Case Study - Sydnei
TE 846
Accommodating Differences in Literacy Learners
Michigan State University

FINAL PROJECT: LITERACY LEARNER ANALYSIS

8/3/2012

I.   Brief Background and Reason for Project Focus

The purpose of this case study will be to assess Sydnei's literacy skills and provide one-on-one instruction to address those skills in which she is struggling. One of my focuses for this case study will be developing strong phonological awareness skills, because these skills are foundational to the success of young readers and writers.

> "Phonological awareness is often defined as awareness that words are made of smaller units of sound that can be manipulated and changed." (Moats, 2000; Snow et al., 1998). This awareness is fundamental to learning to read in languages that employ an alphabetic writing system. The ability to isolate sounds and correlate them to the orthographic system is essential for grasping the alphabetic principle and is an essential step toward developing the ability to effortlessly retrieve the meaning of printed words from the oral lexicon." (Carlo & Bengochea, 2011, p. 121).

I will be focusing on the phonemic awareness ability to rhyme. One thing that a teacher or parent can do to help a child experience success when learning to read is making sure that rhyme is part of the child's early life. Learning how to rhyme is important for a few reasons. Firstly, rhyming activities are a great teaching tool because they are fun, engaging, and easy to remember. Secondly, rhyme teaches students about the structure and patterns of written and spoken language and helps them read with vocal animation. Thirdly, rhyme teaches children about word families, learning and decoding words, and phonological awareness skills. (Mascle, n.d.).

In addition, I will also be focusing on one reading strategy which utilizes phonemic awareness skills to read unknown words in a text. I will be focusing on a word-attack strategy which will teach Sydnei how to look for familiar "chunks" or parts in an unknown word. This is also an important skill for beginning readers. "Reading is not just pronouncing words—it requires understanding. Most experienced readers use a variety of strategies to understand text. Research has shown that teachers can, and should, teach these strategies to beginning

readers…Word-attack strategies help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle." (Reading and Word-Attack Strategies, 2012).

I feel Sydnei will have a positive experience and show improvement through this case study because she is motivated to read and learn. She struggles with some basic reading skills that when strengthened through the teaching of these lessons will benefit her as she begins first grade and starts reading more difficult texts.

II.   Home and Family (i.e. focus on Literate Life routines)

Sydnei is five and a half years old and will be entering the first grade in the fall at Brighton Public Schools. For the purposes of this case study, I have only had contact with Sydnei's father. Her parents were never married and they share custody of her. Sydnei spends Monday through Friday with her mom, stepfather, and two sisters (2 years old and 9 years old) in Brighton, MI. She spends the weekends with her father in Belleville, MI. During my time with Sydnei, I have found that she enjoys school very much and she likes reading, but she struggles with certain phonological awareness skills and displays few effective strategies for decoding unknown words in text

Due to her parents having shared custody of Sydnei, there are not very consistent literacy routines in her life. Sydnei's father is not able to help out at school because of his work hours and Sydnei's mom may help out at times, but not on a regular basis. At home, Sydnei's father reads to her some weekend nights before bedtime, but not consistently. He plays skill practice games, such as Memory with her at home, but does not purposefully practice literacy skills. He is unsure what Sydnei's mother does to practice literacy skills but feels she probably is more consistent in reading books with Sydnei daily during the week. She has a small collection of books at each home to read. She does at times enjoy reading by herself or being read aloud to, but most often enjoys reading to others.

III. **Emotional Climate** (i.e. perceived motivation and engagement for literacy)

Sydnei is very motivated to learn and is engaged when involved in reading activities in a one-on-one setting. I had Sydnei bring a favorite book from home with her to our first meeting. I asked her if she would like me to read it to her or if she wanted to read it to me and she chose to read it aloud for me. I could tell she is confident in her reading abilities as she has only seen me a few times prior and was comfortable enough to read aloud to me even though she was not able to fluently read the book.

IV. **Literacy History** (e.g. Family Literacy History, School Literacy History, Educational Literacy History)

Sydnei's father has a bachelor's degree in business and works for a Logistics company where he works ten to eleven hour days and some Saturday mornings. His job takes up most of his time as he is on-call some weeknights and weekends. There is minimal reading and writing at his job, but involves great communication and problem solving skills as his job duties involve primarily talking to and addressing problems with customers on the phone. Sydnei's mother has a high school degree and has completed some nursing college courses, yet chose not to finish this degree. She is now attending college for criminal justice and in addition to being a student has one or two part time jobs working on promotional materials for retail stores. As a student, her mother reads and writes a lot for her school courses.

When asked about Sydnei's strengths and areas of struggle in literacy, her father said that her Kindergarten teacher reported that she was highly distractible and was worried about her reading comprehension and spelling skills. Some of the strengths he mentioned were her alphabetic knowledge of letter and sound identification, leadership skills, and motivation to learn. I feel that by focusing this literacy case study on the phonological awareness skill of identifying rhyming words and using common "chunks" to read new words will lead to better spelling abilities and better reading comprehension due to fewer miscues during reading. These

skills are both crucial in her learning as she enters first grade because she will need a "firm grasp of these basics (phonemic awareness and alphabetic knowledge) before formal reading and spelling instruction begins." (Learning First Alliance, 1998). It will also be very important for Sydnei to have strategies for decoding unknown words for first grade because when she is skilled in these areas she will experience fewer miscues and pauses during reading and therefore improve her reading fluency and comprehension. Sydnei is already skilled in sounding out words but lacks strategies for word decoding, which will be the focus of one of my lessons.

Tests Given and Summary of Test Results

During our first meeting, I began by having Sydnei read a book to me as an informal assessment that would provide me information on her sight word knowledge and her strategies for decoding unknown words. I chose to have Sydnei read to me as the first assessment because it was a good ice breaker activity for us and I was able to start conversations with her about reading and her interests. Secondly, Sydnei colored/circled the Garfield pictures on the Elementary Reading Attitude Survey to depict her feelings and attitudes toward academic and recreational reading. I chose to perform this survey because I felt it was important to get an understanding of whether or not she enjoys reading and in what environments. The Elementary Reading Attitude Survey assessed "…the emotional response to reading…(which) is the primary reason most readers read, and probably the primary reason most nonreaders do not read. Wixson and Lipson (in press) acknowledge that 'the student's attitude toward reading is a central factor affecting reading performance'." (McKenna & Kear, 1990, p. 626). This reading attitude survey gave me insight into her views of herself as a reader, her level of confidence in her reading skills, and her motivation/engagement level during reading activities at school and home. Thirdly, I administered the three parts of the Michigan Literacy Progress Profile (MLPP) Phonemic Awareness assessment. I chose this assessment because I feel these pre-reading skills are foundational to beginning reader's success. "To read, children must know how to blend isolated

sounds into words; to write, they must know how to break words into their component sounds."
(Learning First Alliance, 1998). The MLPP Phonemic Awareness assessment included assessing
Rhyme Choice and Rhyme Supply which assess a student's ability to distinguish between
examples and non-examples of rhyming words and the ability to provide a word that rhymes with
two given rhyming words. It also assessed Onset and Rime as well as Phoneme Blending which
evaluate a student's ability to blend isolated sounds into meaningful words. The last portion of
the Phonemic Awareness assessment was Phoneme Segmentation which assessed the student's
ability to hear a word and isolate the beginning, middle, and ending sounds in the word in a
sequential order. "This set of tools helps teachers understand what individual children know
specifically about phonemes and how sounds work to form words." (MLPP Second Addition,
2000, p. 37). The final assessment I administered was the MLPP Hearing and Recording Sounds
assessment, which evaluates a student's ability to hear words, isolate the phonemes (letter
sounds) in the word, sequence the sounds, and write them down. I chose this assessment because
I wanted to see if she was able to draw upon her phonemic awareness skills in order to utilize
them during a writing task.

I first performed an informal assessment by having Sydnei read a favorite, familiar book
from home. Although I felt the text was slightly harder than her independent reading level, this
allowed me to get a feel for her unknown word strategies. While she was reading this text, I
noticed that Sydnei uses the first letter sound to figure out an unknown word, but otherwise she
just looked to me to give her the word. She did have a good knowledge base of many grade-level
sight words and could read them with automaticity in the text.

Second, I performed the Elementary Reading Attitude Survey with Sydnei. She really
enjoyed this because of the Garfield pictures and it allowed me to get a feel for how she feels
about the task of reading and how confident she is in herself as a reader. This survey showed me
that she enjoys reading at home (even during the summer), getting books for presents, and being
asked questions about what she has read. She likes to read different kinds of books and read

aloud in class. She does not like starting a new book; it seemed this was because she often

struggles with decoding unknown words. She would much rather read a book she is familiar

with. During her free time, she is less motivated to read and would rather play than read a book.

In the survey, she also said that she does not feel good reading in school; this response surprised

me because all other aspects of reading at school (as part of the survey) she felt good about.

When I asked her what she didn't like about reading at school she mentioned that her

Kindergarten class had many different tubs of books. My inference from talking with her is that

these were leveled book tubs and that she was often challenged to read unfamiliar and harder

books and therefore felt less successful and confident in her abilities.

Third, I gave the MLPP Phonemic Awareness assessment. The first part assessed Rhyme.

Sydnei scored 5 out of 8 on Rhyme Choice where I would say two examples or non-examples of

rhyming words and she would tell me if the two words rhyme or not. She was able to correctly

and quickly identify all of the pairs of non-rhyming words, but could only identify one of the

rhyming word pairs; she thought the other rhyming word pairs did not rhyme. Sydnei scored 0

out of 8 on Rhyme Supply where I would say two rhyming words and she would need to supply a

third rhyming word. She could not produce any response for 7 out of 8 of these Rhyme Supply

items. The second part assessed phoneme blending, which was her ability to blend sounds

together into meaningful words. Sydnei scored 8 out of 8 on Onset and Rime and 8 out of 8 on

Phoneme Blending. She felt very confident with this section and could easily blend together the

isolated sounds. The last part was Phoneme Segmentation when she was given a word and had

to isolate the beginning, middle, and ending sounds in the word. Sydnei scored 8 out of 8 on this

section and was again very confident in her abilities.

Last, I administered the MLPP Hearing and Recording Sounds assessment. Sydnei

scored 34 out of 36 points and the results of this assessment show that Sydnei is able to easily

hear the correct phonemes in words and record them in sequential order. During this assessment,

I did find that she knows some common word "chunks" such as –ing, th-, -ay, and –ey. She was

also able to spell some grade level sight words with automaticity, such as the words the, he, is, with, a red, I, and in. This is good prior knowledge that I will build upon in my lessons.

Overall, Sydnei shows strong phonemic awareness abilities in onset and rime blending, phoneme blending, and phoneme segmentation. She struggles with the phonemic awareness skills of rhyme choice and rhyme supply.

VI.   Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Recognizing and Producing Rhyming Words 7/22/2012	1. Sydnei will be able to alter the beginning sound of words (substitute the onset of words) to make rhyming words. 2. Sydnei will be able to correctly identify examples and non-examples of rhyming word pairs that she hears. Core Content Standards: **R.WS.00-01.01** Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. **R.WS.00.02** Recognize that words are composed of sounds blended together and carry meaning. **R.WS.01.04** Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.	1. Book titled: <u>Sheep in a Shop</u> by Nancy Shaw 2. Clear cups with beginning letter sound stickers and with rhyming word endings/chunks (rimes) such as -at, -in, -ot 3. Paper 4. Crayons or pencils 5. Memory game with rhyming picture cards (Identifying and Generating Rhyming Words, Memory, n.d.)	1. Teacher observation during the read-aloud to see if Sydnei recognizes rhyming words from the story 2. Teacher observation during the "Cup Stackin' Phonics" game (Smith, 2012) to see if Sydnei can automatically manipulate the beginning sounds in words using phoneme substitution to create and read rhyming words 3. Memory game with rhyming picture cards

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Word-Attack Strategy of Chunking Unknown Words into Familiar Parts 7/27/2012	1. Sydnei will use her prior knowledge of rhyming words and common rimes (word ending chunks) to decode unknown words. 2. Sydnei will be able to break unknown words from text into familiar chunks in order to read these words and understand their meaning in the text. Core Content Standards: **R.WS.01.08** Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts. **R.WS.01.07** Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.	1. Book titled: Llama Llama Home With Mama by Anna Dewdney 2. Sentence strips 3. Scissors 4. Clear cups with beginning blends, vowels, and consonants 5. Copy of Chunky Monkey Strategy Song 6. Monkey stuffed animal (optional) 7. Chunking Practice Worksheet 8. MLPP Phonemic Awareness Rhyme Choice and Rhyme Supply assessment	1. Teacher observation during the "Cup Stackin' Phonics" game (Smith, 2012) to see if Sydnei can blend known chunks into a meaningful word 2. MLPP Phonemic Awareness Rhyme Choice and Rhyme Supply assessment to reassess rhyming knowledge after the two lessons (This was done as a pre-lesson assessment also.)

VII.   Reflections on Your Differentiated Literacy Lesson Plans

As I reflect on my assessment choices, I think I chose some very beneficial assessments for Sydnei's grade level. The Elementary Reading Attitude Survey was necessary as I had not observed nor taught Sydnei in an academic setting and it gave me insight into her feelings about reading. The MLPP Phonemic Awareness assessment and Hearing and Recording Sounds assessment allowed me to clearly see Sydnei's strengths and weaknesses in phonemic awareness skills, which are very important and should be strong in order to begin reading at higher levels in first grade. These assessments depicted her strengths in phoneme blending, phoneme segmenting, and writing the phonemes she hears orally in words. I don't know that the Hearing and Recording Sounds Assessment was necessary as she scored perfectly on the phoneme segmentation and blending portions of the MLPP Phonemic Awareness assessment, but I still feel it still provided valuable information about her sight words knowledge. These phonemic awareness assessments also uncovered her weakness in rhyme, which then gave me my first lesson focus. In addition, I had Sydnei choose a book to read aloud to me for an informal assessment. This allowed me to see her sight word knowledge, decoding skills, and her fluency. Although this assessment did give me good insight into many of the sight words she knew and what some of her strategies were for decoding unknown words, I feel a running record may have been beneficial to use especially because the book would have been unfamiliar yet closer to her reading level than the book she chose herself and therefore may have been a more accurate assessment. I chose not to do a running record to begin with because I did not have the materials for this assessment.

Overall, I feel the lessons were very beneficial for Sydnei. Evidence of this is the improvement that was shown on the Rhyme portion of the MLPP Phonemic Awareness assessment. Before my lessons, Sydnei scored 5 out of 8 on Rhyme Supply which assessed her ability to recognize rhyming word pairs and non-rhyming word pairs. She scored 0 out of 8 on Rhyme Supply which assessed her ability to listen to two rhyming words and then supply another

word that rhymes with them. Following my two lessons, Sydnei scored 8 out of 8 on both

sections of the rhyme assessment. While almost half of the words she supplied in the Rhyme

Supply section were non-sense words, they still rhymed and when she was asked for a "real"

word that rhymes, she was able to produce one every time. There was drastic improvement as

she went from 31% on the Rhyme assessment to 100%. As for her progress in using the word

attack strategy of chunking words into smaller recognizable parts, Sydnei was able to

independently circle the chunks in words on the Chunking practice worksheet following my

second lesson and was then able to read most of the words without assistance. I feel Sydnei

needs more practice with this strategy before she will automatically use when she comes to

unknown words in text. I did not assess her use of the strategy as my lesson was more of an

introduction to the chunking strategy.

        During the lessons, I helped to support Sydnei's success by modeling all

expectations after instruction and then providing one to two guided practice activities before I

had her show independent use of the skill or strategy. I firmly believe every activity should begin

with teacher modeling because I think students need to know your clear expectations for their

learning and see those modeled by an experienced and fluent reader. I also feel that modeling is

beneficial because students are able to hear your metacognitive thoughts while performing a

reading activity. I chose to use much guided practice because it allowed me to use many hands-

on activities which gave Sydnei an active role in her learning and kept her engaged. I chose to

use teaching aides, such as games involving manipulative materials, a stuffed animal, and a song

to add motivation and increase learning. I feel her interest level was high and she enjoyed the

hands-on activities and it was a good choice to have very limited direct instruction at her age.

        Some newly learned techniques that I incorporated into my lessons included purposefully

utilizing assessment to direct instruction as well as using metacognition and scaffolding. Going

further, I would like to not only verbalize my own metacognitive thoughts but also encourage my

students to talk about their thinking. Our text states,

"…teachers foster agency (the reader playing an active role in and influencing the manner in which the reading event occurs) by providing opportunities for students to stop and talk about their thinking. For example, during a read-aloud, teachers might stop at points that are particularly thought provoking or that are prime opportunities for predicting and say, 'What are you thinking? Share your thoughts with a partner.' These stopping points provide an opportunity for children to verbalize their thought processes. This is not simply 'sharing'. The goal is for students to actually verbalize their thought processes during the reading process. In this way metacognitive awareness is built." (Almasi & Hart, 2011, p. 264).

If I were to teach these lessons again, I feel I would want to change part of my words-attack strategy lesson. While teaching the Chunky Monkey strategy and showing Sydnei the words from the book, I would have a greater focus on reading the words we "chunked" in the context of the book and talk more about how to determine its meaning (using context, illustrations, and prior knowledge) after we've been able to decode and read the new word. At times, Sydnei was distracted by other things going on at her house and if I were to reteach the lessons, I would've chosen a quieter learning environment, free of distraction, which would have addressed her needs better.

One critical moment that impacted instruction was Sydnei's performance during the first lesson. If my observations wouldn't have shown that she understood and could produce rhyming words, than that would've changed my direction for the second lesson. Due to her progress in rhyming, I was able to use that knowledge to connect to a decoding strategy.

I feel my reading instruction made a meaningful contribution to Sydnei's overall reading progress by strengthening her phonemic awareness skills in rhyming and introducing her to another decoding strategy for unknown words, which will be an asset for her in first grade. I cannot say if my instruction directly and immediately affected her reading progress in levels, number of miscues, and comprehension as I did not use a running record assessment, but feel I

made a positive impact in strengthening some of her areas of weakness in beginning reading skills.

VIII.   Recommendations to Teachers and Parents/Caregivers

Recommendations to Teacher(s)

Sydnei is skilled in the phonological awareness skills of phoneme blending and segmentation. She is also able to spell and read many grade-level sight words. Sydnei can hear words and write the sounds she hears. She is knowledgeable in digraphs but needs extra practice with blends as she isolates each sound rather than saying them as a joint sound, for example, she says /b/ /l/ instead of /bl/. She has shown good improvement this summer in her rhyming skills and ability to produce and write word family lists.

I have a few further recommendations for you, as Sydnei's first grade teacher. I suggest that you familiarize yourself with the animal themed reading strategies which can help teach Sydnei and other students in your class valuable strategies to use when they come to words they do not know in texts. This website (http://aschilb.emsd37.org/mysite/reading/ReadingSTRtipCM .htm) includes the reading strategy we practiced, called Chunky Monkey, which teaches Sydnei to "break apart" unknown words into familiar chunks and then blend the chunks together to read the word. The website also elaborates on how to teach the other important strategies for young readers. These strategies are very engaging because they involve animal mascots and you can use hands-on activities and songs that accompany the strategy instruction. Sydnei would also benefit from more individualized instruction in these word-attack strategies and will need small group interventions to further improve upon these skills.

Parent Recommendation Letter

Dear Parents,

It has been a pleasure to work with Sydnei this summer! She shows great motivation to read and is skilled in many pre-reading skills. She is able to hear the beginning, middle, and

ending sounds in words and does well spelling and reading frequently used words, such as the,

to, at, etc. During our lessons this summer, we worked together to learn how to identify words

that rhyme and noticing the same pattern of letters in those words, such as the –ing ending in the

rhyming words ring, thing, and sing. This knowledge helped Sydnei when I taught her a new

strategy, called Chunky Monkey, for reading longer words she does not know in text. She can

now look at a words and find the recognizable "chunks" such as digraphs (th, ch, sh, and wh),

blends (br, tr, sp, etc.) as well as the rimes (-at, -ing, -in, -ed, etc.). For example, she can read the

word "cupcake" by finding the recognizable parts including the /c/ sound, -up rhyming chunk, /c/

sound again and the –ake rhyming chunk at the end and then blending those all together to read

the word.

  To continue to practice and see improvement in these skills, you can do a few things at

home with Sydnei. Most importantly, I encourage you to engage in more consistent literacy

practices at home; this will have the greatest impact on Sydnei's reading abilities! It is important

to have Sydnei read books to you each day and for you to read books aloud to her so she can hear

fluent reading and learn new vocabulary. It is also beneficial to reread books many times and

even read them aloud together. Taking trips to the library together is important as well so Sydnei

has the opportunity to be exposed to multiple pieces of literature that involve her interests,

therefore motivating her to read. When Sydnei reads aloud to you, encourage her to utilize the

Chunky Monkey strategy to figure out unknown words. This website may be helpful to you as it

further explains this reading strategy and other animal reading strategies that can teach her key

decoding skills to read unknown words.

  http://aschilb.emsd37.org/mysite/reading/ReadingSTRtipCM.htm

  Another recommendation is to continue with practice in rhyming. I have included a list

of some engaging and age-appropriate websites with games for Sydnei to play that will improve

her recognition of rhyming words and the letter patterns they possess.

  http://teacher.scholastic.com/activities/bll/reggie/index.htm,

http://pbskids.org/wordworld/characters/game_frm.html, and

http://pbskids.org/games/r hyming.html.

While working with Sydnei, remember that she responds well to verbal praise as a way to encourage her reading efforts; it will be important that she continue to feel confident in her abilities and maintain enjoyment from the reading process in order for her to remain engaged and show improvement. I hope Sydnei has an enjoyable year in first grade!

Happy Reading,

Ashley Liedel

Additional Materials

Lesson Plan #1 of 2

Lesson Plan #2 of 2

Scanned Copy of Parent Letter of Consent

Scanned Copy of Elementary Reading Attitudes Survey

Scanned Copy of MLPP Phonemic Awareness Assessments

Scanned Copy of MLPP Hearing and Recording Sounds Assessment

Chunky Monkey Rap

Chunky Monkey Strategy Practice Worksheet

Daily Lesson Plan

Rhyming Words

Date: July 22, 2012

Objective(s) for today's lesson:

- Sydnei will be able alter the beginning sound of words (substitute the rime of words) to make rhyming words.

- Sydnei will be able to correctly identify examples and non-examples of rhyming word pairs.

Core Content Standards:

R.WS.00-01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.

Rationale

Rhyming is an important skill for beginning readers because it helps to develop phonemic awareness, creativity in word play, and word decoding skills. This lesson will use quality children's literature and motivational games to promote student interest and allow for hands-on learning.

Materials & supplies needed:

- Book titled: Sheep in a Shop by Nancy Shaw

- Clear cups with beginning letter sound stickers and with rhyming word endings/chunks (rimes) such as -at, -in, -ot

- Paper

- Crayons or pencils

- Memory game with rhyming picture cards (Identifying and Generating Rhyming Words, Memory, n.d.)

Procedures and approximate time allocated for each event	*Academic, Social and Linguistic Support during each event*
• *Introduction to the lesson* As an introduction to the lesson, I will talk to Sydnei about rhyming words and their importance. (2 minutes) "Do you enjoy reading or listening to books by Dr. Seuss, poems, or nursery rhymes? These are fun to read and listen to because many of them use rhyming words. Knowing how to rhyme can help you be a better reader, writer, and speller! Today we are going to practice identifying when we hear words that rhyme in books and make up our own rhyming words too." • *OUTLINE of key events during the lesson*	
1. Read the book titled <u>Sheep in a Shop</u> with rhyming words on each page. After reading each page, ask Sydnei what rhyming words she heard. (10 minutes) "We are going to read a book about some sheep	First, I will model by telling the rhyming words from the first page and talking about how I know they rhyme (same ending sounds). If Sydnei is

who go shopping. The book is called <u>Sheep in a Shop</u> and the author uses many rhyming words in the story. I am going to read the book to you and I want you to listen hard to hear the words that rhyme in the story. I will stop after I read each page and ask you to tell me the two rhyming words. If you aren't sure, I will give you one of the words and I want you to tell me the word from the story that rhymes with the word I say. Do you understand? Okay, I will begin the story. After reading the first page, I will say the rhyming words, then it will be your turn."

unable to identify the rhyming words, I will say one of the words and ask her to come up with the other word that rhymes, in order to provide some scaffolding. If that is not helpful enough I will reread the page.

2. Practice reading word rimes from common rhyming word families by blending vowels and consonant letter sounds, such as –at, -ot, -in, -et, etc. Then explain how to play the "Cup Stackin' Phonics" game. Model how to play. Pick a cup with a rime and then pick a beginning consonant cup. Stack the cups on top of each other. Say the isolated sounds first, such as /c/ /-at/. Then blend the sounds together to say the word "cat". Repeat with the same rime and keep substituting the onset cup until the word family "chunk" becomes automatically recognizable to the student and they are no longer isolating all phonemes (for example saying /c/ /-at/

This game utilizes her strengths and prior knowledge of phoneme blending. I will model the cup stacking game for the first onset and rime. I will then provide support when needed.

not /c/ /a/ /t/). Repeat entire process with a different word family to provide guided practice. (10-15 minutes) "We are going to play a game where we will make rhyming word families by changing the first letter of a word many times. When you know your letter sounds and can recognize parts of words, then you are able to read many, many new words. Let's play this cup game to practice making rhyming words. We will start with a word you know, such as the word *cat* by stacking the /c/ cup on top of the /-at/ cup because /c/ /-at/ make *cat.* Now we will change the /c/ to other sounds to make words that rhyme with *cat.* What word would we make if we put the /p/ cup on the /-at/ cup? Good, we would make the word "pat". Let's try making some more rhyming words."	
3. To provide more practice, I will apply what we learned in the cup game to a writing activity. I will write a word (from a word family practiced with the cups), such as cat. Then, circle the rime, -at in this case. Ask the student to write a list of words that rhyme with it. Repeat with other word families. After finishing some word family lists, go over all of	I will scaffold by circling the rime portion of the word. If this proves to be too difficult, I will also have a whiteboard where I will write the first word and she can just erase the onset (beginning

the rhyming word pairs as review. (10 minutes)	consonant) and write in the
"Now we will do some additional practice. This time, I will write a word we made in the game and I want you to write down a word that rhymes by changing the beginning sound of the word, just like we did in the cup game."	new onset to make the new word, which will be similar to the cup game.
4. Next we will play the Rhyming Word Memory Game. Before playing the game, we will discuss what each picture is on each of the cards and flip all of the cards over. We will take turns flipping over 2 cards at a time, saying the name of the pictures on both cards and determining if the words rhyme. The goal is to find the most rhyming pairs. This will tell me if Sydnei is now able to identify words that do and do not rhyme independently. (10 minutes)	If Sydnei has trouble identifying if the picture cards rhyme, I will write the two words down and ask her to see if they have a common letter.
"Your dad told me that you really enjoy playing the game Memory with him, is that true? I brought a rhyming word memory game we will take turns flipping over two cards at a time to try to find picture cards that rhyme, such as boat and coat. Let's look at all the picture cards and describe what each picture would be before we turn them upside down to play."	
• ***Closing summary for the lesson***	

To close the lesson, I will talk with Sydnei about whether or not she feels more confident with rhyming words.

"After playing our games today, do you feel it is easier to hear when words rhyme?" (2 minutes)

• *Transition to next learning activity*

I will preview what we will be learning in the next lesson.

"Next week we will use some of these rhyming word families to help us read bigger words we don't know in books."

Assessment	*Academic, Social, and Linguistic Support during assessment*
Teacher observation will be the primary mode of assessment during this lesson. I will be observing during the read-aloud and memory game to see if Sydnei is able to identify examples and non-examples of rhyming words. During the "Cup Stackin' Phonics" game (Smith, 2012) I will be looking to see if Sydnei can automatically manipulate the beginning sounds in words using phoneme substitution to create and read rhyming words. I am hoping to see automaticity in reading word "chunks" (rimes) rather than those rimes being sounded out by saying the isolated sounds. These observations will help me determine my goals for the second lesson: more guided practice with rhyming words or introducing a word attack strategy using this phonemic awareness skill.	I will provide verbal praise when Sydnei is able to correctly identify words that do or do not rhyme.

Daily Lesson Plan

Word Attack Strategy: Chunking Words

Date: July 27, 2012

Objective(s) for today's lesson:

- Sydnei will use her prior knowledge of rhyming words and common rimes (word ending chunks) to decode unknown words and help understand their meaning.

- Sydnei will be able to break unknown words from text into familiar chunks in order to read these words.

Core Content Standards:

R.WS.01.08 Use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.

R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

Rationale

Young readers need to have a variety of strategies they can use to decode unknown words in text. One useful strategy is chunking words into known parts. To make these strategies more relatable and motivating for young readers to learn, I associate them with an animal. The National Institute of Child Health and Human Development states, "Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and

spelling. Systematic phonics instruction produces the greatest impact on children's reading

achievement when it begins in kindergarten or first grade." (Shriver, 2010). This lesson on the

Chunky Monkey strategy focuses on analytic phonics instruction, which is teaching students to

use parts of word families they know to identify words they don't know with similar parts.

(Shriver, 2010).

Materials & supplies needed:

- Book titled: Llama Llama Home With Mama by Anna Dewdney

- Sentence strips

- Scissors

- Clear cups with beginning blends, vowels, and consonants

- Copy of Chunky Monkey Strategy Song

- Monkey stuffed animal (optional)

- Chunking Practice Worksheet

- MLPP Phonemic Awareness Rhyme Choice and Rhyme Supply assessment

Procedures and approximate time allocated for each event	*Academic, Social, and Linguistic Support during assessment*
• *Introduction to the lesson*	
As an introduction to the lesson, I will talk to Sydnei about how she can use what she knows about rhyming words and word families to read new, long words she doesn't know in the books she reads. (2 minutes)	I am connecting new learning to prior knowledge.
"Do you remember what we practiced at our last meeting? (rhyming words) Well today, we are going to use those rhyming skills to read hard words because every word has smaller parts	

inside of it that you know already! Let's get

started."

• *OUTLINE of key events during the lesson*

1. I will first introduce the Chunky Monkey word-

    attack strategy by teaching Sydnei the "Chunky

    Monkey Rap". (Tunstall, n.d.). (10 minutes)

    "We are going to learn a new way for you to read

    hard words by looking closely at the whole word

    to find little parts of it that you know. I want to

    teach you a song about this reading strategy and

    my monkey (stuffed animal) will help because

    the song is about him. His name is the Chunky

    Monkey and he would like to tell you about what

    he does best when he reads. His song goes like

    this… (read it through a couple of times)."

    | I am using a song to help Sydnei remember the strategy including how to use it and when. |

2. Before beginning the lesson, I have prepared

    sentence strips with words that I predicted Sydnei

    would struggle with from the book we will read

    (Llama Llama Home With Mama). I will tell Sydnei

    that I have picked some hard words from the book

    and I want to show her how she can read them with

    Chunky Monkey's help and using what she is

    already is good at. I will model how to chunk a

    word by identifying known parts of the word. Cut

    | I am using explicit instruction, modeling, and guided practice using hands-on activities. I also voice my thought processes during learning (metacognition). |

apart the word into the chunks I know. Practice pronouncing each chunk by itself and then blending them together to read the word. I will verbalize my thinking about my prior knowledge of word families used in the previous lesson such as –uck, -or, -ing and sight words such as if, and, or that I might find inside an unknown word. I will follow this modeling by giving Sydnei guided practice chunking the other words on the sentence strips. Some words I chose for this strategy from the story are: morning, things, snorting, sniffing, etc. (15-20 minutes)

"Before reading our book, I picked some tough words from the story and wrote them on these sentence strips. I will show you how to chunk a word into small parts so that you can read it. Let's take this word "sandwich". This is a long word but Chunky Monkey tells me to look at the smaller parts of the word and I already notice parts of the word I know! I see the word "and" with the "s" sound in front of it so I know this is /s/ -and, sand! Now I am going to look at the end of the word and I recognize "ch" which says /ch/. I know the sounds that the letters "w" and "i" make too so now I am ready to read the whole word. First I will say all the chunks in order then

I will blend them together to make a meaningful word, such as /sand/ /w/ /i/ /ch/, that word is "sandwich"! Do you think you want to see me model chunking another word or are you ready to give it a try?"	
3. Read aloud the book titled <u>Llama Llama Home With Mama</u> by Anna Dewdney and when you get to the words you practiced chunking, see if Sydnei is able to read them using the Chunky Monkey strategy. (10 minutes)	
"Now we are going to read the book titled <u>Llama Llama Home With Mama</u> and when we come to a hard word we are going to use our Chunky Monkey strategy to read it."	
4. Next we will do some additional guided practice using the "Cup Stackin' Phonics game" (Smith, 2012) from the previous lesson, with some modifications. This time, I will have the cups already stacked to make "chunkable" words. I will model moving the cups sideways to separate the chunks and then moving them together to blend into a whole word. (10 minutes)	I have prepared pre-stacked cups to make words with chunks we have practiced during the first rhyming lesson or that Sydnei knows due to prior knowledge.
"Do you remember the cup stacking game we played last time? This time, I have already stacked the cups and we will practice chunking	

the word into smaller parts and reading the word as a whole. I will start with this stack of cups. I see the chunks /ch/ /ip/ /s/ and when I blend them together the word says "chips". Now you try with this stack."

• *<u>Closing summary for the lesson</u>*

To close the lesson, I will talk with Sydnei about what we have learned and how she can utilize it in first grade.

"Now we have learned how to rhyme words and chunk new words. In first grade you can use rhyming words in your writing and you can choose books to read by authors who use rhyming words. As you get to read harder books in first grade, remember that you can remember Chunky Monkey and chunk the big word into smaller parts you know; if you do this, you will be a great reader!" (2 minutes)

Assessment	*Academic, Social, and Linguistic Support during assessment*
I will use teacher observation as an informal assessment during the "Cup Stackin' Phonics game" (Smith, 2012). I will be looking for Sydnei to be able to blend known chunks into a meaningful word. As an additional assessment, Sydnei will complete a word chunking worksheet following	I will provide verbal praise when Sydnei is able to chunk and blend groups of sounds to

this lesson to see if she is able to recognize the smaller parts of words by circling them and then read the word as a whole. This assessment will include some words we chunked together using the sentence strips and some other words from the book. As a formal assessment, I will use MLPP Phonemic Awareness Rhyme Choice and Rhyme Supply assessment to reassess rhyming knowledge after the two lessons. This assessment was done as a pre and post assessment so that I can compare her prior knowledge to her knowledge after my instruction. I am obviously looking for a higher score after instruction has been provided.	read words. I will also provide scaffolding if Sydnei struggles recognizing word parts.

Masters of Arts in Teaching And Curriculum Program
Michigan State University
313 Erickson Hall
East Lansing, MI 48824

July 7, 12

Dear Parent/Guardian,

I am an MSU student studying to receive my Masters of Arts degree. As part of my TE 846 course, *Accommodating Differences in Literacy Learner*, I am required to work one-on-one with a child for a period of instructional sessions during the semester to get to know him/her as a literacy learner and to engage him/her in lessons and activities that may help him/her grow as a literacy learner. I am writing to request your permission to work with your child.

In a typical session with your child, I would teach your child a brief lesson based on what I am learning in my course, and engage your child in a literacy activity likely to be enjoyable to him or her, such as reading aloud a book on a topic that interests your child. My course instructor will provide me with support as I plan sessions with your child.

I may collect some of the work your child produces during the session. If I do so, I will black out your child's name if it appears. I will also write and present about your child as a literacy learner for course assignments. When I do so, I will always use a pseudonym or fictitious name for your child and will exclude any sensitive information I may have about your child. If I audio record your child during an assessment, I will use the audio recording only to help me complete and interpret the assessment and I will not share it with anyone outside my class.

My work with your child is not "research" and it will not be used outside of the context of course assignments. By giving permission for your child to participate, you will enable me to become a better teacher, and provide your child with an opportunity to work one-on-one with me on reading and writing. If you have any questions regarding this request, please do not hesitate to call my instructor, Dr. Tanya Wright at 517.432.2367 or email her at tswright@msu.edu.

Sincerely,

_____X_____ As parent or guardian of the child, I consent to allow the child to participate as described above.

Child's Name: _Sydnei_____

Parent/Guardian's Name (Please Print): _Danial_____

Parent/Guardian's Signature: _____ Date: _7/15/2012_

Elementary Reading Attitude Survey

School_____ Grade_____ Name _Sydnei_____

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

Page 1

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Survey designed by Dennis J. Kear, Wichita State University

Please circle the picture that describes how you feel when you read a book.

Page 2

Please circle the picture that describes how you feel when you read a book.

Page 3

Please circle the picture that describes how you feel when you read a book.

Page 4

Please circle the picture that describes how you feel when you read a book.

17. How do you feel about stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

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Elementary Reading Attitude Survey Scoring Sheet

Student Name _Sydnei_____

Teacher _Ashley Liedel_____

Grade _1_____ Administration Date _07/_____

	Scoring Guide	
4 points	Happiest Garfield	
3 points	Slightly smiling Garfield	
2 points	Mildly upset Garfield	
1 point	Very upset Garfield	

Recreational reading
1. 4
2. 4
3. 4
4. 4
5. 3
6. 1
7. 4
8. 1
9. 4
10. 4

Raw Score (33)

Academic reading
1. 4
2. 4
3. 1
4. 4
5. 4
6. 4
7. 4
8. 4
9. 4
10. 4

Raw Score: (37)

Full scale raw score . . . . (Recreational + Academic): 70

Percentile ranks: . . . . Recreational [65]

. . . . Academic [85]

. . . . Full scale [78]

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Survey designed by Dennis J. Kear, Wichita State University

Phonemic Awareness Assessment - Individual Record

Student ___Sydnei___   Grade __1__   Date __7/15/12__

reassessed: 7/27/12

RHYME CHOICE

Tell me if these words rhyme:

7/15 7/27   7/15 7/27

1. sit   fit   • ✓   5. truck sing   ✓ ✓

2. ball wall   • ✓   6. tie   van   ✓ ✓

3. trip sock   ✓ ✓   7. play day   • ✓

4. can   pan   ✓ ✓   8. down clock   ✓ ✓

RHYME SUPPLY

Tell me a word that rhymes with _____

7/15   7/27

1. bat hat "cat in the hat"   5. rug bug   • ✓ slug

2. head bed   • ✓ cled   6. be me   • ✓
                     fed
3. fun run   • ✓ chun   7. take make   • ✓
                     sun
4. got hot   • ✓ sot   8. mill will   • ✓

Recording:
Indicate correct responses with a check (√). If the child gives an incorrect word, write that word.
Write • if the child cannot or will not produce a response.

Discontinue:
Discontinue testing if the child misses three consecutive items after the practice items or if the child
appears confused or frustrated.

Total number correct   [5] Choice   [0] Supply 7/15/12
(16 possible)
                        (8)   (8) 7/27/12

MLPP Second Edition/2000   Proof #6   4/20/01   41

Phonemic Awareness Assessment - Individual Record

Student __Sydnei__   Grade __1__   Date __7/15/12__

ONSET AND RIME

What word would I have if I put together these sounds?

1. /t/ /ake/   ✓   5. /d/ /ust/   ✓
2. /p/ /in/   ✓   6. /j/ /ump/   ✓
3. /d/ /og/   ✓   7. /m/ /ouse/   ✓
4. /t/ /ea/   ✓   8. /sl/ /eep/   ✓

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

1. /t/ /a/ /p/ (tap)   ✓   5. /l/ /i/ /d/ (lid)   ✓
2. /p/ /e/ /n/ (pen)   ✓   6. /b/ /i/ /k/ (bike)   ✓
3. /j/ /o/ /g/ (jog)   ✓   7. /w/ /a/ /v/ (wave)   ✓
4. /c/ /u/ /t/ (cut)   ✓   8. /s/ /o/ /f/ /t/ (soft) ✓

Recording:
Indicate correct responses with a check (√). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Write (•) if the child cannot or will not give a response.

Discontinue:
Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct __10__
(16 possible)

Phonemic Awareness Assessment - Individual Record

Student ___Sydnei___   Grade __1__ Date _7/15/12_

PHONEME SEGMENTATION

Assessment Items

(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear next? The sound you hear last?

1. pat (/p/ /a/ /t/) ✓   5. sock (/s/ /o/ /k/) ✓

2. lip (/l/ /i/ /p/) ✓   6. mean (/m/ /e/ /n/) ✓

3. red (/r/ /e/ /d/) ✓   7. joke (/j/ /o/ /k/) ✓

4. tub (/t/ /u/ /b/) ✓   8. fight (/f/ /i/ /t/) ✓

Recording:
Indicate correct responses with a check (√). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Write (•) if the child cannot or does not give a response.

Discontinue:
Discontinue testing if the child misses 3 consecutive items or appears confused or frustrated.

Total number correct ⑧
(8 possible)

7/15/12

Name: _Dxanei Sxalnei_   (34/36)   Hearing and Recording Sounds

1. i	2. Cey	3. a
4. BIG	5. cat	6. in
7. the	8. sun	9.

7/15/12

Name: _Sydnei_   Hearing and Recording Sounds

1. he	2. iS	3. plaving
4. w/th	5. a	6. ReD
7. Blol	8.	9.

Chunky Monkey Rap

Source: Tunstall. (n.d.). "Chunky Monkey" A Lesson in Chunking Words. Retrieved from
http://www.scribd.com/doc/57412935/Chunky-Monkey

My name is chunky monkey
And I can help you read
'Cuz I am chunky monkey
The reading strategy

I am the chunky monkey
And I am really smart
When I come to a big long word
I break it into parts

Chunk, chunk, chunk
When you get stuck
Look for little parts you know
Like ñit, -ap, -and uck

Chunk at the beginning
Chunk it at the end
Chunk it in the middle
Chunk it any way you can!

My name is chunky monkey
And I can help you read
ëcuz I am chunky monkey
The reading strategy

Chunking Worksheet

Circle the chunks you know in the following words from the
book titled <u>Llama Llama Home With Mama.</u>

snorting   feeling

sniffle   yucky

things   back

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