

TEACHING STRATEGIES

This unit requires the specific teaching of **dependable rime units** to a student.

By following this intervention, the student will be able to **gain knowledge of onset and rime units and transfer this knowledge to prose reading.**

In the model of Multiple Levels of Text Processing (Munro, 2001) this intervention unit fits into word level. It works on the letter cluster-sound links and follows the first stages of the recommended sequence of reading each word, reading each word in segments, blending letter clusters and noting how the words are similar.

Examples:

- improve knowledge of onset and rime units
- segment words into onset and rime
- blend onset and rime to make a word
- blend a sequence of sounds to make a word

Description of the activity

- what teacher will do in steps, the instructional language used to teach it, the materials to be used
- what children will do
- what does it assume students already know / can do ?
- how will key behaviours taught be stored in memory / transferred ?

There are 8 teaching sessions conducted over a two-week period.

The following materials are required:

- Word reading tasks:
 - Burt Word Reading Test
 - 37 Dependable Rimes Checklist
- Reading rate and accuracy tasks: Reading aloud will be assessed using the Neale Analysis of Reading Ability (Neale, 1998)
- Sutherland Test of Phonological Awareness (Neilson, 2000)
- 37 dependable onset and rime word lists
- Magnetic letters
- Chunks Word Building Game (Smart Kids)
- First Links – First Rhymes (Macmillan, 1998)
- Rime unit sentences

Prior to commencement of the intervention the students are given the following tests:

- Word reading tasks:
 - Burt Word Reading Test
 - 37 Dependable Rimes Checklist
 - Reading rate and accuracy tasks: Reading aloud will be assessed using the Neale Analysis of Reading Ability (Neale, 1998)
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- Sutherland Test of Phonological Awareness (Neilson, 2000)

The rime unit sentences included can be used in the intervention or equivalent sentences constructed by the teacher with the student's interests and knowledge in mind.

The student is withdrawn from the classroom to a nearby specialist classroom. Each session lasts for approximately 40 minutes.

Each session targets three specific rimes and the instruction is completed for one rime then repeated for the next two.

The order in which the rime units are given commences with two letter rimes then three letter rimes. For this intervention, 24 rime units are chosen. There is flexibility in the choice of rimes.

1. The first step with each rime unit is to have the student read some sentences, which contain words with the rime. A running record is done for these sentences. (Make sure copies of sentences are ready for teacher to use)

2. Next the chosen rime unit is introduced by writing it down and telling the student how to say it. The teacher writes the rime then says it. "a n says an. Whenever you see "an" in a word it says 'an'." Teacher says rime with student, student repeats alone.

3. The first activity consists of using magnetic letters to produce the rime that is being worked on e.g. put the letters a and n together to make the rime 'an'. T – "a n says an"
Different onset letters (single consonants or consonant blends) are then added and substituted. The resulting words or pseudowords are then said along with any other rhyming words that the student can think of.
The words are broken up into onset and rime units when first said, then repeated as whole words. (Phonological Awareness emphasis) T – "c – an says can"

4. Next the teacher writes a list of the onset and rime group that the student has been making with the letters and any other words using the rime that the student has produced orally. The list is then read by the teacher and student together.

5. Using the "Chunks" tiles the student then makes the words on the list. Saying each word in its onset and rime format then as a whole word. S- "c – an, can"

6. The student then writes each of the words as he makes them with the tiles.

7. Lastly the student reads the words he has written as onset and rime and whole words.

8. As a reinforcement of the rime unit the student then reads the "First Rhymes" booklet (Macmillan, 1998), corresponding to the rime unit he has just studied.

9. After the student has finished this he then re-reads the same sentences, containing the rimes that he had read at the beginning of the session. Another running record is made by the teacher.

This process is repeated with the other rime groups that are being looked at for that session.

10. After the session the teacher re-writes the list of words onto a card (with the rime in the same colour in each word), which is taken to the following session for the student to read through as a revision.

Subsequent sessions begin with the student reading the three cards of rimes from the previous session before proceeding with the day's rimes.

In all 24 rime units are targeted over the period of the study. Each of these is the subject of explicit teaching of the rime and the associated phonological awareness skills that go with it.

11. At the conclusion of the intervention the original tests are required to be re-administered and results compared with tests given prior to the teaching.

The format

- the grade level
- format - small group, individual, large group

This intervention was used with a year 4 student who was experiencing significant difficulty in reading. The reading level targeted is around year 1 reading level.

The format used is individual but, depending on the students, could be used in a small group format.

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