Explicit teaching of the use of analogy to effectively read words with dependable rime units, to students who are experiencing reading difficulties, leads to an improvement in word decoding and prose reading.

TEACHING STRATEGIES

DESCRIPTION OF TEACHING UNIT

The teaching sessions were designed to increase the students’ knowledge of dependable rime units through analogy.

Students were encouraged to articulate what they were doing and why they were doing it. The aims throughout these sessions were to:

- Improve orthographic knowledge at the word level, particularly relating to dependable rime units of increasing complexity.
- Develop skills in using letter strategies to assist in word decoding and word reading.
- Develop skills in using analogy to transfer word knowledge to other words.
- Improve self talk and self efficacy by articulating the reasons and processes being taught.
- See the link between word reading and reading in context.

In the Multiple Levels of text Processing model, this unit fits at the Word Level in the structure, strategies and values sections.

Emphasis was placed on:

- Structure – rime families, word structures.
- Strategies – analogy, letter clusters.
- Values – articulating why word knowledge is useful.

PROCEDURE:

The students involved in this study had been participants in the Reading Recovery program in Year One but had not reached a standard where they could operate independently in reading in their classrooms.

Ten sessions were run, taking the two students in a small group in a withdrawal room.

Materials used in each session:

- Copy of poems, plus enlarged copy for shared reading
- Easel
- Highlighter pens and pencils
- “Chunks” word game
- Flashcards of Rime Words
- Wall charts

These sessions were set up in a manner where:

- There was initial emphasis on reading in context using poems.
- Activities using rime words followed, using a range of procedures, with students verbalising throughout.
- Students were encouraged to interact with each other during sessions.
- These prompts were used consistently throughout the sessions. Knowing one word helps you to know and read other words. Say the letters together as one sound. Eg. “op” not “o-p”
<table>
<thead>
<tr>
<th>Activity</th>
<th>Task Description</th>
<th>Time (approx.)</th>
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</thead>
<tbody>
<tr>
<td>Revision of Known Rime Units</td>
<td>A quick flashcard activity using six cards for each rime unit. Revise 2 sets of rimes. Teacher holds cards and turns quickly whilst students read together or in turns.</td>
<td>2 mins</td>
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<tr>
<td>New Rime unit</td>
<td>Large cards showing two new rime units are introduced and read and repeated by students.</td>
<td>1 min.</td>
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<tr>
<td>Rhyme reading (Enlarged, shared text)</td>
<td>A new rhyme that includes words using these two new rime units is read by teacher and then together with students. Students find rime words within the text and take turns to highlight with pen and read.</td>
<td>3 mins</td>
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<tr>
<td>Finding Rime words</td>
<td>Students are presented with own copies of the rhyme on which they highlight the new rime words. Do one rime unit at a time and each student must reread the words after highlighting.</td>
<td>3 mins</td>
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<tr>
<td>Making Words</td>
<td>Students take turns to make and read new words from these rime ends using the “Chunks” game. This activity is pre-set and laid out on a flat board by the teacher.</td>
<td>3 mins</td>
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<tr>
<td>Concentration Game</td>
<td>Using 6 cards for each rime unit, teacher shows cards to students. They read the cards and they are placed face down randomly on the floor. Students take turns to flip up 2 cards. When a matching rime pair is turned up, the student must read the words to keep the pair. Game continues until all pairs are complete. Up to 4 sets of 6 rime cards only to be used in each game. Always use the 2 new rime units and 1 or 2 others for revision – teacher chosen.</td>
<td>5-8 mins</td>
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<tr>
<td>Rhyme Rereading</td>
<td>Students reread rhyme together and then read again taking turns, line by line.</td>
<td>2 mins</td>
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<tr>
<td>Activity</td>
<td>Task Description</td>
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</table>
| Revision of Known Rime Units   | A quick flashcard activity using six cards for each rime unit  
Revise any 2 or 3 known rimes.  
Teacher holds cards and turns quickly whilst students read together or take turns.                                               | 2 mins         |
| Rhyme reading (Enlarged, shared text) | Revision of the new rhyme from the previous session - read by teacher and then together with students. Students find rime words within the text and take turns to highlight and read.                        | 3 mins         |
| Writing Rime words             | Students read rime unit flashcards for the new rimes. (held by teacher)  
A sheet is then presented for them to complete. Two columns are headed with the new rime units and the students attempt to write 6-8 words using the new rime unit.  
They are encouraged to talk about their ideas and share.  
Each student then reads the list to the teacher.  
Do one rime word list at a time.                                                                                                     | 5 mins         |
| Concentration Game             | Using 6 cards for each rime unit, teacher shows cards to students. They read and cards are placed face down randomly on the floor.  
Students take turns to flip over 2 cards.  
When a pair of matching rime unit cards is turned up the student must read the words to keep the pair.  
Game continues until all pairs are complete. Up to 4 sets of 6 rime cards only should be used in each game.  
Always use the 2 new rime units and 1 or 2 others for revision – teacher selected.                                                                 | 5-8 mins       |
| Chart Reading                  | Students together with teacher revise known and taught rime units by reading those rimes and associated words from a wall chart.                                                                                           | 1-2 mins       |
| Rhyme Rereading                | Students reread rhyme together and then read again, taking turns, line by line.                                                                                                                                     | 2 mins         |
RHYMES USED AT THE START OF EACH TEACHING SESSION.

These poems were created and used to introduce new rime units. Each poem contains a number of words for each rime unit focused on

Enlarged copies were made for shared reading as well as copies for individual activities within teaching sessions.

Sessions 1 & 2 - Rime Units – an & ap

No Trap For Jan

The man in the cap
Had a can and a map.

The man in the cap
Had a plan to trap
Jan in a van.

Jan ran and ran
From the van and the man.

Clap, clap, clap!
No trap, trap, trap!

Sessions 3 & 4 - Rime Units – op & ot

Popcorn

Stop, stop, stop!

Hop to the shop.
Buy a pot.
Put in the popcorn.

When it is hot,
See it pop, pop, pop!

Then eat the lot!
And do not stop.

Sessions 5 & 6 - Rime Units – ug & ip

A Bug on a Rug

Pip the bug, sat on a rug.

Pip the bug, gave me a hug.

Pip the bug, went on a trip.

Pip the bug, went on a ship.

Pip the bug, had a sip from a mug.

Pip the bug, sat on a rug.

Sessions 7 & 8 - Rime Units – aw & ill

Jill and Bill

Look at Jill on the hill.

Look at Bill on the hill.

Jill and Bill are on the hill.

I saw Jill draw a paw.

I saw Bill draw a claw.

Jill and Bill like to draw.

And Jill and Bill are on the hill, still.

Sessions 9 & 10 - Rime Units – ack & ell
Jack’s Back Pack

Jack has a shell in his back pack.
Jack has a bell in his back pack.

I yell, “Jack, Jack,
Sell the bell, bell, bell!”

I yell, “Jack, Jack,
Sell the shell, shell, shell!”

“Or I will
Tell, tell, tell!”

WALL CHARTS USED IN TEACHING SESSIONS.

These words were printed in Size 72 font, enlarged, mounted on coloured card and laminated. They were then placed around the walls of the room.

These were used for revision after every two sessions.

<table>
<thead>
<tr>
<th>at</th>
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<td>duck</td>
<td>luck</td>
<td>truck</td>
</tr>
</tbody>
</table>
FLASHCARDS

Flashcards used in teaching sessions were typed on coloured card approximately 4 cm. by 8 cm. and laminated. Words included were:

cat, hat, sat, mat, fat, that.

man, pan, van, tan, can, plan.

tin, win, thin, pin, spin, bin.

hit, sit, pit, lit, spit, fit.

hot, cot, not, pot, spot, dot

tap, map, clap, nap, cap, trap.

sip, tip, pip, dip, trip, ship.

top, pop, stop, hop, mop, plop.

rug, bug, mug, dug, hug, plug.

day, may, stay, play, hay, pay

saw, raw, draw, claw, jaw, law.

will, pill, still, bill, jill, kill.

bell, tell, sell, smell, fell well.

ring, sing, king, wing thing, sting.

back, jack, tack, pack, rack, track.