

*“Explicit teaching of blending and segmenting and onset and rime units with grade two and three children will increase their word and prose reading accuracy.”*

### **Part A: Teaching Session One**

<b>Activity</b>	<b>Task Description</b>	<b>Time</b>
Text Reading (Shared Reading Strategy)	Student(s) re-reads passage from previous session  Cue student(s) to think about the title, what they know about the topic, etc.	5 mins
Rhyming activities (Use Picture Cards)	Show the student(s) three pictures, two of which rhyme. Demonstrate identification of the non-rhyme word. Then get the student(s) to identify the non-rhyme word in a series of trials.  If they make an error, tell the student which one was the non-rhyme word with an appropriate explanation then move on to the next trial. (10 Trials per Student)	3 – 6 mins
Blending Task (Oral Presentation – No picture cards used)	Teacher sounds out a target word and student has to say whole word. Provide one demonstration before introducing the trial series with the student(s).  If a student makes an error, present the word again, this time saying the onset and the rime unit (eg. b ag). If the student again makes an error, provide them with the answer and an appropriate explanation. (10 Trials per Student )	3 – 6 mins
Segmentation Task (Use picture cards and card with three box sequence)	Student(s) presented with three box card. Demonstrate the task by saying one of the target words then sounding it out. As each sound is said, place a counter in the appropriate box of the card.  If the student makes an error, cue the student by giving them the initial sound and the vowel sound asking them to give you the final sound. Then follow this up with a word from the same rime unit group.  If consistent errors occur (ie. the first three trials are incorrect), remove the three box card and target segmentation using onset and rime units (eg. b ag). (10 Trials per student)	3 - 6 mins
Reflective	Student(s) comments on what has been learnt in the session	3 mins
Total session time		17- 26 mins

## Part B Teaching session 2

Introduction	Revisit information from previous session	3 - 6 mins
Reading Target Words (Use Word Cards)	<p>Teacher presents the target word on a flash card. Provide a cue that the words contain the target rime units.</p> <p>Present the words in a random order. If an error occurs, read the word for the student then present the next word from the same rime unit.</p> <p>(Student to attempt to read all ten target words)</p>	3 – 6 mins
Writing Target Words	<p>Teacher reads a target word. Student(s) write the word as it is said. Present the words in a random order. If an error occurs, read the word for the student and write it. Present the next word from the same rime unit.</p> <p>(Student to attempt to write all eight target words)</p>	3 mins
Text Reading	<p>Student (s) reads new passage Cue student(s) that they will have to retell the story.</p> <p>Introduce the story title. Discuss the topic and cue prior knowledge. Read with the students if difficulties noted.</p> <p>In a small group format, ask one student to read one page with the other student reading the next page. Re-read the story changing the pages to be read by the students.</p>	7 - 10 mins
Reflective	Student(s) comments on what has been learnt in the session	3 mins
Total session time		16 – 22 mins

<p><b>Teaching Session 1</b>  Rime unit words containing <b>ug</b> and <b>ap</b>  <b>Words used –bug, dug, rug, mug, nap, map, cap, tap, flap, clap</b></p>	<p><b>Teaching Session 2</b>  Rime unit words containing <b>ug</b> and <b>ap</b>  <b>Words used - bug, dug, rug, mug, slug, hug, nap, map, cap, tap, flap, clap</b></p>
<p><b>Teaching Session 3</b>  Follow teaching session one  Rime unit words containing <b>at</b> and <b>op</b>  <b>Words used –fat, cat, rat, hat, mat, chat, cop, top, hop, stop</b></p>	<p><b>Teaching Session 4</b>  Follow teaching session two  Rime unit words containing <b>at</b> and <b>op</b>  <b>Words used - fat, cat, rat, hat, mat, chat, cop, top, hop, stop</b></p>
<p><b>Teaching Session 5</b>  Follow teaching session one  Rime unit words containing <b>ip</b> and <b>ab</b>  <b>Words used –ship, rip, tip, flip, lip, cab, grab, tab, crab, lab</b></p>	<p><b>Teaching Session 6</b>  Follow teaching session two  Rime unit words containing <b>ip</b> and <b>op</b>  <b>Words used - ship, rip, tip, flip, lip, cab, grab, tab, crab, lab</b></p>
<p><b>Teaching Session 7</b>  Follow teaching session one  Rime unit words containing <b>it</b> and <b>aw</b>  <b>Words used –draw, saw, paw, lit, sit, bit, fit ,hit</b></p>	<p><b>Teaching Session 8</b>  Follow teaching session two  Rime unit words containing <b>it</b> and <b>aw</b>  <b>Words used - draw, saw, paw, lit, sit, bit, fit ,hit</b></p>
<p><b>Teaching Session 9</b>  Follow teaching session on  Rime unit words containing <b>ot</b> and <b>an</b>  <b>Words used –hot, lot, got, pot, spot, Dan, man, can, ran, fan</b></p>	<p><b>Teaching Session 10</b>  Follow teaching session two  Rime unit words containing <b>ot</b> and <b>an</b>  <b>Words used - hot, lot, got, pot, spot, Dan, man, can, ran, fan</b></p>

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