

The explicit teaching of onset and rime units and segmenting skills with year two students at risk will increase word accuracy when reading word lists and prose.

Lesson plans

For each session the following plan was used:

<i>Activity</i>	<i>Description of the Activity</i>	<i>Time</i>
1. Introduction	Introduce to students rime focus for the day(two rimes worked with per day (see appendix 2)introduce each rime separately steps 1-4 of lesson plan repeated with second rime before reading prose activity	2 mins
2. Reading Target words	Select 8-10 target words using the onset and rime (3 letter and 4 letter words) place on flashcards Read each word selected for the rime unit with/by students several times Discuss the meaning of words/give synonyms of words to clarify that students understand what each word means Write these words on a chart ask students to contribute their suggestions for other words that match the rime (<i>As the children are asked to think of words that rhyme with the onset and rime pattern be aware of all possibilities that can be produced by children therefore record lists as follows</i>) Write the chart using three columns: cvc pattern, ccvc pattern , other e.g. cap clap claps or clapping	6-8 mins
3. Segmenting/Blending task	Using segment cards (see appendix 4) children “ make and break” the targeted words list. Break each word into onset and rime and then slide units back together to say whole word . At this stage keep encouraging students to begin to use analogy to see possibilities of words that can be made. For diversity use magnetic letters or flip books in the same manner.	5-7 mins
4. Writing targeted words	Children are given flashcards made up as a book. Each day a flashcard is completed in this section . The teacher/adult reads the targeted words fro one rime unit and the children write it as it is said . Present the words in random order. If the child makes an error , read the word for the child and write the word <i>Home task the second rime for the day is completed in the same way at home</i>	3-5 mins
5 Reading prose	Read with /by the students the prose containing many of the rime unit words from the targeted list. Children read the prose to one another and the teacher Sessions 1-5 the stories were created by the teacher, sessions 6-10 used commercially-available texts	7-10 mins

<p>6. Fun writing</p>	<ul style="list-style-type: none"> • This step introduced at session 5 • Creating and then writing as pairs/individuals/group a sentence containing the onset and rime manipulated e.g. I was grumpy and down in the dumps because my pillow was lumpy. Or The bug gave the slug a hug. <p><i>In the present study the students looked forward to this activity never ceasing to complete more and more therefore it became an integral part of the reflection section of the session. It becomes a practical way to articulate my learning. These sentences may put together in a book which is displayed and read in the classroom.</i></p>	<p>3-5 mins</p>
<p>7. Reflection</p>	<ul style="list-style-type: none"> • Articulating what I learnt today . Each child is to say to their peers something they learnt today by completing the comment : <i>Today I'm happy because I learnt.....</i> • After session 5 a running record is taken for each child to see how students are progressing with accuracy and automaticity. 	<p>3-5 mins</p>

The ten teaching sessions used an oral- language base where the following strategies were talked about, articulated, practised and applied in talk and discussion at all times:

- Recognition of initial sound
- Onset-rime segmentation
- Repeated reading of familiar predictable text to build fluency and to link word and concept level
- As the stories developed by the teacher and used with the students were very basic the students were encouraged to accurately identify words in prose not just lists
- For Phonological teaching tasks : recognition of the sound shared by words using teacher made flip books, magnetic letters, cards with three/four box sequence for segmenting and counters, and rhyming picture cards
- Word reading lists made with varying levels of complexity with the children

Appendix 2

The rime unit and the target words:

<i>Session</i>	<i>Rime</i>		<i>Target words</i>
1	-ab	-an	Cab, dab, grab, slab, drab, blab, Man, can, pan, plan, flan, gran
2	-ot	-ip	Tip, rip, lip, zip, trip, flip, grip, ship, strip, Hot, cot, plot, trot,
3	-ap	-ug	Cap, map , rap, chap, clap, flap, trap Rug, mug, bug, dug, hug, slug, smug, shrug
4	-at	-op	Pat, rat, mat, chat, flat, Hop, top, cop, shop, chop, stop
5	-in	-uck	Bin ,pin, win, tin, chin, thin, spin, grin Duck, luck, tuck, suck, truck, struck
6	-it	-ar	car, bar, far, jar, star, start Sit, hit, kit, spit, split,
7	-ay	-ick	Day, lay, way, away, play, stay, stray, pray, spray Sick, lick, pick, thick, slick, prick
8	-ump	-ide	Lump, dump, slump, grump, plump Ride, hide, side, bride,
9	-eat	-unch	Eat, Meat, heat, seat, treat, cheat, pleat Lunch, punch, munch, crunch, brunch ,
10	-ight	-unk	Light, fight, night, sight, bright, fright Bunk, punk, sunk, dunk, drunk trunk, chunk

Appendix 3:

Texts used for prose section of each session

The five pieces of prose created by teacher used for sessions 1-5

Ab and an

Dan the Cab Driver

Dan was a cab driver. He was an old man who liked to grab and drink a slab of coke every week. He would often dab his drink on his clothes. It made them look drab. Dan had to plan how to keep his clothes looking fab. Sometimes he would take them to a lab to get cleaned. There was a man there he could blab about his cabs while he had his clothes cleaned.

Ot and ip

A Hot Trip

Tim and his dad went on a trip on a ship. It was a hot day so dad told him to get his hat with the zip and to grip onto the side of the ship. He did not want to flip over. Tim bit his lip as he made a trot for the ship. He sure wanted to know what plot dad would have so that they could have fun on the ship.

Ap and ug

The New Cap

It was a hot sunny day Joe was going to see his friend Jim the chap next door. He had a new cap to give him. When he got to Jim's house he saw Jim was sitting on his rug drinking tea from a gold mug. Joe gave Jim the new cap and a map and got a big hug. Joe looked at the map and they had a long chat about the map. At the window they saw Mary with a new cap as well. They said to her to come onto the rug and together they would look at the map while wearing their new caps.

At and op

Pat the Rat

Pat was an old rat who had a shop. He ran to the shops every day to have a chat. Pat made his shop a place to chat. It was a top shop and many cops would come to chat with the other people. There was a colourful flat mat at the top of the door of the shop that said , "Stop , come in and enjoy a chat with Pat"

In and uck

Bad Luck

One day Eric hit his chin with a pin on the way to the bin. What bad luck! He tried to play with his thin chin and pluck at his chin. He said I bet if I can throw this pin into the bin I would have good luck and win the truck on top of the bin. It lay on the tin at the top of the bin. He tried his luck and tried to tuck the pin under the lid. Wow he said with a grin, "I win!"

Texts used for sessions 6-10

Session 6 _

Cowley, Joy, Crankey Car Sales, Joy Cowley Plays, Mimoso-McGraw-Hill, 2006

Session 7 _

Cowley, Joy, The Kick-Lot-Shoes, Storybox, Mimoso-McGraw-Hill, 2006

Session 8 _

Cowley, Joy, Grumpy Elephant, Storybox, Mimoso-McGraw-Hill, 2006

Session 9 _

Cowley, Joy, The Hungry Giants, Storybox, Mimoso-McGraw-Hill, 2006 Session

Session 10 _

King Jerry, Night Lights, Kites,, Mimoso-McGraw-Hill, 2006

Appendix 4

The segment cards used

Counters used from classroom supplies to use with segment cards