

Explicit teaching of dependable rime units in single syllable words to Year 1 students who are experiencing reading difficulties improves decoding of words in isolation and prose reading accuracy.

Procedure

The intervention program was comprised of ten teaching sessions of thirty minutes each. Both students were withdrawn from the classroom and participated in the sessions together. The ten sessions were conducted on ten consecutive school days at approximately the same time each day. These sessions did not replace the normal literacy teaching sessions conducted in the students' classroom. Both students were from the same Year 1 classroom.

From the rime units identified as not known by both students in the pre-test, nine rime units were chosen to be explicitly taught during the teaching sessions. The lessons focussed on introducing and revising these ten dependable rime units. Each lesson targeted a particular rime unit. The rime units were presented in the following sequence: in, an, it, ip, ug, ay, aw, ick, ell.

The first aspect of the teaching involved the playing of a rhyme game showing words containing known rime units, established from rime unit test, to ensure the students are beginning with what they already know. The purpose of the lesson was then discussed with the students and made explicit. "Today we are going to learn about some words that rhyme and have the same letter pattern."

The students were presented with pictures that contained the focus rime unit, each picture was named and the rime unit identified. Flashcards containing the rime unit were shared between the students and a set of onset cards placed between them. Each student took turns to choose a rime card to match and make a word. Once matched, the students were asked to say the word, say the segmented word in two parts e.g. p-in, and to say the blended word again. The students were then asked to generate other words that rhyme with the focus group of words. These words were written on cards and added to the list.

On the magnetic board the rime was displayed with a group of onsets available. Each student took turns to add an onset to the rime, say the blended word made, and then move the onset to the left naming the onset while following with the rime. e.g. p-in. As the word was blended the child articulated the complete word e.g. pin.

Each student then wrote some of the words into their scrapbook and drew a picture for each word. With the support of the teacher some words containing the focus rime unit were used to compose a short story which was recorded in a booklet, read by each student and kept for revision in future lessons.

Each student was given a Word Wheel containing the focus rime unit and together they made and said new words using this word wheel. The lesson concluded with the teacher supporting the students to reflect on what they had learned in the session. The support focused on the vocabulary the students needed to articulate their thoughts about their learning.

The following sessions began with the students re-reading the text composed from the previous session.

In between sessions the students were able to use their word wheel to practise making words and read books containing the rime units. (Fitzroy Readers and PM Readers)

The Teaching Unit: Onset and Rime

Establish which rime units are already known and which units are to be taught by giving the Rime Unit Test. The lessons were designed for a group of two students. Each lesson targets a particular rime unit except for Lesson Ten which focuses on revision of the nine taught rime units. The lesson sequence is based on the Phonological awareness pathway (Munro, 2006).

Preparation for each lesson:

- Picture cards with target rime unit
- Onset and rime cards to match pictures
- Blank cards
- Treasure Rhyming Race Game prepared for each session with appropriate words in playing spaces. This to be laminated and used with a die and a counter for each student.
- Magnetic board and letters
- Scrapbook and pencils for each student
- Scrapbook used to record jointly constructed sentences
- A Word Wheel constructed from circles of cardboard, one circle with onsets and one with rime, prepared for the first nine lessons. (Instructions for construction Appendix 3)
- Textas, scissors

Lesson one: 'in' (pin, tin, win, fin, chin, thin)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Known rime units established through rime unit test: at, ap, op, ot
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Two: 'an' (pan, man, ran, tan, fan, can)

Game: Treasure Rhyming Race Revision (5 mins)	Revision of known rime units through a board game. Known rime units established through rime unit test: at, ap, op, ot Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit taught and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Three: 'it' (hit, sit, fit, bit, kit, pit)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units and known rime units, in, an, op, at, ap, ot. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Four: 'ip' (tip, dip, sip, lip, nip, ship,)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units and known rime units, in, an, it, at, ap, ot. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revision (2 mins)	The students take turns to make a word and say it using a Word Wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Five: 'ug' (rug, bug, dug, tug, hug, pug)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units and known rime units, in, an, ip, it, ap, ot. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Six: 'ay' (say, pay, day, lay, may, play)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units and known rime unit, in, an, ip, it, ug, ot. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Seven: 'aw (saw, paw, raw, jaw, law, draw)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units, in, an, it, ip, ug, ay. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Eight: 'ell' (bell, sell, fell, tell, yell, well)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units, in, an, it, ip, ug, ay, aw. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Nine: 'ick' (sick, lick, pick, tick, kick, Mick,)

Game: Treasure Rhyming Race (5 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units, in, an, it, ip, ug, ay, aw, ell. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Rhyming Activities: (2 mins)	Present students with picture cards to name. Rime unit identified in each case by each student through questioning. e.g. What sound is the same in all of these words?
Blending Task (3 mins)	Share flashcards containing rime unit between students. Place onset cards in the middle. Students take turns to choose an onset and match to the rime. Student says word they have made, with assistance if necessary.
Rhyming Words (2mins)	Teacher asks students to think of other words that rhyme with these words. These words are recorded on cards and added to list.
Manipulate and Read Target Words (3 mins)	Rime is displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Writing Target Words (6 mins)	Students write words into their scrap book and draw a picture for each word.
Jointly Construct and Read a Text (5 mins)	With the teacher's support some words containing the focus rime unit are used to compose a short story which is recorded in a booklet. This is read by each student and kept for future revision
Revise (2 mins)	The students take turns to make a word and say it using a word wheel containing the rime unit and onsets.
Reflect (2 mins)	Students are asked to reflect on what they had learned today. What did we learn today? What is the rime? How do we say words in two parts? Teacher supports students with appropriate vocabulary needed to articulate the learning.

Lesson Ten: Revision

Game: Treasure Rhyming Race (10 mins)	Revision of known rime units through a board game. Game incorporates words with previously taught rime units, in, it, ip, ug, ay, aw, ell, ick. Revision of rime unit taught in previous lesson by reading text constructed in that lesson.
Manipulate and Read with Target Rimes (8 mins)	Rimes are displayed on magnetic board with a group of onsets available. Students take turns to add an onset to the rime and say the blended word made. They then move the onset to the left saying the onset, while following with the rime. After the two parts of the word are joined together the student says the complete word again.
Read Jointly Constructed Texts (6 mins)	Jointly constructed texts that have been constructed in previous lessons are read by students in turn. Support only given if a student appeals to the teacher.
Use of Word Wheels - Revise (4 mins)	The students take turns to make words and say them using the Word Wheels containing the rime units and onsets from earlier lessons.
Reflect (2 mins)	Students are asked to reflect on what they have learned. What did we learn today?

Appendix 3

Instructions to Make a Word Wheel (Hill S, 2006)

1. Cut two 15cm circles from cardboard. Cut a wedge from one circle at the 9 o'clock spot, and write the vowel and ending consonants of your chosen word family (e.g. – in) to the right of it. Make a round hole in the middle.
2. On the second circle write beginning sounds that form words with that family evenly around the outside edge so that only one at a time will show through the window wedge. For example, the –in family can be formed with b, t, w, p, d, f, ch, th, sh. Cut a slit in the middle of the circle.
3. Put the circle with the wedge on top of the other circle. Push a brass fastener through the round hole and the slit. Flatten the fastener, making sure the top circle can turn.
4. Children operate the word wheel by turning the top circle and reading the words they have made.