

Explicitly teaching year one students how to segment words into onset and rime and modelling analogy will increase students' ability to decode words and increase text level able to be read.

## LESSON PLANS

### **Lesson Plans 1- 12**

The following lessons took approximately half an hour to administer each time. Each lesson focussed on an individual rime. The 12 rimes that this intervention focussed on are the following: **-in, -an, -ay, -aw, -ab, -ug, -ot, -at, -ap, -op, -ip, -it.**

**Materials needed:** blank flashcards; magnetic letters; small whiteboards (one for each student); whiteboard markers (one for each student);

<b>Activity</b>	<b>Task Description</b>
<b>Re-read previous words studied</b>	Students read the flashcards previously studied in the intervention ( <i>except for first session</i> ). This can include students reading the flashcards to each other or play a game, which involves them to call out a word and someone jumps onto it.
<b>Making words with new rime</b>	Teacher introduces the new rime, written on a flashcard to the students. They are explained that when they see these two letters together what sound they make. Students are encouraged to make connections with words the rime reminds them of (eg <b>aw</b> looks a little like <b>saw</b> ). The students move magnetic letters to the front of the rime to make some words.
<b>Practising writing words with the new rime</b>	Students are given a small whiteboard each and whiteboard marker. They are asked to write any words they know with the rime being studied today. The teacher asks the students to write certain words containing the studied rime. The students are encouraged to write these as quickly as they can.
<b>Writing new rime flashcards</b>	The teacher instructs which words each student writes onto the blank flashcards. After the children have written down the words, they practise reading the new set of words.
<b>Re-read previous sentences</b>	Students read through silly sentences written in previous sessions ( <i>except for the first session</i> ).
<b>Creating sentences to make rime book</b>	Students are asked to use some of the words from the new set of flashcards to create a silly sentence. The teacher types in the students' silly sentences into a Word Document. The teacher asks students to help spell certain words. Students have the opportunity to re-read the sentences.
<b>Reflection/Articulation</b>	Students are asked to reflect on what they have learnt in today's session and how it will assist them with reading on another day.

**Follow-up sessions:** The students were given the opportunity to use their new found skill of using analogy with rimes with books (such as Dr Seuss' books) and a program on the internet (see resources list). This program has activities with rimes and then an interactive story with the featured rimes.