

Hypothesis

The explicit teaching of onset and rime units to a year 2 student improves the student's ability to recognise and use letter cluster patterns in prose.

Materials

Materials used included the following:

Assessment Tools

- Burt Word Test.
- PM Benchmark Texts.
- Orthographic Word Test (J. Munro)
- Rime Test (Teacher devised) (Appendix 3)

Teaching Session Requirements

- Prepared passages of prose containing the rimes to be targeted. (Appendix 2)
- Additional copy of the passages for the teacher for recording purposes.
- Whiteboard and markers.
- Magnetic Letters.
- Flashcards with words containing rimes. (Appendix 4)
- Prepared games
 - e.g. Snakes and ladder format with words inserted which contain focus rimes
 - Dice game: one die having onsets on all sides and the other die having the rime.
 - Card games: concentration / snap.
- Student Exercise book.
- Computer access with Powerpoint program available.
- Computer disk with prepared Powerpoint slides that flash the words that contain the focus rime. (Appendix 5)

Procedure

The student in the study was withdrawn, on a one to one basis, for 10 sessions that included the pre and post testing sessions.

The sessions were held over a three week period with an average of three / four sessions per week depending upon other school /classroom demands.

Each session was 35 –40 minutes duration. The rime units that were identified by the pre test as ones the student did not know, were the units chosen to be explicitly taught during the teaching sessions.

Session 1 Pre testing

Session 2

- The student is asked to read a short passage of prose as the teacher takes a running record.
- Following the reading, the student's attention is drawn to one of the words in the passage that contain the rime unit that is to be focussed on in the teaching session.
- The rime unit is highlighted and demonstrated by the teacher on the whiteboard.
- The student is asked to make the word with the magnetic letters.
- Then using other onsets, further words are made with the magnetic letters.
- These words are written by the student on the whiteboard.
- The words are written on flashcards which are read and games are played.
eg snap, concentration or another game is used that also focuses on the targeted rime.
- The words with the rime unit are recorded in the student's workbook by the student.
- The student is then presented with a slide show on powerpoint that flashes words with onsets and the rime. The student controls the speed of presentation by pressing the arrow key after each word is said.
- The student then is presented with a different passage of prose from the one at the beginning of the session, and asked to underline all the words he can find that contain the rime.
- The student then reads the passage of prose and the teacher takes another running record.
- The student takes his workbook home to share his new knowledge.

Session 3 – 9

- These sessions have the same format as session 2, except at the beginning of these sessions the rime unit from the session before is revisited using the powerpoint slideshow.

Session 10

- Post testing

Teaching Unit for onset and rimes
(35 –40 mins)

Activity	Description	Time (approx.)
Reading Text	1.Student is asked to read a short passage of text that contains a particular rime unit. (Passage A) 2.Teacher takes a running record	2 mins
Identifying rime unit	1. Teacher takes a word from the passage which contains the rime unit and writes it on the whiteboard. 2. Teacher articulates the word, highlighting the rime.	2mins
Using Magnetic Letters	1. Student is asked to make the word with magnetic letters. 2.Teacher makes another word with the same rime unit and asks the student what do they notice about the two words. 3.Teacher gives another word from the same rime family for the student to make. 4. Student is asked to suggest a word or words.	5 mins
Writing Activity	1. Lists of words are made with the same rime unit. 2. Student writes the words on the whiteboard and articulates them as he /she writes.	5 mins
Games	1. Words with rime units are written on flashcards and read. 2. Game is played with the words e.g. snap / concentration / snakes and ladders.	10 mins
Recording	1. Words with the target rime unit are recorded in the student's workbook to take home and practise.	5 mins
Computer use	1. Words with the target rime unit have been put into a powerpoint presentation, one word per slide, for the student to flash each word on the screen and read. 2. The student can control the speed of presentation using the arrow key.	5 mins
Text reading	1. Student is given a different passage (Passage B) which contains the same rime unit. 2. The student is asked to identify all the words with the target rime unit by underlining the words. 3. The student then reads the passage and the teacher takes a running record.	5 mins

Appendix 2.

Text read by student in larger font.

own

Passage A

The man rode an old brown horse down the road to town. In town he was to look for the King's crown that was missing. The man looked everywhere but he could not find the crown. With a frown on his face he rode out of town and back to see the King.

Passage B

The clown came into the town to see the King. His job was to try and make the king smile instead of frown. The clown fell down and rolled over for the King, but the King would not smile. The clown then took off the King's crown and put it on himself. The clown looked so silly that the King smiled.

ain

Passage A

The rain was falling on the ground and going down the drain. Tom ran to cross the busy main road and fell over. He had sprained his foot and the pain made him cry. He saw a big muddy stain on his new pants. His mum would be cross when she saw them.

Passage B

The big dog had a chain around his neck and was barking in the rain when Tom saw him. Tom felt sorry for the dog and went to complain to the man in the house. No one was home. Tom could see the dog straining on the chain to get out of the rain and to get into his kennel.

ong

Passage A

The little boy was walking home from school singing a song to himself. He did not look at the road he was taking and took a wrong turn. He was lost! He didn't cry, but tried to be strong. Then he heard the ding dong of the clock in the town. He walked towards the clock and found the right street. It took him a long time to get home but he was happy to get there.

Passage B

A strong wind was blowing down at the sea. The little boy took off his thongs and ran into the water. He played in the waves for a long time and when he got out his skin was red. He was sunburnt! He was wrong not to put on his sunscreen. He should have remembered the song "slip,slop slap".

oat

Passage A

The little boy made a small wooden boat that he was going to try on the pond. It was a cold and windy day and the boy put on his coat and carried the little boat down to the water. He put the boat into the water to see if it would float. The wind blew and the boat sailed across the pond to the other side.

Passage B

The old billy goat was always eating the farmer's food. He had also eaten the farmer's coat that had been hanging on the line. The farmer had an idea. He would put the goat in a paddock and dig a

water moat around the paddock. So this is what he did. The farmer would take a little boat out to see the goat and feed him oats and the goat was happy on his own island.

eck

Passage A

On the deck of the ship the Captain looked out to sea. He could see a little speck in the distance that could be a pirate ship. He went to get his telescope to check. It was not a pirate ship but an old wreck sticking up out of the water. He would go and check if there was anyone still left on the ship who needed help.

Passage B

The little bird hopped around on the deck looking for food. He had a long neck that would bob up and down as he pecked for little specks of food. The man came out onto the deck and put some seed in a bowl. The bird came up to the bowl to check what was there. He was happy to see the food.

ash

Passage A

Across the sky there was a flash of lightning and then a big crash as a big old gum tree fell to the ground. It smashed into the roof of the house and a flash was seen. The house was on fire! The people in the house dashed outside and ran to safety.

Passage B

The man was late for work and dashed out to his car and sped off. He was driving too fast and crashed in a pole as he went around the corner. He got out to look at his smashed car and then saw that he had a big gash on his leg. He would need to see a doctor to fix his leg and he would be very late for work!

eat

Passage A

The farmer's wife was getting the meat ready to cook and turned the heat up in the oven. This was to be a special treat for her husband as it was his birthday. She also was making him a cake and was beating the cream to put on top. The farmer was out in the fields planting the wheat and would come home soon. He would be surprised!

Passage B

It was a very hot day and the heat made the players very tired. They were trying to beat the top cricket team. When lunchtime came, it was too hot to eat the meat pies that were for lunch so they had fruit sitting on the seats in the shade. It was going to be a long afternoon!

uck

Passage A

The truck was taking boxes of toy ducks to the shop. It was a wet day and the road was slippery. The truck slid in the rain and got stuck in the mud at the side of the road. The truck driver got out to look at the muck. He knew what to do. He got a sack and tucked it under the wheel. He then tried to move the truck. It worked, what luck!

Passage B

The man wanted to steal some ducks from the farm. One night he took his truck to the farm and snuck into the barn. He was going to chuck the ducks into a ruck-sack, then run back to his truck and drive away. But the ducks began to cluck loudly when the man picked them up. Luckily the farmer woke up and chucked a rock at the man who quickly ran away and drove off.

Appendix 3

List folded and student reads down the column.

Rime Test

eat	heat	meat	seat
out	pout	shout	lout
ain	rain	pain	drain
irl	girl	whirl	swirl
eet	feet	meet	sheet
oat	coat	goat	float
awn	lawn	dawn	yawn
ern	fern	stern	
oil	boil	soil	coil
aul	Paul	haul	
ole	hole	pole	sole
ute	cute	flute	brute
ate	date	hate	mate
ite	bite	kite	site
ush	hush	rush	mush
uck	duck	luck	truck
ang	sang	rang	clang
oll	doll	toll	poll
iss	miss	kiss	hiss
ull	dull	gull	mull
ick	sick	pick	tick
ong	song	long	wrong
oth	moth	cloth	
iff	sniff	cliff	stiff
all	ball	tall	fall
ock	rock	sock	clock
uff	puff	huff	stuff
ass	mass	lass	
ung	sung	rung	stung
ell	bell	fell	spell

30 rime units / 85 words.

Appendix 4

brown town clown frown

long song wrong thong strong

belong

rain drain main pain sprain stain

chain

moat boat coat goat float

neck deck peck check speck wreck

ash crash bash flash dash gash

smash

duck tuck luck truck stuck chuck

cluck

eat meat heat seat beat wheat
cheat

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