

Literacy Learner Analysis Project

Jessica Vocke
Master of Education, Michigan State University
TE846: Accommodating Differences in Literacy Learners
Professor Baumann
June 24, 2020

Parent Permission Letter

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

May 2020

Dear Parent/Guardian,

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

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

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

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

Sincerely,

Jessica Vocke

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

Child's Name: Audrey

Parent/Guardian's Name (Please Print): Lisa Knobloch

Parent/Guardian's Signature: Lisa R. Knobloch

Date: May 13, 2020

Part One

Background and Rationale

Differentiated instruction is a theory that seeks to meet the individual needs of each student without diminishing expectations or rigor. Lesley Morrow and Linda Gambrell, alongside many experts emphasize the importance of differentiated instruction. With student populations becoming more diverse and students' abilities ranging so much, teachers and administrators strive to find the best practices for all students. As achievement gaps continue to grow, it is crucial that teachers provide differentiated instruction. Each student learns differently, and it is our job as teachers and administrators to find what works best for each individual. In order to provide differentiated literacy instruction, teachers need to use pedagogically sound assessment techniques to support each individual and continue to actively plan for student differences (Morrow & Gambrell, 2019, p.19). To differentiate in the classroom, it is imperative that teachers know each individual student, know their strengths, and areas where they can continue to grow. It starts with the student-teacher relationship, where the teacher provides a safe, welcoming environment in which the child can thrive, emotionally, socially, and academically.

The Common Core States Standards and The RTI Model (Response to Intervention) support the use of differentiated instruction. The Common Core State Standards aim to provide all learners with achievable goals so they can stay on track throughout their K-12 education. The Common Core State Standards provide learning standards concerning what students should know and be able to do in literacy (and other subjects). These standards are benchmarks and in order for each student to reach these benchmarks, teachers need to use differentiated instruction. The RTI Model delivers timely interventions to students who are falling behind their national

peers (Morrow & Gambrell, 2019, p.361). The RTI recognizes that some instruction is not sufficient for the learner. “The model is a multi-tiered intervention system that ensures that every student exits the school year having acquired essential literacy skills, knowledge, and behaviors for the next grade level” (Morrow & Gambrell, p. 362, 2019). Teachers and administrators strive for student success through the use of CCSS, differentiated instruction, and The RTI Model.

My goals for professional development are to learn how to better select assessments for different learners. I use assessments a lot when teaching, but I want to be sure that I am using informal daily assessments. Every moment is a learnable moment and I want to make sure that I am providing my learners with appropriate material so they can reach their full potential. I would love to see what other preschool teachers use in a play-based classroom to assess their students. I also want to learn more about the best strategies for literacy instruction. I have a love for reading and I instill that into my classroom. I want to learn about what I am missing in my teaching instruction or do not know enough about when it comes to literacy instruction.

This project expands my learning about differentiated instruction because it is clearly demonstrating that each learner requires different assessments to find out how we can best support them. I have to admit that in our preschool class, we have been using a lot of the same assessments on each student. I think some teachers do not want to recreate the wheel and in turn, they implement the curriculum and assessments that are handed to them. This project is proving that I need to be more careful when choosing assessments for each individual student.

This project connects to my past teaching because when I started teaching I used to think that it was only necessary to do three yearly assessments (beginning, middle, end of year). This proves that I was not learning enough about my students to provide them with differentiated instruction. This project connects with my present teaching because the student I am working

with for this project is in my current class. I felt like I knew a lot about her, but this project is proving that there is a lot I still didn't know about her and it is helping me provide her with materials that she can learn from. This project connects to my future teaching because now I will be more careful choosing the assessments that I will use with each individual student.

Home and Family

Millie is five years old, going into kindergarten, and is determined to start reading. She can identify all of the uppercase and lowercase letters and sounds. She is able to identify words that rhyme but she sometimes has trouble producing rhymes. She knows that letters make words and knows how to blend syllables together but does not know how to syllabicate yet. She knows short vowel sounds and is practicing long vowel sounds. She is beginning to be able to segment and blend phonemes. Millie is Caucasian, speaks English proficiently, is female, and does not receive any special education services. Millie's parents read to her every day, usually about 2-3 books. Millie has a wide range of picture books available in her home. Millie's parents invest in new books often. After her parents read her books, there is light discussion about the text features, the story, and if Millie liked or didn't like the story. Her mom loves to stick to a strict schedule which includes many literacy activities that Millie can engage in, e.g. making a book, coloring, using stickers, or looking through picture books. Both of Millie's parents went to college and are very proficient in literacy. Her dad is a lawyer and her mom stays at home. Millie has two younger siblings that cannot read yet. They are 1 and 3 years old. Since the quarantine started, Millie's parents have been spending a lot more time reading with her and doing literacy activities. They communicate and have lots of daily discussions, they read together, and practice writing. They start their day with a morning meeting that involves talking about letters and letter

sounds. They also brainstorm words that start with different letters. They do craft each day that help with her writing.

Emotional Climate

Millie was in my preschool class but now she is moving on to kindergarten. When we were in my classroom, the classroom climate promoted independence because students are encouraged to try everything before asking for help. My aide and I model everything that we are asking them to accomplish and encourage them to do things on their own. We call our class Team 109 because we all work together. We set up centers and activities that encourage children to work together and communicate. Preschoolers learn through play and socialization, so there is constant teamwork happening in our classroom. We encourage our students to try new things and take risks. Our classroom is a safe zone and we learn from mistakes. We provide lots of feedback, so they feel competent in the classroom. We listen to each child and take their interests into consideration. Our curriculum is always changing based on what students are interested in. We get to know each child and create strong relationships. We make sure to communicate the importance of independence with the parents and families, so that the students are experiencing similar responsibilities at home.

Millie seems motivated, focused, and excited when she is learning and engaging in literacy activities. She prefers to use literacy activities that she is interested in like fairy tales, animals, or unicorns. Millie also loves to bake with her mom, so anything to do with food and cooking, she is usually very interested in. Millie seems bored or cannot focus when she is not interested. She has a short attention span, so we take breaks and change the material often. Millie strives when we include movement into our classroom activities. I provide rewards by playing fun games after we complete an activity. She loves playing tic-tac-toe or drawing together. This

also helps her stay focused and on track and helps with her short attention span. Her mom mentioned that her motivation is different now that she is not going into school. Millie responds to issues of engagement and motivation by taking breaks. If she is not motivated or engaged we take breaks and do something else. I try to keep the learning fun and light so she will not get overwhelmed or bored. Her parents encourage her by rewarding her with a movie on Fridays if she works hard and completes all of her work. I will use the Tell Me What You Like interest survey by Mckenna and Stahl. I want to make sure that her interests have not changed, so I can provide her with material that she likes. I will use the Dolch Sight Word assessment. I want to understand her sight word knowledge. I will also use the Heggerty Phonics letter assessment to get a better idea of her letter and letter sound recognition, as well as digraphs and consonant blends.

Part Two

Literacy History

Millie is just completed full day, five-day prek-4. Before prek-4, she went to the half-day, five-day prek-3 at our school. Our preschool is a play-based preschool, so she has engaged in many hands-on literacy activities. From age 0-3, her parents were sure to talk with her, read her lots of books, and engage her in rich literacy opportunities. Being the oldest of three girls, she is very good at communicating and taking care of her younger sisters. She is a role model and she tries very hard to teach her little sisters daily. Millie is very focused and tries her best at literacy tasks. In preschool, Millie was engaged in large group, small group, and individual instruction with her teachers, older buddies (4th grade), and other adults from our school. Like I noted above, our preschool is play-based so all of the literacy activities were very hands-on. We also do multiple read alouds a day and have discussions before and after reading. Currently, Millie is

engaged in various literacy activities at home, like read alouds, conversations, and hands-on letter games (puzzles, etc.). Since the pandemic started, her mom hired a tutor to work one-on-one with Millie to make sure that she was being challenged. The only challenge has been the pandemic and stay at home order. Millie loves school and being with her friends; being at home she is not as happy or as motivated. She is very good with a routine and she misses being with children her own age. She is still receiving a good education at home through eLearning but sometimes her mom feels like it is not enough. Also, her parents are balancing three kids so sometimes Millie does not get a lot of attention at home and sometimes schoolwork is not the first priority at home. I make sure I am communicating the importance of what we are doing together, and I offer recommendations on what they can do at home, such as designate a reading time for just mom and Millie. Also, suggest literacy games that all of the kids can play together such as memory or making a book together.

Assessments Given and Summary of Results

The only challenge has been the pandemic and stay at home order. Millie loves school and being with her friends; being at home she is not as happy or as motivated. She is very good with a routine and she misses being with children her own age. She is still receiving a good education at home through eLearning but sometimes her mom feels like it is not enough. Also, her parents are balancing three kids so sometimes Millie does not get a lot of attention at home and sometimes schoolwork is not the first priority at home. I make sure I am communicating the importance of what we are doing together, and I offer recommendations on what they can do at home such as designate a reading time for just mom and Millie. Also, suggest literacy games that all of the kids can play together such as memory or making a book together.

After spending time with Millie this year in prek-4, I feel as if I know a good amount about her background knowledge and some of her abilities. Being a play-based preschool, we do not use many formal assessments. The assessments we use are more informal, such as pictures/videos, language samples, and anecdotal records. Throughout the year, we combine these assessments and add them into student portfolios. The formal assessments such as Dolch Sight Words, Heggerty Phonics, and Mckenna and Stahl assessments help me identify exactly where she is at with her literacy skills and how I help challenge her within her zone of proximal development. The pre assessments that I administered were the Dolch Sight Word Assessment, Heggerty Phonics Letter & Phonemic Awareness assessment, and McKenna and Stahl Interest Inventory. The Dolch Sight Word Assessment is broken down into 5 different categories, Pre-Primer, Primer, First Grade, Second Grade, and Third Grade. I started by using the Pre-Primer list to figure out what sight words she knows. The Heggerty Phonics Letter Assessment is a baseline assessment to figure out if she can identify the uppercase and lowercase letters and sounds. I will also administer the Heggerty Phonemic Awareness skills assessment to figure out phonemic knowledge (after looking at the results from the other assessments, I realized I needed to find out more about her phonemic awareness). The last assessment I used is the Tell Me What You Like survey by Mckenna and Stahl, just to make sure that I was aware of Millie's interests and to see if they have changed overtime. I selected these assessments because I have used them in the past and they seem to point out specific information. Also, these assessments focus on sight words, phonemic awareness, phonics, and interests, which are crucial for me to know in order to help Millie in literacy learning.

Assessment number one: Dolch Sight Word Assessment: I showed Millie the assessment and I pointed to each word on the Pre-Primer list. Millie was able to read 2/40 sight words. The

sight words she could read were **I** and **A**. For some of the words, she looked at the first letter and guessed, e.g. for the word **w**e she said whale. This demonstrates that she has not had any practice with sight words. This also demonstrates that she is identifying the initial sound of the word and guessing from there. This assessment proved that she needs to be introduced to sight words because they are brand new to her.

Assessment number two: Heggerty Phonics Letter Assessment: This assessment consists of the uppercase and lowercase letters. On this assessment there are 26 uppercase and 28 lowercase (it assesses the two different ways to write g and a). It also lists the 26 lowercase letters to assess letter sounds. Millie scored 26/26 on uppercase letters, 26/28 lowercase letters (she could not identify q and g), and 22/26 letter sounds (she did not know r, c, q, and g). According to the assessment, this is age-appropriate because she scored within 20-28 on each part. This demonstrates that Millie knows almost all of the lowercase letters, uppercase letters, and letter sounds.

Assessment number three: Heggerty Phonemic Awareness Assessment to assess her phonemic awareness. This assessment really breaks down phonemic awareness by assessing rhyming, onset fluency, blending, isolating, segmenting, adding syllables, and deleting phonemes. On the rhyme recognition Millie scored 9/10, on the onset fluency she scored 10/10, on the blending syllables she scored 10/10, on the segmenting words into syllable she scored 10/10, on the isolating final sounds she scored 10/10, on the blending onset-rime she scored 7/10, on the segmenting words into onset-rime she scored 7/10, on the blending phonemes she scored 8/10, and on the producing rhymes she scored 4/10. This assessment proved that she needs support in producing rhymes.

Assessment number four: Mckenna and Stahl Tell Me What You Like Survey: This survey encourages the student to rate different topics by giving an A if you really like it and F if you really dislike it (and all of the letters in between). If there is a topic we miss, the student is free to let me know the other topics that she is interested in. From this survey I found out that Millie really likes animals, jokes, and Harry Potter. She does not care for spiders, snakes, and ghosts. This information helps me use material that she is interested in. It is hard for students to learn about stuff that they really are not interested in and I plan on making the lessons as enjoyable as possible, especially because her motivation is lowered by being at home so much due to the pandemic.

Lesson Plans

Lesson #1 Foci and Date 6/9/20	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
Sight Words	When given a list of 10 high-frequency words, Millie will be able to read 80% of them. <u>CCSS.ELA-Literacy.RF.K.3.c</u> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<ul style="list-style-type: none"> ● Mo Willems <i>We Are In A Book</i> for sight word search ● Sight word flash cards made out of construction paper for Memory Game 	Dolch Sight Word Assessment, checklist
Phonemic Awareness	When given a simple word, Millie will be able to produce a rhyming word 50% of the time. <u>CCSS.ELA-LITERACY.RF.K.2.A</u> Recognize and produce rhyming words.	<ul style="list-style-type: none"> ● Dr. Seuss <i>One Fish Two Fish Red Fish Blue Fish</i> ● Heggerty Rhyme Repetition lesson plan ● Heggerty list of short words to rhyme with ● Song: Rain, Rain, Go Away 	Heggerty Rhyme Production Assessment, checklist

Lesson #2 Foci and Date 6/11/20	Objectives (include performance, conditions, and criterion. State the Common Core State Standard at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
Sight Words	<p>When given a list of 15 high-frequency words, Millie will be able to read 80% of them.</p> <p><u>CCSS.ELA-Literacy.RF.K.3.c</u> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Mo Willems The Thank You Book for sight word search • Sight word flash cards made out of construction paper for Little Mouse game • White board and white board marker for writing sight words 	Dolch Sight Word Assessment, checklist
Phonemic Awareness	<p>When given a simple word, Millie will be able to produce a rhyming word 50% of the time.</p> <p><u>CCSS.ELA-LITERACY.RF.K.2.A</u> Recognize and produce rhyming words.</p>	<ul style="list-style-type: none"> • Heggerty Rhyme Repetition lesson plan • Heggerty list of pictures to sort words that rhyme • Song: Itsy Bitsy Spider 	Heggerty Rhyme Production Assessment, checklist

Lesson #3 Foci and Date 6/16/20	Objectives (include performance, conditions, and criterion. State the Common Core State Standard at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
Sight Words	<p>When given a list of 20 high-frequency words, Millie will be able to read 80% of them.</p> <p><u>CCSS.ELA-Literacy.RF.K.3.c</u> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<ul style="list-style-type: none"> • Mo Willems <i>Waiting Is Not Easy</i> for sight word search • Popsicle sticks and cup for Kahoot game- pull out a popsicle stick and read the word. If you pull the stick that says Kahoot, you need to put all of the sticks back. The winner has the most sticks. 	Dolch Sight Word Assessment, checklist

Phonemic Awareness	When given a simple word, Millie will be able to produce a rhyming word 50% of the time. <u>CCSS.ELA-LITERACY.RF.K.2.A</u> Recognize and produce rhyming words.	<ul style="list-style-type: none"> ● Heggerty Rhyme Repetition lesson plan ● White board and white board marker for writing/drawing words that rhyme ● Song: Paddy Cake 	Heggerty Rhyme Production Assessment, checklist
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Part Three

Reflection

During the 3 lessons, we focused on sight words and producing rhymes. There were 3 parts to each lesson, the introduction, sight word practice, and phonics practice. We started with 10 sight words and 10 rhyming words. We increased the amount of sight words we were focusing on by 5 (the second lesson 15 sight words and the third lesson 20 sight words). We increased the amount of rhyming words to 15 for our last lesson. I made sure to assess Millie after each lesson. To assess Millie's sight word knowledge, I would put a check mark next to the sight words that she got correct (10 for the first lesson, 15 for second, and 20 for the third). To assess the rhyme production, at the end of each lesson I would ask Millie to verbally produce a rhyme with the words that we were focusing on during that lesson (for the first and second lesson there were 10 words and for the third lesson there were 15 words). I would put a check mark next to the words that she got correctly. I planned the lessons to be very hands on and incorporated games to help motivate Millie. I used popsicle sticks, flashcards, and books that she was interested in and incorporated many brain breaks to help keep her on task. We also would dance and stretch when we felt like we needed a break.

When we first started our lessons, Millie was only able to read 2/10 sight words which is 20%. The second lesson, she was able to read 10/15 words which is 66%, and the last lesson she

was able to read 14/20 sight words which is 70%. Our goal was to be able to read 80% of the sight words, by the end of lesson 3 she was only able to read 70% of the 20 words. This demonstrates progress in Millie's sight word knowledge. This also demonstrates that we were not able to reach the goal of reading 80% of the words. If I was to teach this lesson again, I would not add new sight words until she proves mastery in the sight words that were first introduced. For producing rhyming words, for the first lesson she was able to verbally produce 4/10 rhyming words. For the second lesson she was able to verbally produce 9/10 rhyming words. For the last lesson, I added 5 new simple words and she was able to verbally produce 14/15 rhyming words. This demonstrates progress in Millie's ability to produce rhymes and that she was able to reach the goal of being able to produce a rhyme 50% of the time.

To support Millie's success during the lesson, I planned hands-on lessons and incorporated many brain breaks. Because of the pandemic, Millie has been home a lot and she does not have a very high motivation for school work. When she is able to be at school, she is very motivated and engaged. The dynamics at home are very different because she has two younger siblings and it is hard for her to focus. Also, since it is summer break, she is very excited to swim in her new pool and does not like to sit down for long periods of time. The hands-on materials helped her stay engaged and the brain breaks were fun games that she enjoyed. It was beneficial but still overall a struggle for her. Our lessons were usually around 3pm and she also was very tired by this time in the day. For future lessons, I would encourage Millie to find a special place in her house where she can get work done. A place where there are minimal distractions, where it is quiet, and a place that she really enjoys. Also, to do literacy activities earlier in the day when she feels more focused. 5-year old children already have a short attention span so it does not help that there are external factors that can affect the outcome of learning.

Due to the unusual circumstances, Millie had a very difficult time sitting down and focusing. During the lessons, I would assess Millie's motivation and engagement. When I noticed that she is being distracted or not engaged, I would ask her to play a game. We played games like tic-tac-toe to help regain some motivation and engagement. During the second lesson, I realized that a small brain break was not enough. Sometimes, Millie wanted to go check on her sisters, talk to her parents, or move around. To help this, I incorporated brain breaks that incorporated more movement. We would jump, dance, or stretch to regain focus. This impacts the lesson because sometimes we did not get in a lot of the direct instruction for sight words and rhymes. Another way to help Millie focus would be having short conversations that did not relate to what we were learning. When we would start lessons, she really wanted to tell me about the weekend or about the fun activities they have been doing at home. I made sure I incorporated some time to just chat with her.

As I reflect on these three lessons, I realize that I really have to consider the outside factors that influence learning. For behavior management, I would be more explicit about the behavior expectations. I would discuss with her the importance of focusing and trying our best during each lesson. I would also make sure that she knows that she can always ask for a break. I did not clearly communicate the importance of learning sight words and producing rhymes, so in the future I would make sure I explain the importance of the lessons to make it more authentic. For the pacing of the lessons, I would change the instructional goals and slow down how quickly I introduced new sight words. I was expecting Millie to read 80% of the sight words that I provided. I also provided Millie with 20 sight words over a period of three lessons. This is an unrealistic goal for my student due to the circumstances of the stay at home order and being out of school for an extended period of time. In the future, I would reduce the instructional goal to

being able to read 50% of the sight words and I should have not introduced 5 new sight words during each lesson unless she was able to read all of the sight words that I provided during the lesson before.

To make this lesson more developmentally appropriate, I would introduce less sight words. I would start with 10 sight words and I would not introduce new words until she demonstrates that she mastered the material. I initially planned to add 5 new sight words each lesson and I implemented it that way but based on the assessments, it shows that I was introducing her to too many sight words and in combination with her low attention span and the unusual circumstances, she was unable to meet the goal of being able to read 80% of the sight words. I would also have Millie make a set of the 10 sight words that she could keep at her house and practice with her family. We only had three lessons that incorporated direct instruction. I think providing her with the words to practice outside of the lesson could be helpful. I would also incorporate more movement into the lessons. We could do specific movements each time we read a sight word. For example, we could jump every time we read the word **“it”** or laugh every time we read the word **“funny”** or use hand signals when practicing short vowel sounds.

Due to the unusual circumstances of the stay at home order and being out of school for an extended period of time, it was imperative that I learn the best strategies in how to motivate Millie. Student choice is so important and can really affect student motivation. Each lesson, I gave Millie many choices on what activities she wanted to do. I implemented many brain breaks so she could regain focus. Last, I worked hard on making each lesson as authentic as possible. I would explain each objective and relate the material to the books. For example, Dr. Seuss used rhyming words to make his books more interesting and fun. We would read Dr. Seuss and look for rhyming words together. Mo Willems uses so many sight words in his books to help convey

the meaning of the story. We would go on sight word scavenger hunts to show Millie how important and useful these words are. I also used materials that she was interested in. During the *Tell Me What You Like* assessment, Millie told me that she loves funny books, animals, and Piggy and Elephant from Mo Willems' books. I did my best to incorporate her interests into our lessons.

Recommendations to Teachers and Parents/Guardians

Dear Teacher,

While working with Millie, I implemented three literacy-based lessons. During each lesson, we focused on sight words and producing rhymes. Each lesson was planned for about one hour, but we incorporated many brain breaks during each meeting. It seemed like she was most engaged when the learning was hands on and when we played learning games. It is clear that Millie loves to learn, while we were in the classroom it was very apparent that she has a love for school.

Some of her strengths are that she can identify all of the uppercase and lowercase letters and letter sounds. She is able to sound out the letter sounds and blend them together when attempting to read simple words. She can distinguish if words rhyme or if they do not rhyme. By the end of lesson three, she was able to read 14 sight words and she was able to produce rhymes with 14 different simple words. Sometimes Millie was unable to focus and remember the sight words due to external factors. I would suggest finding a quiet place with minimal distractions when practicing sight words. Also, I think it would be very beneficial if you make learning as authentic as possible. To do this, I would explain the importance of what we are learning and why we are learning it. To extend Millie's learning, I would suggest that you continue to focus on sight words. To learn sight words, students have to memorize them. I think repeated repetition of the sight words would be beneficial. She was able to read 14 sight words; I suggest that you review these sight words and add new words once she demonstrates mastery. It would also be helpful if she had her own special set of sight words that she can practice with her family at home. She is a big sister of two younger sisters, so she finds it very motivating and fun when she has her own learning materials. When practicing producing rhymes, Millie proved that she was very capable.

I would suggest moving on to recognizing final sounds of words (e.g. what is the last/final sound in dog?) and blending syllables and sounds together. I would recommend using Mo Willems and Dr. Seuss books with Millie. She seems to really enjoy these kinds of books and is very interested in going on scavenger hunts throughout the books (e.g. when we read Mo Willems, we are going to search for all of the sight words that we can find! It is called sight word scavenger hunt!). Her new obsession is Harry Potter, so if you can figure out a way to include Harry Potter into your lessons, definitely do that! I would also suggest using Heggerty Phonics lessons and assessments by McKenna and Stahl to assess her phonic abilities.

You will have so much fun with Millie! Thank you!

Jessica Vocke

Dear Parents,

Thank you for letting me work with Millie! It is clear that she has a love for learning and is excited to start reading! While working with Millie, I implemented three literacy-based lessons. During each lesson, we focused on sight words and producing rhymes. To learn sight words, there needs to be a lot of repeated practice and memorization. We focused on 20 different sight words throughout the three lessons. To learn how to produce rhymes, I supplied Millie with many different examples, and we used rhyming books. We focused on the sounds in words and we figured out that rhyming words sound the same. To help Millie focus, we played games, used hands on materials, and incorporated brain breaks. After the three lessons, Millie was able to read 14 sight words and produce 14 rhymes. I noticed a lot of progress in both sight word recognition and producing rhymes. Because summer break just started, I would encourage you to continue practicing sight words at home because it is easy to forget these words. It seems like

Millie almost mastered producing rhymes. I would encourage you to move on from producing rhymes and focus on identifying sounds in words. You can ask her questions like, “what is the last sound in dog?” or “what is the first sound in cat?”. Once she is able to identify different sounds, she can move on to blending sounds together. You can write simple words like cat and ask her to sound out each letter and blend them together. Millie demonstrated that she is very interested in books by the author Mo Willems and Dr. Seuss. Within these books you can point out sight words, rhyming words, and letter sounds. I would also incorporate any other book that she seems interested in! From what I noticed Millie works best when there are minimal distractions. I would suggest finding a special learning place that is designated for “Millie’s learning”. It might work best when her sisters are asleep during naptime so she can get one-on-one attention. I realized that it can be really hard to focus during the pandemic and summer break, so brain breaks might work well, too! I really enjoyed watching Millie grow and learn throughout our short time together. Have a fantastic summer and keep up the great work!

Thank you!

Jessica Vocke

Appendices of Work

Lesson Plan 1

<i>Lesson Plan 1</i>	
<p>Date: 6/9/20</p> <p>Objective(s) for today's lesson: The student will practice sight word fluency with the words I, a, can, we, in, it, is, the, and, to.</p> <p>The student will practice producing rhyming words.</p> <p>Rationale: As students begin to become literate, it is imperative to learn sight words because they are used so frequently. Most sight words cannot be sounded out or easily illustrated. Sight words can influence many different literacy concepts, especially fluency and accuracy. Rhyming words helps children notice the sounds in words. This helps them notice and work with sounds.</p> <p>Materials & supplies needed: Mo Willems We Are In A Book, sight word flash cards, Dolch Sight Word list, One Fish Two Fish Red Fish Blue Fish by Dr. Seuss, Heggerty Phonemic Awareness Lesson Plan 7, list of 10 simple words to rhyme, white board, dry erase markers.</p> <p>Procedures and approximate time allocated for each event</p> <ul style="list-style-type: none">• Introduction to the lesson (5 minutes): <p>Today we are going to learn about sight words and rhyming words. First, have you ever heard about sight words before? What sight words do you know? Do you remember any rhyming words that we learned about in class? What rhyming words do you remember?</p> <p>Teacher: Say nonsense words and sight words. Have the student identify what words are real and what words are not real.</p> <p>Say words that rhyme and words that do not rhyme. Have the student put a thumb up if they rhyme and a thumb down if they do not rhyme.</p> <ul style="list-style-type: none">• OUTLINE of key events during the lesson (20 minutes): <p>To start, let's focus on sight words. Sight words are words that we use and see a lot in books! A sight word that I use a lot is the word the. Do you know any sight words?</p> <ul style="list-style-type: none">-Introduce the 10 sight words: I, a, can, we, in, it, is, the, and, to. Show the student each flash card and say the words together.-We are going to read We Are In A Book by Mo Willems! Let's go on a sight word scavenger hunt and see if we can find our 10 sight words in this book.-I have written our 10 sight words on these flashcards. There are two cards for each word. We are going to play sight word memory using these cards! Let's start by flipping them over and mixing them up. If you get a sight word match, you get to go again.-On the Dolch Sight Word List, check the sight words that the student got correct <p>Transition to next learning activity: Brain Break (5 minutes):</p> <p>Play a few rounds of tic-tac-toe using white board and dry erase markers. Let the student free draw for 1 minute. Make sure the child is having fun and is motivated/focused.</p> <p>Producing Rhyming Words (20 minutes):</p> <p>Next, we are going to focus on rhyming words. Rhyming words are different words that sound the same. Rhyming words help us focus on the sounds that are in words!</p> <ul style="list-style-type: none">-Heggerty Phonemic Awareness Lesson Plan 7: Rhyme Repetition: The teacher says the word pair and students repeat the word pair: <p>Wall, fall Men, ten Sat, hat King, sing Knee, be</p>	<p>Academic, Social and Linguistic Support during each event</p> <p>Help the student understand what sight words are.</p> <p>Help the student understand and define what rhyming words are.</p> <p>Use the gradual release of responsibility model.</p> <p>Model each activity for the student.</p> <p>Take breaks when the student needs to move and refocus.</p> <p>Use hands on materials to help the student stay engaged.</p> <p>Use books that my student is interested in so that she stays motivated.</p> <p>Review objectives.</p> <p>Provide linguistic support by clearly communicating.</p> <p>Use a positive, exciting voice to encourage motivation.</p>

-Onset Fluency: Teacher says the word and student isolates the onset:

Wall
Fall
Tall
Mall
Call
Ball

-I am going to say a word and you are going to tell me a word that it rhymes with. Write down the rhyming words that they come up with:

Wall
To (point out that this is one of our sight words)
Sat
Bed
Pat
Dog
Cry
Rat
Pen
Late

-Read Dr. Seuss One Fish Two Fish Red Fish Blue Fish. When reading the book, encourage the student to listen for rhyming words. Have them say the rhyming words that they hear.

• **Closing summary for the lesson** (1 minute):

Great job! That was so much fun!
Tell me your favorite sight word that we practiced today! Tell me your favorite rhyme!

Assessment:

Sight Words:
I will put a check mark next to the sight words on the Dolch Sight Word List that my student got correct.
I will figure out the percent she got right out of 10.

Producing Rhymes:
I will write down the rhymes that my student produced. I will figure out the percent that she got right out of 10.

**Academic, Social, and
Linguistic Support
during assessment**

Use informal
assessments so the child
does not notice or feel
pressured that they are
being assessed.

Lesson Plan 2

Lesson Plan 2

Date: 6/11/20

Objective(s) for today's lesson: The student will practice sight word fluency with the words I, a, can, we, in, it, is, the, and, to, you, me, my, here, funny.

The student will practice producing rhyming words.

Rationale: As students begin to become literate, it is imperative to learn sight words because they are used so frequently. Most sight words cannot be sounded out or easily illustrated. Sight words can influence many different literacy concepts, especially fluency and accuracy. Rhyming words helps children notice the sounds in words. This helps them notice and work with sounds.

Materials & supplies needed: Mo Willems The Thank You Book, sight word flash cards, Dolch Sight Word list, Heggerty Phonemic Awareness Lesson Plan 8, list of 10 simple words to rhyme, white board, dry erase markers, construction paper, markers.

Procedures and approximate time allocated for each event

• Introduction to the lesson (5 minutes):

Remember what we learned about on Tuesday? Right, sight words and rhyming words! What sight words do you remember? What rhyming words do you remember?

Teacher: Say nonsense words and sight words. Have the student identify what words are real and what words are not real.

Say words that rhyme and words that do not rhyme. Have the student put a thumb up if they rhyme and a thumb down if they do not rhyme.

• OUTLINE of key events during the lesson (20 minutes):

Let's start with sight words! Remember, sight words are words that we use and see a lot in books! My favorite sight word is funny.

-Go over the 10 sight words: I, a, can, we, in, it, is, the, and, to. Show the student each flash card and say the words together. We are going to add 5 new sight words to our lesson. They are: you, me, my, here, funny.

-We are going to read The Thank You Book by Mo Willems! Let's go on a sight word scavenger hunt and see if we can find our 15 sight words in this book.

-I have written our 15 sight words on these flashcards. We are going to play Little Mouse! To play this game, I am going to spread out the 15 flashcards. You will close your eyes and I will hide Little Mouse under one of the cards. You will open your eyes and guess what sight word that Little Mouse is hiding under. To guess, you will say, "Little Mouse, Little Mouse, are you in the FUNNY house?" We will take turns hiding Little Mouse! (Before starting we will review the 15 sight words and I will model how to play the game).

-Optional: I will ask the student if she wants to try writing any of the sight words using our super cool white board and dry erase marker.

-On the Dolch Sight Word List, check the sight words that the student got correct.

Transition to next learning activity: Brain Break (5 minutes):

Play a few rounds of tic-tac-toe using white board and dry erase markers. Let the student free draw for 1 minute. Make sure the child is having fun and is motivated/focused.

Producing Rhyming Words (20 minutes):

Next, we are going to focus on rhyming words. Rhyming words are different words that sound the same. Rhyming words help us focus on the sounds that are in words!

-Heggerty Phonemic Awareness Lesson Plan 8:

Rhyme Repetition: The teacher says the word pair and students repeat the word pair:

Men, then
Call, tall
Had, mad
Great, late
Head, bed

-Onset Fluency: Teacher says the word and student isolates the onset:

Men
Ten

Academic, Social and Linguistic Support during each event

Help the student understand what sight words are.

Help the student understand and define what rhyming words are.

Use the gradual release of responsibility model.

Model each activity for the student.

Take breaks when the student needs to move and refocus.

Use hands on materials to help the student stay engaged.

Use books that my student is interested in so that she stays motivated.

Review objectives.

Provide linguistic support by clearly communicating.

Use a positive, exciting voice to encourage motivation.

Pen
Hen
Den
When

-I am going to say a word and you are going to tell me a word that it rhymes with. Write down the rhyming words that they come up with:

Wall
To (point out that this is one of our sight words)
Sat
Bed
Pat
Dog
Cry
Rat
Pen
Late

-Write 10 rhyming word pairs (wall, tall) on construction paper. Have the student match the rhyming words by looking at the letters in the words.

• Closing summary for the lesson (1 minute):

*Great job! That was so much fun!
Tell me your favorite sight word that we practiced today! Tell me your favorite rhyme!*

Assessment:

*Sight Words:
I will put a check mark next to the sight words on the Dolch Sight Word List that my student got correct.
I will figure out the percent she got right out of 15.*

*Producing Rhymes:
I will write down the rhymes that my student produced. I will figure out the percent that she got right out of 10.*

**Academic, Social, and
Linguistic Support
during assessment**

*Use informal
assessments so the child
does not notice or feel
pressured that they are
being assessed.*

Lesson Plan 3

Lesson Plan 3

Date: 6/16/20

Objective(s) for today's lesson: The student will practice sight word fluency with the words I, a, can, we, in, it, is, the, and, to, you, me, my, here, funny, not, away, blue, big, come.

The student will practice producing rhyming words.

Rationale: As students begin to become literate, it is imperative to learn sight words because they are used so frequently. Most sight words cannot be sounded out or easily illustrated. Sight words can influence many different literacy concepts, especially fluency and accuracy. Rhyming words helps children notice the sounds in words. This helps them notice and work with sounds.

Materials & supplies needed: Mo Willems Waiting Is Not Easy, sight word popsicle sticks, cup, Dolch Sight Word list, Heggerty Phonemic Awareness Lesson Plan 9, list of 10 simple words to rhyme, white board, dry erase markers.

Procedures and approximate time allocated for each event

• Introduction to the lesson (5 minutes):

Remember what we learned about on Thursday? Right, sight words and rhyming words! What sight words do you remember? What rhyming words do you remember?

Teacher: Say nonsense words and sight words. Have the student identify what words are real and what words are not real.

Say words that rhyme and words that do not rhyme. Have the student put a thumb up if they rhyme and a thumb down if they do not rhyme.

• OUTLINE of key events during the lesson (20 minutes):

Let's start with sight words! Remember, sight words are words that we use and see a lot in books! My favorite sight word is funny.

-Go over the 15 sight words: I, a, can, we, in, it, is, the, and, to, you, me, my, here, funny. Show the student each flash card and say the words together. We are going to add 5 new sight words to our lesson. They are: not, away, blue, big, come.

-I found another Mo Willems book! It is called Waiting Is Not Easy! There are a lot of sight words in this book! Let's go on a sight word scavenger hunt and see if we can find our 20 sight words!

-I have written our 20 sight words on these popsicle sticks. We are going to play a game called Kahoot! There is one popsicle stick that says Kahoot. We are going to put all of the popsicle sticks inside of this cup. The goal of the game is to get as many popsicle sticks as you can! If you pick the popsicle stick that says Kahoot, you have to put all of the sticks back. We will take turns picking sticks and when you pick a stick you have to read the sight word. To make it more challenging, we are going to say a sentence that has the sight word in it! For example, (model picking a stick) I picked the stick that says the. Here is my sentence, "The dog is barking!"

-On the Dolch Sight Word List, check the sight words that the student got correct.

Transition to next learning activity: Brain Break (5 minutes):

Play a few rounds of tic-tac-toe using white board and dry erase markers. Let the student free draw for 1 minute. Make sure the child is having fun and is motivated/focused.

Producing Rhyming Words (20 minutes):

Next, we are going to focus on rhyming words. Remember, rhyming words are different words that sound the same. Rhyming words help us focus on the sounds that are in words!

-Heggerty Phonemic Awareness Lesson Plan 9:

Rhyme Repetition: The teacher says the word pair and students repeat the word pair:

All, fall
Pat, bat
Dog, log
Sun, fun
Him, Jim

-Onset Fluency: Teacher says the word and student isolates the onset:

Sat
Bat
Mat
Hat
Cat
Rat

-I am going to say a word and you are going to tell me a word that it rhymes with. Write down the rhyming words that they come up with:

Academic, Social and Linguistic Support during each event

Help the student understand what sight words are.

Help the student understand and define what rhyming words are.

Use the gradual release of responsibility model.

Model each activity for the student.

Take breaks when the student needs to move and refocus.

Use hands on materials to help the student stay engaged.

Use books that my student is interested in so that she stays motivated.

Review objectives.

Provide linguistic support by clearly communicating.

Use a positive, exciting voice to encourage motivation.

Wall

To (point out that this is one of our sight words)

Sat

Bed

Pat

Dog

Cry

Rat

Pen

Late

If student gets all correct, add:

Gate

Ring

When

Mat

Ball

-Let's draw pictures of rhyming words! Let's start with: ball, tall! (Encourage the student to think of at least 3 rhyming pairs to draw).

• Closing summary for the lesson (1 minute):

Great job! That was so much fun!

Tell me your favorite sight word that we practiced today! Tell me your favorite rhyme!

Assessment:

Sight Words:

I will put a check mark next to the sight words on the Dolch Sight Word List that my student got correct. I will figure out the percent she got right out of 20.

Producing Rhymes:

I will write down the rhymes that my student produced. I will figure out the percent that she got right out of 10-15.

Assessment:

Sight Words:

I will put a check mark next to the sight words on the Dolch Sight Word List that my student got correct. I will figure out the percent she got right out of 20.

Producing Rhymes:

I will write down the rhymes that my student produced. I will figure out the percent that she got right out of 10-15.

Academic, Social, and Linguistic Support during assessment

Use informal assessments so the child does not notice or feel pressured that they are being assessed.

<i>Sight Words</i>	<i>6/9</i>	<i>6/11</i>	<i>6/19</i>
<i>I</i>	X	X	X
<i>a</i>	X	X	X
<i>can</i>		X	X
<i>we</i>		X	X
<i>in</i>		X	X
<i>it</i>		X	X
<i>is</i>			
<i>the</i>			
<i>and</i>		X	X
<i>to</i>		X	X
<i>you</i>			
<i>me</i>		X	X
<i>my</i>			X
<i>here</i>			
<i>funny</i>		X	X
<i>not</i>			X
<i>away</i>			
<i>blue</i>			X
<i>big</i>			X
<i>come</i>			

Key: yellow highlighted words added on 6/11

Green highlight words added on 6/19

Sight words adapted from Dolch Sight Word Pre-Primer List

This sight word checklist was used as a pre-assessment, daily assessment, and post assessment

<i>Produce a Rhyme</i>	<i>6/9</i>	<i>6/11</i>	<i>6/19</i>
<i>wall</i>	X	X	X
<i>to</i>		X	X
<i>sat</i>	X	X	X
<i>bed</i>		X	X
<i>pat</i>	X	X	X

<i>dog</i>		X	X
<i>cry</i>		X	X
<i>rat</i>	X	X	X
<i>pen</i>		X	X
<i>late</i>			X
<i>ring</i>			X
<i>gate</i>			X
<i>when</i>			
<i>mat</i>			X
<i>ball</i>			X

Key: highlighted words were only implemented on 6/19

Rhyming words adapted from Heggerty Lesson Plan 7

This producing rhymes checklist was used as a pre-assessment, daily assessment, and post assessment

To see the rest of the assessments, manipulatives, and lesson resources within the Google Doc click this link: [Appendices of Work](#)

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