

June 29, 2012

I. Brief Background and Reason for Project Focus

I chose to work with a student who will be going into fifth grade this coming fall. For this project, I will refer to him as Ethan. Ethan was in my class as a fourth grader and will be returning to my class next year as a fifth grader. I have known Ethan for about one year and over this time; I have had the opportunity to get to know him and his family quite well. I have also gained insight to him from additional sources.

Ethan is a sweetheart. He is always willing to help others and can be very patient. Ethan is also quite impulsive and easily distractible. I often notice that he has tunnel vision, which is the main reason he has incomplete work or is not listening to direction, whether it be doing something he is not suppose to be doing or just being motivated to complete work that is not a major priority. He usually appears to care about his success and tried to please others.

One reason I have chosen to focus on Ethan for this project is because of his inconsistencies. I spent a lot of the year trying to hone in on the cause of his inconsistencies and to try alternatives to try to help avoid distractions and to raise motivation. There are many key aspects that influence student motivation in reading; which include students' interests, confidence, dedication, persistence, value of the knowledge, and value for their future (Morrow, L., & Gambrell, L., 2011). In order to individualize my lessons for Ethan, I am going to try to consider each key aspect of motivation

When it comes to his literacy abilities, he is very inconsistent. He seems to enjoy reading and likes to pretend that he is reading but my concern is that he is not actually reading (example scenario: reading with a book upside down). I have been trying to figure out if this is a lack of motivation or attention. I would imagine that it is a combination of the two. His spelling,

writing, and vocabulary abilities are below grade level and are a concern. He is always enthusiastic about his stories and sharing his ideas. He is confident in his spelling abilities and does not seem to be aware of his struggles. I have noticed some phonetic difficulties and his vocabulary seems quite basic for his age.

II. Home and Family

Ethan's family life is quite typical. His parents both have full time jobs but not necessarily 8-5pm shifts. But between their schedules, at least one parent is usually home with him and his brother who is approximately 2 years older. Him and his brother have a good relationship but it sounds like for the most part they choose to keep to themselves more than hang out with each other. His parents both want what is best for him but there tends to be little follow-through with suggestions and ideas to help increase socialization and academics.

Ethan reads independently before bed. I do question how much reading he is actually doing based on what I have seen at school and I think that his parents give him a lot of space when he is "reading". Many times throughout the year, I suggested reading together and/or having conversations about the books that he is reading in order to help him with his retelling abilities. As far as I know, these suggestions have not been tried because they have been too busy. During the school year, Ethan's homework requires him to read for 30 minutes and for a parent to sign his planner stating that he read. This was inconsistently signed and I think he may have read more days than he had signatures but I am not sure how tuned in he was into his reading. When I have shared my observations with mom, she has sort of smiled and has mentioned that I must just always watch on his "off days". This is also an area of concern.

I have not seen a diagnosis of any form of learning disability for Ethan. I have been told that one exists but the school does not have any record and the paper work continued to not be turned in. This is something that our team at school has been pursuing.

III. Emotional Climate

Ethan appears to enjoy the idea of reading and being a good reader. In the classroom, he and his peers enjoy talking about books they have read and the information they have learned from these books. Ethan and his close friends show interest in historical topics. He has not expressed disinterest in reading, as far as I know at school or at home with his parents.

Ethan does not usually appear frustrated toward reading. Although I sometimes get the impression that he does not allow himself to stress about unknown words or minimal comprehension. "Students who are low in fluency may have difficulty getting the meaning of what they read" (National Reading Panel). I worry this may be the case for Ethan and that if reading is not coming easily to him, he simply chooses to skip over the unknown words or to create his own understanding. However, I am wondering if his mentality may be changing this summer. Ethan's mom informed me that one day at play practice, he came home and told his mom that he is excited to go to summer school to learn more. This was a major change in Ethan's mentality concerning summer school. I got the impression that he changed his mind about summer school when reading with some friends. The friends he was with are very gifted and talented readers. Ethan will not elaborate on the situation with me and he will not go into depth with his parents either. "Students must be literate in order to succeed in school and in the workplaces of tomorrow" (Gambrell, Mallow, & Mazzoni, 2011). . I am wondering if I will Ethan is recognizing the importance of literacy and if his reading tendencies will change.

At home, reading is not rewarded for Ethan. He enjoys reading and reads nightly before he goes to bed. This past school year, I often questioned if Ethan was reading during reading time because his book would be upside down or he would stare at the wall for extended periods of time rather than be looking at his book. I worry that if his parents are not closely watching him read at home, that he may not actually be reading.

IV. Literacy History

Ethan's literacy education has been quite developed since he began schooling. He did attend preschool and enjoyed listening to stories, poetry, and songs. At this time, I do not have access to much information before his kindergarten schooling.

In kindergarten, Ethan's teacher focused literacy education focused in letter recognition, letter-sound correspondence, short vowel, and simple CVC words. Ethan made great progress in these areas during his kindergarten year. He was not advanced in these areas but was successful. At the end of the year he was still working on putting simple sounds together to form simple CVC words and putting multiple words together to form simple phrases.

Ethan has been in a Montessori classroom environment since first grade, which provides him with many individualized and differentiated instruction lessons, assignments, and goals. In first grade, Ethan was considered at grade level. His reading curriculum focused on sight words and phonemic awareness. He was reading at grade level but was still working on his comprehension. Ethan's writing was still developing along with his penmanship and spelling.

In second grade, Ethan's reading and comprehension skills were still developing. His reading instruction centered in literacy circles and it took him most of the year to fully grasp this instructional activity. He continued to struggle with writing but was some making growth. At the end of second grade, Ethan was reading at grade level.

In third grade, Ethan's literacy abilities began to need a lot of improvement.. He struggled with his spelling, handwriting, and composition abilities. His reading abilities and comprehension scores were low for his grade.

In fourth grade, he was reading and comprehending slightly below grade level. At the beginning of the year, his spelling and phonemic understanding was much below grade level and made growth over the year but is still lower than average. Ethan's writing composition and focus, is below benchmark. He struggles to form complete thoughts, sentences, and paragraphs. Ethan is still working on the basic aspects of sentence structure, grammar, and punctuation.

Ethan has had a busy summer. This summer, he has completed intensive cognitive and behavioral testing and will continue to undergo further assessments. His support system is hoping to reach a conclusion and have a diagnosis which will allow Ethan to be better instructed and guided. This will be crucial for his transition to middle school next year, where he will be leaving the highly differentiated Montessori environment. Ethan will be completing summer school this summer. This is his first experience with summer school. At first this was discouraging to him but now he has an optimistic attitude about the growth potential. He has an idea of the fifth grade curriculum and is viewing summer school as a means of preparation.

V. Tests Given and Summary of Test Results

There are a couple of pretests that I plan to give to Ethan. I thought that these pretests would help me to pinpoint where he is with his literacy skills and with his motivation toward literacy. I used these tests to help me find an area that he would benefit from two additional lessons and this will also help me with his summer school lessons and into next school year. I planned to give him three different assessments.

The first assessment I plan to use is just an informal reading assessment. I will have him choose a book that he believes to be at his level and something that he is interested in reading. I will have him read a passage, chapter, or the entire book to me. I will be looking to see if I notice any common errors that he is making and I will also be looking to see if he has grasped the concept of choosing a book that is a good fit for him.

I will also have Ethan complete the Garfield reading attitude survey. I am hoping that through our lessons we can focus on areas that Ethan is interested in but that we can also expand his interest through increased confidence, exciting activities, and individual support.

Ethan and I began our assessments with the Elementary Reading Attitude Survey. He seemed very thorough in his thought process of deciding what answer to select. I read the question to him and then he usually reread the question once or twice to himself before selecting an answer. For the purpose of reflection, I am going to say that the happiest Garfield is one and the saddest a four. Ethan responded to many questions with a one or two. He chose 2.5 for reading during his free time, both at school and in general. When he got to the question about reading aloud in class he marked 3. This was the only question he verbally commented on and he said, "I don't like it". Based on my observations of Ethan this past year at school, I believe his responses to be well developed and accurate.

Ethan chose to read *Diary of a Wimpy Kid: Cabin Fever* to me as an informal reading assessment. He expressed that he really enjoyed the other *Diary of a Wimpy Kid* books he has previously read. He mentioned that he has yet to see the movie but is interested in watching it someday because he thinks the books are funny. I was happy to see him enthusiastic about a series, this past year he seemed to have difficulty settling with a series. Although he has expressed a lot of interest in historical fiction text but has struggled with choosing these texts at

his reading level. While Ethan was reading he was asking questions and making connections to the text. I was happy to see him doing this because this past school year we worked on “talking” to our books. He stumbled on words when some letter chunks were present such as specific, pregnant, Alfrendo, registered. He demonstrated sounding out words but he did not sound out these letter combinations. Based on these findings, I decided to complete two additional unplanned assessments after we took a brief break.

Ethan was given the Phonemic Awareness Assessment in order to help pinpoint what topics of instruction may be the most helpful. Ethan correctly completed all of the oral blending problems when he was given the first sound and the rest of the word. Although, when he was given each individual sound in a word, he successfully answered 2/6. He had this same difficulty with oral segmentation, when he was asked to identify each sound within a word. I sensed that given these results he may have trouble with phonemic manipulation. I did not administer parts K and L because I wanted to have time for him to complete Bruce’s Word Analysis Test and I did not want him to reach a point of fatigue.

Ethan also completed Bruce’s Word Analysis Test. He was very successful when removing simple uncombined beginning (/j/ from jam) and ending sounds (/d/ from card). He showed more difficulty with removing more a sound from a sound combination (/f/ from frock or /n/ from snail).

Based on these assessments and my observations, I have developed three main goals for our lessons. I am hoping to help address his confidence in reading aloud by providing him with opportunities to practice. Ethan and I will also work on phonemic recognition and manipulation with more complex sound combinations. “Assessment should be an integral part of instruction growing out of what is important for students to know and be able to do, and it should inform

both instruction and student learning” (Samuels, S. J., & Farstrup, A.E., 2011). Since assessment is critical in lessons, I will be observing and taking notes about Ethan’s performance during our lessons. For the post-assessment, Ethan will complete Bruce’s Word Analysis Test and The Phonemic Awareness Assessment again. This will allow me to compare his abilities with manipulating sounds.

Post Assessments and Reflections

Ethan completed two post assessments. Ethan completed the Phonemic Awareness Assessment and Bruce’s Word Analysis Test. On the Phonemic Awareness Assessment, Ethan correctly identified all of the first sounds in section H. In section I, he missed the first word by saying that the ending sound of bat was at but he was successful with the remaining 5 ending sound questions. He was successful breaking down the words sound by sound in section J. In the Phonemic Manipulation sections, Ethan was very successful. Ethan correctly removed all of the first sounds in section K. In section L, where he needed to replace the first sound with /s/ and then say the new word, he changed chip to ship but quickly self corrected to sip. On Bruce’s Word Analysis, he showed great gains from his pretest. He made two errors but quickly self corrected one of the errors. He missed “think” when removing the /k/ and answered “thing”. These post assessment results show that Ethan has made gains with phonemic manipulation. On Bruce’s Word Analysis he increased his accuracy from 29/30 to 28/30(one was a self-correction). He demonstrated a greater awareness of separating blended consonant sounds when manipulation words. The differentiated instructional based lessons were very beneficial to Ethan. He gained awareness of blended consonant sounds which allowed him to manipulate these sound chunks in assessments. Ethan appeared to recognize his success and his confidence was apparent. He was quick and enthusiastic to answer; it almost appeared like he was playing a

competitive game with a smile on his face. Since “students who have more positive self-efficacy beliefs ... eventually achieve at higher levels” (Linnenbrink, E., and Pintrich, P., 2002), I was very pleased to see Andrew’s confidence.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Letter-Sound Correspondence and Reading Tuesday, July 17	<p>Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS Reading standards: Foundational skills, fourth grade)</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS Reading standards for informational text, fourth grade 10)</p>	<i>D-Day Landings: The story of the allied invasion</i> by Richard Platt Whiteboard Whiteboard Markers Wordlists	I am using information observational assessment during this lesson. Some questions I am considering are: Is the learner noticing and acknowledging letter combinations? Does the learner recognize and apply these letter combinations and the sounds produced when reading? Does the learner appear confident and motivated to attempt sounding out the words after extra practice with the letters before?
Phonemic Manipulation and Reading Thursday, July 19	<p>Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS Reading standards: foundational skills, fourth grade 3a)</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS Reading standards for informational text, fourth grade 10)</p>	<i>D-Day Landings: The story of the allied invasion</i> by Richard Platt Letter Tiles Word lists	I am using information observational assessment during this lesson. Some questions I am considering are: Is the learner applying the skills learned in the previous lesson? Is the learner acknowledging letter and sound patterns when manipulating words? Does the learner recognize and apply these letter combinations and the sounds produced when reading? Does the learner appear confident and motivated to attempt sounding out the words after extra practice with the letters before?

Lesson #1 Letter-Sound Correspondence and Reading

Date July 17, 2012

Objectives

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS Reading standards: Foundational skills, fourth grade)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS Reading standards for informational text, fourth grade 10)

Rationale

Recognizing letter chunks and their corresponding sounds are crucial to reading success. Quick recall of letters and their sounds provides the reader with the foundation to read more fluently, which will help to increase his or her reading confidence and abilities.

Materials and Supplies Needed

D-Day Landings: The story of the allied invasion by Richard Platt

Whiteboard

Whiteboard Markers

Wordlist

Lesson Procedures

Introduction (2-3 minutes)

We will begin by talking about Ethan's favorite history units this past school year and what he enjoyed learning about. I will explain to him that I have a book about another war in history that I think he will really enjoy learning about and that I would love to read it with him. I will ask him if he has ever noticed that nonfiction text sometimes has a lot of big and complicated words. Then I will suggest that before we begin reading that we look at some of the big words and their tricky parts so that we will be able to understand the information better.

Academic, Social, and Linguistic Support

Ethan enjoys history, especially learning about the wars and different battle scenes. In order to help entice him with this lesson, we are going to begin by talking about the different things he enjoyed learning about this past year in history.

Outline of Key Events during the Lesson (Word Study 8-10 minutes, Reading 10-15 minutes)

Before the lesson, I will have all of the word groups written on white boards. There are ten groupings *mbl* (gamble, bumble, rumble), *rm* (charmer, armor, Normandy), *ghb* (doughboy, highball, neighboring), *pt* (sculpture, scripture, recapture), *pm* (stepmother, shipment, equipment), *th* (father, together, gathered), *bv* (subvert, abvolt, obvious), *ntr* (entrée, untrue, countries), *ctr* (actress, electrons, electricians), and *str* (strange, outstretch, destroyed). I will explain to Ethan the instructions. I will read the first two words while emphasizing chunking and sounding out the word and then rereading it more fluently. Then I will have Ethan try to read the third word in the sequence. The third word is the one that will appear in the story. Then I will ask Ethan to find the letter combinations that are the same. We will go through and sound out the letter combination in all three words. “Do these letters make the same sound in all three words?” We will find that they do not always sound the same. “Sometimes letter combinations can be tricky because they sometimes sound different. When we are sounding out words and if it just isn’t sounding right, sometimes we have to try a different sound.” I will write down car and city. “Car and city both start with what letter?” “Yes they both start with “c” but one is a hard c sound and one is a soft c. Can you think of another word that has a hard c? And a soft c?” This is something that Ethan showed mastery of this past school year. Once we have studied all words, we will go back and look at *ntr*, *ctr*, and *str*. “Ethan, do you notice anything about these three white boards?” “Exactly, they all have *tr*. Even though there is only one different letter in each of these combinations the one letter makes a pretty big difference doesn’t it?” “Sometimes

when I get stuck on a tricky word it sometimes seems easier to just skip sounding out one letter then to try to figure it out. Have you ever felt that way?” “Well since that one letter make such a big difference it is really important that we don’t skip it because it makes a tremendous difference.” “What do you think we can try to do today to make sure we don’t skip sounding out letters?” (I would imagine, he will say something about breaking down sounds in long words and reminding each other). I will thank him for his hard work.

Next, I will introduce him to *D-Day Landings: The story of the allied invasion* by Richard Platt. “I am very excited to read *D-Day Landings, The story of the allied invasion*. I was looking at it yesterday and I think it looks awesome! I hope you like it. I know that it might seem like a lot of reading and maybe overwhelming but I was thinking that we can take turns reading and we probably will not finish this book today. I will start reading and I will have you jump in in a little bit, how does that sound?” I will suggest that we will take turns reading but that it might only be a paragraph when it is time to switch readers, so that he is following along and I want him to be able to read all of the words we practiced together. I will demonstrate reading the main text and all of the supplementary text in captions and side notes. We will read for the remaining time, I imagine that we will get slightly less than halfway through the book.

Academic, Social, and Linguistic Support

All though out this lesson, I will support Ethan. I anticipate that I will need to repeat directions often and will need to help him think through the process of figuring out if words have similar letters in them. This will probably be much more simplified than most students would need. I plan to only correct reading mistakes that hinder comprehension. I know that he may add words and slightly change verbs but as long as what he is saying does not change the value, I will let

him go. I also plan to address and compliment him if/when he uses strategies that we have studied together.

Closing Summary for the Lesson (2-3 minutes)

I will ask Ethan his thoughts about the book. “Wow, I thought that was interesting! I learned a lot! What did you like or not like about book?” I will also compliment him on reading aloud and the success he has made since I met him last fall. I plan to ask him what his thoughts are about D-Day to see if he is interested in finishing the book during our next lesson.

Academic, Social, and Linguistic Support

Ethan can benefit from gaining confidence and feeling valued. I am hoping that by letting him have a say in the following lesson, he will continue to understand that I respect him and his thoughts.

Transition to Next Learning Activity

Then I will wish Ethan a good afternoon and tell him that I will see him on Thursday.

Academic, Social, and Linguistic Support

Not needed

Assessment

When Ethan is reading, I will be looking to see if he is correctly reading the words we worked on. I will also be looking to see if he is correctly chunking consonants, especially the ones we looked at in the beginning of the lesson. I will be taking brief notes while he is reading.

Academic, Social, and Linguistic Support

Completed in conjunction with the lesson

Lesson #2 Phonemic Manipulation and Reading

Date July 19, 2012

Objectives

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS Reading standards: foundational skills, fourth grade 3a)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS Reading standards for informational text, fourth grade 10)

Rationale

Recognizing letter chunks and their corresponding sounds are crucial to reading success. Being able to manipulate the sounds and words will help to increase and quick recall of letters and their sounds provides the reader with the foundation to read more fluently, which will help to increase his or her reading confidence and abilities.

Materials and Supplies Needed

D-Day Landings: The story of the allied invasion by Richard Platt

Letter Tiles

Word list

Lesson Procedures

Introduction (1 minute)

“Today we are going to continue learning about D-Day. I was thinking that once again we could practice some of the tricky words we might encounter while we are reading and then read. I am hoping that we will be able to finish the book today. I know that you asked on Tuesday if you

could borrow the book and today before I leave if you still want to borrow it you can, and then you can either return it during summer school or next fall.”

Academic, Social, and Linguistic Support

This first part of our lesson is pretty straight forward but I have noticed that Ethan prefers to know what the schedule is rather than being surprised. He does not become overly anxious but his anxiety definitely increases when he is unsure about plans. I am hoping to minimize his nervousness by minimizing the unknowns.

Outline of Key Events during the Lesson (Word Study 8-10 minutes, Reading 15-20 minutes)

I will lineup alphabet tiles(a,a,e,e,i,u,n,f,o,r,c,r,t,t,d,p,m,g) in front of Ethan and I. “I know that I am putting a lot of tiles in front of you and it may seem overwhelming but we will use them together and I will help you with them. So what we are going to do is use these tiles to make words, then we will add more tiles to make a different word. Do you have any questions?” “Please make the word fort?...What please change fort into fortitude. ... Have you ever noticed how Doctor Seuss makes up his own words sometimes? Well we are going to be making a Doctor Seuss word, if I take away ‘r’ (I flip over r and remove it from the word) How do you think we would say this new word?”. If he is not using chunking strategies when he is sounding out these words, I will encourage him to try it. I will also jump in, if he is skipping over letters when he is sounding out these words. We will repeat this process with force, to reinforce, remove the n; cap, to captured, remove the t; camp, to campaign remove the m. The last one we will do will require more explanation. “Please make the word camo and the word flag. ...These words will both be used to make a new word but flag will sound different, so this is a clue. I want you to try to make camouflaged. I know it is a long one and we can try it together if you think that would be helpful but I want you to try it first.” I imagine that we will be working

through this one together, especially adding in the u. “All of the words you made are going to be words that we will find while we are reading. The reason we made Doctor Seuss words is because I think it is fun to try to make new words and using the same sounding out strategies that you just used can be very helpful when we are reading unknown words.”

I will then remake all of the words out of tiles and have him read the words to me. If he asks for assistance, I will tell him the word. I am hoping that this extra review will help him to remember the words when he is reading.

Then we will continue reading about D-Day. Our goal is to finish the book but that is highly unlikely. We will take turns reading each page. “When we are reading, lets try really hard to sound out all of the tricky words we get to. What if we make a deal... I will help you if you get to a really hard one and you will help me if I get to one I am stuck on?” If I get to one of the words we worked on together, I will model asking a buddy for help to see if he can help me with chunking and sounding out the word. When our time is up, I will let us finish the chapter we are on and I will ask Ethan if there was anything that he found really interesting.

Academic, Social, and Linguistic Support

Since this is an individual lesson, a lot of support will come if/when questions arise. I anticipate that I will need to repeat and clarify directions multiple times. Ethan can be very unsure of his success. I have noticed that smiling and encouraging him helps to go along way with his confidence and motivation but at the same time I will be weary that I am not simply providing answers for him but encouraging him to find his best answer. These support methods will be applied during both parts of the lesson.

Closing Summary for the Lesson (2 minutes)

“I noticed a few awesome things you were doing while you were reading. What is one thing that you thought you did awesome at?” “I would agree. I hope you continue to challenge yourself every time you read to try to do that just how you did today.” (If we do not finish the book, I will encourage him to finish reading it and to email me how it ends. I will also tell Ethan that if he chooses to make a presentation about D-Day, I would love to see it and if he wants to share it next fall or at summer school he can).

Academic, Social, and Linguistic Support

I am trying to help Ethan gain confidence by appreciating his success and achievement because he is sometimes very hard on himself which makes him more nervous and critical. I want him to get into the habit of complimenting himself and finding his areas of strength.

Transition to Next Learning Activity

“Thank you, Ethan for all of your hard work! I am so impressed by how hard you were trying and the improvements you have made! You should be incredibly proud of yourself! Do you feel like you have improved a lot?”

Academic, Social, and Linguistic Support

Not applicable

Assessment

At the beginning of the lesson, I will be looking to see if Ethan is slowing down and taking his time with creating “Dr. Seuss words” in the first activity.

When Ethan is reading, I will be looking to see if he is correctly reading the words we worked on. I will also be looking to see if he is correctly chunking consonants, especially the ones we have looked at during both lessons. I will be taking brief notes while he is reading.

Academic, Social, and Linguistic Support

Completed in conjunction with the lesson

VVI. Reflections on Your Differentiated Literacy Lesson Plans

Lesson #1

This lesson was very beneficial to Ethan. During our word study, Ethan correctly read 2 out of 10 words. Then we studied the words and their consonant chunks, and then when Ethan was reading the text he correctly read 9 out of 10 words in context. At the beginning of our reading time, Ethan was reading the minimum amount of text on the pages; he was skipping captions, descriptions, and titles. I did not want to interrupt him and ask him to read all of the text but by about half way through our reading session, Ethan was reading all of the text. This showed me that his confidence in himself and his abilities was rising.

During the reading component of our lesson, I wanted Ethan to feel like he was doing a great job and was successfully reading the text. I did not jump in to correct him. I ask him a few times if what he just read made sense when he replied, “no” or “not really”, I suggested rereading the text. I think standing back allowed Ethan to feel like he wasn’t making mistakes. When he turned to me for confirmation, most of the time I just smiled even if he made small errors that would not affect his comprehension or the meaning of a story. I can see that this was helpful because he was seizing the opportunity to read all of the text on each page and he was not initially doing this. When it was time to go, Ethan asked if he could borrow the book. I told him that he could after our next lesson and he was excited by this opportunity. I was pleased to see that he was very interested and motivated by the text. I think that it was helpful for Ethan to explore the consonant chunks and to study some of the difficult words before reading the text. We were able to have conversations about different sounds and the same letters can sometimes sound different and that is something that we can explore when we get to an unknown word. We

had a really great conversation about the silent *b* in *obvious*. One thing that I would like to do differently next time is to have an additional word handy during the lesson. I am not sure if I would have used extra words for each consonant sound but it would have been help especially for additional *tr* words. Ethan initiated the conversation about the consistent *tr* in our *ctr* and our *tr* words. I was very pleased that he quickly noticed the consistency and brought it to my attention before I had the opportunity to bring it up to him.

I think the most critical point in the lesson, was when Ethan switched from only reading the main text to reading the captions, labels, and titles. This showed me that he was no longer only interested in reading the minimum. He was confident in his reading abilities and interested in learning more about D-Day. This switch in his behavior shows me that the lesson was effective. The fact that after our word study that he was able to read 90% of our words correctly context, is a prime example of how word study can help Ethan focus on the different sounds and chunks in more difficult words. This also helps to focus his attention on slowing down and not rushing through unknown words. Together, these two pieces show me that this lesson was effective for Ethan.

If I taught this lesson again, I would make our word study even shorter. I would choose 5 word chunks to study more closely. I would have additional word lists available if an opportunity to add more words to our study in the opportunity presented itself. I would switch this single lesson into 3-4 lessons focusing on consonant chunks within the text and I would continue to have us read the text but I would have us read less of the book each time and allow us more time to reflect on the text after reading it. I would try to promote higher level history thinking by asking more questions that relate D-Day to our previous war and battle studies. I would also like this lesson to be taught to a small group of students rather than an individual. I

love the opportunity for students to discuss their thoughts together with minimal input from me and Ethan spoke a lot during the lesson, so I did not have to prompt him a lot but I think that if more students were present a conversation about their discoveries would be a great learning tool. I think that they could benefit from conversations about D-Day and their readings but also during their word study and sounding out and exploring different word parts. I think that a small group lesson would be very beneficial for Ethan. I think that giving him opportunities to read to other, when he is set up to succeed in reading by starting with a word study, will greatly increase his confidence while building his phonemic awareness. I also think that if Ethan studied on fewer words in one lesson, he could go more in depth with his thinking and understanding. Ethan would also benefit from consistent practice with these skills and frequent review. I would also love to incorporate a morphology component into this lesson. “Breaking words apart not only helps students learn and remember those specific words but also supplies them with the building blocks to understand new words they encounter” (Morrow, L., & Gambrell, L., 2011). I think that we could study consonant chunk in common root words in order to deepen the learning in this lesson. If Ethan was given additional words and a morphology component, he would have a strong foundation with these ideas and it would allow him to make connections and generalize his understandings to additional words. This lesson had very smooth transitions, however, if I was adding all of these additional components into this lesson I would plan for a brief brain break within the transition from word study to reading.

I tried to integrate our word study into a subject area of Ethan’s interests. “Oral language concepts and vocabulary are the base for written-language development; students build reading, writing, and spelling concepts on this foundation. These abilities, along with written vocabulary and grammar, are interrelated and contribute to word knowledge. Teachers who address word-

knowledge components as integrated features rather than isolated subskills encourage students to make connections across sources” (Bloodgood, J., &Aram, R., 2004). I did not want to simply studied words without connecting them to a meaningful topic and a reading opportunity. I wanted to provide Ethan the opportunity to practice his learning in the context of reading.

Lesson #2

Ethan benefited from this phonemic manipulation and reading lesson. During our word study, Ethan’s confidence grew as he manipulated words and word parts. It was evidence that his confidence was growing because he had a smile on his face and started seeing this lesson as a challenging game. He correctly created the initially words and was able to create the more challenging words with a little bit of guidance. This guidance included me segmenting the word while saying it. The only word he was unable to correctly create on his own was camouflaged, he was missing the *u*. When Ethan started removing sounds from the focus words, he started out nervous and unsure of himself. I reiterated to him multiple times that the Dr. Seuss word he was creating may not sound right but that I just wanted him to try his best. After the first couple of words, we smiled and laughed while he created his new word. Throughout this lesson, Ethan was working work and learning some of the challenging words that he would encounter during our reading time. After Ethan worked work the words, I recreated all of the words and had him read these words to me, during this time he correctly read 2 words, self corrected 2 words, and needed assistance with 1 word but when he encountered these words while reading he was able to correctly read all words in context.

In order to best support Ethan, I tried to always make it evident that I was there to support him and that I believed in him. At the beginning of our word working activity, Ethan seemed to be lacking confidence but through smiling and encouragement, he began to believe in himself

and ended up enjoying the lesson. I was able to help Ethan by repeating words and segmenting the different sounds for him when he was trying to analyze the word and determine its different parts. Through this lesson, Ethan was able to see that many words have smaller mini-words in them. One way to strengthen this connection that I would like to try in a follow-up lesson would be reviewing the base words and creating other words with this base.

One critical moment in this lesson was when Ethan was creating reinforce. He correctly and easily created force and then correctly changed it to reinforce and then was able to correctly pronounce this Dr. Seuss word when I removed the *n*. He completed this process with great ease and it was very evident that he recognized his success by the smile on his face and his eagerness to get started with the next word. Ethan correctly manipulated 4 out of 6 words on his first try, he successfully self corrected 1 out of 6 words, and he missed one word, which was the very first word. Even with Ethan missed the first word when manipulating, I simply shot him a smile and reminded him that Dr. Seuss made crazy words and that he is definitely making the words crazy. Ethan needed the opportunity to feel successful and accomplished. This allowed him to focus on the task rather than to remain nervous.

If I taught this lesson again there are a few things I would change. In the future, I would add an additional word at the beginning to allow him the opportunity to gain confidence which might allow him to focus on all of the keywords. I would also plan to have an additional lesson where we studied each of the base words and make a chart or diagram of all of the words that share the same base word. In addition to having the students create Dr. Seuss words through phonemic manipulation, I would also allow some of the modifications to create actual words that they would be familiar with. I think that this lesson would be fun to do in small groups because students would have the opportunity to explore words and language together. Ethan had fun

while learning during this lesson and I think if a small group of peers were present it would help to boost his confidence and would allow for them to converse about their language discoveries. I found the transitions in the lessons to be very smooth and I was able to learn more about Ethan through close observations while he was reading and completing tasks.

This lesson was a good fit for Ethan. He was interested and curious about D-Day and this curiosity helped maintain his interest and motivation with reading. The activity with physical manipulation of words was engaging to Ethan. I think that this help to keep his interest. If I taught this lesson again, I would include an additional word at the beginning to promote confidence and to hopefully allow him to focus more clearly on all of the keywords. I think I would also model this entire process for him. Although he understood all of my direction clearly; his anxiety may have been reduced if he saw the entire process.

In order to encourage Ethan to feel confident in his abilities I asked Ethan to create small words with the word tiles. Then he was asked to use that word to create a new word. "The Spelling in Parts (SIP) strategy gives spellers opportunities to discover new spelling patterns for phonemes and helps children who are intimidated by big words to break them into small chunks" (Powell,D., & Aram, R., 2008). The intervention lessons that were taught were mini-step to achieve the overall goal of increasing Ethan's confidence and phonemic awareness. "The researchers found that the longer the implementation and the more faithful the implementation of the intervention design the stronger the effects on comprehension " (Samuels, S. J., & Farstrup, A.E., 2011).

VII. Recommendations to Teachers and Parents

Dear Parents,

Ethan was working incredibly hard during our lessons together. I appreciate his positive attitude and willingness' to try. I can see that he has continued to make growth during our lessons.

Ethan has a wonderful passion for reading and a strong desire to be successful. I would love to his confidence in himself and his reading abilities improve. Ethan would benefit from additional practice with reading aloud to a friend or family member, just to allow him more exposure to listening to himself read. When he is able to read a text fluently is confidence appears to significantly improve. If he has an audience, it will also help to hold him accountable to all of the words in the story to help minimize his inclination to skip unknown words. If it is possible for Ethan to learn some of the more challenging words in a book at his Just Right level, he may be able to read the text more smoothly and comfortably. This may also help to increase his vocabulary. These activities would help his confidence to prosper.

As you know, Ethan continues to work on his phonemic awareness. One thing I noticed was that two individual lessons focusing on basic phonemic skills and manipulation were very beneficial. I would recommend continuing to practice these skills with Ethan, by saying a word to Ethan and having him remove certain sounds and then add a different sound in its place. For example "fever, remove the /f/, and a /l/ to the beginning of the word. It is still great practice even when the word he is creating is a nonsense word, as long as he is correctly sounding out his new words by applying rules. Ethan is especially working on modifying blended consonants sounds. An example of this is the *str* in *stray* and asking him to remove the /r/. Even brief practice with Ethan will help keep these skills sharp and in the back of his mind when he is reading.

Ethan has the wonderful passion of reading and learning from text. I would love to see his confidence improve. There are a few specific areas that I would encourage continued practice for Ethan. He would benefit from opportunities to read aloud to others. His reading fluency would improve by gaining exposure to difficult words in a text before he approaches in it the text and by additional practice with phonemic manipulation.

I would love the opportunity to meet with you to further discuss opportunities that could promote continued growth and development of Andrew's reading abilities. He is an extremely hard worker and I would love for him to benefit from his diligence, as much as possible. Thank you for all of your support and encouragement at home.

Sincerely,

Sarah Vorpagel

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