledge

Reading target words, RAN and Games.

Students then took it in turns to read the list of words that they made.

Following this the group was shown a RAN PowerPoint. Together they read the words as they were shown, and then they were read individually.

Students then played two games that helped to consolidate their learning. All the games developed for this teaching sequence required students to recall, read or make the targeted words. Examples of the games played in the ten lessons are listed below.

- Memory
- Snap
- Partner Puzzle
- Word Slides
- Missing Letter

- Part Six: Oral Language

Using target words in a sentence.

The teacher then revisited the target words taught in the lesson using flashcards. As a group they read the words and they were placed in the middle of the group. The teacher then introduced the task of saying a sentence using at least two of the target words. The teacher initially asked students to finish their sentence using one or more of the target words they had learnt. E.g. the teacher said, “*The cat sat on the ___*” and students had to finish the sentence. However as the students became familiar with this process and task, they were asked to make up their own sentence independently.

Articulation, Reflection and Exploration Phase

- Part Seven: Oral language

Reflecting and articulating what they learnt.

Students then reflected on their learning. This was initially prompted by the teacher e.g. “Today we learnt that ‘a’ and ‘t’ say ‘at’ as in cat and bat. Can you think of another word?”

However, once students were familiar with this process of thinking about what they had learnt and the process of articulating it, they were capable of identifying what they learnt, and the strategies they could use when trying to read words. They independently identified the rime units taught and demonstrated how they can break words up.

At the completion of the ten-lesson sequence all nine participants (teacher group and control group) were post-tested using the chosen formal assessment materials (Letter ID test, Rime Unit test and SPAT-R test).

An outline of the Ten Lessons Sequence

'Explicitly teaching at risk grade Prep students the link between phonemes and 2-letter dependable rime units improves their phonological knowledge, in particular their phonemic awareness; and their ability to read words in isolation.'

Lesson Format:

- Five grade Prep students
- Small group instruction
- 10 sessions approximately 40 minutes
- Pre and Post testing as outline below

The lessons have been designed based on the 'Model of Teaching and Learning' developed by Collins, Brown and Newman (1989) (as cited in Munro J. K., 2011). The model is designed around six key ideas of 'Modelling, Coaching, Scaffolding and Fading, Articulation, Reflection and Exploration'.

Predicted Outcomes:

The activities within the intervention are designed to explicitly teach the relationship between phonemes and two-letter dependable rime units, to increase their word reading accuracy.

At the conclusion of the intervention students will be able to:

- Accurately recall and identify the letters of the alphabet
- Accurately say each rime unit targeted both in isolation and in reading words
- Verbally make and break words that have the target sounds
- Read target words and unknown words that contain the rime units taught
- Decode words using the strategy of onset and rime

The five students are working at the word level of the MOTPL model (Munro, 2011). They need to develop their understanding of the relationship between the letters of the alphabet and words; the notion that words are essentially combinations of letters. At present their reading is indicative of 'guessing' words based on their initial sound. They do not transfer their phonemic knowledge to read words. All five students need to develop their phonemic knowledge and phonemic awareness, as well as develop decoding strategies to read words.

Assessment Procedures:

Pre and Post testing using the following tests

- **Clay Letter Identification Test.** (Clay, 1993)
This test was used to assess student's ability to identify all uppercase and lowercase letters and the sounds they represent. It also assessed their ability to name a word that starts with the identified letter.
- **Sutherland Phonological Awareness Test- Revised (SPAT-R).** (Neilson, 2009)
This test was used to evaluate student's phonological knowledge.

- **Rime Unit Test.** (Dalheim, 2004) (Adapted by teacher. Only sub-test one was administered.)
This test was used to assess student's knowledge of, and ability to read words containing two letter dependable rime units.

Lesson Format

Lessons 1-4:

- Each lesson introduced and explicitly taught a new two-letter dependable rime unit and five or six corresponding target words.

Lesson 5:

- Was designed to 'review and consolidate' the four two-letter dependable rime units and the target words taught in lessons 1-4.

Lessons 6-9:

- Each lesson introduced and explicitly taught a new two-letter dependable rime unit and five or six corresponding target words.

Lesson 10:

- Was designed to 'review and consolidate' all of the two-letter dependable rime units and the target words taught over lessons 1-9.

Rime units taught (in order):

'at, it, an, ot, in, ap, ug and ay'. (The rime units were chosen based on the results of the pre-testing data, which identified that students' could not read or decode these rime units.)

Focus words taught (in order):

Lesson 1: cat, hat, bat, sat, mat, rat

Lesson 2: bit, hit, lit, sit, kit, fit

Lesson 3: can, ran, tan, van, man, fan

Lesson 4: pot, dot, cot, rot, hot, got

Lesson 6: fin, bin, win, pin, tin

Lesson 7: map, cap, nap, zap, gap, tap

Lesson 8: mug, bug, jug, hug, rug, dug

Lesson 9: day, say, lay, hay, ray, pay

Lesson Structure

Phase	Task	The Teacher will	The Student will	Time
Revision (Only Lessons 2-10)	Revision - Revision of rime unit and target words taught in previous lesson	Say: 'who can remember what this rime unit says?' e.g. show the card 'at'. Say: "We are going to use these tiles and the rime unit 'at' to make words." Model the process of making and reading the words. Then support the students to use the consonant cards from last lesson and the rime unit to read and make the words e.g. hat, bat, sat, cat, mat, and rat. Show the RAN PowerPoint recall and read the words	Identify the rime unit taught in the previous lesson Make the target words from the previous lesson. Identifying the onsets and the rime unit. Read the focus words. Take it in turns to read the words on the RAN PowerPoint	5 mins
Modeling	Oral language - Identifying target words through images - Identifying rhyming words	Place images of target words in the middle of the group. Prompt children to identify what the pictures are. Prompt identification of rhyme saying, "listen to the sounds your mouth makes when you say the names of the pictures." Ask: "what sounds can you here in all these words?"	Identify the pictures saying them out loud. Identify that words rhyme. Over time (as lessons progress) identify the common rime unit.	5 mins
Modeling	Oral language - Producing rhyming words	Prompt discussion and brainstorm of other words that rhyme with the focus words/images Discuss if words are real or nonsense	Suggest other words that rhyme with the images/words they have identified.	2 mins

Modeling & Coaching	Phonemic Awareness - Introducing the letter cluster	<p>Explicitly introduces the rime unit using 2 flash cards, which make the rime unit. E.g. 'a' and 't'.</p> <p>Explicitly model the relationship between the individual phonemes and the rime unit saying e.g. " 'A' says 'a' and 'T' says 't'. When we put them together they say 'at'. 'a/t...at'. As they do this they model the 'making and breaking' strategy bringing the 't' to the 'a'.</p> <p>Introduce the consonant flash cards which when blended with the rime unit make up the target words. E.g. b, c, s, h, m, r.</p> <p>Model making a word e.g. 'cat' using the rime unit flashcard and an onset (consonant flash card). This follows the same 'making and breaking' process as mentioned earlier.</p>	<p>Practise identifying the sounds of the rime unit e.g. 'a' 't', and practise making the rime unit as modeled by the teacher.</p> <p>Identify the name and sound of the consonants introduced</p> <p>Students practise making a word using the onset and rime flash cards</p>	6 mins
Coaching	Blending Task - Making words	<p>Hand each student a set of onset and rime cards.</p> <p>Guide the students in choosing an onset and rime card, reading the onset and rime to make one of the target words</p> <p>Encourage the technique of 'making and breaking'</p>	<p>Sort their set of cards into two piles (onsets and rimes)</p> <p>Take it in turns to choose an onset and rime card and make a word.</p> <p>Read the onset and then the rime and make the word.</p> <p>Then read the word.</p>	10 mins
Scaffolding & Fading	Phonological Task - Reading Target words - RAN - Games *	<p>Instruct student to read their list of words</p> <p>Show the students a RAN PowerPoint of the focus words.</p> <p>Teach/instruct/support students in playing two games. (See games list below)</p>	<p>Take it in turns to read their list of words (that they made).</p> <p>Together read the words in the RAN PowerPoint as they are shown</p> <p>Individually read the words in the RAN PowerPoint as they are shown</p> <p>Play two games to consolidate their learning</p>	12 mins

Scaffolding & Fading	Oral language - Applying target words to sentence through oral language	Initially ask students to finish the sentence using one of the target words they have learnt. E.g. "The cat sat on the _". Support the students to say a sentence using at least two of the target words.	Finish the teacher's sentence using one of the focus words learnt in the lesson As students became familiar with the process, they will make up their own sentence independently.	2 mins
Articulation Reflection & Exploration	Reflect - Reflect on learning	Initially prompt student to reflect on their learning by saying, e.g. "Today we learnt that 'a' and 't' say 'at' as in cat, bat etc. Can you think of another word?"	(Once familiar with this process of thinking about what they have learnt) Articulate what they have learnt. -Recall of words they learnt to read -Recall of the rime unit -Recall of the onsets -Suggest strategies they used to read the words (making and breaking)	3 mins

*** Games**

All the games required students to recall, read or make the target words. Examples of the games played in the eight lessons are listed below.

- **Memory**
- **Snap**
- **Partner Puzzle**
- **Word Slides**
- **Missing Letter**

Teaching Materials:

In teaching the sequence of ten lessons for this study the following materials were used. An example of some of the teaching materials can be found in Appendix 3

- Picture flashcards of the target words for each rime unit taught. (Cherry, 2009)
- Flash card of each dependable rime unit.
- Flash cards of the phonemes that make up the rime units.
- Flash cards of the individual consonants' that make up the target words when using the rime units. E.g. 'c, b, h' for 'c/at, b/at, h/at'.
- Individual sets of rime units and onset cards (relevant consonants) used to build target words. (One set for each student)
- RAN PowerPoint's. One for each lesson where a new rime was introduced. These included two font types (Arial and Comic Sans).
- Two sets of flash cards of target words.
- Partner Puzzle cards containing images and target words. (Cherry, 2009)
- Word Slides containing target words. (Cherry, 2009)
- Missing Letter cards containing images and target words. (Cherry, 2009)

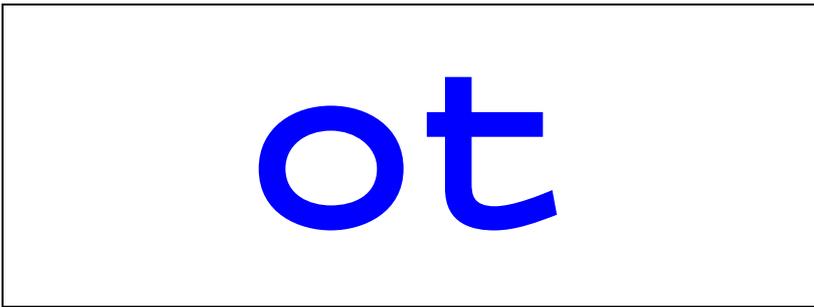
APPENDIX 3

Examples of Teaching Materials

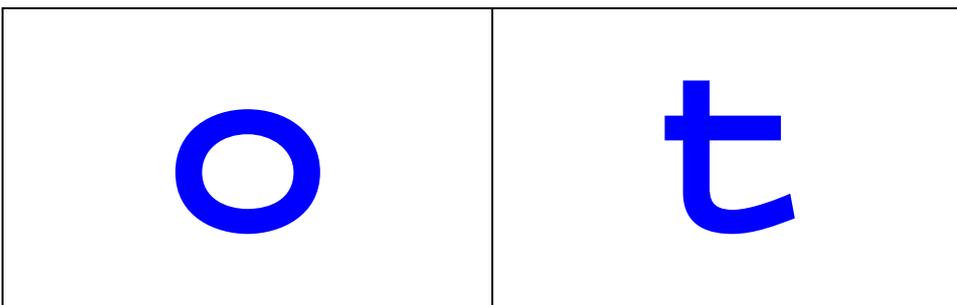
All resources mentioned below were adapted from resources sourced online at Little Book Lane, Word Family Lists. <http://www.littlebooklane.com/SF1/otSet.pdf> (Cherry, 2009)

- **Picture flashcards of the target words for each rime unit taught.**
 - o For example, a picture of 'pot, got, rot, hot, dot, cot.
- **Partner Puzzle cards containing images and target words.** (Cherry, 2009)
- **Word Slides containing target words.** (Cherry, 2009)
- **Missing Letter cards containing images and target words.** (Cherry, 2009)

Flash card of each dependable rime unit (Font used: VicModern Cursive)



Flash cards of the phonemes that make up the rime units (Font used: VicModern Cursive)



Flash cards of the individual consonants' that make up the target words when using the rime units. (Font used: VicModern Cursive)

p

c

h

g

d

r

Individual sets of rime units and onset cards (relevant consonants) used to build target words.
(One set for each student) (Font used: VicModern Cursive)

ot	ot	ot
ot	ot	ot
p	c	d
h	r	g

RAN PowerPoint's

The teacher made these. One PowerPoint was made for each lesson. It contained two repetitions of the rime unit and focus words introduced in each lesson. It also included two font types (Arial and Comic Sans) and different size text where a new rime was introduced.

Two sets of flash cards of target words.

Handwritten flash cards made by the teacher.