

*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)

Week	Session1	Session 2	Session 3	Session4
1-2	GKR- Teaching strategy-segmenting and blending	GKR- Teaching strategy-segmenting and blending	Pre-Testing Burt, Rime units	Pre-Testing
3	Identifying and predicting Rhyme *LDS Introducing strategy. <b>Teaching</b> -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*MDS <b>Teaching</b> –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
4	Experiencing and applying strategies *MDS <b>Teaching</b> - 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 <b>Teaching</b> - 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)

Session	Goal	Teaching Procedure	Student Learning
One	Listening /Speaking <b>identifying</b> rhyming words in narrative text  At Word Level	Teacher reads text. Record words that students identify. <b>Teaching</b> -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 <b>identifying</b> rhyming words in text  At Word Level	Teacher reads a group of words. Students put up a YES/NO card if words rhyme. <b>Teaching</b> -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 <b>predicting</b> 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?  <b>Explain Strategy</b> Read the following Rhymes (Follow that Rhyme p 93A Sound Way) <b>Revise Strategy</b>	Teacher asks students to predict rhyming word.*MDS  Students verbalise how they predicted word  Students complete actions and say which two words rhyme.*MDS  <b>Practise Teaching strategy</b> <b>Bingo game- card with rhyming words</b> – teacher calls out a rhyming word and students look on card to see if they can <b>read</b> the same word /or one that rhymes with it.*MDS

Four	<p>identifying and predicting rhyming words At Word/Sentence Level</p>	<p>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. <b>Teaching</b> –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.</p> <p><b>Discuss Strategy-</b> <i>Why did you select that word?</i></p>	<p><b>Practise strategy</b> *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)_</p> <p><b>Students practise strategy-</b> Prepare a cloze text. Students read the text and to 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?</p> <p><b>Students practise strategy independently-</b> 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..</p>
Five	<p>Experiencing onset and rime, transferring and applying strategies  At Word/Sentence Level</p>	<p>Warm up game- Play Ball-Teach students game.</p> <p>Review activity from previous session.-A Rhyme In Time(cloze activity) <b>Discuss</b> –<i>Why can’t you select any word at the end of the line when reading prose and trying to create rime?</i> Prepare a jumbled text and asks students to read it re-organising</p>	<p>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. <b>Students practise strategy-</b> Students read jumbled sentences organising sentences so that they rhyme.*MDS</p>

		<p>sentences so that they rhyme.</p> <p><b>Teaching-</b> Explain how some words can rhyme with different spelling but the same final sound eg: draw floor more tec.</p>	<p>Students say they will use onset and rime strategy before they begin-"I will..</p> <p><b>Students practise strategy independently-</b> Students are given a sentence to write and complete with a rhyming word. Draw picture to show meaning.</p>
Six - Eight	<p>Experiencing onset and rime, Transferring and applying strategies</p> <p>At Word and Sentence level</p>	<p>Students are given a series of reading activities to experience and apply strategies for onset and rime Eg; Activities p102-110 <b>*A Sound way</b> Draw a Rhyme p103 Climb Rhyme, Rhyming Bubbles Rhyming sentences and Challenges. Word Slides Computer activities- word games at word and sentence level Choral reading Nursery Rhymes Give the students opportunities to apply strategies independently.</p> <p>Give the students opportunities to apply strategies independently and to a harder task.</p>	<p>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.</p> <p>Students read a selection of rhymes and identify rhyming words and using cloze activity predict rhyming words.</p> <p><b>Students work with a partner to practise strategy.</b> *LDS(depending on the difficulty of the task). Students say they will use onset and rime strategy before they begin-"I will..</p> <p><b>Students practise strategy independently.</b> *MDS <b>At the end of each session students think and discuss-</b> <i>What did I do? How did I do it? What did I learn?</i>*MDS</p>

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