Reader Case Study

Phase I: Introduction

After the initial interview with Isaiah’s mother, the researcher concluded that he will be working with an emergent reader over the next month. During this case study the researcher performed five hours that included two interviews, reading books, reading activities, and assessment activities with the emergent reader. Isaiah has grown up in a home with an older sister and brother that values reading. His mother, who has an impressive educational background, is a licensed kindergarten through 6th grade teacher. Currently she is a preschool teacher and has recently completed a year of being the special education reading teacher at the nearby North Manchester Elementary School. The researcher also found out via phone interview that Isaiah’s father has also completed a very respectable educational career, concluding that he is now a professor and coach at Manchester College. The two parents made it clear to the researcher that they value reading and think that it is very important to make reading a nightly routine. The two parents usually read to 5 year old Isaiah together if possible. Because both are educators they have been able to enjoy being at home in the evenings, which has helped them make reading a routine for their children. Focusing mainly on pre reading activities before they read the books to Isaiah, the books that they believe are the most beneficial are rhyming and signing books. The researcher was able to identify that Isaiah started the reading process when he was just two years old, completing five word sentences. Once Isaiah became older he started to become more focused and interested in reading. As for his parents, both were strong readers as children and excelled in school. Isaiah’s father, Matt, never read for pleasure and had more trouble reading out loud during school. Isaiah’s parents indicated to the researcher that Isaiah loves to watch television and play on the
computer. The two do monitor how much time him and his siblings spend watching television daily, limiting them to two hours daily. When the researcher asked the parents for the final thoughts, he found out that the parents never sat down and tried to teach their children to read. They relied more on life experiences. The two parents believe that reading with your children helps a lot in the long run. Isaiah also had a short interview with the researcher, after the meeting the researcher had a better idea of Isaiah and his abilities. Isaiah was very shy which would take a few sessions to get him to warm up and really come out of his shell. Isaiah told the researcher that he liked to read and his favorite thing to read and watch was Star Wars.

Phase II: Assessments

The researcher completed various assessments with Isaiah with all results pointing to him as a emergent reader. The first assessment the researcher administrated was a basic concepts of book test. Trying to find out if he knew or could identify, the cover page, title, author, back of the book, how the book was read. Isaiah was able to identify the title, the front of the book, back of the book, and which way the book was read. The researcher concluded, this assessment was difficult and could have been too advanced for this emergent reader. The next assessment that was the researcher’s main focus during this case study was his recognition of letters, sounds, and numbers. Isaiah was excellent recognizing and reciting his numbers. It was hard for him to write his letter correctly. The assessment that was given was rather simple, including all of the letters written on a piece of paper in uppercase. Isaiah had to identify each letter and the sound it made. He did well but it took him a while and he needed help getting started. He frequently sang his alphabet song to recite the letters. The letters that he struggled with the most were H, M, N, G, Q. Isaiah was considerably better at recognizing uppercase letters compared to the lowercase. The last assessment that was given was if Isaiah could write and spell his name correctly. The researcher gave him a piece of paper and instructed him to write his first and last name. The
researcher made the alphabet available for Isaiah to look and reference while he tried to complete the assessment. The researcher found that Isaiah could write his first name with little or no help but struggled with his last name. These assessments became very valuable and helpful to the researcher and his study. The researchers’ findings and evaluation of Isaiah assessments proved that his is an emergent reader at this time. Emergent readers can identify most letters of the alphabet, knows some letter sounds, and has developed some book handling skills in his young reading career. In conclusion, the researcher believes that the parents have done a great job of getting Isaiah to where he is now. They need to keep reading and pushing Isaiah to read and write. He will become considerably better during the next year while at school. During the summer it is important to keep him at his current level so he can hit the ground running when he gets to school. Environmental print and encourage Isaiah to retell and dramatize the stories he reads.

Phase III: Activities

As stated earlier the researcher spent a total of 4 hours with Isaiah. During this time the two completed a number of different activities to help Isaiah and his reading abilities. These four hours were split up into four different sessions. One activity that was given to Isaiah was the Cloze method. The researched frequently performed this method while reading books with Isaiah. During the time the two spent together they read a total of 7 books. Five of the selections were books that Isaiah brought from home and was familiar with, these were short fictional tales that Isaiah enjoyed reading at home. When Isaiah was asked to finish sentences and tell what happens later in the story he was able to do this very well. Isaiah was also able to identify some letters and sounds that the researcher asked him to identify. Another activity that the researcher and Isaiah completed during a session was identifying environmental print. Isaiah excelled and identifying places around town and signs that were commonly seen on his way to school. The last couple of sessions that the researcher was able to work with Isaiah
the two were able to spend some time on the computer. Isaiah really enjoyed the time on the computer especially when they played some Star Wars games. They also played a reading game on the computer that identified letters and common sounds. The researched stated that the time on the computer was the time that Isaiah interacted the most and seemed to be tuned in. As an educator Isaiah has taught the researcher a lot about breaking that ice with your students. The children will not be able to fully lock in and learn until they feel comfortable with their teacher. It is also important to find what the students are interested in and to use that when teaching. In future working with Isaiah will include more books and activities that interest him. Also giving him the materials ahead of time to read or look at should help his understanding. Isaiah will become a very good reader in the future because he enjoys reading and has great parents that push him and help him every day.

Books Read:

Diary of a Wombat- Jackie French

Thanksgiving

The Boy who Invented TV

Flat Stanley African Safari

Flea Sneeze- Lynn Downey

Over in the Garden- Jenifer Ward

Ansí- Rewritten by Elizabeth Laue