

Explicit teaching of onset and rime patterns in three-letter CVC (consonant, vowel, consonant) words improves word and prose reading in beginning readers.

*Materials:*

Materials used included the following:

- Observation Survey Tasks : five tasks were used: Letter Identification, Concepts about Print (using the *Sand* text), 'Ready to Read' Word Test (List A), Writing Observation Record Sheet and Hearing and Recording Sounds in Words (Dictation Task: Form A)
- Teacher made Prose and Word Reading Test
- Teacher made flashcards of whole words
- Teacher made flashcards of words segmented into onset and rime units
- Teacher made sentence strips of prose

*Procedure:*

The Pre and Post testing tasks were administered to each student individually. The other tasks were presented to both students during the remaining sessions. The sessions were conducted daily during the morning teaching block. Each session lasted approximately twenty minutes.

The students were encouraged to learn and practise specific tracing actions in order to remember the letter shapes taught. Each student was given the opportunity to verbalise the starting point and direction of the letter shape. The letter shape was then drawn and features were added to it in order to produce a mnemonic pictogram, for example, *a* became *appleman*. Both students were encouraged to use the action and visual imagery associated with the letter and its corresponding sound.

**Teaching Unit:**

Learning Outcomes

At word level:

- To be able to segment the initial sound from the rest of the word
- To be able to segment words into single sounds
- To segment words into onset and rime units
- To stretch words out to isolate the sounds and letter clusters that make up words
- To blend a sequence of sounds to make words
- To teach letter and letter cluster sound links

**Sessions 1/2: Pre-Testing/ Observation**

The first two sessions were used for pre-testing and observation purposes.

In session 1, each student completed tasks from the Clay Observation Survey:

- Letter Identification
- Concepts About Print

- Word Test
- Writing Vocabulary
- Hearing and Recording Sounds in Words ( Dictation Task )

In session 2, each child read simple repetitive sentences and words in this format:

I see a cat.
I see a rat.
I see a hat.
I see a mat.
I see a
cat
rat
hat
mat

Running records were taken during this session.

### **Sessions 3, 4, 5, 6,7 : Instruction, Training and Observation**

In session 3, the students were given instruction in reading individual letters and the rime unit *at*.

1. Trace action for letter *a*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *a* : apple man. Link sound to pictogram.
3. Trace action for letter *t*, with verbalisation of letter formation.
4. Introduce pictogram mnemonic for *t* : tree. Link sound to pictogram.
5. Blend sounds, *a* and *t...at*.
6. Write and read word *at*.

In session 4, the students revised knowledge from previous session, then were taught the onset unit *c*.

1. Trace action for letter *c*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *c* : cat. Link sound to pictogram.
3. Blend onset and rime...*c* ..*at* ...*cat*.
4. Write and read word *cat*.

In session 5, the students revised knowledge from previous session, then were taught the onset unit *r*.

1. Trace action for letter *r*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *r* : rooster. Link sound to pictogram.
3. Blend onset and rime ...*r*...*at*..*rat*.
4. Write and read word *rat*.

In session 6, the students revised knowledge from previous session, then were taught the onset unit *h*.

1. Trace action for letter *h*, with verbalisation of letter formation.

2. Introduce pictogram mnemonic for *h* : horse. Link sound to pictogram.
3. Blend onset and rime...*h*..*at*..*hat*.
4. Write and read the word *hat*.

In session 7, the students revised knowledge from previous session, then were taught the onset unit *m*.

1. Trace action for letter *m*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *m* : mountain. Link sound to pictogram.
3. Blend onset and rime...*m*..*at*..*mat*.
4. Write and read the word *mat*.

### **Session 8 Revision and Testing: AT words**

1. Onset and rime Concentration game. Cards from set A and set B were placed faced down on table. Students took turns turning over a pair of cards and read words created: cat, rat, mat and hat.

SET A Cards

c	h
m	r

SET B Cards

at	at
at	at

2. Modelled writing of sentence beginning: I see a .... Teacher scribed onto sentence strip.
3. Students placed flashcards at end of sentence strip to create four sentences.
4. Students read sentences and words. Teacher took running records.

### **Session 9**

I see a can.
I see a man.
I see a fan.
I see a pan.
I see a
can
man

fan
pan

Running records were taken during this session.

### **Sessions 10, 11,12,13, 14: Instruction, Training and Observation**

In session 10, the students were given instruction in reading individual letters and the rime unit *an*.

1. Trace action for letter *a*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *a* : apple man. Link sound to pictogram.
3. Trace action for letter *n*, with verbalisation of letter formation.
4. Introduce pictogram mnemonic for *n* : nest. Link sound to pictogram.
5. Blend sounds, *a* and *n*...*an*.
6. Write and read word *an*.

In session 11, the students revised knowledge from previous session, then were taught the onset unit *c*.

1. Trace action for letter *c*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *c* : cat. Link sound to pictogram.
3. Blend onset and rime...*c* ..*an* ...*can*.
4. Write and read word *can*.

In session 12, the students revised knowledge from previous session, then were taught the onset unit *m*.

1. Trace action for letter *m*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *m* : mountain. Link sound to pictogram.
3. Blend onset and rime ...*m*...*an*..*man*.
4. Write and read word *man*.

In session 13, the students revised knowledge from previous session, then were taught the onset unit *f*.

1. Trace action for letter *f*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *f* : flower. Link sound to pictogram.
3. Blend onset and rime...*f*..*an* ...*fan* .
4. Write and read the word *hat*.

In session 14, the students revised knowledge from previous session, then were taught the onset unit *p*.

1. Trace action for letter *p*, with verbalisation of letter formation.
2. Introduce pictogram mnemonic for *p* : puppy Link sound to pictogram.
3. Blend onset and rime...*p*. *an*..*pan*.
4. Write and read the word *pan*.

### **Session 16 Revision and Post-testing: AN words**

1. Onset and rime Concentration game. Cards from set A and set B were placed faced down on table. Students took turns turning over a pair of cards and read words created: can, man, pan and fan.

#### SET A Cards

c	p
m	f

#### SET B Cards

a	an
n	
a	an
n	

2. Modelled writing of sentence beginning: I see a .... Teacher scribed onto sentence strip.
3. Students placed flashcards at end of sentence strip to create four sentences.
4. Students read sentences and words. Teacher took running records.

#### Sessions 17: Post -Testing/ Observation

The last two sessions of this unit were used for post-testing and observation purposes.

In session 17, each student completed tasks from the Clay Observation Survey:

- Letter Identification
- Concepts About Print
- Word Test
- Writing Vocabulary
- Hearing and Recording Sounds in Words ( Dictation Task )

This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.