

Rosemary Kenrick

Literacy Learner Project

Update 3

I. Brief Background and Reason for Project Focus

David is a young boy that I have been babysitting for since he was adopted from Guatemala. David is a very bright and interesting boy. For the first year and a half of David's life, he went bounced around different foster cares and orphanages in Guatemala. When David came home, he had no way to verbally communicate with his brothers, moms, or me. He is now in second grade, but has struggled with learning in the past, and repeated Kindergarten. For this case study, I will be working with David to see how to address the areas of literacy he still has difficulty with and promote superior literacy skills.

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

David is an eight year old, 2nd grade boy. David was adopted from Guatemala when he was one and a half years old into a family with two white mothers. He has two older brothers who were also adopted from Guatemala. Understandably so, David's speech was delayed due to the fact that he came to America at one and a half, and before that, did not receive the attention most children do. David lives in Beverly Hills, Michigan, a suburb of Detroit. He attends school in the Birmingham Public School District, a very

prominent school district. David did repeat Kindergarten, and is therefore, the oldest student in his class.

David's two moms were born into white, middle class families. They are both college educated and did not struggle with literacy. Literacy practices are present in the home. As soon as David came home from Guatemala, he was immersed in literacy. David's parents read to him every night before bed, and exposed him to other literacy.

David is a very independent worker. For a second grader, he is very responsible. He comes home from school, and gets started on his homework. He likes to get his work done so that he has time to play. David seems to really strive in Math. He has to read every night, which he does not seem to be as fond of.

I gave David his pre-assessments on February 11th and 12th. I had David fill out the Elementary Reading and Writing Attitude Surveys. I also gave David a reading fluency assessment. I see David two to three times a week and plan to complete my lessons with him during this time. I will complete the post-assessment with David the week after my lessons are complete. After completing my pre-assessments with David, I plan to work on David's reading fluency and accuracy. I would also like to build in some comprehension strategies that I think will help David in his independent reading.

V. Tests Given and Summary of Test Results

For my first meeting with David, I met with him at his house. I wanted to see what his interest level in reading and literacy actually is. We were in his bedroom, where he has a bookshelf full of different types and levels of books. I asked David what kinds of books he likes to read. David verbally indicated that his favorite books to read were

American and Michigan Chillers, Flat Stanley, and Diary of a Wimpy Kid. I sat down with David and asked if he would read me part of his Flat Stanley book that he was in the middle of reading. First I had him go through and tell me what had happened so far in the story. David flipped through the pages and used the pictures on the pages to recall what had happened so far in the story. I am familiar with the story, and he did a nice job retelling the beginning of the story. David started to read where he had left off. I made note that David read well, but had problems omitting or adding words, and did not read with any expression. His fluency was at times choppy. Having David show me what kinds of books he liked and having him read to me, offered me an informal assessment to help me determine what lessons I would want to produce.

The next time I met with David, I had him complete the Elementary Reading Attitude Survey, and the Elementary Writing Attitude Survey. The purpose of this was for me to figure out how David feels about reading and writing. While filling out the Writing Survey, David seemed a little more excited than when he was filling out the Reading Survey. David does, however, like going to bookstores and getting books for presents. I know he also likes to get books from Scholastic Book Club orders. With the reading and writing, David does not like to read aloud, nor have people read his writing. David can be a more introverted and sensitive child, so it made sense to me when he was filling out those questions. As he indicated in the surveys, David is worried about making mistakes either reading aloud, or with spelling errors while writing. David does not have positive feelings about reading aloud, or reading instead of playing. David was very excited with the ideas of writing his own stories instead of doing homework. He was also

very excited about being an author and becoming a better writer than he already is. He indicated that he would like to write more in class than he currently does. David would rather play outside or use technology than read or write, but it appears that he is more interested in writing than reading.

The next assessment I did was an Oral Fluency reading assessment. I wanted to look at David's fluency, accuracy, and comprehension. I told David why we were doing the assessment and what would happen during the assessment so he was more comfortable. I got two different assessments from an Oral Reading Fluency book I have at school. I first gave David a passage from first grade. I told him that it might be a little easy. David read "A Fun Lake", which I knew would be interesting to him because he has a cottage on the lake up north and loves it! David read 106 words in one minute, making four mistakes. He made all four mistakes in the first sentence. After that, he seemed to get more comfortable with reading aloud to me and read more accurately. David was able to answer the comprehension questions. I then gave David another passage called "Sharks", which is a second grade passage. David loves animals, so I knew this would be an interesting passage for him. David read 79 words in one minute with nine mistakes. In this passage, David made more mistakes with omitting words, as he had done when he read me Flat Stanley. He also read without expression. He was able to accurately answer the comprehension questions. This assessment helped me to clarify that David needs to work on his fluency and expression and that those would be the areas I focused on while planning his lessons. The attitude surveys I gave David also helped me to plan on focusing on Reader's Theatre for David's lessons. I knew that

he enjoys movies, shows, and plays and thought that Reader's Theatre would be a good lesson to help him read more accurately and with more expression, while making him more comfortable. He is so uncomfortable reading out loud, and with Reader's Theatre, you can pretend that you are someone else.

VI. Lesson Plan Matrix and Summary

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
3/11/14 <ul style="list-style-type: none"> • Punctuation • Expression • Accuracy 	1). Student will be able to recognize punctuation marks. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2). Student will be able to distinguish between reading with or without expression. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate 	<ul style="list-style-type: none"> • Index cards with punctuation marks on them. • The book, <i>"Alexander and the Terrible, Horrible, No Good Day"</i>. • White board and markers. 	On-going assessment Student should be able to put the correct punctuation mark at the end of a sentence given to him.

	rate, and expression <ul style="list-style-type: none"> ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary 		
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Lesson Plan 1 Summary

For my first lesson, I met with David and wanted to make sure he understands the different punctuation marks. I brought note cards with periods, question marks, and exclamation marks on them. I showed the note cards to David and asked him if he could identify what each mark was. He had trouble recalling the name of the exclamation mark, but was able to identify the period and question mark. He was able to tell me that after a period you pause and that a question mark is used when we ask a question. We reviewed that a period goes at the end of a statement or command, that a question mark ends a question, and that an exclamation mark is for showing excitement or emotion. I then read David the book, *“Alexander and the Terrible, Horrible, No Good Day”*. The first time I read it, I read with absolutely no emotion and was completely mono-tone. David lost interest after the first page and became very fidgety not listening to me at all. We discussed what was wrong with the way I read. I then read the book with expression. David was listening and interested in the book. We discussed how reading with expression makes a big difference, not only for the reader, but for the audience. David and I then practiced writing the proper punctuation mark at the end of a

sentence. I would write a sentence on the white board and David would have to decide which punctuation mark to put at the end of the sentence. He was very successful at doing this and we would discuss how he made the choice for each sentence.

<p>Lesson Foci/Date 3/18/14</p> <ul style="list-style-type: none"> ● Punctuation ● Expression ● Accuracy ● Reader's Theatre 	<p>Objectives</p> <p>1). Student will be able to recognize punctuation marks.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2). Student will be able to read with accuracy and expression.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> ● Read grade-level text with purpose and understanding ● Read grade-level text orally with accuracy, appropriate rate, and expression ● Use context to confirm or self-correct word recognition and 	<p>Instructional materials</p> <ul style="list-style-type: none"> ● Several different Reader's Theatre scripts. ● Phone to record reading. 	<p>On-going assessment</p> <p>Student should improve reading expression and accuracy while performing a Reader's Theatre script.</p>
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	<p>understanding, rereading as necessary</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondenc es for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondenc es. • Recognize and read grade-appropri ate irregularly spelled words. 		
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Lesson Plan 2 Summary

For my second lesson with my David, I brought three different Reader's Theatre scripts. I brought three that I thought would have interesting to him, and let him pick which one he would want to read. We first discussed what Reader's Theatre was, because David had never heard of it or performed a Reader's Theatre. We had one of David's older brothers, Jack, join us and we each took a part. We started out by doing a cold read. We each read through the script just making sure we knew the words and were comfortable with the script. We discussed what was going on in the story and how certain parts of the script were in caps lock. We discussed how the author wanted us to read when the words were in caps lock or when there were exclamation marks, periods, or question marks. We then practiced the script together. David was very reluctant at first, still being shy and nervous to "let go". Jack helped me to really show David how it is okay to read with more expression and even be somewhat dramatic! David was starting to loosen up. I left David alone to practice the script and get more comfortable being "dramatic". We came back together a short time later and David had become more comfortable. He was able to read with much more expression than he first started with.