

## Concentration

### College- and Career-Ready Standard Addressed: RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

**Objective:** The students will match onsets and rimes to form new words.

#### Materials

- Index cards with either an onset or a rime pattern written on one side. Be sure that each onset has a matching rime pattern to create a real word. Note that this activity can be played with as few as three onsets and three rimes or as many as you have taught and want to review.
- Sample onset-rime list (see below) t: l-and, f-air, m-ask, s-eat, r-at, s-igh, l-ow, p-ie, w-eight, b-eat, p-aw, c-are, l-ay, p-ay.

#### Suggested Schedule and Group Size

**Schedule:** Daily, no more than 5 minutes to 10 minutes per session.

**Recommended group size:** Individual or small group (up to five students).

**Note:** The following script is intended as a model.

#### Activity

##### Intervention Principle

Use precise, simple language to review and teach key concepts or procedures.

##### Sample Script and Procedures

**Today we will review some of the sounds of the letters in the alphabet and sounds of some word families you already know. Then we will use those letters and sounds to create words. Some words we make will be real words, and some will be silly words.**

Adapted with permission from The University of Texas Center for Reading and Language Arts. (2002). *Word Study for Students with Learning Disabilities and English Language Learners* (p. 24). Austin, TX: Author.

<p>Break tasks into smaller steps, compared with less intensive levels of instruction/intervention.</p> <p>Use modeling to teach new procedures.</p> <p>Provide repeated opportunities to correctly practice the step.</p>	<p><b>First, we will review some of the sounds of the letters in the alphabet.</b> <i>Hold up each letter card one at a time. Review the sounds with students.</i></p> <p><i>Follow this sequence: Point to the letter m. <b>This letter is m. The sound it makes is /m/ as in man. What letter? (m). What sound? (/m/).</b></i></p> <p><i>Repeat with the other letters. Make sure that students are able to identify letters and sounds fluently and automatically before moving on.</i></p> <p><b>Before we begin our activity, we need to review some of the word family patterns you know so far. Remember that sometimes letters can be “chunked” together to make a word family.</b> <i>Hold up each rime card and review each one by blending the rime and having students repeat. Run your finger from left to right under each letter as you model blending it. <b>This says /a//t/ /at/. What does this word family say? (/at/)</b> Continue with all of the rime cards. Make sure that students are able to identify letters and sounds fluently before moving on.</i></p> <p><i>Place all onset letter cards and rime cards in rows on the table face down with a space in between. (Note that another option is to color code the onset letter cards and the rime cards).</i></p> <p><b>Now we are going to practice making words. First I am going to select an onset letter card. I can pick any card I want.</b> <i>Pick up the card with l on it. <b>This letter is l. L makes the sound /l/. Now I am going to pick a rime word family card. Pick the /and/ card. This card says /and/. I can put the onset letter card in front of the rime word family card to make a word. Put the l card in front of the /and/ card and model blending the word. This says /l//and/. Land. That’s a real word! Fish live in water, and people live on land. Because it’s a real word, I get to keep the cards and I get one point. I also get another turn.</b></i></p> <p><b>If I don’t make a real word, I don’t get to keep it and I have to let the next person take his turn. The person with the most points at the end wins.</b></p> <p><b>Now it’s your turn. Pick an onset and a rime card and try to make a real word.</b> <i>Have each student verbalize if it is a real word or not. To maximize opportunities to practice, have students work in pairs. See below for suggestions regarding partner work.</i></p>
<p><b>Error Correction</b></p>	
<p><b><u>Intervention Principle</u></b></p> <p><i>Provide immediate and explicit error correction. Have the student practice the correct response.</i></p>	<p><b><u>Sample Script and Procedures</u></b></p> <p><i>Student blends a word incorrectly:</i></p> <p><i>If a student says “tore” instead of “tower,” say: <b>You said “tore.” Watch me. This word says /t//ower/. Tower.</b> (run fingers from left to right under the letters as you blend it.) <b>Now what word?</b> (student answers.) <b>Now you try.</b> Have student demonstrate blending it correctly.</i></p>

<p><i>Have students explain new concepts, in their own words, incorporating the important terms you've taught.</i></p>	<p><i>Student identifies a word as silly when it's a real word:</i></p> <p><b>You read the word correctly! The word is tower. You said it is a silly word, but this word is actually a real word. One example of a tower is a tall, skinny building that kings and queens used to have near their castles to look out of in case enemies were coming. Another kind of tower is a cell phone tower, which is a tall structure used to help us get reception for our cell phones.</b></p> <p><b>Listen to me as I use it in a sentence: I was not close enough to the cell phone tower, so my phone did not work. What word is it? (Tower.) That's right! Tower is a real word. Tell me what tower means. (Pause for student response.)</b></p> <p><i>To maximize opportunities to practice, you can have the student put the word in a sentence. If student cannot tell you the meaning or provide a sentence, tell him the definition again using it in a sentence.</i></p>
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**Instructional Considerations**

<p><b><u>Intervention Principle</u></b></p> <p>Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.</p>	<p><b><u>Sample Script and Procedures</u></b></p> <ul style="list-style-type: none"> <li>• Introduce digraphs as the onsets to make new words (e.g., chat, chant).</li> <li>• Extend by introducing and practicing new rimes that contain new letters they have already mastered.</li> <li>• When partnering your students, it is a good idea to use their Oral Reading Fluency (ORF) scores to rank them from highest to lowest in a group/class. Next, split the list in half, and move the top student in the second half to the top of the list in the first half. The goal is to pair a student who is functioning at a level a little bit higher than another student to serve as a model for the student who is a little bit lower. However, you want their skills to be somewhat close together so they can provide adequate feedback to each other. The higher level student should be assigned to be Partner 1, and the lower level student is Partner 2.</li> </ul>
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**Sample Onset-Rime Cards (print and cut)**

<b>l-</b>	<b>-and</b>	<b>f-</b>	<b>-air</b>
<b>m-</b>	<b>-ask</b>	<b>s-</b>	<b>-eat</b>
<b>r-</b>	<b>-at</b>	<b>s-</b>	<b>-igh</b>
<b>l-</b>	<b>-ow</b>	<b>p-</b>	<b>-ie</b>
<b>w-</b>	<b>-eight</b>	<b>b-</b>	<b>-eat</b>
<b>p-</b>	<b>-aw</b>	<b>c-</b>	<b>-are</b>
<b>l-</b>	<b>-ay</b>	<b>p-</b>	<b>-ay</b>