Literacy Learner Analysis Project

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<u>Brief Background and Reason for Project</u>

I have been teaching third grade for four years. Fortunately, I have had small class sizes throughout those four years, yet still I have taught 93 third graders in two different districts. Despite having had cousins, siblings, and identical twins in my classrooms, I have never had two students with identical social, emotional, and educational needs. As teachers, it is our responsibility to educate every student in our classrooms. The only way to do this effectively is to identify individual student needs through assessment, and target instruction to meet those needs.

As Reutzel, Clark, and Flory describe, "...the ability to read is a critical factor in living a healthy, happy, and economically productive life. On the other hand, the inability to read often denies individuals and groups access to many significant educational, social, healthcare, and economic opportunities," (p. 366). The Common Core State Standards (CCSS) strive to ensure that more students achieve a level of literacy that will enable them to lead productive lives. With the rise of the CCSS, many districts are adopting researched-based reading curriculums to ensure that standards are being met in the classroom. Unfortunately, as Swanson and Vaughn (2011) acknowledge, "no reading curriculum or methodology meets the needs of all students all of the time," (p. 267). To provide all students with literacy instruction that will enable them to be successful, it is necessary to differentiate instruction to meet student literacy needs. It is therefore up to teachers to understand research and best practice regarding literacy and differentiated instruction in order to tailor teaching to meet the standards and the individual needs of learners.

In the United States today, one of the methods used by districts and teachers to better meet the needs of learners is Response to Intervention (RTI). RTI provides educators with a

system of identification of need and application of interventions to meet that need. As Reutzel, Clark, and Flory (2014) describe, "The RTI model operates in a functional way to close the national achievement gap between those who typically perform well without supplementary reading instructional attention and those who typically lag behind," (p. 368). RTI starts with high-quality, research-based Tier 1 instruction provided to the whole class. This Tier 1 instruction is aligned to CCSS and typically emphasizes higher-level comprehension skills. Successful RTI implementation is dependent on providing, "high-quality, evidenced-based, effective reading instruction," (Swanson & Vaughn, 2011, p. 272). Research conducted in Florida demonstrates the effect of quality Tier 1 instruction. Initially, 31.8% of first grade students in Florida were performing below the 25th percentile on reading assessments. By increasing the quality of Tier 1 instruction, that number dropped to 3.7% (Swanson & Vaughn, 2011, p. 272). Meeting the needs of all learners starts by utilizing curriculum materials and instructional practices designed to meet a broad range of students.

Tier 1 instruction is supported by additional high-quality, research-based Tier 2 interventions provided to small groups of students for whom Tier 1 instruction was not enough. Tier 2 interventions are intended to help students who are struggling catch-up to their grade-level peers. Students are not expected to spend a significant amount of time in interventions, rather it is expected that interventions should be, "provided intensively, effectively, and efficiently so that the student is encouraged by progress and spends as little time in intervention as possible," (Swanson & Vaughn, 2011, p. 275). Research has found that 20-week interventions promote student growth when provided to small groups (and early in a student's educational career), and are easy for schools to implement and manage (Swanson & Vaughn, 2011, 275).

Students who continue to struggle after receiving Tier 1 instruction and Tier 2 interventions, receive a second, more intensive Tier 3 intervention in addition to what is already being provided. Tier 3 interventions differ from Tier 2 interventions in that they are often more intense, and the length of the intervention is typically longer. This system of supports is designed to identify students who are struggling, and provide them with the instruction they need to perform at the same level as their peers.

As I prepare to enter my fifth year teaching third grade, one of my goals is to improve my literacy instruction, specifically my ability to tailor instruction to meet individual student needs. I aim to take the literacy curriculum used in my district, and enhance it using instructional best practices. The Literacy Learner Analysis project will help me in meeting that goal by providing practice in the process of pre-assessment, targeted instruction, and post-assessment. The student I will be working with for this project is not a member of my current classroom. In fact, she is much younger than the students with whom I typically work. I see this as an advantage because I will be able to focus more on the process of differentiating instruction to meet this student's needs, rather than thinking back to students I have worked with in the past. This student has been a member of a classroom for nearly a year, she has experienced some success, but also has areas of weakness. Through this project, I aim to determine her areas of weakness, and address them with lessons targeted to meet her needs.

<u>Home and Family</u>

Harper is a four-year-old, Caucasian, English-speaking student entering her second year of preschool in the fall. Harper is the oldest of two children. Harper enjoys imaginative play and performance; her preschool teacher notes that she often takes a leadership role at school. Books

serve a significant place in Harper's home, especially because her mother is a librarian, who devotes time to developing children's literacy activities for the community. Harper's father reads to her every night before bed, and books are available for her throughout the day to "read" independently, or to have read aloud. Given that Harper is the older child, she has also been observed "reading" stories to her younger brother. Many of these are stories she has listened to several times and is able to retell from memory. In addition to Harper's interactions with text, her parents also model appreciation for books by reading their own books for pleasure in her presence.

Harper has been surrounded by books since birth. Most of the books in her household are narrative, meaning that in her experience books tell stories, rather than give information. Harper's favorite book is, *Groovy Joe: Ice Cream and Dinosaurs* by Eric Litwin. This story features repetition and rhyme, which appeals to Harper's tendency to perform while reading. When reading to Harper, her parents often stop to ask questions about the events taking place in the story. These are typically text-based questions. Her interest in answering these questions varies. Sometimes she is happy to discuss what she is hearing, at other times she is silent when asked a question, indicating that she would rather continue with the story or that she is unable to provide an answer.

Emotional Climate

Harper's preschool classroom works to support an appreciation of reading. Students bring books from home to share with their classmates. These books are read to the group throughout the week and are available for students to review independently or with a friend during independent time. The school also has a library of books available for students to take home and

share with their families. The books in the library change throughout the year and are typically related to the theme the group is currently studying. Harper typically checks out a book from the library every week and is excited to share her choice with her family. Her father reports that her library book is always in the pile of books they read together before bed. According to Tracey and Morrow (2015), "A primary goal of an early literacy education is to help young children comprehend and enjoy stories," (p. 88). Harper's preschool program, combined with her experiences at home, have helped foster her appreciation of reading.

Like a typical four-year-old, Harper does not have a long attention span. Her motivation to complete literacy activities is related to her interest in the activity, as well as her level of frustration. When unable to complete an activity, she often changes the activity to something she is able to do. For example, if asked to segment a word into individual sounds (an activity with which she has struggled), she might instead describe what the word she has been asked to segment means. When tired or confused, Harper will deliberately answer questions incorrectly; she laughs while doing this, indicating that she knows her answers are not correct. If given a set amount of time to work (2-5 minutes), Harper will redirect her attention and focus on the literacy activity.

Literacy History

Harper is the oldest of two children. She was born into a book-rich environment. As a baby and toddler she received a lot of independent attention from relatives and nannies. Despite being read to and interacted with almost constantly as a young child, Harper did not start speaking until she was approximately 33 months old (2 years 9 months). Her language developed

rapidly after those first few words, and today (4 years 4 months) her oral language is indistinguishable from that of her same-age peers (according to her preschool teacher).

For the first three and a half years, Harper received at-home child care from nannies and relatives. In September 2016, Harper began attending preschool. She was (and still is) thrilled to be participating in school. Harper's preschool uses the Mother Goose Time preschool curriculum. This program utilizes monthly themes to meet standards in a variety of domains (social emotional, language and literacy, math and reasoning, etc.). Themes explored last year included family, community helpers, pond life, and farms. Within each theme, students investigate weekly concepts while also focusing on learning specific letters (uppercase and lowercase), numbers, shapes, songs, and dances. The class goes on field trips related to the theme; each student writes thank you notes to the field trip hosts.

The language and literacy standards addressed in the Mother Goose Time curriculum include the foundational skills necessary to a student's literacy development (phonological awareness, concepts of print, letter recognition), as well as standards related to listening and reading comprehension, communication, and emergent writing. There are five other students in Harper's preschool class; all instruction takes place in a small group setting. Literacy activities include learning and singing songs related to the theme (this also contributes to developing students' phonological awareness), reading and exploring stories, and tactile activities designed to develop letter knowledge. In the spring the students invite family and friends to a performance in which they sing songs they have learned, and each student presents on one (or more) of the year's themes.

In the past year, Harper's parents and teachers have seen gains in her ability to follow verbal directions and respond to a text. Improvements in her letter recognition have also been noted, although she does not yet recognize that letters represent sounds (this is a skill that will improve as her letter recognition and phonological awareness improve). While Harper's oral language comprehension and letter recognition skills have developed as a result of her preschool experiences, her teachers have noted that her phonological awareness is inconsistent. If asked to identify rhyming words, or words that start with the same sound, her ability to answer correctly varies depending on the day. Likewise, Harper has struggled to blend individual sounds into whole words. This information guided me in my selection of pre-assessments to use with Harper.

Assessments Given and Summary of Results

To gain a better understanding of Harper's literacy strengths and weaknesses, I administered several pre-assessments. Based on the inconsistencies observed by her parents and teachers, I chose to focus my assessments on emergent literacy skills: phonemic awareness, concepts of print, and letter identification. According to McKenna and Stahl (2015), "increasing knowledge of both print and oral language acquisition provides the foundation upon which successful reading is built," (p. 81). My selection of pre-assessments was meant to give me a better indication of Harper's abilities in both of these areas. To assess Harper's phonological awareness, I administered the Phonemic Awareness assessment from the Michigan Literacy Progress Profile (MLPP). This is an auditory test designed to assess a child's ability to understand and manipulate sounds in oral language. The Phonemic Awareness assessment is separated into several subtests designed to assess different areas of phonemic awareness

(rhyming, blending, segmenting). Results from this assessment gave a more complete picture of Harper's phonemic awareness, and indicated where instruction should be targeted. In addition to assessing Harper's phonemic awareness, I also wanted to assess her knowledge of printed text; to do this I administered MLPP's Concepts of Print test. This test is designed to give an indication of a child's knowledge of book concepts, directionality, and letters/words. Based on Harper's rich history with printed text, I administered this assessment expecting that she had absorbed many of these skills through observations of others' reading. Concepts of print are typically developed before formal reading instruction; without these understandings, students can be at a disadvantage and may be frustrated or confused (McKenna & Stahl, 2015, p. 81). Finally, I knew that Harper's parents and teachers had reported an increase in her letter knowledge, so I administered MLPP's Letter/Sound Identification test to assess her ability to name letters. This test assesses a child's ability to name upper and lowercase letters, as well as knowledge of the sounds each letter produces.

I began my pre-assessments with MLPP's Phonemic Awareness test. This test is divided into three subtests: Rhyme, Phoneme Blending, and Phoneme Segmentation. The first subtest (Rhyme) assessed Harper's ability to recognize and generate rhymes. For the first part of the rhyme test, I presented Harper with eight pairs of words, she had to orally indicate whether the two words rhymed (Appendix A). Harper correctly identified six out of the eight pairs (75% accuracy). Because Harper experienced some success on the first part of the rhyme test, I continued to the second part of the test: rhyme supply. For this test, I read two words that rhymed, and Harper had to generate a third word that also rhymed with the two words given. Harper was unable to correctly supply a rhyming word for any of the eight pairs given. MLPP

advises that tests should be discontinued if a child misses three consecutive items, or if the child seems frustrated or confused. I continued this test beyond three incorrect responses, because I wanted to see if there was a pattern to Harper's answers (Harper also seemed to be enjoying the assessment, so I was not concerned about her frustration). For several of the word pairs, it appears that Harper was supplying a word that was categorically similar to one of the words she heard (fun run-play, got hot-stove, head bed-house). This indicates that on this portion of the test Harper was paying more attention to word meaning rather than listening to the sounds in the words. According to McKenna and Stahl (2015), "a child needs to recognize that words are both meaningful *and* collections of abstract sounds," (p. 15). Based on her rhyme pre-assessment, it seems Harper has a solid understanding of word meanings, but may need more instruction in recognizing the sounds in words. This information lead me to develop a lesson focused on recognizing pairs of rhyming words, as well as generating pairs of rhyming words.

I continued the Phoneme Awareness pre-assessment with the second subtest (Phoneme Blending) which assessed Harper's ability to blend sounds into words. For the first part of the phoneme blending test, Harper had to blend onset and rime. I read a segmented word to Harper (/t/ /ake/) and she had to say the sounds as a complete word (/take/). Harper was unable to blend any of the onsets and rimes given (Appendix B). As with the rhyme supply test, I continued the onset and rime test beyond three incorrect responses to enable further analysis of her responses. Interestingly, Harper supplied rhyming words for three of the words, rather than blending (take-rake, mouse-house, sleep-frog and leap). Unlike on the rhyme supply test, where Harper's answers seemed based more on meaning, on this test all of her answers seemed based more on words with similar sounds (/t/ /ea/- "eat," /d/ /ust/- "Austin"). This may have been because the

phoneme blending test was given after the rhyme test was given, or it may be an example of the inconsistencies her preschool teachers have observed. The second part of the phoneme blending test assesses a child's ability to blend individual phonemes (/t/ /a/ /p/). Based on Harper's inability to blend onset and rime, I did not administer the phoneme blending portion of this subtest. To develop Harper's ability to blend words, I developed a lesson focused on blending onset and rime. Based on the pre-assessment, this was a skill with which Harper struggled. I was interested to see if instruction and practice would increase her score when taking the same post-assessment. I also planned to administer the second part of this subtest (phoneme blending) to see if instruction enabled her to transfer her learning to a new skill.

I continued pre-assessing Harper's foundation literacy skills with MLPP's Letter/Sound Identification test. Harper was excited to take this test because she is proud of her ability to recognize letters. Before beginning the test I showed her the top row of letters and asked her if she knew what they were, upon seeing them she asked if she could say her "ABCs" first, which we did together. We continued with the test, which presents letters line by line; for each line, I pointed to a letter and Harper stated the name. Of the 26 letters, Harper correctly identified 19 (Appendix C). The next part of the test presents lowercase letters and follows the same procedure. When I asked Harper if she recognized the letters on that test she indicated that they were unfamiliar. I discontinued testing because it was clear she did not have experience with lowercase letters. I did not administer the sound identification portion of the test because when I asked Harper if she knew that letters made sounds she was excited to know, but had no experience with the sounds.

The final test I administered was MLPP's Concepts of Print assessment. This test is divided into several components that readers need to understand to read printed text. To administer the test, I selected a text that was unfamiliar to Harper (she was very excited to read this new book). As we read through the text, I asked Harper to locate various features in the text (the front of the book, first word on the page, etc.). Harper correctly identified all three of the book concepts (front, back, title). She also knew that the words on the page hold the meaning (when asked where I should begin reading, she responded, "words, I would read the words"). She knew that readers start reading the words at the top of the page, but when asked which way to go when reading (directionality), she indicated that readers go down the page rather than left-to-right. Harper was able to locate three letters on a page, but all three of the letters she identified were capital letters. Due to her age, I did not ask her to locate any of the questions related to capital letters or punctuation marks.

After conducting a lesson focused on recognizing and generating rhyme, I administered the Rhyme Choice and Rhyme Supply test as a post-assessment to determine Harper's progress in both of these skills (Appendix E). On the first part of the test (Rhyme Choice), Harper correctly identified all eight pairs of words. This was the portion of the test with which she had had the most success on her pre-assessment, so I was not surprised to see her score improve on the post-assessment. In addition to being more accurate when recognizing pairs of rhyming words, Harper's response rate was also faster on the post-assessment. This indicates that Harper felt more confident in her ability to recognize rhyming words. During the pre-assessment, the Rhyme Supply portion of the assessment was much more challenging for Harper; for the most part this was still true on the post-assessment. Harper correctly generated rhyming words for

three of the eight pairs supplied. This was a significant improvement from her pre-assessment, when she was unable to supply any rhyming words. Unlike on the pre-assessment when Harper seemed focused more on the meaning of words, on the post-assessment it was clear she was working to recognize the sounds in the words. If she was unable to generate her own rhyming word, she said one of the words that had been supplied (usually the first of the two words). While Harper demonstrates an improved ability to generate rhyming words, this is still an area in which additional instruction is needed.

After working with Harper on blending onset and rime, I administered the blending subtests as a post-assessment (Appendix F). Harper correctly blended four of the eight words on the Onset and Rime portion of the test. Just as on the pre-assessment, she was focused on the sounds in the words, rather than their meanings (for the words she was unable to blend, she supplied a rhyming word). Because she had more success on the Onset and Rime test, I decided to administer the Phoneme Blending portion of the test. For this portion of the test, I presented Harper with a word segmented into phonemes (all of the words supplied had three phonemes), she was then required to blend the word. Harper was unable to correctly blend all of the phonemes. She blended the final two phonemes in all of the words supplied, but was unable to include the initial sound in each of the words. I discontinued the test after three incorrect responses because Harper was becoming frustrated.

Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional Materials	On-going Assessment
Recognizing and Generating Rhymes	Using picture clues, the student will orally	Rhyming Picture Cards-to practice	Teacher observations of Harper's accuracy

July 27, 2017	identify rhyming words with 80% accuracy. CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	matching rhyming words. Rhyming Monsters-for continued practice matching groups of rhyming words. These monsters will also be used to generate additional rhyming words not included on the picture cards. *Giraffes Can't Dance* by Giles Andreae-to practice listening for rhymes. Rhyming Words Picture Sets-to assess progress and plan future lessons. Partners in Rhyme iPad App-for additional practice at home.	when matching rhyming picture cards. Harper should be able to sort 20 cards into 10 pairs of rhymes. Teacher observations of Harper's accuracy when feeding rhyming monsters. Harper should be able to use pictures to identify which foods each monster would eat. Harper should also be able to generate one additional rhyming word to feed each monster. While reading *Giraffes Can't Dance*, Harper should be able to identify rhyming words. She should also be able to predict rhymes before they are read. Use the Rhyming Words Pictures sets to assess progress at the end of the lesson. Harper should be able to correctly identify 11 sets of rhyming words using the picture clues.
Blending Onset and Rime	When orally given a word segmented into onset and rime, the	Picture the Word Cards-to practice listening for and	Teacher observations of Harper's accuracy when blending onset

| July 31, 2017 | student will blend the sounds to make a word with 80% accuracy.

CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. | blending onset and rime. Pictures on the cards will provide self-assessment.

Onset-Rime Swat and Flyswatter-for additional practice orally blending onset and rime. | and rime using the picture cards. Harper should be able to accurately blend 8 out of 10 words. She will assess her accuracy using the pictures on the cards.

Teacher observations during Onset-Rime Swat. Harper should be able to orally blend onset and rime, and then swat the corresponding fly picture. Out of 16 pictures, Harper should accurately blend 13. |

Reflections on Differentiated Literacy Lesson Plans

After identifying areas of weakness through literacy pre-assessments, I planned individualized lessons focused on Harper's unique needs. I chose two literacy skills with which Harper struggled during pre-assessments: identifying/generating rhymes and onset/rime blending. The first lesson (Appendix K) I taught focused on improving Harper's ability to recognize pairs of rhyming words, as well as generate rhymes. To conduct my lesson, I took Harper to my classroom. This was a new experience, and she was very excited to work in this setting. Harper has always been excited to hear about the students in my classroom, and she has visited it a few times, but this was her first time working at school. She was clearly proud to be

working at school, as she mentioned several times that she was just like "my kids." Harper chose her seat in the classroom (a stool at a student desk), and we got started.

I had several activities prepared to improve Harper's ability to recognize pairs of rhyming words. I gave Harper a choice of activities to start our lesson, with the expectation that giving her choice would improve her motivation to participate in the lesson. According to Guthrie (2014), "In the classroom, students are often thrilled to have a choice in their reading," (p. 71). Given the choice, Harper chose to begin our lesson with the Rhyming Monsters activity. Like many four-year-olds, Harper is entertained by things that could be viewed as scary, but that pose no real threat; the Rhyming Monsters were a perfect activity to match this interest.

To complete this activity, Harper had to feed hungry monsters words that rhymed with the picture on their bodies. Because this activity was unfamiliar to Harper, I modeled it for her using two of the monsters and four of the word cards. I also chunked this activity to make it more manageable for Harper; rather than matching all five monsters and corresponding rhyming words at the same time, I presented groups of two and then three monsters. Even with modeling and chunking the activity, Harper seemed confused at the beginning of the activity. I presented the first card (a picture of a pie), had her tell me what the picture showed, then directed her to feed it to the appropriate monster (one with an eye or one with a cake). Harper started to place the picture next to the cake, looking to me for confirmation. I asked her if "pie" and "cake" sound the same, and she quickly responded that they did not. I then asked her if "pie" and "eye" sound the same, and she put the pie next to the eye. She demonstrated the same confusion on a few more of the cards. Eventually I determined that she was much more confident and successful if I

said the two words aloud together. For the remainder of the activity, I had Harper tell me the

name for the picture, then I said the name of the picture with the name of each monster. With this

modification, Harper correctly matched all of the word cards in the second chunk of monsters

(Appendix G).

I then asked Harper if there were other things the monsters might eat (hoping that she

would be able to generate additional rhyming words). She was initially confused by this

question, so I demonstrated, telling her that the "bear" monster might also eat a "pear." I asked

her what she thought the "bat" monster might eat, then said the three words she had already

sorted (hat, bat, cat). She was unable to generate a rhyme, so I said the three words again, this

time giving her the onset to another rhyming word (m-). When given the onset, Harper was able

to add the correct rime and generate the rhyming word ("mat"). I then asked if there was another

word for the "cake" monster to eat, making note of the rhymes she had already sorted (snake,

fake). She again struggled, so I gave her a possible onset (l-), and she was able to generate the

rhyming word. At this point in the lesson, Harper was becoming distracted, so I asked her to help

me put away the monsters, and gave her a break before beginning the next activity. Throughout

my lessons, I found that frequent breaks helped Harper stay motivated and focused on the

lessons. I gave her a choice of break activities, she could either listen to a rhyming song on the

iPad, listen to a story (or read it on her own), or take a walk around the school.

The second activity designed to improve Harper's rhyming skills involved rhyming

picture cards. Initially, I laid out 10 pairs of picture cards and told Harper we would take turns

matching words that rhymed. I chose to make this a turn-taking activity, because I thought it

would make it seem more game-like, and increase Harper's motivation. While Harper was motivated to complete the activity, I quickly determined that I had included too many picture cards. Harper struggled to find matching words because she wanted to work quickly; it took time to find the appropriate picture card, and she often chose an incorrect card because it was located close to the card she had selected. To address this, I reduced the number of pictures Harper could see (I moved groups of the cards closer to her), this allowed her to focus on fewer cards, and improved her accuracy (Appendix H). This change also had an impact on future activities; when I taught my second lesson I made sure to keep the number of words Harper could see at one time to a minimum.

To transfer Harper's ability to recognize rhyming words, I wanted her to listen to a story and provide a physical cue when she heard a rhyming word. I felt this would give Harper an authentic experience in which to practice her rhyming skills. According to Cunningham (2014), "Activities designed to develop phonemic awareness should be done in the context of reading and writing so that children develop the other concepts necessary for successful beginning reading," (p. 173). I gave Harper a choice of four different stories (*Giraffes Can't Dance, A Fly Went By, Room on the Broom,* and *One Sheep, Blue Sheep)*, two of which she had not heard before our lesson. We also decided on a physical cue (clapping) she could give when she heard a rhyming word. She chose to listen for rhyming words in *Giraffes Can't Dance* (a new story to her). To make the task more manageable, on each page I told her a word and asked her to listen for a word that rhymed. At the beginning of the story, Harper struggled to hear the rhyming words. If she did not clap by the end of each page, I would reread a particular line that had the

rhyme in it. After this activity I offered Harper another break, she chose to read another one of the rhyming books (*A Fly Went By*), and was again listening for rhymes.

As a final rhyming activity, I provided Harper with Rhyming Words Picture Sets (Appendix I). Harper was instructed to color pairs of matching words on the page. Initially she was excited to color the pictures on the page, but she quickly grew tired of this and wanted to take another break. To finish the activity, I had her tell me which word rhymed and I circled it for her. Out of 14 rhyming pairs, Harper correctly identified 11 (78% accuracy). If I were to do this activity again, I would reduce the number of pictures presented. Initially I wanted a large enough set to get an accurate assessment of Harper's skills, but as I watched her work I saw that it was difficult for her to focus knowing that she still had several pictures left to complete.

Based on informal observations during these rhyming activities, and the results of the post-assessment, Harper did make progress as a result of this literacy lesson. While Harper requires additional instruction and practice in developing her phonological awareness related to rhymes, it is evident that her ability to hear the sounds in spoken words has improved. On the rhyming portion of MLPP's Phonemic Awareness assessment, Harper correctly identified six pairs of words (75% accuracy) on the pre-assessment (Appendix A), and eight pairs of words (100% accuracy) on the post-assessment (Appendix E). My instructional goal was for Harper to correctly identify pairs of rhyming words with 80% accuracy. Her accuracy in matching the Rhyming Monsters and the rhyming picture cards was hard to calculate, as she often changed her answer after hearing words paired. Likewise, accuracy was an inappropriate measure when reading rhyming stories, because if she did not recognize the rhyming word, she provided no

response. When working with the pictures on the picture word sets, Harper's accuracy was 78%, which is very close to the 80% I set as a learning objective. On the first seven pictures on the word sets Harper's accuracy was 86% (Appendix I), which indicates that she may have been more successful if I had reduced the number of pictures she was required to match.

While many of the activities I planned did not exclusively ask Harper to generate rhyming words, this was a skill that I practiced with her informally throughout the lesson. On the pre-assessment (Appendix A), Harper was unable to generate any rhyming words (most of her responses were based on word meanings). After completing the lesson, Harper's ability to generate rhyming words increased 38% (she identified three rhyming words on the post assessment). In addition to correctly supplying rhyming words, Harper's responses on the post-assessment demonstrated that she understood she needed to supply a word with similar sounds (Appendix E). Rather than saying words that were semantically similar (as she often did on the pre-assessment), when Harper was unable to generate a rhyming word on the post-assessment, she repeated one of the words she had been given (often the first word I had said). With more practice, and exposure to rhyming words and texts, Harper's ability to recognize, and generate rhyming words will continue to improve. As Cunningham (2015) notes, "Children who come to school with well-developed phonemic awareness abilities have usually come from homes in which rhyming chants, jingles, and songs were part of their daily experience," (p. 173-174). Continued exposure to songs and rhyming texts at home and school, as well as intentional instruction will lead to more advanced phonological and phonemic awareness.

The second lesson (Appendix L) I taught focused on blending onset and rime. Again, I took Harper to my classroom to work on the activities in this lesson. I planned two game-like activities to introduce and reinforce blending. Harper was again given an opportunity to choose which activity she would like to do first. She chose to start with Onset-Rime Swat, which did not surprise me as it involved using a fly swatter to swat picture cards. I presented a word segmented into onset and rime, Harper said the word, then swatted the card with that picture on it (Appendix J). I chose to have Harper say the word before swatting the card, because I had noticed during the rhyming picture cards activity that she can react quickly to what she sees in front of her, and I wanted to ensure that she was listening to the sounds and blending them. Harper was very successful with this activity. I presented five pictures at a time, Harper correctly blended all of the words presented. For the next activity, Harper closed her eyes while I segmented words into onset and rime. Harper blended the word and said it aloud, then I showed her the picture on the card, allowing her to determine if she was correct. When she began to grow tired of this activity, I had her stop and count all of the cards she had successfully blended. Harper successfully blended 16 picture word cards (she also had two incorrect blends).

Based on her success with both of the blending activities, I expected Harper to show improvement on the blending portion of MLPP's Phonemic Awareness Assessment. On the pre-assessment (Appendix B) Harper was unable to blend any of the words that had been segmented into onset and rime. On the post-assessment (Appendix F) she correctly blended four of the eight words. This shows an improvement in her ability to blend onset and rime. Harper struggled on the post-assessment to blend the onset onto the rime; she had the correct rime on all of the words, but added different onsets to three of the words. My instructional goal when

working with Harper on blending onset and rime was for her to blend segmented words with 80% accuracy. When working on the activities presented in the lesson, Harper exceeded this 80% accuracy (her accuracy when completing Onset-Rime Swat was 100%, her accuracy when working with the picture cards was 89%). While Harper did not achieve 80% accuracy on the post-assessment, the progress made as a result of one lesson demonstrates that her understanding has increased. With more instruction and practice, Harper will continue to improve her skills, eventually being able to blend individual phonemes (she was not yet able to do this on the post-assessment). Because blending is an auditory skill (although picture cues can help), riddle-like games and games using different voices can be played in both formal and informal settings.

Throughout both lessons, one of my primary goals was to support Harper's feelings of success. I did not want her to become frustrated with the tasks or the skills. Likewise, I wanted her to leave my lessons with positive feelings towards school, learning, and her own abilities. One of the ways I supported Harper's success was by providing modeling of the skills on which we were working. This was a successful strategy because these skills (and the activities) were new to Harper. Seeing me perform the tasks allowed Harper to focus on increasing her understanding of the skills, rather than focusing on understanding the activity. In the past, Harper has changed activities when she did not understand the directions; clearly modeling skills and activities avoided this behavior.

During the rhyming lesson I also provided Harper with a verbal reminder ("Do they sound the same?") to help her focus on the sounds she was hearing in the words. I did this

because during her pre-assessment, and at various points in the lesson, Harper had a tendency to think about the meanings of the words, rather than the sounds in the words. For example, when she looked at a picture of a bell, she was quick to point out that bells ring, so bell and ring were rhyming words in her mind. When I asked, "do they sound the same-bell ring?" she recognized that they did not sound the same, and she put down the picture of the ring. This proved to be a successful cue, as Harper used it on me when it was my turn to match rhyming words. I picked up a picture of a boat and a wagon, Harper asked, "Does that sound the same?" When I responded, "no," she told me that those words did not rhyme. I was careful to provide this cue when Harper had successfully and unsuccessfully matched rhyming words, as I did not want it to become a cue that she was incorrect.

Harper also benefited from the one-on-one instruction I provided. This was appropriate because I was able to give targeted feedback and intervene immediately with additional modeling and verbal cues. I could also adapt the activities on the spot, making more productive use of our limited time together. At such a young age, it is important that misunderstanding are addressed immediately, before they become habits. It is easier to recognize misunderstandings and intervene when working with a student one-on-one. According to Swanson and Vaughn (2011), "Students who struggle with reading may require 10 times as many practice opportunities as their peers," (p. 276). Working with Harper one-on-one allowed her more practice in each of the skills.

If I were given an opportunity to teach these lessons with Harper again, there are several changes I would make to increase Harper's levels of success and motivation. One of the biggest changes I would make in reteaching these lessons would be reducing the number of

words/pictures Harper is expected to work with at one time. After recognizing that Harper struggled to match rhyming words when there were too many out on the desk, I modified the Onset-Rime Swat game to include fewer pictures presented at a time. Presenting fewer cards at a time lead to greater success, and I wish I had set up the rhyming activity in the same way. While I adapted the activity during the lesson (pulling a few cards down at a time), it would have been more organized to have the lesson set up in this way at the beginning.

Another change I would make would be to include more physical actions throughout the activities. Harper's favorite activity was Onset-Rime Swat because she was able to use a flyswatter to hit pieces of paper. The same process could have been used when working with the rhyming word cards (Harper could have swatted a rhyming word). Incorporating opportunities for Harper to stand up and move around would also have increased Harper's interest in the activities. I incorporated breaks between activities, but it also would have been motivating to Harper to include breaks during activities. For example, after finding a certain number of matching rhyming words, Harper could have had a dance break (one of her favorite activities). This would have allowed Harper to focus on and measure her success.

In the blending lesson, it would have been beneficial to include a riddle-like game, as recommended by Cunningham (2015). Using this method, I could have presented Harper with a clue (*I'm thinking of an animal that lives on a farm and is a /p/ /ig/*). This would have allowed me to build on Harper's vocabulary skills while encouraging her to focus on blending the sounds. While I did not include this activity in my lesson, it is one I recommended to Harper's teachers as they continue to build her phonological awareness.

Finally, I would be more critical of the materials I presented to Harper, especially during the rhyming lesson. Rhyming two words based on pictures is dependent on having the correct name for each picture. On several occasions Harper struggled because she incorrectly named a picture ("ship" instead of "boat" and "hat" instead of "cap"). In time, Harper will likely be able to adapt to these struggles; she will recognize that there is not a rhyme for the word she has selected, and determine if there is another name for the object. As an emergent literacy learner, she does not yet possess the ability to recognize that the object she has selected needs to be renamed, therefore it was up to me to see that she had misnamed the picture and offer another name. If I were to teach this lesson again, I would remove these difficult rhymes, or use them myself as I modeled the procedures for the activities.

Harper will benefit from additional instruction in phonological and phonemic awareness, but it is important that these skills are not taught at the expense of other literacy skills. As Cunningham (2015) states, "In addition to phonemic awareness, children who are going to learn to read successfully must develop print-tracking skills and begin to learn some letter names and sounds. They need to develop cognitive clarity about what reading and writing are for…" (p. 171). The results of Harper's Letter/Sound Identification pre-assessment (Appendix C) and Concepts of Print pre-assessment (Appendix D), as well as the value that her home and school put on books indicate that Harper is developing many of these additional skills. Phonological awareness is an auditory skill, and can develop through practice with stories, songs, and games.

Recommendations to Teachers and Parents/Caregivers

August 6, 2017

Dear Teachers,

I had an amazing time getting to know Harper as a literacy learner! She is a motivated learner, with a drive for success. Throughout various assessments and lessons targeting literacy skills, it became very apparent that Harper has several literacy strengths that will benefit her as she continues on the path towards formal reading instruction.

One of Harper's strengths is her alphabetic recognition. On a pre-assessment designed to test Harper's ability to recognize capital letters, Harper was able to identify 19 of 26 letters, which is clearly the result of the work she has done both at home and at school in the past year. This skill will be especially beneficial as Harper begins to learn the relationship between letters and sounds. Another of Harper's literacy strengths is her knowledge of the concepts of print. On a test designed to assess Harper's knowledge of various aspect of print (book concepts, reading concepts, directionality concepts), Harper demonstrated that she can locate all book concepts (front, back, title), and she also knows that the text in the story carries the meaning. These concepts have likely been developing in Harper since birth; her near constant exposure to print at home and school have lead to a familiarity and understanding of printed text. As Harper continues to be exposed to texts both at home and at school, her understanding of some of the more advanced concepts of print (directionality, concepts of word and letter) will also increase.

In addition to her strengths, Harper also has areas that could use improvement. Specifically, on pre-assessments, Harper struggled with phonological awareness skills related to rhyming and blending. I designed lessons to focus on these skills. The first lesson I taught focused on rhyming. My instructional goal for this lesson was to improve Harper's ability to recognize pairs of rhyming words, as well as begin to generate rhyming words. The need for this lesson came from a pre-assessment I did with Harper. On July 17, Harper correctly identified 75% of rhyming word pairs. On the same assessment she was unable to generate rhyming words (she was instead focused on generating words with similar meanings). The lesson I designed for Harper included matching activities, as well as practice listening for rhyming words in a text (*Giraffes Can't Dance*). On a post-assessment administered after completion of the lesson, Harper's rhyme identification score was 100%, and she was able to generate rhyming words to accompany three out of eight word pairs. Harper made gains as a result of the rhyming lesson I planned; she would benefit from additional practice in identifying and generating rhymes. This is an auditory skill and can be developed through singing songs and reading rhyming texts. A specific text for

developing rhyming skills is *The Hungry Thing* by Jan Slepian. This book is about a monster that asks for food using rhymes (hookies instead of cookies).

The second lesson I taught Harper focused on developing her ability to blend onset and rime. Harper demonstrated a need for improved blending skills on a pre-assessment administered on July 17. On this pre-assessment, Harper was unable to blend onset and rime on any of the eight words supplied. To develop Harper's ability to blend, we played two games. The first required her to listen to a segmented word, then use a flyswatter to hit a picture of the word she had heard. The second game required Harper to close her eyes and listen to a segmented word; she blended the word then looked at a picture to determine her success. Harper enjoyed both of these games. On a post-assessment administered after playing these games, Harper was able to correctly blend four of the eight words supplied. Blending is a skill that Harper can continue to develop through playing games. Harper has a strong knowledge of word meanings, so she would likely benefit from a riddle-guessing game to develop her blending skills. In this game, clues are given before a segmented word (I'm thinking of an animal that lives on a farm and it's a /c/ /o/ /w/). This game could also utilize the themes taught as part of your existing curriculum. Reading Rockets (http://www.readingrockets.org/strategies/blending_games) has several other songs and games that can be used to develop blending skills.

Encouraging Harper's phonological awareness development through games, songs, and stories will enhance her skills without diminishing her enthusiasm as a literacy learner!

Sincerely,

Miss C.

Dear Parents,

It has been a pleasure working with Harper over the past several weeks! Harper is an engaged and motivated learner; it is clear that she has had a wide exposure to texts and she sees reading as an enjoyable experience! In addition to Harper's positive feelings towards literacy, she also displays several areas of strength in her literacy development. One of Harper's strengths is her ability to name capital letters. Harper correctly identified 19 of 26 capital letters on a pre-assessment given on July 17th. Letter recognition is an important first step in developing the relationship between letters and sounds. Another of Harper's strengths is her knowledge of print concepts. These skills likely developed as a result of Harper's exposure to printed text at home and school; having these skills puts Harper at an advantage as she begins formal reading instruction in the coming years.

Like any learner, Harper also has skills which could use further development. As a result of pre-assessments, I determined that Harper required additional instruction in developing her phonological awareness. Phonological awareness refers to a student's ability to hear the sounds in spoken language. These are auditory skills, and they promote reading success as students begin to learn letter-sound correspondence. I developed lessons to focus on two phonological skills with which Harper struggled during pre-assessments.

The first lesson focused on Harper's ability to recognize and generate rhyming words. This lesson included activities in matching rhyming picture cards, as well as identifying rhyming words in texts. As a result of this practice, Harper's ability to identifying rhyming words increased from 75% to 100% and her ability to generate rhyming words increased from 0% to 38%. Harper will benefit from additional practice recognizing and generating rhyming words. Fortunately, there are several texts that will be useful (and engaging) in developing this skill. *Is Your Mamma a Llama?* and *Chicka Chicka Boom Boom* are two examples of texts that feature rhyme (there are many, many more). Reading these books with Harper and helping her recognize rhyming words within them will enhance Harper's ability to hear sounds in spoken words.

The second lesson I created focused on improving Harper's ability to blend. Blending a word involves taking individual sounds and connecting them to make a word (/t/ /ake/ becomes /take/). To develop Harper's ability to blend words, we played games that required her to blend sounds and say words using picture cues. As a result of practice and instruction, Harper's ability to blend sounds increased from 0% to 50%. Games are an effective method to continue developing Harper's blending skills. Because blending is an auditory process, these games can be played anywhere without additional materials (although picture cues can be helpful). An example of a game would be stretching words out (talking like a snail) and requiring Harper to guess what word you have said.

Thank you for allowing me the opportunity to work with your child!

Sincerely,

Miss C.

Appendices of Work

Appendix A: MLPP Phonemic Awareness Pre-Assessment-Rhyme Choice and Rhyme Supply

Phonemic Awareness Assessment - Individual Record

Student Harper _____ Grade PreK Date 7/17/17

RHYME CHOICE

Tell me if these words rhyme:

1. sit fit ✓ yes	5. truck sing • yes
2. ball wall ✓ yes	6. tie van ✓ no
3. trip sock • yes	7. play day ✓ yes
4. can pan ✓ yes	8. down clock ✓ no

RHYME SUPPLY

Tell me a word that rhymes with _____

1. bat hat squash-that's a Vegetable	5. rug bug rug
2. head bed house	6. be me house
3. fun run play	7. take make car
4. got hot stove	8. mill will bike

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 [6] Choice [0] Supply
(16 possible)

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

Appendix B: MLPP Onset and Rime and Phoneme Blending Pre-Assessment

Phonemic Awareness Assessment - Individual Record

Student ___Harper___   Grade __PreK__ Date __7/17/17__

ONSET AND RIME

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

1.	/t/ /ake/	rake.	5.	/d/ /ust/	Austin
2.	/p/ /in/	in	6.	/j/ /ump/	jump up
3.	/d/ /og/	og	7.	/m/ /ouse/	house
4.	/t/ /ea/	eat	8.	/sl/ /eep/	frog and leap

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___0___
(16 possible)

MLPP Second Edition/2000   Proof #6   4/20/01   44

Appendix C: MLPP Letter/Sound Identification Pre-Assessment

LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name __Harper__   Date __7/17/17__   Grade __PreK__

§ in "N" column for letter name response
§ in "S" column for letter sound response
Record word in "Word" column for word response.
Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A	✓		a	never	seen		
F		D	f				
K	✓		k				
P	✓		p				
W		K	w				
Z	✓		z				
B	✓		b				
H	✓		h				
O	✓		o				
J	✓		j				
U	✓		u				
			a				
C	✓		c				
Y	✓		y				
L	✓		l				
Q	✓		q				
M	✓		m				
D	✓		d				
N	✓		n				
S		k	s				
X		not sure	x				
I	✓		i				
E	✓		e				
G		F	g				
R		K	r				
V		Y	v				
T	✓		t				
			g				
26	19		28		26		

Letter Name Total Score [/54]

Letter Sound Total Score [/26]

Observations

Note such things as:

Speed of response

Confusions; e.g.; b/d

Patterns of response

Asked to say ABCs first

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

MLPP Second Edition/2000   Proof #6   4/20/01   136

Appendix D: MLPP Concepts of Print Pre-Assessment

CONCEPTS OF PRINT
Individual Checklist

Student Name: Harper

Grade as of May, 2001: _____

District: _____ 7/17/17 _____

Date Administered: _____

Recording:
- Indicate correct responses with a check (✓).
- Write (●) if the child cannot or will not give a response.

The student POINTS to:		Score	Comments
1.	the front of the book	✓	
2.	the back of the book	✓	
3.	the title	✓	
4.	the text	✓	
5.	where to begin reading the story	●	
6.	the direction in which to read (left to right)	●	
7.	where to go next at the end of the line	●	
8.	words one-to-one as teacher reads one page (voice-print matches)	●	
9.	the first word on the page	✓	
10.	the last word on the page	●	
The student FRAMES:			
11.	one word/two words	●	
12.	the first letter in a word	●	
13.	the last letter in a word	●	
14.	one letter/two letters	●	
15.	The student points to and names any three letters on the page (___ ___ ___).	✓	
The student points to OR frames:			
16.	a capital letter		
17.	a small letter		
18.	a period (.)		
19.	a question mark (?)		
20.	an exclamation mark (!)		
21.	quotation marks ("")		
22.	a comma (,)		

TOTAL
Number Correct: _____ 6 _____ /22 Possible

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

CONCEPTS OF PRINT				
Book Concepts	**Reading Concepts**	**Directionality Concepts**	**Concepts of Letter and Word**	**Punctuation Marks**
1. Front of book	4. The text	5. Where to begin reading story	9. First word on page	16. Capital letter
2. Back of book	8. Words one-to-one	6. Direction in which to read (left to right)	10. Last word on page	17. Small letter
3. The title		7. Where to go next at end of the line	11. One word/two words	18. A period
			12. First letter in word	19. A question mark
			13. Last letter in word	20. An exclamation mark
			14. One letter/two letters	21. A comma
			15. Names 3 letters on page	22. Quotation marks

4

Appendix E: MLPP Phonemic Awareness Post-Assessment-Rhyme Choice and Rhyme Supply

Phonemic Awareness Assessment - Individual Record

Student _Harper_ Grade _Pre K_ Date _7/27/17_

RHYME CHOICE

Tell me if these words rhyme:

1. sit fit ___✓ yes
2. ball wall ___✓ yes
3. trip sock ___✓ no
4. can pan ___✓ yes

5. truck sing ___✓ no
6. tie van ___✓ no
7. play day ___✓ yes
8. down clock ___✓ no

RHYME SUPPLY

Tell me a word that rhymes with _____

1. bat hat ___✓ cat
2. head bed ___• head
3. fun run ___✓ sun
4. got hot ___• got

5. rug bug ___• rug
6. be me ___✓ tree
7. take make ___• take
8. mill will ___• 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 [8] Choice [3] Supply
(16 possible)

Appendix F: MLPP Onset and Rime and Phoneme Blending Post-Assessment

Phonemic Awareness Assessment - Individual Record

Student __Harper__   Grade _____   Date __7/30__

ONSET AND RIME

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

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

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

1. /t/ /a/ /p/ (tap)   ap   5. /l/ /i/ /d/ (lid)   _____
2. /p/ /e/ /n/ (pen)   en   6. /b/ /i/ /k/ (bike)   _____
3. /j/ /o/ /g/ (jog)   og   7. /w/ /a/ /v/ (wave)   _____
4. /c/ /u/ /t/ (cut)   _____   8. /s/ /o/ /f/ /t/ (soft) _____   0

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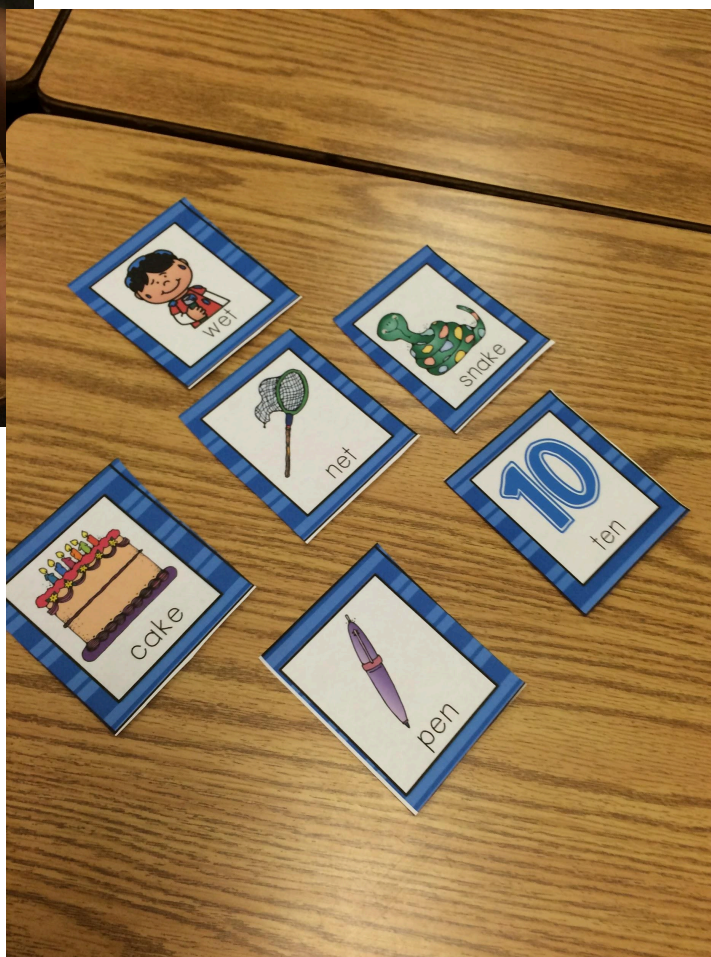
Discontinue:
Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct __4__
(16 possible)

Appendix G: Rhyming Monsters Activity
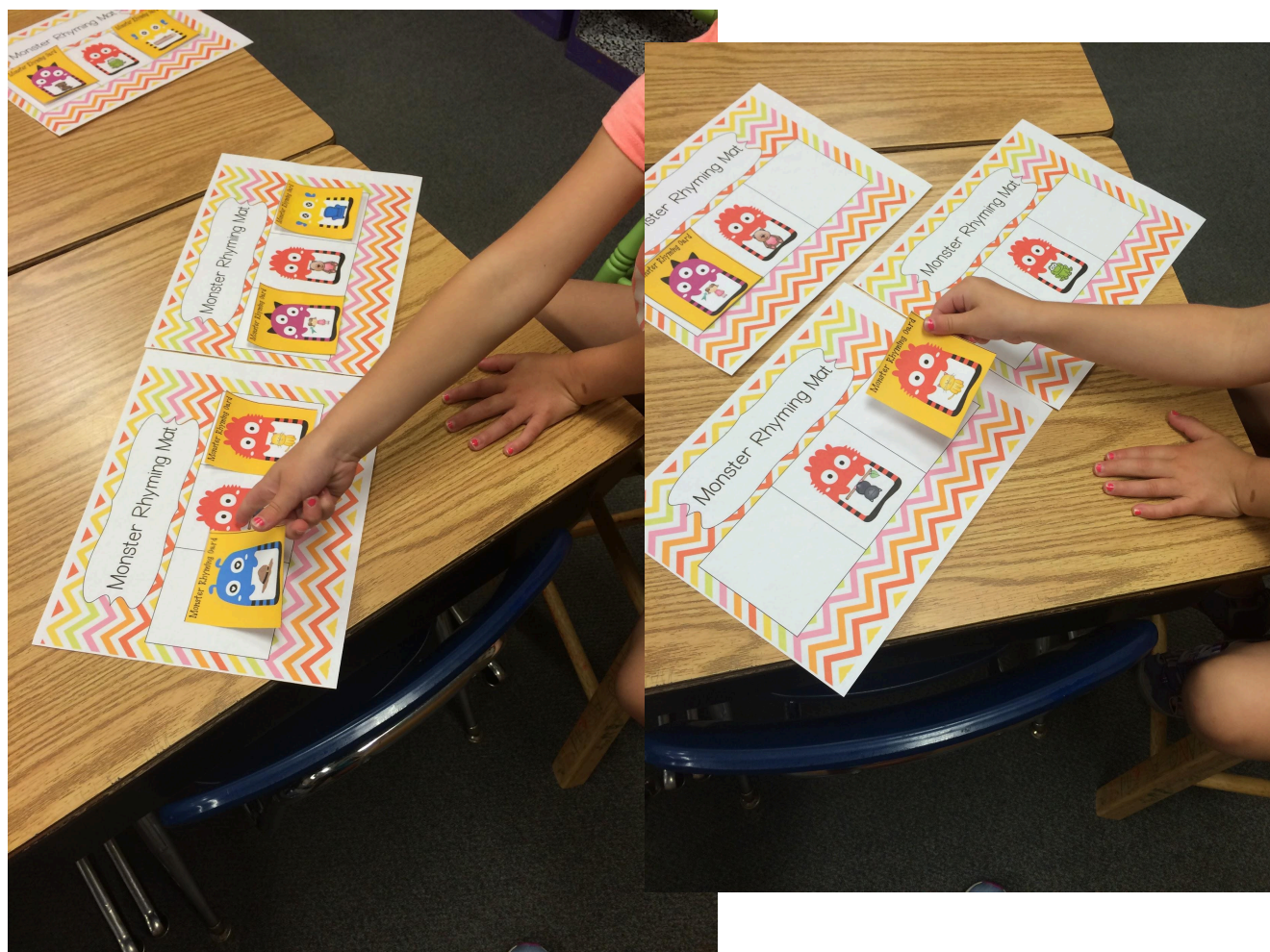
Appendix H: Matching Rhyming Picture Cards

Appendix I: Rhyming Words Picture Sets

Name_____

Rhyming Words

(2)

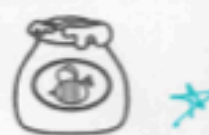Directions: Use the picture cards to circle the rhyming word for each picture.

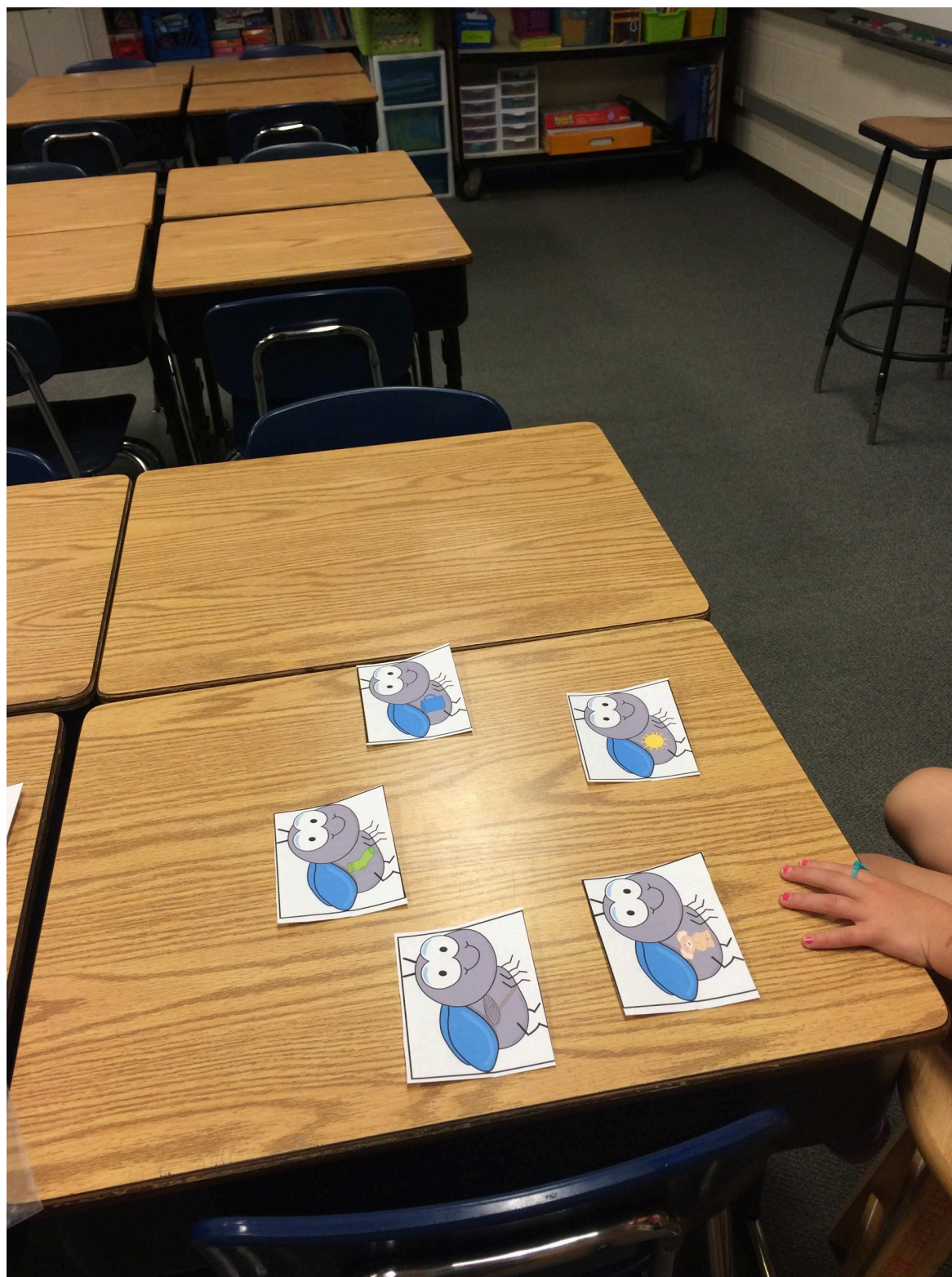|			
1.			☆
2.		**10**	✗
3.			☆
4.			☆
5.			☆
6.			☆
7.			☆

Rhyming Words

Directions: Use the picture cards to circle the rhyming word for each picture.

Appendix J: Onset-Rime Swat

Appendix K: Recognizing and Generating Rhymes Lesson Plan

Recognizing and Generating Rhymes

Date: July 27, 2017
Objective(s) for today's lesson: Using picture clues, the student will orally identify rhyming words with 80% accuracy.
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.

Rationale Rhyming is an early phonological skill. As students develop their ability to rhyme, they increase their ability to hear the sounds in spoken words, which aids them in recognizing the connection between sounds and letters. On a pre-assessment meant to assess Harper's ability to recognize and generate rhymes, she accurately recognized 75% of rhyme pairs, and was unable to generate rhyming words to match given pairs. Harper requires additional instruction in listening to the sounds in words, rather that focusing primarily on word meanings.
Materials & supplies needed:
Rhyming Picture Cards
Rhyming Monsters and Cards
Rhyming Words Picture Sets
Rhyming Texts-*Giraffes Can't Dance, A Fly Went By, Room on the Broom,* and *One Sheep, Blue Sheep*
Partners in Rhyme iPad App

Procedures and approximate time allocated for each event	***Academic, Social and Linguistic Support during each event***
• <u>***Introduction to the lesson***</u> Listen to Rhyme Time on YouTube. Introduce some rhyming words (with pictures), emphasizing that the words sound the same, tell Harper that today we will do several activities-she gets to pick the order of activities (2-3 minutes) • <u>***OUTLINE of key events during the lesson***</u> *Activities can take place in any order* <u>*Rhyming Picture Cards*</u>*: Place cards on table so all can be viewed, Harper picks one card at a time, looking for a word that rhymes and matching them* <u>*Rhyming Monsters*</u>*: Place two or three monsters on table. Provide picture word cards, Harper feeds each word card to the monster containing the rhyming word* <u>*Rhyming Texts*</u>*: Allow Harper to pick a book to read. As she listens to the text, she should indicate when she hears rhyming words.* *(15-20 minutes, with breaks after each activity)* • <u>***Closing summary for the lesson***</u> <u>*Rhyming Words Picture Sets*</u>*: Harper colors matching rhyming words* Listen to Rhyme Time again on YouTube *(5-10 minutes)*	Continue to direct Harper's attention to the sounds in the words (use the cue: Do they sound the same?) If struggling, continue to model making rhymes (take turns throughout activities so Harper can hear more rhymes) Provide support when pictures are unclear

Assessment	*Academic, Social, and Linguistic Support during assessment*
Throughout the activities, monitor Harper's ability to match rhyming words (and generate rhyming words when asked). Provide additional instruction and modeling as needed. Use the Rhyming Words Pictures sets to assess progress at the end of the lesson. Harper should be able to correctly identify 11 sets of rhyming words using the picture clues.	Allow Harper to indicate rhyming words orally if she is struggling to color/circle.

Appendix L: Blending Onset and Rime Lesson

Blending Onset and Rime

Date: July 31, 2017

Objective(s) for today's lesson: When orally given a word segmented into onset and rime, the student will blend the sounds to make a word with 80% accuracy.

CCSS.ELA-LITERACY.RF.K.2.C-Blend and segment onsets and rimes of single-syllable spoken words.

Rationale Blending is an early phonological skill. Children develop the ability to blend larger word parts before they are able to blend individual phonemes. Because of this development, this lesson focuses on blending onset and rime, rather than individual phonemes. On a pre-assessment, Harper was unable to blend onset and rime, instead providing rhyming words. Like rhyming, blending helps students focus on the sounds in spoken words, which aids in developing letter-sound correspondences.

Materials & supplies needed:
Picture the Word Cards
Onset and Rime Swat
Flyswatters

Procedures and approximate time allocated for each event	***Academic, Social and Linguistic Support during each event***
• <u>***Introduction to the lesson***</u> Tell Harper that today I will be speaking in a new, stretched out voice. She will get to use her brain to try to figure out what words I am saying. Demonstrate by saying a word normally, then segmented into onset and rime. (2-3 minutes) • <u>***OUTLINE of key events during the lesson***</u> *Activities can take place in any order* <u>*Picture the Word Cards*</u>*: Have Harper close her eyes. Say a word segmented into onset and rime, then have Harper blend the sounds, and open her eyes to check accuracy. Continue for 10-15 words, then have Harper count correct responses.* <u>*Onset-Rime Swat*</u>*: Place several picture cards in front of Harper. Go over what each card shows. Say one word at a time segmented into onset and rime. Have Harper blend the word, then swat the correct picture.* *(10-15 minutes, with breaks after each activity)* • <u>***Closing summary for the lesson***</u> Use additional picture word cards for continued practice *(2-3 minutes)*	Repeat segmented words, closing the gap between sounds if necessary If struggling, continue to model blending words (take turns throughout activities so Harper can hear more blends) Provide support when pictures are unclear

Assessment

Learning will be assessed throughout both activities. Accuracy in blending words using picture word clues will be given feedback, which will be tracked by Harper.

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