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TE 846: Accommodating Differences in Literacy Learners

Michigan State University

FINAL PROJECT: LITERACY LEARNER ANALYSIS

I. Brief Background and Reason for Project Focus

Karli is a 5 year old girl that will be attending Kindergarten in the fall. Karli is my niece. She was in Pre-Kindergarten last year, because she was shy and was not able to listen to a story and retell the story in her own words. Since she was in Pre-K her skills have developed tremendously, but she still needs help with her skills. I want to see how children develop skills in reading, writing, comprehension, and interpretation.

Children this age are at a very important point in their life where their skills are developing. I am going to help Karli by “pair reading” (Rasinski, 2009, pg 11), developing her “phonological awareness” (Mandel, 2011, pg 121), and “word visualization” (Samuels, 2011, pg 10). By helping her with these 3 categories, I am trying to set a solid ground work for her to develop her skills one step at a time.

I think if I can gain information and experience with working with a person that is developing their reading strategies and comprehension, it will increase my awareness of what a high school aged student has gone through to get to the point they are at. I have worked with ELL students and sometimes, even though they are older, they need to start at the place that an English speaking 5 year old starts.

II. Home and Family

Karli has 2 loving parents that work with her and inspire her to be creative. They read to her a night or two per week. Neither parents are big readers of novels, but they will sit down to read magazines. Karli loves to draw pictures of different things; shapes, Goofy, flowers, and whatever you ask her to. She is very meticulous when she is drawing. If she messes up she has to start over. She usually comes up with a story to go with the pictures she is drawing. For example, she drew me a picture of flowers on a table, because Grammie and Papa had flowers and I didn't.

Karli is always excited when she comes home with a new book from the school library. We then read the book to her or help her read the book multiple times before she has to return the book. As long as the library in the school stays open she will borrow books and bring them home and read them. I think in pre-kindergarten she was required to borrow a book and get a parent signature showing that they read it, and I don't know if this will transfer over to Kindergarten. When a child is able to borrow a book they are able to hear a new book without having the strain to buy a book.

III. Emotional Climate

Karli's parents support her in learning and being creative. Karli will sometimes be outside playing and then come in and say "I just want to draw or can you read me a book." Karli is very learning orientated. She is very particular and she will start crying when she makes a mistake with her drawing and have to start over. She has this picture in her mind and if it doesn't look like she gets very upset. I once drew a picture of a girl, but it wasn't good enough so she took the crayon and showed me how she wanted it. I can see her being this way as she is going through school with her reading, writing, and all subjects.

Eventually she will have to learn that it isn't very important and it takes too much time to completely re-do something, but as a child it shows that she cares about the things that she is working on.

IV. Literacy History

We will start closest to Karli, her father received an Engineering Bachelor's degree from Michigan State University, but still says to this day that he did as little reading as possible when it came to school material. Her mom attended college for 2 years, but never got a degree. Now her mom is working at a CPA firm as the office manager. Her mom has to write formal letters and proofread letters from the accountants, so she has a lot of experience and talent with writing. Karli has 4 uncles that, and I know for sure 3 of them went to Michigan State University and 1 aunt that has a college degree.

On her father side there are 2 brothers, all 3 were in the top 5 of their graduating high school class, but I do not think they did as much required reading for school as they should have. I am one of those that didn't read as much as I should have in high school. I read a fair amount now, especially leisure and child book readings now with my two nieces.

As for Karli, she has always been very talkative with me, but sometimes she is shy to strangers, which include cousins. She loves to listen to others read, and a few times I would be reading for hours and then we ran out of books, so she wanted me to start over again. As she has got older she still likes being read to, but now I will pick a book that she can help me with. Karli has a younger sister and she has read her books.

V. Tests Given and Summary of Test Results

I am going to give her 2 different tests to see how she is doing, the first test will allow her to listen to a story, which is found on <http://wwriter.hubpages.com/hub/Kindergarten->

Stories, and then see how she is able to comprehend the story and re-tell parts of the story to me. I chose this story because I wanted to make sure it was a story that she has not heard before. The other test is to test her letter recognition, and phonological awareness, “words are made of smaller units of sound that can be manipulated and changed” (Mandel, 2011, pg 121). I will have some common words for her to look at and see if she is able to put the letters together to sound out the words. These 2 tests check for comprehension in 2 different ways. The first is a good way to see how she is doing with comprehension and listening strategies. The other is to recognize letters and the sounds the letters make, specifically when they are with other letters. We all know “S” is like the hiss of a snake, but what happens to it when an h is next to it compared to an n or an h. I am going to be using a story called Splashing. The story has to do a lot with the different sounds an “S” can make, while also having other words in the story too. When I tested Karli, I had her over to go swimming in my pool, so I thought it would be fitting for the day while also being a good test to see how is with phonological awareness.

Scoring

Points	Re-Telling	Phonological Connections
0 – Needs Lots of Work	<ul style="list-style-type: none"> • Unable to recall any information 	<ul style="list-style-type: none"> • Knows what each letters sound is, individually
1 – Needs Work	<ul style="list-style-type: none"> • Remembers only key ideas • Animals and Names 	<ul style="list-style-type: none"> • Can sound out short words, is, the, you, I, am • Gets confused with the big words

2 – Almost There	<ul style="list-style-type: none"> • Remembers key ideas • Can tell me what the animals like to do 	<ul style="list-style-type: none"> • Is able to sound out words, big and small • Mistakes are made on tricky combinations of letters and longer words
3 – There, but can always do more	<ul style="list-style-type: none"> • Remembers key ideas • Can tell me what the animals like to do • Is able to go in chronological order of events in the story 	<ul style="list-style-type: none"> • Knows how to sound out all words • Does not get got up on many letter combinations • Has very few mistakes

Results:

Karli scored between a 1 and a 2 on the phonological connections, there were mistakes made on certain words in the article. In particular, Karli struggled identifying the word “should” in the article, but that is a difficult word to sound out. The other word that she had trouble with was the word “swish”. I also used this to see if she could re-tell the splashing story without the article in front of her and she said swimmmed a lot, which as she



Splashing

“I am splashing. I am splashing,” sang Jack the jumping fish. Jack just jumped and jumped. His friend Steven swam to Jack. Steven was a fish, too, but he didn’t want to jump. “What is going on, Jack?” asked Steven. “I am just splashing and jumping,” said Jack. “Why are you splashing and jumping?” asked Steven. “It is fun, and it is a cool thing to do,” said Jack as he jumped and jumped. “You should try jumping and splashing.” “I do not want to try,” said Steven, and he started to swim away from jumping Jack. “Do not go, Steven. You should stay and try jumping,” said Jack. “Come on. You can do it.” “You are a smart one, Jack, so I think I should try to jump,” said Steven. Steven started to go *swish* and *swish* and then he jumped. “Well, what do you think about jumping?” asked Jack. “This jumping and splashing is fun,” said Steven. “I just want to jump and jump.” Soon Jack and Steven were jumping and jumping and splashing and splashing. “Thanks Jack for telling me to jump,” said Steven.

grows up she will learn that swam is the past tense for swim.

For the re-telling of the story Karli scored a 2, but when she was re-telling the story she was using the incorrect past tense words. Since the story was a couple minutes long I was able to see that she was getting a little antsy to get done with the listening part of the test and that is when she was struggling to remember what happened.

Test 2:

Since Karli really likes to draw I am going to add in literacy with that and help her improve her visualization of the word by drawing the word out. We as skilled readers “once the spelling of a familiar word establishes activation in the visual word form area, its sight, sound, and meaning seem to pop to mind at once” (Samuels, 2011, pg 10). Karli is not at that point yet, so this test will allow me to see where she is at with her interpretations of the word. I will give Karli a word and ask Karli to draw the picture of what she is talking about, I will give her 4 words or phrases and each card will add more details to see if she is able to add the extra details that are included in the key clues. The words that I am going to use are “hot”, “knee”, “riding a scooter”, “bird in a pool”.

Scoring:

Score	Drawing Pictures
0	Is able to only draw 1 picture accurately and does not recognize most of the words
1	Misses 2 words and is unable to recognize some of the words or phrases
2	Misses 1 word and doesn't know one of the words

3	Successfully draws all words and the drawings are accurate.
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Results

Karli knew the word hot, but was unsure how to draw something hot. The next word was knee, and she was unsure of the word but as soon as I told her what word it was she drew a person and pointed towards the knee on the person. She recognized riding a scooter and then drew a picture of her riding a scooter. The last one Karli was able to read, but was confused if she should draw it like her pool, Uncle Gary's pool, or Uncle Mike's pool. I would give her a grade of a 2 on this project. I forgot to keep a copy of her pictures that she drew when we picked up after the lesson.

VI. Lesson Plan Matrix

Use the following table format to insert the overview of your lesson plan.

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Phonological Awareness (Mandel, 2011, pg121) July 15 th	Karli will be able to combine the sounds from each letter and combine them into words R.WS.00.01 demonstrates phonemic awareness by the wide range of sound	Work through the whole passage <i>Splashing</i> with Karli, emphasizing the parts of the passage that Karli struggles with. Then use <u><i>The Mouse Queen</i></u> to work on other words that were	The pre-test for her will be the passage " <u><i>Splashing</i></u> ". After going through the whole article with her I had to help with sounding the words out. The next time I will give the same passage to

	<p>manipulation</p> <p>competencies including sound blending and deletion.</p> <p>R.WS.00.02 recognize that words are composed of sounds blended together and carry meaning.</p>	<p>not in the <u>Splashing</u> passage.</p>	<p>her and see if she is able to perform better the next time.</p>
<p>Retelling a story</p> <p>July 24th</p>	<p>Karli will be able to retell me key parts of The Lion and The Mouse video</p> <p>R.CM.00.02 retell up to three events from familiar text using their own words or phrasing.</p>	<p>I will use a computer to let Karli listen to <i>The Lion and The Mouse</i>, then let her tell me on her own about what the video was about.</p> <p>Once she is done I will ask her questions that will hopefully help her recall more information about the video.</p>	<p>After testing her with <u>The Lion and The Mouse</u>, I will “paired reading” (Rasinski, 2009, pg 11) the book will be <u>Amelia Bedelia’s First Day of School</u> by Herman Parish. I chose this book because she is going into Kindergarten this year.</p> <p>I will see if there is a difference in her</p>

			comprehension when the story is told by a familiar voice or from someone else.
Image creation of words July 30 th	Karli will be able to show illustrations of key vocabulary words R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.	I will use crayons, note cards, and paper to see how Karli is able to connect a word to make a visual word. When adults hear or see a word they are able to picture the word, whereas Karli is still developing this skill and this will help with it. (Samuels, 2011, pg 10)	I know this is backwards from the standard, but if she is able to see a vocab word and now what it looks like then she will be able to see a picture and know what the pictures are portraying.
Retelling events from the day July 15 th , July 24 th , July 30 th ,	Karli will be able to tell me what she did during the day when I pick her up from the babysitter. S.DS.00.02 briefly tell or retell about familiar	Just riding in the car or playing outside when I see her, I will ask her to summarize her day. This is something easy to get	Every time I see Karli I will ask her what she did during the day, including lunch food, snacks, and activities. I am going to do this as

	<p>experiences or interests focusing on basic story grammar or main ideas and key details.</p>	<p>her mind thinking and being able to recall information</p>	<p>a way to see how she is able to recall information as they happen throughout the course of the day, which will help promote comprehension when listening to a book.</p>
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VII. Reflections on Your Differentiated Literacy Lesson Plans

The parts of readings that I used for this lesson are about developing a student's phonological awareness, developing the "visual word form area in the left hemisphere of the brain" (Samuels, 2011, pg 17), and I took the idea of the vocabulary visit, but to use it as a recall visit.

The work that I did with Karli did improve her reading abilities and contributed to more visualization of words. Karli was definitely thinking about what a word looks like, because she asked what I wanted her to draw of something hot. When talking about the different stories we heard or read, Karli was able to recall information from the stories but after asking a few leading questions she was able to recall more than just from listing them on her own. The only way I used for instruction was direct contact between Karli and myself, but it was not just me talking we worked together to see where she was at and try to improve her skills.

If I were to work more with her after this summer I would work on reading stories, while also visualizing the words she is reading. Some words, like most or are, are hard to visualize

an image of. I want her to keep thinking that when she hears a word to try to think what does that look like.

The biggest struggle for me was to get her to want to participate in this little class setting since it is the summer before she starts Kindergarten. It did help to have the pool to say if we can work on this for 15 minutes, then we will go swimming. In this 15 minute lesson, I was trying to help her with her phonological awareness and that was when I thought to myself that she might not have an understanding of what the words meant when she was trying to sound them out.

Something I would have done differently was to keep the pictures she drew. I then could have compared them to how her drawings changed as she is learning more during school. Since she is going into Kindergarten I chose a book to read with her that related to her, and when I was buying the book they were all about boys starting school and I knew that I really wanted it to be about a girl so that it meant something to Karli.

VIII. Teacher Recommendation

Karli is a very bright, young student with a lot of potential. I say young student, because she has a lot to learn and skills to develop. I know she has the ability to develop these skills due to her interest school and seeing how she spends time drawing and making her shapes and images look perfect. This will carry over into her schooling and learning the subjects in school. Her parents are very involved and are always willing to help Karli and they make her sit down and work on school material at home. This is very important because at this age the time spent in school is so short compared to all of the material that is required to be taught in Kindergarten.

Two things that I see with Karli are that it takes her quite a bit of time sometimes to open up with people. She can be very shy to people, and this could cause her to not vocalize her concerns when she gets confused. In order to get her past this is to get her to make friends in the class and you build a relationship with her. The other thing Karli needs to work on is when and how to change words, which is very confusing for an English learner. Like I swimmmed today with the babysitter, instead of saying I swam with the babysitter today. I know this will get corrected as she grows up, but it is one thing that happens with her right now.

I give you a lot of credit for what you do with the young children. I work with 30 teenagers, but trying to deal with 20 some 5 year olds would wear me down.

Parent Recommendation

Karli was great to work with for this course, and I have learned so much more about Karli as a student. She is very particular when it comes to school stuff, which is a really good feature. The only thing I would caution you with is this may add stress to her if she has to redo parts of assignments because she made one little mistake. Karli will develop very quickly with her school material and her reading comprehension due to her persistence in wanting to learn.

After you read her a bedtime story ask her to re-tell the story before she goes to bed. Another thing you could do is, as you are reading stop and ask her what is a turtle or a fish, just to see if she is seeing an imagine as she is hearing the words.

If you hear her make an incorrect statement with wording, tell her nicely the correct way it should be said and explain why that is. If you don't correct her now at this age she will start developing incorrect habits that will be hard to fix as time goes on.

<i>Outline for a Daily Lesson Plan</i>

Date: July 24th, 2012

Objective(s) for today's lesson: Karli will be able to retell me key parts of *The Lion and The Mouse* video

Rationale Part of literacy is being able to comprehend material and recall this material when the time is needed. As you grow up there are tests and projects that will require you to recall information. This lesson will test and check where Karli is in her comprehension and her ability to recall material.

Materials & supplies needed: *The Lion and The Mouse Video*, *Amelia Bedelia's First Day of School*

Procedures and approximate time allocated for each event

- **Introduction to the lesson:** I will start the lesson out by telling her we are going to listen to an old story and I want her to try to remember as much as she can about the story. Karli is use to watching videos, because her grandparents live 8 hours away so she has watched a lot of video on the ride to see them. This activity will check to see how she comprehends the videos that she watches. Since Karli is at my house when we are finished with this lesson we will be able to go swimming and enjoy the pool. (5 minutes)

- **OUTLINE of key events during the lesson:** Listen to *The Lion and The Mouse*, next see what she can recall, then ask leading questions to see what other information she can recall. (5 minutes)

Academic, Social and Linguistic Support during each event

"Karli what else can you tell"

"Is there anything else"

"Way to go Karli!!"

Give her a high five

"That is a really good point Karli"

The next part of the lesson is to pair read *Amelia Bedelia's First Day of School*, I think if she is able to read part of the story it might help her comprehend the main parts of the story better than hearing someone else read it to her. Once we are done reading the book I will ask her what the story was about. (15 minutes)

• **Closing summary for the lesson:** Since we talked about another book in between I will then ask Karli what *The Lion and The Mouse* was about to make her go back into her memory about something before the most recent story. We dealt with a lot of reading and comprehension in this lesson and then we will move on to the next lesson the next time we meet.

• **Transition to next learning activity:** The next lesson will be taking words and making a visual representation of the words that we have read in the stories, or heard in the video.

Assessment I will gauge student learning based on the rubric below, I am able to check how Karli does for the video and then after we read through the book. As we are reading through the book Karli is able to pronounce certain words, but I don't think she knows what a lot of the words are, which is why the next lesson will focus on adding meanings and pictures to words.

Points	Re-Telling
0 – Needs Lots of	<ul style="list-style-type: none"> Unable to recall any information

Academic, Social, and Linguistic Support during assessment

“Think back to the things you said earlier”
 “I know you know this”
 “What else about The Lion”

Work				
1 – Needs Work	<ul style="list-style-type: none"> • Remembers only key ideas • Animals and Names 			
2 – Almost There	<ul style="list-style-type: none"> • Remembers key ideas • Can tell me what the animals like to do 			
3 – There, but can always do more	<ul style="list-style-type: none"> • Remembers key ideas • Can tell me what the animals like to do • Is able to go in chronological order of events in the story 			

Outline for a Daily Lesson Plan

Date: July 30th, 2012

Objective(s) for today's lesson: Karli will be able to show illustrations of different vocabulary words

Rationale While reading the book with Karli in the last lesson I was wondering if Karli was getting a visual image from the words she was reading, which is what happens when an adult reads something.

Materials & supplies needed: Note Cards, Crayons or Colored Pencils, Paper

Procedures and approximate time allocated for each event

- ***Introduction to the lesson:*** This time I will not have to bribe Karli with going swimming in my pool, because it will involve her getting a chance to draw pictures and color. I have noticed with high school aged students even when they get to color and draw it gives them motivation no matter their age.

Academic, Social and Linguistic Support during each event

“That is a very nice picture”
 “What different things are hot?”

The purpose of this lesson is get Karli to visualize words as she reads them by associating pictures she draws with that word.

- **OUTLINE of key events during the lesson:** This lesson will take quite a bit of time, because of how precise Karli is when she is drawing pictures. The first two words should take less time than the second two words, but I want to see how much detail she puts into her pictures just from a little phrase or word. Hot is a word that could be interpreted in a lot of different ways so I am curious how she will interpret the word. Karli uses 3 different pools, a round, a rectangle, and an elbow pool. I think she will make the pool round because that is the pool she is most familiar with. (20 minutes)

- **Closing summary for the lesson:** Karli ended up drawing a round pool after I just told her that she could choose whichever pool she wanted to. When Karli was done drawing all of the pictures I asked her a few questions, like does a boy have a knee, because she drew a girl with a knee. Other questions I asked were what things are hot and why did you draw the bird green? (10 minutes)

- **Transition to next learning activity:** The next thing I would do is combine these two lessons and read a story and have Karli draw pictures of certain words in the story. We, as adults, are

“You can draw your favorite pool or the one you have gone in the most”
 “Why did you draw a girl on the scooter?”
 “Is that your scooter or Morgan’s?” Her sister

<p>able to imagine every word as an image, even words that do not have a lot of representation with an image we can still have our own ideas about the word, similar to how Karli had a hard time with the word hot.</p>											
<p>Assessment I will use the rubric below to grade Karli with her ability to not only recognize the word, but to be able to draw a picture that represents the word. Since Karli was unable to know what one word was and didn't know how to draw something hot, I scored her a 2 on this assessment.</p>	<p>Academic, Social, and Linguistic Support during assessment</p>										
<table border="1"> <thead> <tr> <th data-bbox="126 852 440 926">Score</th> <th data-bbox="440 852 1109 926">Drawing Pictures</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 926 440 1077">0</td> <td data-bbox="440 926 1109 1077">Is able to only draw 1 picture accurately and does not recognize most of the words</td> </tr> <tr> <td data-bbox="126 1077 440 1228">1</td> <td data-bbox="440 1077 1109 1228">Misses 2 words and is unable to recognize some of the words or phrases</td> </tr> <tr> <td data-bbox="126 1228 440 1379">2</td> <td data-bbox="440 1228 1109 1379">Misses 1 word and doesn't know one of the words</td> </tr> <tr> <td data-bbox="126 1379 440 1520">3</td> <td data-bbox="440 1379 1109 1520">Successfully draws all words and the drawings are accurate.</td> </tr> </tbody> </table>	Score	Drawing Pictures	0	Is able to only draw 1 picture accurately and does not recognize most of the words	1	Misses 2 words and is unable to recognize some of the words or phrases	2	Misses 1 word and doesn't know one of the words	3	Successfully draws all words and the drawings are accurate.	
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