

Developing phonological awareness through the teaching of common two-letter rime units to at risk Year One students will increase their reading accuracy at word and prose level.

INTERVENTION LESSONS

Three Year One students
Small group instruction
10 sessions of approximately 35 minutes
Pre and Post testing as outlined below.

PREDICTED OUTCOMES:

The activities within the intervention are designed to develop and automatise phonological and phonemic knowledge using onset and rime.

At the conclusion of the intervention students will be able to:

- Accurately say each rime targeted both in isolation and in the context of single syllable words
- Distinguish between words that have and don't have the targeted sound
- Suggest other words that belong to the word family
- Verbally make and break single syllable words containing the selected rime units.
- Recognise and use the letter cluster that belongs to the rime unit
- Accurately and quickly read unknown words that contain the selected rimes.

These students are working at the word level of the MOTPL model (Munro, 2007) where they need to further develop their understanding of rime families and word structure. The strategies they need are converting letter clusters to sounds and segmenting words into functional units and recoding.

Activities have been designed to cater to a variety of learning styles.

Assessment Procedures:

Pre and Post Testing:

Sutherland Phonological Awareness Test

Rime Unit Test (Block 1)

Running Records – decodable texts pre and post tests

Anecdotal notes on observations during sessions

Tests administered individually before and after the intervention sessions.

Lesson Plans

Remediate short 'a' sound

Rime Units - at, -an, -am, -ap, -ag.

LESSON ONE: Remediate short 'a' sound

	THE TEACHER WILL	THE STUDENTS WILL	TIME
WARM-UP	Revise consonant phonemes. Sound Waves CD. Track 1 Level 1	Children will chant to music and perform the actions.	5 mins
EXPLICIT INSTRUCTION	Cut up an apple and share it. Apple begins with 'a'. Teacher says 'a – apple'. 'a' is a quick sound. Ant begins with 'a' too. Say 'Ants on apples, a, a, a'.	Children repeat 'a' – apple. Students hold fists in a ball to make a round apple shape. Make two fingers walk over the apple like an ant. Students practice chant and locate 'a' sound box on chart. Repeat after teacher.	5 mins
READ WORDS	Use enlarged BLM A26 from Sound Waves (shape of an apple). Brainstorm other words that begin with 'a'. Write in apple. Teacher says each word again.	Students suggest other words that begin with 'a'. Repeat after teacher. Discuss any difficult words and suggest a synonym if necessary.	5 mins
SEGMENT/ BLEND	Refer to apple chart and say, 'These words begin with 'a''. Can you come and put a ring around the part of the word that says 'a'.	As child circles 'a' he says, eg 'a for alligator, a, a, a'. Repeat for other words. Other students mime the word in response.	5 mins
WRITING TASK	Prepare the glitter tray. As students write, remind them that 'a' is closed at the top just like the little fist they made in an apple shape. Don't open it and let the ants run in! (This will help differentiate between a/ u).	Students copy letter 'a' in glitter, on the window, on the whiteboard, etc.	5 mins
SENTENCE WRITING	With students' help, construct a sentence using three or more 'a' words from the new chart. Read with expression, emphasizing the 'a' words.	Students choose their own 'a' words and say in a sentence, then write it in workbooks. Draw a red apple around the 'a' words.	5 mins
READING PROSE	1. Teacher revise words in apple chart, saying 'a, alligator' 3. Write children's sentences on cardboard strips for future reference.	2. Students read aloud their sentences.	5 mins
REFLECTION	Say, 'Today I wanted to teach you about 'a'. Tell me what you learnt.	Students may offer – 'we learnt that it was a short quick sound' 'we can hear it at the front of those words' 'we know it is shut at the top so the ants can't come in' etc.	5 mins

LESSON TWO

TEACH ‘-AT’ RIME

	THE TEACHER WILL	THE STUDENTS WILL	TIME
WARM-UP	A Rhyme in Time (A Sound Way P 96). There was a cat who grew so - There was a snail who read my -	Students complete the sentences with a rhyming word.	2 mins
EXPLICIT INSTRUCTION	Announce today’s focus: Rime unit – at. At is a little word itself, but we can put consonants with it to make new words that rhyme.	A child comes to whiteboard and on request slides the ‘a’ and the ‘t’ together and says rime.	5 mins
READ WORDS	1.Say words selected for rime: cat, fat, hat, sat, mat. Teacher uses beanbags letters to make ‘cat’. Point out that the vowel sound ‘a’ is red. This is where the rime starts, Write word on a chart. 4. Teacher writes each word in turn on the chart.	2. Students repeat after teacher. 3. Students use other consonant beanbags to create a word that was practiced earlier for –at.	5 mins
SEGMENT/ BLEND	1. Use puppet to say words from chart broken into segments – onset and rime. e.g. c-at. Tell students puppet can’t say words the way we do, can they teach him? 3. Then, tell students that if they can read cat, they can read ‘zin’.	2. After teacher says segmented word, children say whole word by blending sounds. Children say other –at words. 4. Get students to make new rhyming words with magnetic letters, real and nonsense.	5 mins
WRITING TASK	The teacher provides some cues to assist the student to recall how to complete the task.	Students read words from chart and write in workbooks. Highlight the rime, remembering it starts with the vowel.	5 mins
FLIP BOOKS	The teacher guides, prompts and provides feedback as the student engages in the task.	Students then locate –at in flip books and make words by changing the initial sound.	5 mins
SENTENCE WRITING	Teacher makes up a sentence connecting two of the rime words. May be funny.	Students make up a similar sentence and write interactively as a group. Take turns if time allows.	5 mins
READING PROSE	Read children a prose passage containing the words. See Appendix 2.		5 mins
REFLECTION	Praise children’s efforts and participation. Ask what they have learnt today that will help them become better readers and writers.	Children respond telling ways that learning rimes can help them read faster or decode new words.	5 mins

Lessons 4 (-an), 6 (-am), 8 (-ap) and 10 (-ag) follow the same pattern. Vary the medium for writing to add interest.

LESSON THREE

CONSOLIDATE ‘-AT’ RIME

	THE TEACHER WILL	THE STUDENTS WILL	TIME
WARM-UP	Odd Man Out (A Sound Way P 101). Meet the family. All the members of the family rhyme. Listen carefully and hold up your Odd Man Out card when you hear a word that doesn't belong.	Students listen and hold up card when non rhyming word is heard eg mat, cat, sat, tin, fat. Students may attempt their own families when confident.	2 mins
EXPLICIT INSTRUCTION	Announce today's focus: Revise rime unit – at.	A child comes to whiteboard and on request slides the 'a' and the 't' together to show how we made the rime yesterday .	5 mins
READ WORDS	Read word lists and add any more words that students may have thought of. Display.	2. Students repeat after teacher. 3. Race game for speed reading practice of these (and other day's revision words).	5 mins
SEGMENT/ BLEND	1. Use puppet to say words from chart broken into segments – onset and rime. E.g. c-at. Tell students puppet can't say words the way we do, can they teach him? 3. Then, tell students that if they can read cat, they can read 'zin'.	One child breaks the words into segments using puppet (as teacher did previously). Other students take turns to point to part of the word being read.	5 mins
WORD GAMES	The teacher provides some cues to assist the student to recall how to play games and/or read words.	Students play word games with the selected revision words eg Snap, Bingo, Concentration.	5 mins
WORD SLIDES	The teacher guides, prompts and provides feedback as the student engages in the task.	Students use word slides to match reading words and create more, both real and nonsense.	5 mins
SENTENCE WRITING	Teacher makes up a sentence connecting two of the rime words. May be funny.	Students make up a similar sentence and write independently.	5 mins
READING PROSE	Shared reading of prose passage selected to give practice using new skills to decode text. Note when children are segmenting an unknown word and give positive reinforcement.		5 mins
REFLECTION	Praise children's efforts and participation. Ask what they have learnt today that will help them become better readers and writers.	Students reflect on what they have learned focusing on identifying what they know now that that they did not know before.	5 mins

Lessons 5 (-an), 7 (-am), 9 (-ap) and follow the same pattern. Vary the medium for writing and the games to add interest and keep the children motivated.

APPENDIX 2

Phonetic Prose Passages used in Pre and Post Testing.

Both tests have the same readability score.

Teacher reads title before children begin to read and asks the children to articulate what they will do when they come to a hard word.

PASSAGE A

PRE-TEST

Zac is a fat rat.

Zac sat on a can and the ants ran to the jam in the can.

Zac had a plan to make the ants go.

He sat on some ants.

The ants ran and ran and Zac had a nap. 44 words

PASSAGE B – POST TEST

(INCLUDING OTHER RIMES TO TEST SKILLS TRANFERENCE)

Peg is a red hen.

Peg got in a jet and got set to go.

A fat cat got in the jet too.

The little cat sat next to a fat rat.

The jet went in the sky.

The pets went in the sky too. 45 words