

Carol Fike  
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Mrs. Eastman  
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## Phase I

As soon as teacher becomes comfortable with his or her students, this is when changes take place. This is exactly what happened for this project. Once the researcher had begun to gather resources on a specific student that particular student's family moved to another school system. For this reason, the researcher was forced to restart the project and begin to gather data on a new student.

### A. Background Information

Before meeting with the student, the researcher was able to sit down and have a conversation with his classroom teacher. This was a great time to discuss the student's background as well as the student's individual needs. The classroom teacher stated that over ninety percent of the school was living in a low socio-economic level. The teacher also stated that this particular student was living within this economic level. This student belongs to a divided family, in which all of his siblings do not live together in the same household a sister who is twelve and a brother who is eleven who both live on the east coast. He lives with his parents and slightly older sister, age 9 who also attends the same school, in the community. Due to the fact that this student is the baby of the family, he has been able to get away with a lot of misbehavior and has been babied by the rest of the family.

On November 10, 2009 the researcher met for the first time with a second grade student. This second grade student is reading at a premature level as compared to his classmates and the potential that he has shown in other content areas. In November the researcher was able to meet with this student for the first time; this was a great time to meet the student and learn about his

likes and dislikes. This student is a quite active young boy. He enjoys being up and moving as much as possible. This includes playing various sports, however, when that is not an option he enjoys playing other games, such as board games. When it comes to reading books, he said that he really enjoys reading the Ninja Turtle books. He also stated that he really likes reading “long books” he said that he enjoyed the details of various stories. “I like to read” this is something that he said.

When talking with the classroom teacher, he told me that he thought something might be going on at home, because of all of the problems that student has been causing recently in the classroom. However, he seemed to think that this cooperative learning experience would help this student to focus on his own skills without any of his classmates to distract him. Another thing that the classroom teacher stated that this student struggles with while reading includes: sounding out unfamiliar words, and tracking while he is reading. Another reason for this student to work on his skills includes the fact that this student has a short attention span, immature and the fact that English is his second language. At his home both languages are spoken, but often Spanish is easier for this particular student.

## **B. Assessment**

When discussing his needs with his classroom teacher, the one thing that he found to be most important was to give him, his confidence back when it came to reading. Going along with this the teacher thought it would be best to focus gathering information and work on alphabetic principle, segmentation, and blending. Once this is completed then he will be able to identify words, and also he will be better at reading comprehension, which is also a problem for his.

After discussing these strengths and weaknesses, the researcher has begun to compile some assessments to use with this student to increase his abilities in phonemic awareness. After collecting information the researcher noted that the student lacked the skills involved in phonemic awareness. The researcher decided the assessments to include monitoring his skills in this area of literacy. The screening form of assessment needs to be first selected, in order to create a baseline of knowledge in this category a few tests will be combined into one for this purpose. These will include: beginning with *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment*, *Bruce's Word Analysis Test*, and *Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment*. These tests were each selected to gather the baseline in a few different areas within Phonemic Awareness so that the researcher could truly find the weaknesses. *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment*, this test was selected because this test is set-up much like the current reading program that he participates in daily. This was a great way to see what he truly was getting out of his current reading assessment. *Bruce's Word Analysis Test*, was to test something different, this was to break words apart by hearing sounds and discovering the new word that is being created. *Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment*, this was merely hearing two words and him being able to tell me whether or not the words rhyme. The teacher thought that this test would be the hardest for him to complete.

Then to make sure that the assessments and lessons being taught are correct for the student a progress monitoring assessment will be selected to be given during lesson three. For this assessment, the researcher found it most appropriate to administer a running record. This will be a great opportunity to see if the student's phonemic awareness is working towards increasing his reading rate, and comprehension.

Then at the end of all of the lessons the outcome based assessment will be given, this assessment will mimic the one given in the screening assessment. This will be a great opportunity to see how successful the lessons were. This is also beneficial to be comparing the tests to the same tests, the only difference being his experiences in the area and the skills that he has acquired. So for this the *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment*, *Bruce's Word Analysis Test*, and *Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment* tests will be administered once again. This will provide the outcome based assessment, showing the researcher and classroom teacher the positive or negative affects of this tutoring experience.

### C. Assessment Database

Name	Grade	How to Use	When to Use It / For Whom	Information Provided	Reference Information
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency	Students grade 1 - 5	Standardize set of passages to assess oral reading rate or correct words per minute.	Used to identify children who may need additional instructional support, and monitor progress towards an instructional goal.	Screening Assessment to provide: raw, percentile and developmental benchmarks	<a href="http://www.rt4success.org/chart/screeningTools/impTable/dibels-ORF.html">http://www.rt4success.org/chart/screeningTools/impTable/dibels-ORF.html</a>
Star: Early Literacy	Pre-K through Grade 3	Tests for: <ul style="list-style-type: none"> <li>• General Readiness</li> <li>• Graphophonic Knowledge</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Comprehension</li> <li>• Structural Analysis and</li> <li>• Vocabulary</li> </ul>	Test should be administered to all students at various points during the year.  A great element is the questions are based on the previous question, if it is too hard the questions will get easier.	Assesses current level, creates benchmarks, and compares them to others within the grade level.	<a href="http://www.rt4success.org/chart/screeningTools/impTable/star-SEL.html">http://www.rt4success.org/chart/screeningTools/impTable/star-SEL.html</a>
Scholastic Reading	Grades K – 12	Measures reading	Can be used for individual students	Raw, standard, percentile and	<a href="http://www.rt4success.org">http://www.rt4success.org</a>

Inventory (SRI)		comprehension on the Lexile scale.	or a full class. This should be given at various points during the year to make sure students are reading at their level.	composite scores. Also provides grade equivalents, normal curve equivalents, stanines, and developmental benchmarks.	<a href="#">/chart/progressMonitoring/impTable/scHolisticReadingInv.html</a>
iSTEEP Learning: Oral Reading Fluency Progress Monitoring	Intended for grades 1 - 5	Includes procedures for screening, a standard protocol for determining the specific intervention needed for struggling students	Formative evaluation tool for students receiving Tier 2 or Tier 3 intervention.	Provides graphs to show students rate of improvement, whether the RTI is working.	<a href="http://www.rti4success.org/chart/progressMonitoring/impTable/stepORF.html">http://www.rti4success.org/chart/progressMonitoring/impTable/stepORF.html</a>
Yearly ProgressPro Reading-Language Arts	Grades 2 - 8	Skills assessed: word analysis, spelling, reading vocabulary, passage comprehension, and language.	Weekly, for particularly students with Special needs to discover the weaknesses.	Creates a graph to show where the student is in all of the skills being assessed so that you can find the weaknesses.	<a href="http://www.rti4success.org/chart/progressMonitoring/impTable/ypReading.html">http://www.rti4success.org/chart/progressMonitoring/impTable/ypReading.html</a>

## Phase II

Once again for this Case Study the researcher has been working with a second grade boy. This boy is reading at a premature level as compared to his peers. This student has problems with identifying unfamiliar words. In addition to his reading skills, this student will also work on focusing on the lessons, monitoring his own behavior all while improving his reading skills. This will help with the development of the English language for him.

### **D. Administration of Screening Assessment**

For the screening assessment of a second grade boy, the researcher decided to include three different assessments as a way to create a baseline for this student. The three tests that were included: *Bruce's Word Analysis Test*, *Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment*, and *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment*.

Here is a brief overview of each of these assessments; after discussing reading instruction with the classroom teacher, the researcher decided to begin with an assessment that was very similar to the instruction that he was receiving during his reading time. This assessment was the, *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment*. For this assessment, the words were written on a dry erase board. After providing an example, the student stated each of the words both the slow way (stretching out the letter sounds) as well as stating the words the fast way.

Phoneme Awareness Assessment Tools:  
Phoneme Blending Assessment

Directions: I am going to write all of these words on a white board. I want you to tell me the word that you hear using both the slow way (saying each letter sound) and the fast way.

- 1.) dog
- 2.) nest
- 3.) man
- 4.) big
- 5.) jump
- 6.) fan
- 7.) run
- 8.) play

*Bruce's Word Analysis* really focuses on blending the sounds into the words. An example would be, "stand;" what word would you have if the t was removed? This assessment was chosen to see if the student was able to do this activity in his mind. It is extremely important to discover what his experience level is with blending letters. Within the text instructions itself, it says that you should do this all by saying the word, in this case the words were written down so that the student could see the words. When this test is re-given at the end of the tutoring the directions may be used as is.

Bruce's Word Analysis Test

Directions: I'm going to write a word, and then I'm going to tell you to remove a sound. I want you to tell me what word remains when that sound is removed.

- 1.) stand (remove the /t/)
- 2.) jam (remove the /j/)
- 3.) fairy (remove the /y/)
- 4.) hand (remove the /n/)
- 5.) nest (remove the /s/)
- 6.) spoon (remove the /p/)
- 7.) hill (remove the /h/)

The final assessment that the researcher thought would be the most challenging for the student had to do with rhyming words that were contained in the *Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment*. When given a list of words, the student must determine whether or not the words rhyme. Identifying rhyming schemes, is a valuable skill for students, many times it can make reading a little simpler and also helps with decoding. For this assessment, the researcher stated the words, and then the student had to restate the words and determine whether or not the words rhyme.

Phoneme Awareness Assessment Tools:  
Recognizing Rhyme Assessment

Directions:

I am going to say two words: *cat – fat*.

I want you to tell me if the two words sound alike. This is called a rhyme

- |     |      |   |       |
|-----|------|---|-------|
| 1.) | fin  | - | win   |
| 2.) | rug  | - | mug   |
| 3.) | hat  | - | dress |
| 4.) | pan  | - | man   |
| 5.) | bird | - | book  |
| 6.) | lock | - | rock  |
| 7.) | bet  | - | get   |
| 8.) | cup  | - | dog   |

Then at the end of the assessments, the researcher and the student read a book together. This was a good way to figure out the student's reading level. In addition to all of this, the researcher wrote down the words that the student struggled with to look for patterns and to help begin to know what causes the student the most problems. This will also be the book to be revisited in the first lesson, to build background knowledge. The words the student struggled with will be added to the high frequency words that he will work with during the first lesson.

## E. Interpretations of the Assessments

Overall both the classroom teacher and the researcher were impressed at how well the student did on this assessment. Looking back at the assessments: *Phoneme Awareness Assessment Tools: Phoneme Blending Assessment, Bruce's Word Analysis Test, and Phoneme Awareness Assessment Tools: Recognizing Rhyme Assessment*, the scores that he received on the assessment overall were slightly higher than expected.

On the *Phoneme Blending Assessment*, there were eight words that he needed to state both the slow way and the fast way. Out of these eight words, he got two words incorrect, for an accuracy of 75%. The first one that the student got incorrect was substituting "van" for the word "fan." The other mistake that was made was substituting "ran" for "run". In both of these cases, the word that he substituted was close to the actual word, but incorrect.

The *Bruce's Word Analysis Test*, consisted of seven words. He only got one, incorrect for an accuracy rate of 86%. On this test the word "fairy" when the /y/ is removed, he attempted to remove the "I" rather than "y." When he did this, he stated that the word was "fary." This really helped the researcher to realize that the student struggles with the differences and when to use the letter I and y both when reading these letters as well as saying these letters. He also struggles with this when writing words that contain one of these letters, it takes him a long time to decipher one from the other.

On the final assessment, *Recognizing Rhyme Assessment*, he performed well. For this particular assessment, so that the results would be a true test of his skills, I decided to not tell him what rhyming words were. When I asked him to provide a definition, he simply said, "words that sound alike." Out of a list of eight pairs of words he got two incorrect, for an accuracy rate of 75%. The words that caused him problems were "pan" and "man." For some

reason the student did not think that these words rhymed. The other pair that caused him problems was “bet” and “get,” he also stated that these words did not rhyme. Due to this struggle, the researcher decided to add a lesson on rhyming words into the lesson series.

The last thing that we did together was read the book, How Do Dinosaurs Go To School. As for the accuracy when reading the book, he read at 94.5% (11 mistakes / 200 words in the story). This percentage, states that this book, was very close to being an appropriate level for this reader. When selecting an appropriate text to have a student read, there needs to be some room for improvement, but there also needs to be room for improvement, which is exactly how this book was for the student.

Overall the assessments went well with this student. There are definitely some skills to be working on but at the same time, there is plenty of room for improvement. He does have some room for improvement, but maybe following this tutoring experience he will be able to move up to the next reading level in reading instruction.

#### **F. Plan of Action**

The following lessons will be taught during the months of November and December right after lunch during the free reading time. This time was selected because time can not be taken away from the regular reading instruction, so while the other students are reading silently, the researcher and the student will use this time to progress through the lessons. These lessons will aid the student’s abilities in Phonemic Awareness so that he can progress into the next reading level, moving him closer to reading at grade level. One element that will tie the lessons together is high frequency words. After finding a list of high frequency words online, cards for each word was created. At the beginning of each lesson we are going to progress through these words to figure out the ones that the students struggle with by progressing through the set of high

frequency word cards. These will be the basic ten words that he will review in between the lessons. When we are reading the selected seven books, words that he struggles with will also be added to the bag. When he correctly identifies a word, then a new word will be placed in the bag. When reading a story and we come to a word that he struggles with, we will make a flashcard for this word and add it to the bag.

***List of the High Frequency words that are on the note cards:***

after	goes	round	your
again	going	seven	
always	green	shall	
an	had	show	
any	has	sing	
around	her	sit	
as	him	sleep	
ask	his	some	
because	how	stop	
been	if	take	
before	its	tell	
best	just	thank	
both	keep	their	
by	kind	them	
buy	know	then	
call	laugh	these	
cold	let	think	
could	live	those	
does	made	upon	
don't	many	us	
draw	may	use	
drink	of	very	
eight	off	walk	
every	old	warm	
fall	once	wash	
fast	open	were	
first	or	when	
five	over	which	
fly	pick	why	
found	pull	wish	
from	put	work	
gave	read	would	
give	right	write	

This was also a difficult challenge, since the original student to be researched moved away. Do to this problem and the limited time to work with the student. The researcher decided to really focus on three quality lessons. This also allowed for time to administer the pre-screening assessment as well as the outcome based assessment.

Here is an overview of the lessons:

	Familiar Book	Strategy / Skill	Model / Think Aloud	Assessment	Writing Activity	New Story	Homework
Lesson 1	<u>How Do Dinosaurs Go To School</u>	Sight Words, word wall words	Sounding out the words – fast way and slow way	XXX	Writing sentences using the list of sight words.	<u>I Can Read with My Eyes Shut</u>	Sight Words Flashcards
Lesson 2	<u>I Can Read with My Eyes Shut</u>	Rhyming Words	Do these words rhyme?	XXX	Write a simple rhyming poem.	<u>Silent Letters Loud and Clear</u>	Make a list of rhyming words or rhyming cards
Lesson 3	<u>Silent Letters Loud and Clear</u>	Silent Letters	Determining the importance of a letter in the word.	Running Record	Underline the silent letters in a sentence	<u>Hello, Biscuit!</u>	Look back over the sight word cards to look for silent letters.

**Lesson 1 –*****Advanced Preparation by the Teacher:***

- How Do Dinosaurs Go To School
- I Can Read with My Eyes Shut
- Sight Words Flashcards
- Blank Note cards and a Writing Utensil
- Dry Erase Board and Marker

<u>How Do Dinosaurs Go To School?</u>
Words to Learn
tease
leap
fidget
busy
stir
tidies
roughhouse
roar
growl
plunked
interrupt

**Procedure:****Introduction:**

Do you remember what story we read together the last time that we read together? Well today we are going to look back to that story and do some activities based on that book.

**Step by Step:**

1. What should we do when we come upon an unfamiliar word? *We should stretch out the word and then say it the fast way.*
2. Before we read the story though, let's go over some tricky words that are in our story. I have some fun flashcards, and I want you to tell me what word is on the card. (Pick out the first 10 that he gets wrong, these are going to be the words that will be his homework)
3. Now some of these words are going to be in our story, this will help you to know the words in the story. Read the dinosaur story. Ask comprehension questions along the way. *This is a skill that should be modeled so that he will be able to say at the end he will be able to tell what the story was about.*
4. Look back at the words that are the ones that he missed in the story (make sure that each are written on a note card).
5. Let's write a sentence for each of the words that are in our bag.

**Closure:**

Now we are going to start a new book called, I Can Read with My Eyes Shut, by: Dr. Seuss. While reading this story I want you to also look for words that were in your bag. Before we meet again, I would like for you to review the cards that are in your bag.

**Lesson 2 –*****Advanced Preparation by the Teacher:***

- I Can Read with My Eyes Shut
- Silent Letters Loud and Clear
- Sight Words Flashcards
- Dry Erase Board and Marker
- Blank Note Cards
- Writing Utensil

**Procedure:****Introduction:**

Let's review the words that were in your bag. *Take the ones that he got correct out of the bag and replace those with new unfamiliar words that he got incorrect in the previous lesson.*

Now what book did we end with last time? I Can Read with My Eyes Shut

**Step by Step:**

1. What are rhyming words?
2. Today's book has rhyming words in it, when you find words that rhyme; we are going to write them down on note cards.
3. Read - I Can Read with My Eyes Shut. ***Perform a Running Record on this story.***
4. Now using these cards we are going to play memory, in attempt to find the rhyming words.
5. Then using these cards once again, we are going to write a simple rhyming poem.

**Closure:**

Now we are going to start a new book, Silent Letters Loud and Clear. Let's read the book. Now before the next time we work together, you need to work on the words in your bag and also play the rhyming game and read this book.

<u>I Can Read With My Eyes Shut</u>		
Rhyming Words		
hot	lot	
trees	bees	knees
ants	pants	
hoses	roses	noses
fishbones	wishbones	trombones
ice	mice	
sad	mad	glad
learn	earn	
dollars	collars	
Hut-Zut	shut	
find	behind	
wide	side	

**Lesson 3 –*****Advanced Preparation by the Teacher:***

- Silent Letters Loud and Clear
- 10 Little Rubber Ducks
- Sight Words Flashcards
- Blank Note cards and a Writing Utensil
- Sentence strip and marker

**Procedure:****Introduction:**

Let's review the words that were in your bag. *Take the ones that he got correct out of the bag and replace those with new unfamiliar words that he got incorrect in the previous lesson.*

Now what book did we end with last time?

What is a rhyming word?

What are some words that would rhyme with cat?

**Step by Step:**

1. Let's look at some words (what letter is silent?):
  - orange
  - face
  - saved
  - knot
  - thumb
  - practice
  
2. Now sometimes letters in the words that we are saying do not speak and are silent. So today our book shows us these silent letters so we can learn what letters speak. While we read the book, pay special attention to the words that are used and the silent letters that are involved.

Silent Letters Sentence
Those <u>k</u> ids shoul <u>d</u> n't blame <u>u</u> s; we <u>u</u> sed to be pronou <u>n</u> ced, <u>o</u> n <u>o</u> nce upon a <u>t</u> ime.

3. Here is a sentence from the story, what letters are the silent ones in this sentence?  
(Think Aloud) Discuss the answer that he provides and together determine whether or not it is correct.
4. As an ending assessment, before the official assessment, we will read the story 10 Little Rubber Ducks. Going along with that the student will complete the graphic organizer that goes along with the text.

**Closure:**

Now for next time we meet together, can you go through these words and find some that contain silent letters? Also you will need to read the story before the next class.

The outcome based assessment will be administered during next time that we meet together on a different day. This will allow the student collect his thoughts and ideas collected from all three lessons. This assessment will look a lot like the pre-screening assessment. The researcher found this to be an important element, to compare data that was the same. However, this time the test will be administered orally and the student will be allowed to write down the pertinent information, rather than having it written down for him.

October 2009

Dear Parent,

I have enjoyed the time that I have spent in your child's second grade classroom. It is truly going to be a joy to work with this group of students, particularly this spring when I student teach. I have been spending many Tuesdays and Thursdays with this class as well, while I am taking classes at Manchester College. As part of my course work I am to work with a student on his reading skills, and your son was selected after talking with his teacher. We decided that he would enjoy the extra time to work on his reading skills.

The sessions will consist of us sitting down and working on some phonemic awareness skills. This will help him to know that letters to interact with and letter sounds to use. I believe that this will ultimately help him to become a stronger, more confident reader, contributing to his reading development.

During class times we will work together reading seven new books. While reading these books, we will work on a variety of reading skills that will support phonemic awareness. Some activities will include: rhyming, creating mental images, punctuation, among other things.

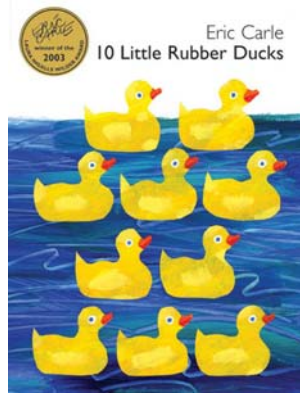
As part of these lessons your son will have some assignments to help him practice what we are doing in the lessons. This will mostly include learning high frequency words. Each night he will bring home a Ziploc bag containing 10 – 20 words. What he needs to do is practice identifying what the word on the card is.

Thank you for giving me this opportunity to help your child. I am really excited about this opportunity and I know that your son will enjoy this opportunity as well. Please let me know if you have any questions.

Sincerely,

Miss Carol M. Fike

## INFORMATION PAGE:

10 Little Rubber Ducks

By: Eric Carle

Copyright: 2005

In 1992 a shipment of small rubber ducks was shipped across the sea. Along the way, some of the ducks were separated from the box and were thrown into the ocean. Due to the waves, soon the ducks were separated from one another. This newspaper story inspired Eric Carle to write 10 Little Rubber Ducks. In this light hearted children's book it tells the story of ten ducks that are separated from one another. Each duck has its own adventure with the different animals of the sea, from dolphins to sea turtles to an octopus.

This book is set-up as a great timeline, with the ten different adventures. After he completes it the regular way, then the researcher will cut the pieces apart and he will then put them in sequential order. Due to the nature of the book it is a great way to check comprehension, asking the student about the different adventures of the various ducks. This graphic organizer is set-up exactly like the book in the fact that the ducks are in the same order. So not only does the exercise test comprehension but it also teaches the student the necessary skill to look back at the book to pull out the important details.

This graphic organizer will be used with the last lesson and 10 Little Rubber Ducks is the last story in this unit. It was placed during this lesson so that the student can learn all of the necessary skills so that all can be applied in this lesson for this activity.

## Phase III

Working with a second grade boy on his reading skills can be a challenge at times. This particular student does not want it to seem like he is getting extra attention or help and does not want to miss out on the activities that his peers are participating in. This particular student also has a short attention span, which does sometimes cause problems when working together for at least a half an hour per session. However, this has gotten better over the time that this tutoring experience has taken place. Throughout the lessons we worked on learning high frequency words, sounding out unfamiliar words, rhyming words, silent letters, putting the events in order and comprehension skills.

One thing that was a part of every lesson was high frequency words. This list was compiled based on words that Kindergarteners and first graders should know. Based on his reading level which was within these two grades, the researcher thought that these words would be appropriate. However, within the prescreening assessment and lesson one he only missed one word. For this reason as part of the outcome based assessment, some more complicated words will be added as part of this assessment. Below is a list of the words used in the prescreening assessment, lesson one and lesson two. It shows you which lesson the word was covered in by the color that it is highlighted in, the key is below the list.

### H. Tutor the Reader

List of the High Frequency words that are on the note cards:

after  
again  
always  
an  
any  
around

as  
ask  
because  
been  
before  
best

both  
buy  
by  
call  
cold  
could

does  
don't  
draw  
drink  
eight  
every

fall  
fast  
first  
five  
fly  
found  
from  
gave  
give  
goes  
going  
green  
had  
has  
her  
him  
his  
how  
if  
its  
just  
keep  
kind  
know  
laugh  
let  
live  
made  
many  
may  
of  
off  
old  
once  
open  
or  
over  
pick  
pull  
put  
read  
right  
round  
seven  
shall  
show

sing  
sit  
sleep  
some  
stop  
take  
tell  
thank  
their  
them  
then  
these  
think  
those  
upon  
us  
use  
very  
walk  
warm  
wash  
were  
when  
which  
why  
wish  
work  
would  
write  
your

Words Covered:

Pre-screening  
Assessment  
Lesson 1  
Lesson 2  
Lesson 3  
Words missed



word. This is an obvious detection that the researcher needs to find more complicated words; this will take place after he gets through all of these beginning words, most likely in lesson three and the outcome based assessment. Then, since he was doing so well, we immediately began reading the new story, I Can Read With My Eyes Shut; which lessons will be taught from in lesson two.

The main focus of this lesson was identifying unfamiliar words. What are we supposed to do when we come upon unfamiliar words? This is where the modeling and think alouds came from for this particular lesson. When we come upon words that we do not know, we stretch out the sounds and then say the words the fast way (regular way). During the story the researcher made note of the words that he did not get correct the first time. Then at the end of the story, the student copied down the words that he got incorrect onto note cards for him to take home and work on until the next lesson. These words included: tidies, Mississippi, Hallelujah, speedy, three, anchors, enough. For the next lesson, the student will review the cards in the bag, which he will look for in the story during the next lesson.

### **Lesson Two (Reviewing Rhyming):**

Upon walking into the classroom today, the student's teacher and reading teacher stated that they had noticed a change in the student's performance over the past couple of weeks. This was demonstrated by the student's ability to receive a 91% on his spelling test last week. Many of the words on his spelling test were included in the high frequency flashcards. This demonstrates to the researcher that these skills are helping the student begin to move to the next level in his reading abilities.

When teaching something new, it is important to have an element of the old included. In this particular case, we started with the book that he ended the previous lesson with, I Can Read

With My Eyes Shut. After reading through the book again, we then did some activities that involved the book. The first thing that we did was while the student was reading the book, the researcher administered a running record, to see how well he retained the words from the previous time that we read the book together (which is included on the next page).

I Can Read with My Eyes Shut!  
By: Dr. Seuss

Words  
per  
minute

I can read in red.

5 I can read in blue.

10 I can read in pickle color too.

17 I can read in <sup>red</sup> bed.

22 And in purple.


25 And in brown.

28 I can read in a circle and upside down!

37 I can read with my left eye.

44 I can read with my right.

50 I can read Mississippi with my eyes shut tight!

59 Mississippi, Indianapolis and  Hallelujah, too!

64 I can read them with eyes shut!

71 <sup>That</sup> This is VERY HARD to do!

77 But it's bad for my hat and makes my eyebrows get red hot.

90 So...reading with my eyes shut I don't do an awful lot.

102 And when I keep them open I can read with much more speed.

115 You have to be a speedy reader 'cause there's <sup>gave</sup> so much to read!

129 You can read about trees... and bees... and knees.

138 And knees on trees!

Kohl's Cares  
merchandise  
differences  
Kohl's  
communities  
words read 58  
4 errors

tracking  
92 words read  
0 mistakes

Figure \*\*\* - This is one page of the running record completed while reading I Can Read With My Eyes Shut.

On this particular assessment the student only made nine mistakes on three hundred ninety one words; which convert into the student reading at a 97.7% accuracy reading. Then to see how many words the student could read in a minute, two different passages were given to the student. On a brand new passage that the student had never seen before with some more complex words the student read 54 words per minute. Right after this passage was given to the student, he was then given a familiar passage during which he read 92 words in a minute. Due to this discrepancy, a similar assessment will be given at the end to see where he really stands and how many words he can actually read in a minute. Once he had completed reading the story, then we reviewed the mistakes that he had made together. This was a way for the researcher to point out some mistakes, while having the student explain what they were thinking, when they missed the word, a reverse think aloud.

Then in order to work on the student's comprehension skills we worked through a worksheet that was based on the book. What the student did was, he completed the worksheet, the first time through without using the book at all, purely by memory. This completed worksheet is below, for you to see his actual answers. Then we went back through and looked the correct answers up in the book. When we did this the first time, the researcher used this as a Think Aloud, to help the student see how an experienced reader, uses the book as a resource. On this worksheet the student really struggled with a couple of things: identifying the narrator, and remembering what he read. This is something that will be readdressed in the outcome based assessment.

Who is telling this story?

Dr. Seuss / Cat in the hat

What should we do when we are reading (hint eyes)?

left side open

What can reading do for us (based on the story)?

crocodile pants

What was your favorite part of the story?

Cat in the hat red eye brow

How well did you like this story?

Circle one Below:

Loved It

Liked It

It Was Okay

I Did Not Like It

It for babies

Figure \*\*\* - This is the Students Handout that was completed after reading I Can Read With My Eyes Shut.

Then in order to help the student identify patterns when he is reading books we talked more about rhyming words. To begin this part of the lesson the researcher asked the student for his definition of rhyming words. Much to the researcher's surprise the student quickly said, "Words that sound alike," however, he was not able to come up with an example off the top of his head. However, when given the book he identified all of them and only made one mistake, he stated the left and right rhymed words. After identifying these words the researcher wrote the words that the student said on individual note cards. Then once all were written on individual cards, the researcher instructed the student on how to make these words into a memory game to help match up rhyming words, a picture is



included to the right. Also included in the outcomes based assessment will be this game as well as identifying other words that fit in with the rhyme pattern.

Before moving on to a different book we worked on some more of the high frequency word note cards. As for today, the only word that the student missed was "shall." Then moving right along we then started to talk about words that contain silent letters. This lesson was started through the use of the book Silent Letters Loud and Clear. Within this story the student only missed four words, these included: often, wristwatch, appear, and position.

### **Lesson Three (Completing the Process):**

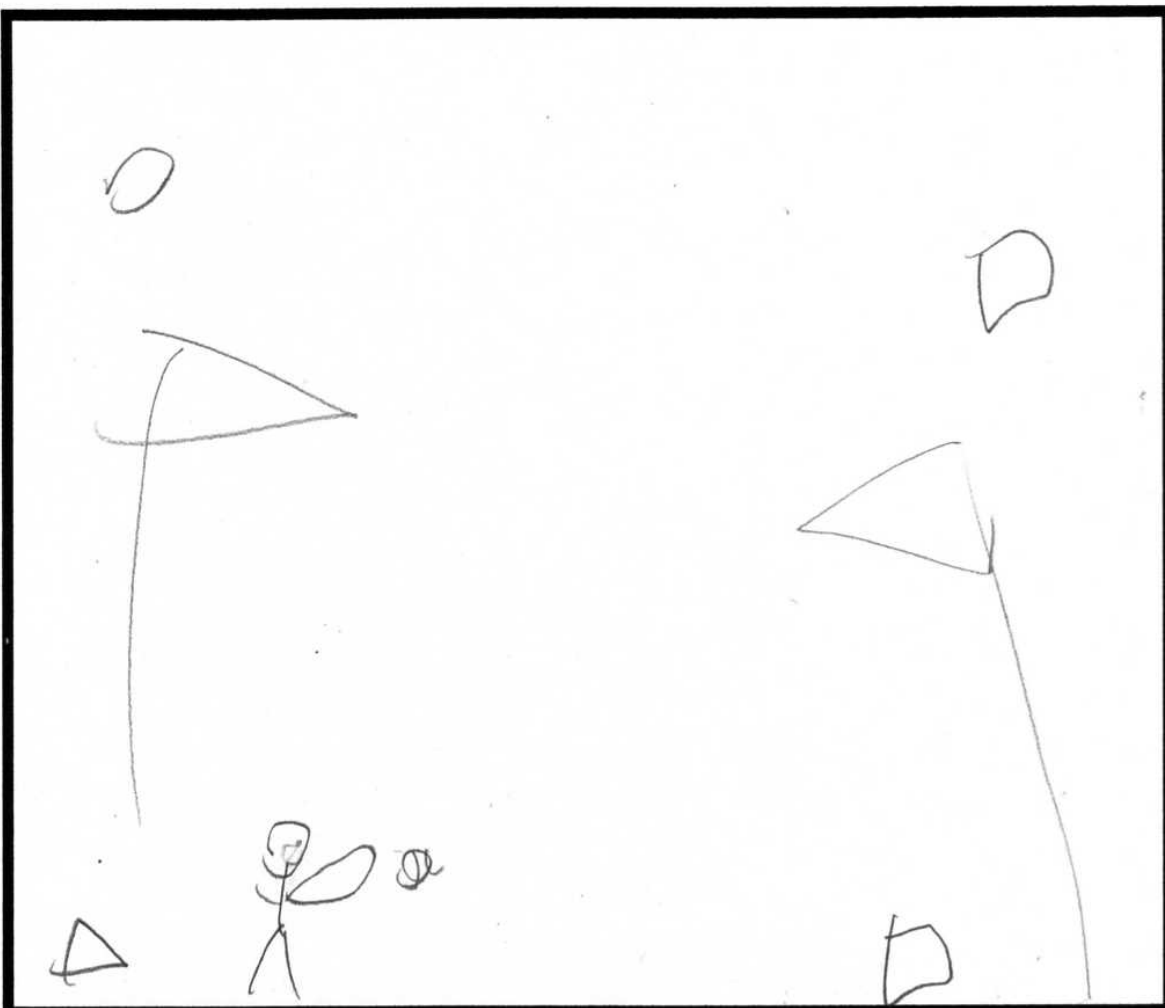
Upon walking in to teach the third lesson, it is then that the researcher discovers that the student has been absent for a couple of days. Due to this the researcher was not provided with an

extended amount of time to work with the student. For this reason the lesson was shortened so that the student could work on completing other make up work.

During lesson three, we were able to finish up the rest of the high frequency words. As expected, he flew through the words, without making any mistakes. Then we decided to revisit the book, Silent Letters Loud and Clear. To begin this new topic, we began by modeling how the researcher modeled how to identify whether or not a word has a silent letters. Some examples that we worked through included: orange, face, saved, knee, knot, thumb, practice. These were just some words that the student could relate other words to when working through in the outcome based assessment. One thing that the researcher noticed was that when he was given the sentence, “Those kids shouldn’t blame us; we used to be pronounced, once upon a time.” He tried to identify a silent letter in every word, even those that did not contain a silent letter. So the researcher found this to be rather interesting. This does, however, show that he knows the skill; he just does not know when to use the skill.

Then after we finished working through the silent letters, it was time for him to work on some writing. This was something that he was not completely comfortable with, so we worked through the project. The most important part of writing is preparing to write, brainstorming. The general topic was Fort Wayne, and this student was supposed to write about the fact that Fort Wayne hosted the first night baseball game. We started out by making a list about what he already knew about this historic event. Then he turned these thoughts into his full paragraph essay. On the next page is a copy of the essay that he wrote.

NAME \_\_\_\_\_



At night I could not see because  
 it was too dark to help see I  
 use a light when the light  
 come on now we can see this is  
 when we started to have night  
 baseball games which  
 started in a lot of ways e  
 they got home e runs

**The Next Step (Outcome Based Assessment):**

Two days after teaching lesson three, the researcher returned to the elementary school to finish this process. The final step was to administer the outcome based assessment. This test included elements from all of the lessons to find out what the student truly understood and retained. This also included a list of new, more complex high frequency words.

## **Phase IV**

One thing that teachers always know in the back of their mind is that at any time one of their students could move away to a new school. At the same time, students are also constantly moving into a school system in which they work. This is exactly happened in this particular case, the student that the researcher originally worked with moved away, before the researcher could even teach the first lesson. This caused a minor draw back, and forced the researcher to start the project all over again.

Due to this some of the lessons were simply reused, based on the skills that second graders should be able to do. This included working on high frequency words, rhyming words, and words with silent letters.

This has been a great experience; the researcher had an opportunity to get to know a student that the researcher will be working with this spring. This reader, is also a rather typical reader in his second grade class, so by working with an individual student, the researcher has begun to develop methods that might also work for other students in his class.

This student was an interesting one. He knew many of the high frequency words, at first sight, but when these words were in different contexts then it became much more difficult for him. He also could not transfer his skill in knowing these words to his writing; he had no idea

how to spell many of these words that he could read. The researcher believes that this has something to do with the reading program that is implemented at this particular school. This school focuses more on perfection in reading and the only writing activities is spitting back what the text just stated.

### **I. Narrative About the Reader**

Through this tutoring experience, the student seemed to improve his abilities in spelling, writing, comprehension and identifying words. This was made clear during the outcome based assessment. This assessment included: new harder high frequency word, words per minute, identifying rhyming words, and identifying words that rhyme. This was a combination of lessons that were taught during the process. On the new high frequency words, out of fifty-eight words, the student got eleven words incorrect, for an accuracy rate of 83%. Some of the words that he struggled with included: consider, dozen, sincerely, structure, receive, popular, groceries, beneath, and exactly.

Next the researcher administered words per minute assessment. The researcher gave the student some pages from a book that the researcher believed to be developmentally appropriate. Then the student looked over the page and attempted to find words that he did not know. Then the student was given a minute to read as many words as he possibly can, correctly. In the end the student was able to read seventy-eight words, with only one error; which calculates to a 98.7% accuracy rate. Then we reviewed the concepts that were presented in the lessons. This time, the researcher gave the student the same rhyming words as they were presented in the screening assessment. This time the student got all of the answers correct. Then to take this lesson to the next level, the researcher then provided the student with new words, that he had to say a word that rhymed with the provided word, many of which were from the stories that we

read. Out of six words presented the student got three correct. Then two of the ones that he got wrong he did say a word that would rhyme, but it was not actually a word. And the third mistake was simply not a correct rhyming pattern. Then we also did an activity with silent letters, the researcher gave the student a list of fourteen words, some of which contained a silent letter and some of them did not, it was the student's job to figure out which words actually contained the silent letters. Out of the fourteen, the student only made one error, in the word, "wrong" the student said that there were no silent letters, which is not completely accurate.

Then to pull everything back together the student completed a graphic organizer on the last book that we read, 10 Little Rubber Ducks we visited this story. The researcher asked the student to complete what he could remember without looking in the book. The student knew many of the places but could not remember the exact order. So then, the researcher provided the student with the book, and he completed the paper independently.

Throughout this tutoring experience the student was really able to begin looking for patterns in his reading. Particularly those in the words that he is saying, which include rhyming schemes, and looking at words that contain silent letters. These are both areas in which the student gained a great deal of knowledge. He went from continually missing rhyming words to being able to identify patterns in a story, being able to hear two words and state whether or not they rhyme. Also in the beginning the researcher administered a blending assessment, in which the student was asked to remove sounds and state what the new word was. The student really struggled with this activity, but after discussing silent letters the student was able to figure out new unfamiliar words.

This particular student is also doing much better in his reading, spelling, writing, and English classes. His teacher's stated that they have seen him attempt to figure out unfamiliar

words, rather than sitting waiting for the word to be told to him, which is something that he used to do. This process helped the student with his concentration; he really struggles with sitting still for a long period of time, which is about fifteen minutes in his world. But by working with only him, he knew that he had to pay attention to what was going on, because nobody else was around to answer the questions. If this tutoring process were to continue, this student could really use work with the letters “s” and “c.” Due to the way that he speaks, he really struggles with differentiating between these two similar sounds.

### **J. Reflection on the Researchers Growth**

Every time someone participates in a learning experience, in the end they grow just as much as the person participating in the research. This is ultimately what happened during this experience. I felt like, I was finally able to think like a reading teacher. Even though I was planning for only one of the students, it still was lesson planning and I still needed to present the information in new creative ways. I have always had a deep love for children’s literature; which is part of the reason I felt that these lessons went as well as they did, because I was giving the student authentic literature rather than the textbook that they read through during reading time. It also helped that all of his friends were not in the room, causing him to have all of the normal distractions.

Another big lesson that I learned through this process was the importance of assessment. I know that it is important, but now I really see how it can guide future instruction. It is always important to get a well rounded image of the student’s abilities, which is one area that I felt that this could have turned out slightly different, had I focused on another skill. In today’s era of No Child Left Behind, assessment is a big thing in teaching today. But through looking at the scores

and truly trying to create this well rounded image of what student's abilities are, then the teacher is able to plans lessons for the whole class, or individual students based on their needs so that they can become a better reader. This is something that I truly enjoyed this semester was comparing the scores that I was getting with the scores of state tests, school tests, and classroom grades. By knowing these needs, the teacher then is creating an effective learning community in which every one is challenged and the lessons are authentic and effective.

Now that the semester is nearing the end, I hope that this Spring, I can continue to be as energetic and continue to come up with what I believe to be fun, effective lesson plans, that challenge all of my students. Yes, I will admit that reading is one of the areas that I struggle with personally, but what example for my students then for us to learn together and meet somewhere in the middle.