

## **Hypothesis**

Teaching dependable rime units reduces the dependence of a Grade 2 student on distinctive visual features and improves accuracy and fluency when reading prose.

## **Materials**

1. The Rime Units Test devised by John Munro was used prior to instruction to assess which rimes were secure and which ones needed to be taught,
2. The Orthographic Reading Test was also administered to determine which rimes were already secure and where the student would benefit most from instruction.
3. Running Records were taken on 3 PM texts and analysed to determine a reading level at the commencement of the case study. The text readings were taped and timed for fluency ( pre and post assessment)
4. The Sutherland Phonological Awareness Test ( SPAT ) was also administered to determine the student's phonological awareness ability .
5. After assessment, ten, three letter rime units from the thirty seven dependable rimes list were selected and put onto flashcards. Separate onset cards were made so the children could match onsets and rimes to say the word. ( eg. pl-ain, tr-ain). Whole words containing the selected rimes were also written on cards for use in activities eg. Snap and Memory.
6. Magnetic letters were used for segmenting and blending of the rime unit being taught.

## **Procedure**

Pre-assessment on the Orthographic and Rime Unit tests indicated that two letter rime units were mostly secure and that the student was competent using most rimes where the silent e rule applied. He struggled with vowel blends (ain), vowel consonant blends ( ore ), and vowel consonant consonant blends (ump).

The following ten dependable rimes were chosen for explicit teaching:

- eat, ain (vvc)
- ick (3-letter 2-sound)
- ink, ump, ask, est(3-letter 3sound)
- ice, ake, ore(vce)

This combination gave the student experience dealing with different types of three letter dependable rimes.

The student worked with the Reading Recovery teacher in a 1:1 situation in a quiet room for twenty minutes each day for ten lessons.

Each session consisted of:

- quick revision of rime learnt the previous day(except day one)
- introduction and explicit teaching of the new rime to be learnt(using cards described in Materials 5.)
- games with flashcards and magnetic letters using the new rime and previously taught rimes.

## **TEACHING UNIT**

The activities undertaken during the teaching sessions are designed to improve a grade 2 student's reading fluency and accuracy.

The aims are that the student will be able to:

- say accurately, each dependable rime taught.
- Correctly segment and blend single syllable words using the taught rimes.
- Transfer his knowledge of the rimes learnt to other single syllable words.
- Use his improved knowledge of letter clusters and rime units to reduce his dependence on dvf when reading prose.
- Improve self-efficacy when reading prose.

## Teaching Procedure

### Lesson 1.

1. Teacher introduces rime unit to be taught (eat) on a flashcard and reads it with the student, getting him to repeat it.
2. Teacher adds onset card to “eat” and says, “now this word says m-eat(meat).  
Teacher separates onset and rime cards a few times, blending the word slowly each time. Child repeats.
3. The procedure is repeated for four more words- heat, beat, seat, treat.
4. Teacher quickly changes onset cards and child blends the word with the rime “eat”.
5. Magnetic letters are provided for the child to manipulate and make words using the given onsets and taught rime.

### Lesson 2.

- quick revision (using onset-rime cards and whole word cards) of yesterday’s taught rime.
- Introduce new rime to be learnt (ain) and follow same procedure as for “eat”. Steps 1-5.
- Play “Snap” using “eat” and “ain” words. Snap if the rime unit is the same.

### Lesson 3.

- revise “eat” and “ain” words using flashcards.
- Introduce “ick” and repeat steps 1-5 from lesson 1.
- Student sorts flashcards of whole words into 3 groups – eat , ain, ick, and reads the words.
- Play “Memory”, saying each word as it is turned over, using all words taught (keep a pair which has the same rime unit )

### Lesson 4.

- revise “eat”, “ain”, “ick” words, using flashcards.
- Introduce “ink” and repeat steps 1-5 from lesson 1.
- Make lists of words on whiteboard and read them.
- Play “Snap” using all rime units taught.

### Lesson 5.

- revise “ick”, “ink” words

- introduce “ump” words and repeat steps 1-5 from lesson 1.
- Add “ump” words to whiteboard list.
- Play “Snap” or “Memory” using “ick”, “ink” and “ump” words.

### **Lesson 6.**

- revise “ump” words.
- Introduce “ask” words and repeat steps 1-5 from lesson 1.
- Add “ask” words to whiteboard list.
- Play “Snap” or “Memory” using “ick”, “ump” and “ask” words.

### **Lesson 7.**

- revise “ask” words.
- Introduce “est” words and repeat steps 1-5 from lesson 1.
- Add “ask” words to whiteboard list
- Play “Snap” or “Memory” using “ump”, “ask”, “est” words.

### **Lesson 8.**

- revise “est” words.
- Introduce “ice” and “ake” words. ( These rimes are introduced together as the student has a good understanding of the silent e rule, indicated in the Orthographic Reading Test). Repeat steps 1-5 from lesson 1.
- Add “ice” and “ake” words to whiteboard list.
- Play “Snap” using “ice” and “ake” words.

### **Lesson 9.**

- revise “ice” and “ake” words.
- Introduce “ore” and repeat steps 1-5 from lesson 1.
- Add “ore” words to whiteboard list.
- Play “Snap” or “Memory” using “ice”, “ake” and “ore” words.

### **Lesson 10.**

- revise all taught rimes using flashcards to:
  1. make and break words using onset and rime cards {and read them}
  2. sort words into groups where the rime is the same and read them.
  3. Play “Snap” using all rimes taught.
  4. Read lists on whiteboard and add other untaught words to each group.

The words used to reinforce the Rimes taught were taken from a list provided by John Munro.

- “eat” - meat heat beat seat treat
- “ain” - gain, main pain rain chain
- “ick” - lick pick sick tick brick
- “ink” - pink sink wink think drink
- “ump” - bump jump lump dump grump
- “ask” - cask mask task flask
- “est” - best nest rest test chest
- “ice” - dice mice nice rice slice
- “ake” - bake cake take lake shake
- “ore” - more core sore snore store

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