

PHASES III & IV: Reader's Case Study

Narrative:

According to the reader's teacher the reader is doing much better on her AR book scores. The researcher thinks this is because of the story web pages that the reader is doing. By the reader doing these it is causing her to breakdown the different parts to the story. The reader's Running Records scores also went higher with even a higher leveled book.

There was one lesson that the researcher had planned to do and decided against it. The lesson was the poetry lesson where the reader and the researcher would work on words that looked a lot alike or rhymed. The reason this was taken out was because the researcher felt it was better to work on pausing at punctuation. The reader really struggled with this and the researcher felt that this could possibly help the reader comprehend better. After the lesson the reader really slowed down her reading and paused where needed.

The researcher believes that the main problem of this reader is motivation. The reader read fine with the researcher because it was exciting. This is however not the way it is when it is homework or AR books. This would have to be something that still needs to be worked on. However the researcher feels that after the lessons sink into the reader, she may become a better reader in all areas.

Tutor the Reader:

The reader was reading from the book of Worst Enemies/Best Friends by Annie Bryant.

She at first was very intimidated by this book because it is a rather large book with many chapters. It is however right in the middle of her reading level so the researcher assured her that she should be able to do it. The researcher would assign readings from the book at the end of every session. The following session the researcher and the reader would go over what the reader had read. They would then read another short passage from the book. The reader while in the classroom is not being taught Social Studies or Science. This leaves an hour and half block of time open where she is just working on other homework. The researcher has chosen this time to work with the reader so that there is not so much wasted time in the reader's day.

Tutor Session One:

After the summary of the book and the reading of the short passage of the book was finished the researcher started with her lesson. This is the first of the five lessons that the reader will be completing. The researcher prepared a three paragraph reading passage. The reader read this section aloud. After she had completed the section the reader and the researcher read the comprehension questions together. The researcher did a think aloud of how the reader would answer the question using their comprehension skills. The reader then went through the rest of the questions and answered verbally. The researcher gave the student a five minute break where she just got to socialize before the next lesson so that she had a better attention span.

The second lesson of the session used the book that the reader was using. This lesson was used throughout the entire tutoring process. The reader read one chapter of the book. After she completed this the researcher handed her one note card. The reader wrote down two to three sentences that summarize the chapter that she had just read. Once she completed this, the reader read another chapter and then filled out another note card with two to three

sentences that summarize that chapter of the book. While doing this the researcher and the reader talked about how you summarize text. The researcher pointed out that usually important text is something that you may not have ever heard about or even something that makes you think WOW. The researcher put note cards at the end of the rest of the chapters and told the reader from now on when she gets done reading her assigned chapters she needs to do the note card and then stick it back in the book.

The students at the school that this case study was being done have to do Accelerated Reading books. Because of this, the researcher had the students pick out an AR book that she would like to read. At the end of each session, the student will read one chapter from the book. This should help her from falling behind in her reading for class.

Reflection:

The researcher found the lesson to be helpful. The reader struggles with comprehension most likely because they have not been taught how to comprehend material that they are reading. By doing a think aloud the reader was better able to comprehend what they were suppose to do while reading. This is something that should probably be done with the reader more often so that the reader can get a better understanding of how to comprehend her reading material.

The researcher also found the second lesson to be helpful because in class the reader has trouble learning how to summarize, which is something they are learning in class. By summarizing text, it also allows the reader to better comprehend the text. The reader did this really well for the first few chapters, but quickly stopped writing down her sentences further into the book. She did however keep reading. When the researcher asked her why she did not write down her sentences, she simply said she forgot. This seemed not logical considering there

are papers right at the end of the chapters, which she would have to move to read the next chapter.

Tutor Session Two:

After going over summarization cards and the sections of the book that the reader was assigned, the researcher had the reader read part of the book to her. The reader seemed very distracted on this day, so the researcher read part of the book with her as well. After the reading was done, the researcher started the third lesson. This lesson was on common fifth grade sight words. The researcher had a list of common fifth grade sight words. She had two copies. The researcher had the reader read the words and then see if she could define them to the researcher. The reader missed 27 words out of 90 words. If this was calculated into a grade, it would score about a 70% which the researcher did not find to be as bad as what she thought it would be. After the reader was done going over the sight words the researcher had her read five pages of her book while the researcher prepared a worksheet from the words that she missed. After they were both finished the researcher showed the reader the worksheet, which contained boxes with the words on top of the box. The researcher then explained that the reader needed to read the word and then look up the meaning and then draw a picture of what the word meant. The researcher did the first one so that the reader had a better idea of what to do.

At the end of the session the researcher did a running record with the reader. The reader scored a 97%. The researcher found her reading to be very well, she just would say some words wrong and skip words. The researcher found this to mean that she did not comprehend what she was reading or she would notice when something did not sound right.

At the end of this session, the reader read from her AR book. The reader is reading these

books much better. The reader is asking for a lot less help than before. She is also missing fewer words while reading.

Reflection:

The researcher feels that by looking over the site words it is more of a help to her. It shows the researcher one of the reasons that the reader is having trouble comprehending what she is reading. To comprehend anything you need to understand the material. The reader is unable to do this. The researcher also thinks that it helps the reader as well because it allows her to find a new way to work on the vocabulary words that she gets in class. The researcher explained to the reader that she could also use these to study her vocabulary words. On the next session the researcher went over the words with the reader and she immediately knew the meaning of all of them. She said this was because she was picturing the picture of them in her head.

The researcher feels that the student might not being challenged enough with her AR books. A score of 97% is almost mastery and yet she is still reading that level of books. This is something the researcher believes needs to be looked into.

Tutor Session Three:

Once again the researcher started this session with the students summarizing what had been read during the time span between the sessions. The reader is doing much better at this than she was at the beginning. She is summarizing more of the important things in the book and not just retelling the whole story. The reader told the researcher that she really loves the book and that she is happy that she is able to read such a thick book. The researcher believes this is upping her confidence in reading and is starting to affect her in other areas, which is good.

During this session the reader read another chapter again. The reader is now three quarters of the way through the book. Together the reader and the researcher started to fill out a retelling story web. The researcher explained that by find these points it will help the reader better understand what is going on in the book as well as remember what happens. Together they filled out a story web. The researcher copied the Retelling Story Webs and gave a few copies to the student to use while she is reading some of the books for class. This should help get the students AR scores higher.

The researcher found that the reader was never pausing when she would come to a punctuation mark. This cause alarm with the researcher. The researcher did a quick little mini lesson on what the reader should do and what they should sound like when they come to a punctuation mark. The researcher then allowed the reader to practice it. The reader read much slower after this and did a really good job at pausing.

The researcher did another running record on this day after the student had her five minute break. The level of reading that the reader was tested on this time was a 4.9 which is .2 points from being her max limit. The reader scored a 98% on this test. While doing the test, the researcher thought that she was not doing well, but actual mistakes to words gave her a 98%. This time however she only skipped over one word. The rest of her mistakes were mispronouncing words that she did not know. She never did ask for help though.

Reflection:

The researcher feels that the story webs were great for the student. After talking to the reader's teacher, the researcher found out that the readers AR scores have gone up since the reader has started using the story webs. By breaking down each section of the story that was important the reader could better understand what she should do to remember parts of the

story. Hopefully soon the reader will no longer need to story webs to remember what she has read.

The researcher was very proud of the reader's progress on her running record. The book she read was a whole point higher and she still scored better than she had on the previous test. This really makes the researcher believe that the reader should be reading at higher levels.

Final Test:

The final test that the researcher gave the reader was a Burke Reading Inventory Interview. The reader is still not sure what happens when an adult reader does not know a word or something in the text that they are reading. This is something that will have to be further worked on. The reader did understand that when they did not know something they needed to ask someone who would know.

Researcher's Growth:

The researcher found that there were a lot of things that she needed to work on when tutoring a struggling student. Many times the researcher just wanted to tell the reader what the answer was. It was really hard not to tell the reader that she had messed up a word during the running record, but that could mess up everything. The researcher felt really positive about her ability to analyze the data of the assessments, which was a very good thing. Running records were not as hard as what she figured they would be, which is a good thing since they are used in the classroom so much in today's times.

The researcher feels that her goal is now to learn how to pause long enough for that struggling student and not just tell them the answer. This she is sure will take time and effort, but can be accomplished. The researcher really just finds it hard to sit there in silence when a

student does not know the answer. The researcher knows that you have to give the student time to process the material and come up with an answer, but still finds it kind of hard to do.

The researcher felt like she really grew with designing effective learning activities. This is something that the researcher had worried about and had struggled with. In the end the lessons actually did work for the most part and the reader did learn from them. The researcher also felt like the reader enjoyed the lesson which was another thing that the researcher had worried about. In today's time you have to entertain a student to get their attention, which is something that bothers the researcher, but is fact. The reader seemed to enjoy the lessons and learned from them. That was one very positive experience from this case study.