Teaching phonological awareness, that is onset and rime, improves student reading of isolated words or words in context.

Scaffolding Framework for Student Knowledge and Learning (Onset and Rime) (Munro 2008)

<table>
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<tr>
<th>Week</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tr>
<td>1-2</td>
<td>GKR- Teaching strategy-segmenting and blending</td>
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<td>Pre-Testing Burt, Rime units</td>
<td>Pre-Testing</td>
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</tbody>
</table>
| 3    | Identifying and predicting Rhyme
   *LDS  Introducing strategy.
   Teaching - Teacher models onset and rime-by segmenting sounds into initial and final sounds. | Identifying and predicting Rhyme
   *LDS  Modeling Strategy | Identifying and predicting Rhyme
   *LDS  Modeling Strategy | Identifying and predicting Rhyme
   *LDS  Modeling Strategy |
| 4    | Experiencing and applying strategies
   *MDS  Teaching - Explain how some words can rime with different spelling but the same final sound eg: draw floor more etc. | Experiencing and applying strategies
   *LDS*MDS | Experiencing and applying strategies
   *MDS | Experiencing and applying strategies
   *MDS |
| 5    | Transfer and apply strategies to a harder text and link with other strategies they know.
   *MDS  Teaching - Locating rhyming words in prose. Students are presented with a prose text and identify rhyming words. Discuss the location of the rime in the text eg: (every second line). | Explaining and teaching strategy to another person.
   *MDS  Student Reflection and Self Assessment. | Post-Testing Burt, Rime units |

*denotes-*LDS- Least Demanding Situation  *MDS- More Demanding Situation
# Teaching Plans for Phonological Awareness - Onset & Rime: Year 1/2 (Level 2)

<table>
<thead>
<tr>
<th>Session</th>
<th>Goal</th>
<th>Teaching Procedure</th>
<th>Student Learning</th>
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| One     | Listening /Speaking  
identifying rhyming words in narrative text  
At Word Level | Teacher reads text. Record words that students identify.  
**Teaching**-Teacher models onset and rime-by segmenting sounds into initial and final sounds. Select a three word dependable rime to show students that a new word with a different initial sound may make a word rhyme eg: en  
Create a word slide to show this. | Students read word that were identified  
*LDS  
Students practice strategy playing a game (snap) to identify rhyming words.*LDS  
Review strategy and action-students say what they did. |
| Two     | Listening/Speaking  
identifying rhyming words in text  
At Word Level | Teacher reads a group of words. Students put up a YES/NO card if words rhyme.  
**Teaching**-Teacher models strategy. | Students read a list of words and identify the word that doesn't rhyme.(odd one out)  
*MDS  
Students play a picture card match game of rhyming words.(Memory or Fish).*LDS  
Review strategy |
| Three   | Listening /Speaking  
predicting rhyming words in narrative text  
At Word level | Teacher reads text (sentences or prose) omitting rhyming words.  
Teacher asks students to predict rhyming word. Discuss- How did you know what word to select? What did you do?  
**Explain Strategy** Read the following Rhymes (Follow that Rhyme p 93A Sound Way)  
**Revise Strategy**  
Teacher asks students to predict rhyming word.*MDS | Students verbalise how they predicted word  
Students complete actions and say which two words rhyme.*MDS  
**Practise Teaching strategy**  
Bingo game- card with rhyming words - teacher calls out a rhyming word and students look on card to see if they can read the same word /or one that rhymes with it.*MDS |
| Four       | Identifying and predicting rhyming words At Word/Sentence Level | Listening /Speaking activity- Trip to the Moon- Teacher creates a sentence with a rhyming word eg: I went to the moon and took a boat. Students are asked to copy sentence and insert a matching rhyming word. **Teaching** – Explain how using analogy we can make a new word with a different onset and use the same rime ending. eg: b/ank s/ank pr/ank etc. **Discuss Strategy** - *Why did you select that word?* | Practise strategy *MDS- Trip to the Moon-students copy teacher’s sentence inserting their own rhyming word eg: I went to the moon and took a boat. I went to the moon and took a _(coat)_

**Students practise strategy**-
Prepare a cloze text. Students read the text and identify and predict the rhyming words.-eg; A Rhyme in time- There was a cat who grew so ___________. *MDS
Students verbalise what they did. How many different words could you use? Does it make sense?

**Students practise strategy independently**-
My Rhyming picture – Ask students to say what they will do before attempting their task.*MDS
Students say they will use onset and rime strategy before they begin-“I will...”

| Five      | Experiencing onset and rime, transferring and applying strategies At Word/Sentence Level | Warm up game- Play Ball- Teach students game.
Review activity from previous session.-A Rhyme In Time(cloze activity)
**Discuss** – *Why can’t you select any word at the end of the line when reading prose and trying to create rime?*
Prepare a jumbled text and asks students to read it re-organising | Play Ball- students stand in a circle and say and word. Throw ball to another person who must say a word that rhymes with that word. Continue throwing until no more words can be provided. The game continues selecting a new word.

**Students practise strategy**-
Students read jumbled sentences organising sentences so that they rhyme.*MDS
<table>
<thead>
<tr>
<th>Six - Eight</th>
<th>Experiencing onset and rime, Transferring and applying strategies</th>
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<tbody>
<tr>
<td></td>
<td>At Word and Sentence level</td>
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<td>Students are given a series of reading activities to experience and apply strategies for onset and rime. Eg: Activities p102-110</td>
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<tr>
<td></td>
<td><em>A Sound way</em></td>
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<td></td>
<td>Draw a Rhyme p103</td>
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<td></td>
<td>Climb Rhyme, Rhyming Bubbles</td>
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<td>Rhyming sentences and Challenges.</td>
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<td>Word Slides</td>
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<td>Computer activities-word games at word and sentence level</td>
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<td>Choral reading</td>
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<td>Nursery Rhymes</td>
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<td>Give the students opportunities to apply strategies independently.</td>
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<tr>
<td></td>
<td>Give the students opportunities to apply strategies independently and to a harder task.</td>
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</table>

**Teaching**- Explain how some words can rime with different spelling but the same final sound eg: draw floor more tec.

Students say they will use onset and rime strategy before they begin- "I will.."

**Students practise strategy independently**-

Students are given a sentence to write and complete with a rhyming word. Draw picture to show meaning.

Students say they will use onset and rime strategy before they begin- "I will.."

**Students practise strategy independently**-

Students are given a sentence to write and complete with a rhyming word. Draw picture to show meaning.

Students select rhyming words to make rhyming pairs. Underline rhyming words. Students are given a rime and will make as many onsets to make new words eg: aw saw draw paw claw etc. Identify rhyming words that sound alike but don’t look alike.

Students read a selection of rhymes and identify rhyming words and using cloze activity predict rhyming words.

**Students work with a partner to practise strategy.**

*LDS*(depending on the difficulty of the task). Students say they will use onset and rime strategy before they begin- "I will..

**Students practise strategy independently.**

*MDS

At the end of each session students think and discuss—What did I do? How did I do it? What did I learn?*MDS
<table>
<thead>
<tr>
<th>Nine</th>
<th>Transfer and Apply strategies to a harder text and link with other strategies they know. At Sentence and Contextual Levels</th>
<th>Shared Reading – Choral reading text (Working at sentence and Contextual Levels) Teaching - Locating rhyming words in prose. Students are presented with a prose text and identify rhyming words. Discuss the location of the rime in the text (every second line) Revise Strategy</th>
<th>Students identify rhyming words. *LDS Students identify and predict rhyming words in text.*MDS Practise strategy independently - students are asked to write the final sentence line in prose using a rhyming word that makes sense.*MDS</th>
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<tr>
<td>Ten</td>
<td>Explaining and teaching strategy to another person. Can they show the action to someone else and explain the strategy?</td>
<td>Give students a group of rhyming words that they must put in the correct sound column on the chart provided. Review strategy and what students know about Onset and Rime in Reading.</td>
<td>Students must explain strategy. *MDS Students say they will use onset and rime strategy before they begin - &quot;I will.. Show prep students how to do this. Reflection and Self Assessment of Learning. Students colour in traffic light about their learning of onset and rime. Red - I can’t explain it yet. Orange - I think I can explain it but I’m not sure. Green - I can explain it.</td>
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