

## Case Study

**Name:** Albert

**Date of Report:** April 19, 2010

**Age:** 6 years 2 months

**Gender:** Male

**Grade:** Kindergarten

**Parent's Names:** Chris and Keri

### **Background Information:**

- Reason for referral:
  - ◆ Started school year with no letter recognition
  - ◆ Behind on sound recognition
  - ◆ No sight word knowledge
  - ◆ Poor phonemic awareness skills
  - ◆ Because Albert did not qualify for special services, he could have easily “fallen through the cracks”
- Family information
  - ◆ Lives with both father and mother
  - ◆ Mother has a four year college degree
  - ◆ Father has some college education
  - ◆ Has one older and one younger sibling
- Linguistic background:
  - ◆ English is spoken in the home
  - ◆ Communicates very well: good sentence structure
  - ◆ No speech concerns
- Social and personality factors:
  - ◆ Eager to learn
  - ◆ Cooperates with adults and peers
  - ◆ Loves school: especially centers, P.E. and recess
  - ◆ Loves listening to stories
  - ◆ Has trouble focusing in whole and small group settings
  - ◆ Does very well with one on one settings
- Medical history:
  - ◆ Has had 3 injuries to the head (all accidental) all requiring stitches. Two of the accidents happened during the Kindergarten year.
  - ◆ Vision test in August 2008 determined the need for glasses. Wears glasses all the time.
  - ◆ Most recent vision test in November 2009
  - ◆ Hearing tested May 2009 (Tested in the normal limits)
- Educational history:
  - ◆ Attended Messiah preschool for 2 years
  - ◆ Preschool teacher concerned about academic struggles
  - ◆ Currently attends Messiah Kindergarten
  - ◆ Very good attendance record
- Results of student/parent interviews:
  - ◆ Albert gets along well with siblings
  - ◆ He loves sports
  - ◆ Outgoing

- ♦ Loves books
- ♦ Enjoys reading and writing
- ♦ However, he does not see himself as a reader

### **Summary of Previous Assessment Data:**

- Informal discussions with the preschool teacher told me that there are concerns about academic delays.
- Informal observations from Fall 2009 show:
  - ♦ Four capital letters known
  - ♦ No lower case letters known
  - ♦ No sounds known
  - ♦ Could not name words with initial sounds
  - ♦ Could not name words with ending sounds
  - ♦ Struggles with rhyming words
  - ♦ No sight word recognition

### **Summary of Assessment Data Derived During the Case Study:**

- Informal observations and assessments for February 2010:
  - ♦ Knows all capital letters (100%)
  - ♦ Knows 19 out of 26 (73%) of the lower case letters
  - ♦ Knows 20 out of 31 (65%) of the letter sounds (this includes long and short vowel sounds)
  - ♦ Could name a word with initial sounds for only 19 out of 26 (77%) letters of the alphabet
  - ♦ Only recognizes a 8 out of 30 (27%) high frequency words in our Kindergarten list
  - ♦ Uses invented spelling in writing
  - ♦ Writes beginning sounds in words, very limited middle and ending sounds. Does not use many vowels.
  - ♦ Uses spaces between words, but often spaces are between syllables
  - ♦ Uses occasional punctuation marks
  - ♦ Generally writes one thought (sentence) in writing activities
  - ♦ Struggles with rhyming words
  - ♦ Words with initial sounds: Missed 4.
  - ♦ Words with ending sounds: Could only name 2 correctly.
- Informal observations and assessments for April 2010
  - ♦ Knows all (100%) lower case letters
  - ♦ Knows 28 out of 31 sounds (90%) (This is including both long and short vowel sounds)
  - ♦ Could name 23 out of 26 words with initial sounds (88%)
  - ♦ Recognized 22 out of 30 of our Kindergarten sight words (73%)
  - ♦ Still uses invented spelling
  - ♦ Using more vowels when writing (some correct, some not)
  - ♦ Beginning to write words with correct spacing
  - ♦ Still has occasional use of punctuation
  - ♦ Beginning to write two sentences
  - ♦ Recognizes rhyming words
  - ♦ Words with initial sounds: Missed two
  - ♦ Ending sounds still difficult: Named words starting with the letter rather than ending

### **Diagnostic Teaching:**

- Hypothesis:
  - ◆ Albert does not identify all the sounds of the alphabet
- Strategies:
  - ◆ Play games to reinforce letter sound
- Hypothesis:
  - ◆ Albert does not recognize vowel sounds in words
- Strategies:
  - ◆ Play games to identify vowel sounds
  - ◆ Build CVC words to show there are vowels in words
- Hypothesis:
  - ◆ Albert does not recognize ending sounds in words
- Strategies:
  - ◆ Play games to identify ending sounds in words
  - ◆ Build words to focus on the last sound of the word
- Hypothesis:
  - ◆ Albert has low sight word recognition
- Strategies:
  - ◆ Do activities that develop sight word recognition

### **Suggestions and Recommendations**

- Student Strengths:
  - Positive attitude
  - Willingness to learn
  - Very cooperative
  - Hard worker
- Student Needs:
  - Continuation of sight word practice
  - Word building
  - Vowel sound recognition
- Methodologies:
  - Tactile learning works best
  - One on one instruction was very beneficial
  - Used part to whole instruction in teaching vowels
- Materials:
  - Kindergarten word list
  - Checklists for letter names, sounds, words with initial and ending sounds
  - Letter bingo game
  - Sight word bingo game
  - Build-A-Word bingo game
  - Magnetic letters and magnetic board

- Sound boxes and buttons
- QRI 4 pre-primer word list
- Recommended level of support
  - Continue daily practice of sight word recognition
  - Continue to practice building CVC words to focus on middle and ending sounds
  - Continue to work on short vowel sound recognition
  - Continue daily journal writing

Wendy Borcharding

4/19/10

# **Literacy Report to Parents**

Name of Student: Albert

School: Messiah Lutheran

Report date: April 12, 2010

## **Student Strengths:**

- Positive attitude
- Willingness to learn
- Very cooperative
- Hard worker
- Great sense of humor
- Good rhyming skills
- Recognizes all capital and lower case letters of the alphabet

## **Student Needs:**

- Short vowel sound recognition
- Word building
- Sight word recognition

## **Assessment procedures:**

- Letters of the alphabet evaluation
- Sounds of the alphabet evaluation
- Sight word evaluation
- Rhyming word evaluation

## **Recommendations for classroom:**

- Small group instruction has been very beneficial
- Tactile learning as much as possible
- Sit in front half of the room

**Recommendations for home:**

- Continue daily reading
- Continue practicing sight word recognition
  - ◆ Sight word games like sight word bingo
- Continue to practice short vowel sounds
  - ◆ Build consonant vowel consonant words (cat, dog, mug, etc) to focus on middle and ending sounds
  - ◆ Play letter bingo giving sounds as clues to the letters
- Continue daily journal writing

**Additional Comments:**

I have really enjoyed working with “Albert”! I am so excited about the growth I have seen! When we first started working together, he knew all capital letters, but not all the lower case letters or sounds. He had low sight word recognition. Now, he knows all the capital and lower case letters and most of the sounds! He has been working hard at building consonant vowel consonant words, and with more practice I feel confident he will master all the vowel sounds, too. He is also reading several of our Kindergarten sight words!

I would like to thank you for allowing me to work with “Albert” during my course work. I have learned so much! I hope he continues to learn as quickly as he has these last three months.

Mrs. Wendy Borcharding



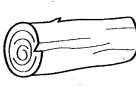






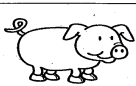


Note: Parents received original with their child's real name on April 12, 2010.

## Samples of Work Collected during the Case Study

### Independent Work 2/25/10

Name: \_\_\_\_\_ 2/25/10 **Reading a-z**

Independent work

a	e	i	o	u
 c _ a _ t	 d _ u _ ck	 l _ u _ g		
 d _ u _ g	 j _ e _ t	 s _ u _ n		
 r _ o _ ck	 m _ a _ n	 t _ o _ p		
 p _ i _ g	 f _ a _ n	 r _ a _ t		

ANIMAL SOUNDS - LEVEL B - 2

SKILL: SHORT VOWELS









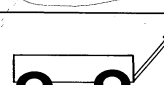


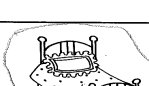


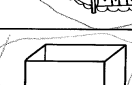
**INSTRUCTIONS:** Say the picture words aloud with students (cat, duck, log, dog, jet, sun, rock, man, top, pig, fan, rat). Have students choose from the vowels in the box at the top of the page to write in the missing vowel in each word. Tell students some vowels may be used twice. When students are finished, review the short vowel sound in each word.

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### Independent Work 2/26/10

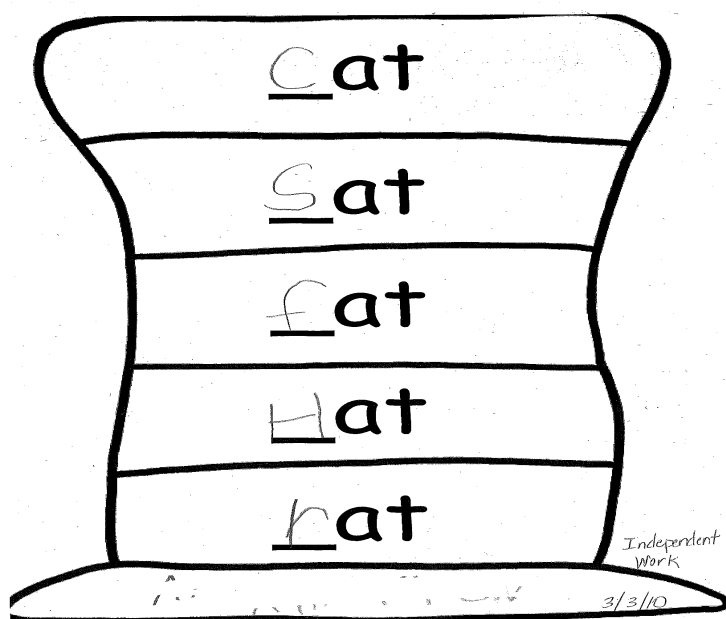
Name: \_\_\_\_\_ 2/26/10 **Independent work**

Circle the pictures that rhyme.

1.			
2.			
3.			
4.			
5.			

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Independent Work 3/3/10

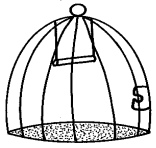

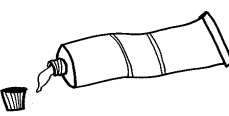

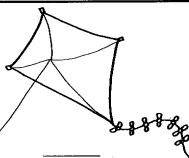
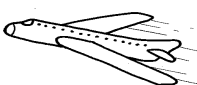
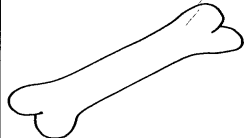
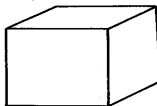
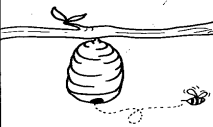


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Teacher Guided Work: 3/8/10

Name: A. J. ...

3/8 teacher guided

 c _ a _ g _ e	 r _ o _ b _ e	 t _ u _ b _ e
 d _ i _ m _ e	 k _ i _ t _ e	 p _ l _ a _ n _ e
 b _ o _ n _ e	 c _ u _ b _ e	 h _ i _ v _ e

a e i o u



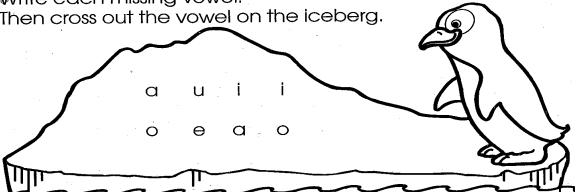
# Independent Work 3/22/10










Name \_\_\_\_\_

Penguins  
Medial vowels

*Independent work* **South Pole Vowels**

3/22/10 Write each missing vowel.  
Then cross out the vowel on the iceberg.



 t <u>u</u> p	 b <u>A</u> b	 c <u>A</u> n
 s <u>u</u> n	 n <u>A</u> t	 p <u>u</u> t
 s <u>i</u> x	 s <u>i</u> x	 h <u>A</u> t

**Bonus Box:** On the back of this sheet, write three words that rhyme with **hat**.

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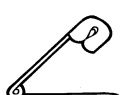



# Independent Work: 4/6/10

*Letters and Sounds*

## What Am I?

**Directions:** Circle the word that names the picture in each box.

*4/6/10 Independent Work*

1.  fan fat	2.  map man	3.  cut cub
4.  pen pet	5.  lot log	6.  pit pin
7.  sub sun	8.  web wet	9.  dog dot

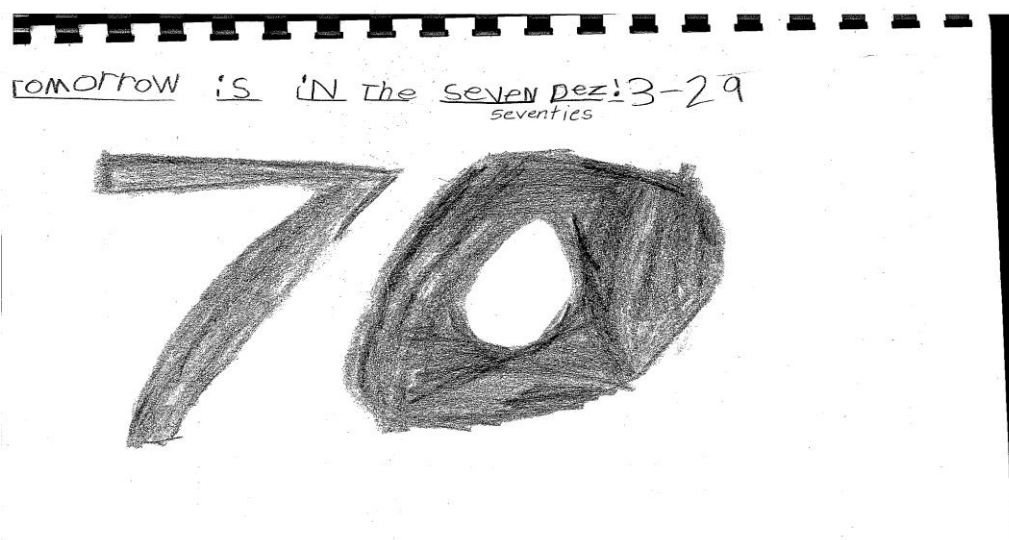
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Journal Writing: November 3, 2009



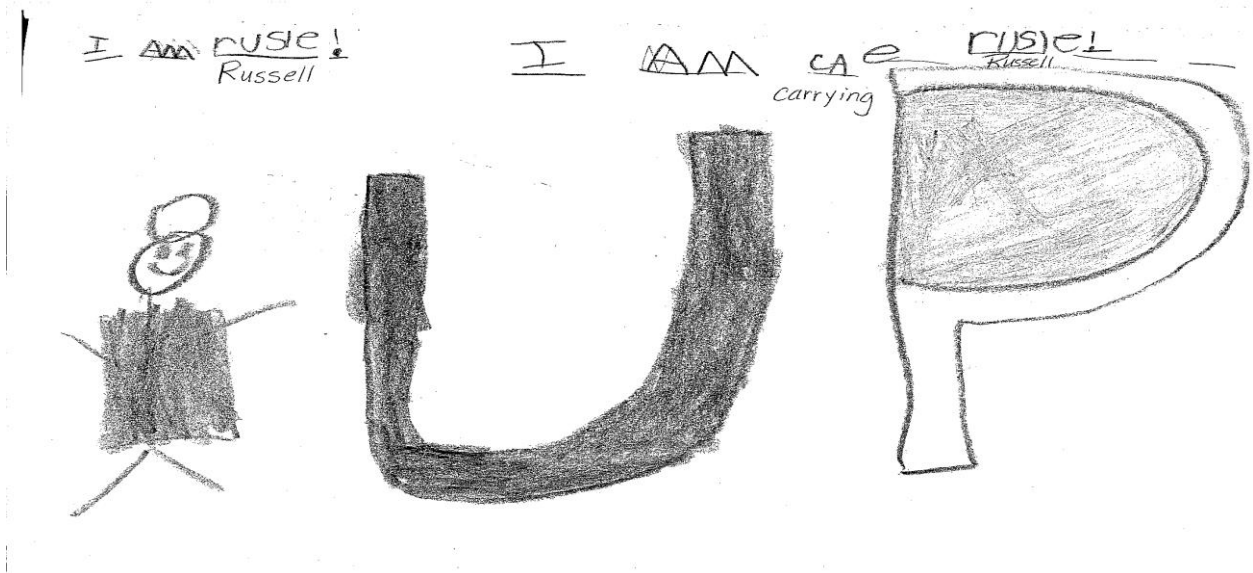
Journal Writing, March 29, 2010

He copied the words "Tomorrow" and "Seven" from our word wall. Notice the words is, in, and the are spelled correctly.



Journal Writing: April 6, 2010

"I am Russel! I am carrying Russell!" (Notice two parts, punctuation, correct spellings in several words, and spaces between words.)



Journal Writing, April 9, 2010

"Tomorrow is my soccer game. I hope we win. Good luck." Notice the spaces, three sentences and all the vowels!



# Phonological Awareness Assessment

Quarter 2: January 19, 2010

Quarter 3: February 15, 2010

Phonological Awareness					
Name: <u>Albert</u>		Quarters			
Directions	Item	1	2	3	4
<b>Phoneme Isolation</b>	1. sun /s/		✓	✓	
Say: <i>What sound do you hear first?</i>	2. foot /f/		✓	✓	
Teacher says each word without isolating or	3. yes /y/			✓	
accenting first sounds.	4. red /red/		✓	✓	
<b>Words in a Sentence</b>				✓	
Say: <i>How many words in this sentence?</i>	5. Lisa has a ball.			✓	
Teacher reads sentence slowly without	6. A lion lives in the zoo.			✓	
stressing word breaks.	7. Leo needs his jacket.			✓	
<b>Rhyming Words-Recognition</b>	8. happy-sappy		✓	✓	
Say: <i>Do these words rhyme?</i>	9. sad-mad		✓	✓	
Teacher pronounces words with a short break	10. boy-toy		✓	✓	
between words.	11. sun-fun		✓	✓	
	12. girl-boy		✓	✓	
	13. play-game				
<b>Rhyming Words-Application</b>	14. hat		✓	✓	
Say: <i>What word rhymes . . . ?</i>	15. sun		✓	✓	
(Record response beside the word. Any	16. eat		✓	✓	
rhyming response is accepted as correct.)	17. old			✓	
	18. skip		✓	✓	
	19. try			✓	
<b>Oral Synthesis</b>	20. s—ay		✓	✓	
Say: <i>Listen carefully and tell me the word I</i>	21. m—e			✓	
<i>said.</i>	22. n—o			✓	
(Say each sound slowly. Be sure to articulate	23. t—e—n		✓	✓	
each sound separately. Do not simply stretch	24. c—u—t			✓	
out the word.)	25. s—ai—d			✓	
	26. st—or—y			✓	
	27. w—e—n—t				
	28. w—a—s		✓	✓	
	Total		15	26	
	Date		1/19	2/15	

# Concepts of Print Assessments

Quarter 1: 9/09

Quarter 2: 1/10

Quarter 3: 2/15

## Concepts About Print

Name

Albert

Say: <i>I am going to read you this story and I want you to help me.</i>	Test each quarter until criteria is met.			
Pass the book to the child, holding the book vertically by the outside edge, spine toward the child.	1st	2nd	3rd	4th
1. Say: <i>Show me the front of the book.</i> Identifies front cover of a book.	✓	✓	✓	
2. Say: <i>Show me the back of the book.</i> Identifies back cover of a book.	✓	✓	✓	
3. Say: <i>Show me the title page.</i> Identifies title page of a book.		✓	✓	
4. Say: <i>I'll read this story. You help me. Show me where to start reading. Where do I begin to read?</i> Score correct for pointing to print, not picture. Identifies print (not pictures) as the feature being read.		✓	✓	
5. Say: <i>Show me the first part of the story on this page.</i> Score correct for first-word—top, left. Identifies the first part of a printed text.		✓	✓	
6. Say: <i>Show me the last part of the story on this page.</i> Score correct for last word. Identifies the last part of a printed text.		✓	✓	
7. Select page with two or more lines of text. Say: <i>You point to the words while I read it.</i> (Read slowly but fluently). Score correct for exact word-for-word matching. Matches spoken word to printed word by pointing to each word.		✓	✓	
8. Score correct for starting at top line on item 7. Follows print from top-to-bottom on a printed page.	✓	✓	✓	
9. Score correct for moving left-to-right on item 7. Follows print from top-to-bottom on a printed page.		✓	✓	
10. Point to a period. Say: <i>What's this for?</i> Score correct for period or stop or other terms used in classroom. Describe the purpose of period.			✓	
11. Point to a question mark. Say: <i>What's this for?</i> Score correct asking mark or other terms used in classroom. Describe the purpose of a question mark.			✓	
12. Point to a quotation mark. Say: <i>What's this for?</i> Score correct for talking marks or other terms used in the classroom. Describe the purpose of quotation marks.			✓	
13. Point to an exclamation point. Say: <i>What's this for?</i> Score score correct for excited mark or other terms used in the classroom. Describe the purpose of an exclamation mark.			✓	
14. Say: <i>This says....</i> Teacher reads text to the child. Give the child two cards to demonstrate the movement of the cards. Put the cards to the left and right of the print. Then say: <i>Move the cards together until all you can see is JUST ONE LETTER. Show me two letters.</i> Correct if both responses accurate. Identifies letter in print.		✓	✓	
15. Place the two cards back on the outside edges of the text. Say: <i>Move the card together until all you can see is just one word.</i> Identifies a word in print.		✓	✓	
16. Say: <i>What does an author do?</i> Identifies author.		✓	✓	
17. Say: <i>What does an illustrator do?</i> Identifies illustrator.		✓	✓	
TOTAL	3	13	17	
DATE	9/09	1/10	2/15	

# Alphabet Knowledge Assessment on 8/09 and 9/09

## Alphabet Knowledge

Name: Lucy

Date: 8/09 - capitals 9/09 - lower case + sounds

	Name		Name	Sound			Key Word
A	✓	a		long a	short a	A	apple
C		c		k		C	cat
T	✓	t		t		T	turtle
F		f		f		F	fish
R		r		r		R	
M		m		m		M	
B		b		b		B	
E		e		long e	short e	E	
O		o		long o	short o	O	
L	✓	l		l		L	
D		d		d		D	
S		s		s		S	
Z	✓	z		z		Z	
N		n		n		N	
P		p		p		P	
K		k		k		K	
W		w		w		W	
H		h		h		H	
J		j		j		J	
U		u		long u	short u	U	
X		x		x		X	
I		i		long i	short i	I	
G		g		g		G	
Y		y		y		Y	
Q		q		qu		Q	
V		v		v		V	

stopped  
because  
he looked  
at our  
Alphabet  
Cards.

4/  
26

0/26

0/known

## Alphabet Knowledge Assessment

February 8: Letter Names

February 9: Letter Sounds

February 10: Ending Key Words

February 24: Beginning (initial) Key Words

# Alphabet Knowledge

Name: Albert

Date: 2/8 Letter names 2/9 Letter sounds

2/24

2/10

Beginning Key Word

Ending Key Word

Name	Name	Sound	
A	a ✓	long a short a	A Alex
C	c ✓	k ✓	C Chris
T	t ✓	t ✓	T turtle
F	f ✓	f ✓	F fish
R	r ✓	r ✓	R rake
M	m	m ✓	M Missouri
B	b	b ✓	B Brandon
E	e ✓	long e short e	E eggs
O	o ✓	long o short o ✓	O
L	l ✓	l ✓	L Lizard
D	d ✓	d ✓	D Dad
S	s ✓	s ✓	S Snake
Z	z ✓	z ✓	Z Zebra
N	n	n ✓	N Nathan
P	p ✓	p ✓	P Parker
K	k ✓	k ✓	K Kari
W	w ✓	w	W wagon
H	h	h ✓	H ham
J	j ✓	j ✓	J Jacob
U	u	long u short u	U
X	x ✓	x ✓	X
I	i ✓	long i short i	I
G	g	g ✓	G
Y	y ✓	y	Y
Q	q	qu ✓	Q
V	v ✓	v ✓	V van

Cara

Nathan

I stopped

all known



April 13: Lower case letter sounds and ending sounds

# Alphabet Knowledge

Name: Albert

Date: 4/12 <sup>beginning</sup> Key words / 4/13 lower case letters + ending sounds

Name		Name		Sound		Beginning Key Word-		Ending Key Sounds
A		a		long a ✓	short a ✓	A	Alex	Alex
C		c		k ✓		C	Chris	Chris
T		t		t ✓		T	turtle	turtle
F		f		f ✓		F	fish	fish
R		r		r ✓		R	rake	
M		m		m ✓		M	Missouri	
B		b		b ✓		B	Brandon	
E		e		long e	short e	E	eggs	
O		o		long o	short o	O	octopus	
L		l		l ✓		L	lizard	
D		d		d ✓		D	Dad	
S		s		s ✓		S	snake	
Z		z		z ✓		Z	zebra	
N		n		n ✓		N	Nathan	
P		p		p ✓		P	Parker	
K		k		k ✓		K	Kari	
W		w		w ✓		W	wagon	
H		h		h ✓		H	ham	
J		j		j ✓		J	Jacob	
U		u		long u	short u	U	U-NO	
X		x		x ✓		X	x-ray	
I		i		long i	short i	I	ice cube	
G		g		g ✓		G		
Y		y		y ✓		Y		
Q		q		qu ✓		Q	quilt	
V		v		v ✓		V	van	

↓  
I stopped  
since he  
was only  
giving words  
with initial  
sounds

all  
known

all  
known

Kindergarten High Frequency Word List

## Kindergarten High Frequency Word List

the

and

me

I

at

can

to

here

come

a

on

said

is

like

he

am

up

she

in

no

you

my

are

play

yes

go

see

we

it

was

Second Assessment: 4/9/10

# Kindergarten High Frequency Word List

Name: Albert

	<u>3-5-10</u>	<u>4-9-10</u>		
the	✓	✓		
I	✓	✓		
to	✓	✓		
a	✓			
is	✓	✓		
am	✓			
in	✓			
my	✓	✓		
yes	✓	✓		
we				
and		✓		
at	✓	✓		
here				
on		✓		
like		✓		
up		✓		
no		✓		
are				
go		✓		
it		✓		
me				
can		✓		
come				
said				
he				
she				
you		✓		
play				
see				
was				
DATE	<u>3/5/10</u>	<u>4/9/10</u>		
TOTAL	<u>12</u>	<u>17</u>		
	<u>40%</u>	<u>57%</u>		

## **Initial Report**

### **February 1, 2010**

**Consent:** On January 26, 2010 I received permission from my case study's parents. I will refer to my student as Albert.

**Why Albert?** The reason I am choosing Albert is because he has started the school year knowing very few letters and no sounds. He does not qualify for special services. During the first semester of the school year, Albert has grown in his skills, but at this point most of my students are reading. Albert isn't.

**Initial Thoughts:** Albert is a fun-loving boy with a great sense of humor. He has lots of energy. It is difficult for him to focus in large group settings. I believe with extra support, Albert will be able to grow in his knowledge of letters and sounds. I am afraid that Albert will fall behind if he doesn't get the extra help he needs to build his reading skills.



# READING PRACTICUM LOG

WENDY BORCHERDING

Graduate Student

EDUC 568

DATE	ENGAGEMENT	REFLECTION	DIAGNOSTIC TEACHING
02/04/10	Personal interest survey	Happy boy who enjoys life.	
02/08/10	Checked letters of the alphabet	Missed lower case m, b, n, h, g, u and q Recognized all capital letters.	Will focus on lower case letters...use lower case letter strips, letter cubes and letter Bingo.
02/09/10	Checked the sounds of the alphabet	Missed a, e, i, u, w, and y	Will focus on sounds by sorting pictures that start with those sounds.
02/10/10	Checked Albert's understanding of ending sounds	Only got 2 correct for ending sounds (N and A).	Will need to focus on ending sounds also.
02/15/10	Phonological Assessment	Did a good job: only missed two.	
02/15/10	Concepts of Print Assessment	Did great! 100%	
02/16/10	Played letter Bingo (had to find letters according to the sound i.e. find the letter that says /n/	Did well on letters he knew, but had to look for help from others on the ones he didn't know.	Will continue to find other ways to review those sounds.
02/19/10	Picture sorting	Albert sorted pictures according to the letters they started with. Had trouble with the vowel sounds.	Will continue to review letter sounds, especially the vowels.
02/23/10	Did the reading attitude survey with Albert	Enjoys books and likes funny stories.	
02/24/10	Did the writing attitude survey	Seems to enjoy writing, but not as much as reading.	

## READING PRACTICUM LOG

WENDY BORCHERDING

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EDUC 568

02/24/10	Checked "Key Words" to see if Albert could tell me a word for each letter of the alphabet.	Did not name words for several letters: O, U, X, I, G, Y, Q	Will use the picture cards to help reinforce the sounds of the letters.
02/25/10	Met with Albert to build words in the -at family.	Albert did very well and by the end was able to add his own words to the list and correctly spell them.	I will review these words often with Albert because it helps with the vowel sound of letter a.
03/03/10	Played "Build A Word" bingo	Vowels are still difficult	Will continue to practice vowels and vowel sounds.
03/04/10	Word list (Pre-Primer QRI-4)	Only read 3 words correctly: because it was a struggle I stopped about a ¼ of the way through.	Does not have sight word recognition: will have to work on sight words.
03/04/10	Albert read level one Rigby Reader "Look At Me"	Did not know word "Look". Once I told him he "read" the book but relied heavily on pictures.	Sight word recognition is something we will have to work on.
03/05/10	Read Kindergarten High Frequency Word List	Read 10 out of 30 words correctly.	Confirms my thoughts about working on sight words.
03/08/10	Worked one on one with Albert looking at pictures and listening for middle sound (vowel).	Very difficult: only vowel sound he could identify correctly is letter A.	Will continue to find ways to practice the vowel sounds.
Note: National Lutheran Schools Week. Only got to meet with Albert once			

## READING PRACTICUM LOG

WENDY BORCHERDING

Graduate Student

EDUC 568

this week.			
03/16/10	Tried Elkonin boxes with Albert.	Another difficult task.	Will try another way to teach vowels.
03/18/10	Played ABC bingo.	Seemed successful: I gave letter sounds as a clue for the letter. For example, the letter 'E' I said, "/e/". Albert was able to identify the vowels.	Review the vowel sounds and make connection that those same vowel sounds are in words.
03/22/10	Used a "fill in the missing vowel" sheet to show Albert the sounds we heard in ABC bingo are same in words.	Worked somewhat. Still uses letter 'A' for most of the words.	Maybe instead of determining the missing letter, I can have him build words and tell him every word has a vowel.
03/24/10	Used plastic magnetic letters to build words. We looked at pictures that had 3 letters (CVC). I put the first letter and the last letter on magnet board with a space in the middle.	This has been the best strategy so far. Albert really thought about the missing letter. It helped that he had to choose from the red letters (vowels).	Since this seemed successful and something Albert really liked, I will continue to do this activity with him.
03/29/10	Daily journal writing.	Albert used vowels in his writing! He spelled 'in' and 'it' correctly.	Continue to work with Albert on vowel sounds to make connections between reading and writing.



## READING PRACTICUM LOG

WENDY BORCHERDING

Graduate Student

EDUC 568

04/12/10	Assessed Albert on the initial and ending sounds in words	Did very well on initial sounds. Struggled with ending sounds.	Will continue to build words to focus on ending sounds.
04/13/10	Assessed Albert on lower case letters of the alphabet and sounds again.	Still had trouble with the vowel sounds e, I, o and u. Mastered all the lower case letters!	Will keep reviewing vowel sounds. Practice ending sounds in words by word building and word building bingo.

## Lesson Plan for Social Studies

8<sup>th</sup> Grade

Classroom Teacher: Miss Mariel Nuckols

Subject: World War I

Class Length: 43 minutes

**Materials:** Social Studies Book, You Tube Video (computer) and Outline pages

**Objectives:** To know the causes of WWI and important people and places involved with the war.

**Hook:** What happens when the seventh graders do something to offend an eighth grade student?

Eighth graders will probably come to defend their classmate. I know this wouldn't happen here, but it could lead it to a conflict at some schools. That is what happened at the outbreak of WWI.

**Lesson:** You tube WWI 1914-1919 Map (dizzo 95) (Use just the first 55 seconds). Shows how countries came into defend one another.

Start at page 288. Hand out the outline for students to fill in as we go along.

Discuss: Key Concepts of WWI...

### Causes of War

- **Nationalism:** sense of pride towards ones nation
  - Example: Germans and Austrians wanted to bring together all German speaking people. Strong pride to German heritage. (Extreme school spirit: cheer for Lincoln Lutheran. So whatever happens to Germans other Germans or Austrians will defend them.)
  - Another example: Pan-Slavic Movement. Russians wanted all Slavic people. Strong pride to Russian heritage. (same as above except for Russians)
- **Alliances:**
  - What is an alliance? Two groups coming together with the same purpose in mind.
  - Who is on your team?
  - The countries agreed to aid their alliances in a crisis.
  - **Triple Alliance:** the alliance between Germany, Austria-Hungary, and Italy before World War I. (Later becomes Central Powers)
  - **Triple Entente:** (pronounced on-tont) The alliance between France, Russia, and Great Britain before WWI (Later becomes Allies)
  - **Central Powers:** the WWI alliance of Germany, Austria-Hungary, and the Ottoman Empire.
  - **Allies:** WWI alliance of France, Russia, and Great Britain
- **Imperialism:** a larger country establishes control over a smaller country.
  - Bigger was better. The more land they had the more resources they had.

- **Militarists:**
  - Mobilizing Armies: getting armies ready for war. Each wanted to have the best to have the advantage.

(Point out that the first letter of each word spells “Naim” an acronym for them to remember the causes.)

**World War I:** Global Conflict between 1914 and 1918 in which Allied Powers defeated the Central Powers

- Point out: when the war started on August 1, 1914 everyone thought it would be brief, “All over by Christmas”. Remember at first the US didn't want to get involved; President Wilson wanted the US to be neutral.
- 1914 to 1918: US didn't get involved until 1917 which was much later.
- WWI wasn't known as world war one until 1941. Why? WWII. (Can't have a first until the second occurs.)
- Other names were “Great War” and “War to End all Wars”.

**Why a World War? Important to understand some of the names and places in that time:**

- Sarajevo: where people gathered to celebrate the feast of St. Vitus (long I). This is where Archduke Franz Ferdinand was shot.
- Franz Ferdinand: was to be the heir to the Austrian throne and the future leader of Bosnia.
- Belgium: Neutral European nation, whose invasion by Germany brought Great Britain into the war.
- Marne River: where the Germans pushed to (40 miles from Paris)
- **Ypres:** (EE-prah) Allied troops had forced the Germans back to the Belgian town, Ypres.

**Conclusion: Do discussion questions page 290.**

## Notes for WWI:

Years of World War One: \_\_\_\_\_

### Causes of War: (Page 288)

Nationalism: sense of pride towards ones \_\_\_\_\_

Imperialism: Larger country establishes \_\_\_\_\_ over another country.

Bigger was better. The more \_\_\_\_\_ they had, the more \_\_\_\_\_ they had.

Militarists: Mobilizing \_\_\_\_\_. Getting armies ready for war.

Each wanted to have the best \_\_\_\_\_.

Alliances: two groups coming together with the same \_\_\_\_\_ in mind. Countries agreed to aid their alliances in a \_\_\_\_\_.

Triple Alliance: The alliance between \_\_\_\_\_, \_\_\_\_\_, and Italy before WWI.

Triple Entente: The alliance between \_\_\_\_\_, Russia, and \_\_\_\_\_ before WWI.

Central Powers: the WWI alliance of \_\_\_\_\_, Austria-Hungary and the Ottoman Empire.

Allies: WWI alliance of France, \_\_\_\_\_ and Great Britain.

### People and Places of WWI

- Sarajevo: Where people gathered to celebrate feast of St. Vitus. This is where Archduke Franz \_\_\_\_\_ was assassinated.
- Franz Ferdinand was heir to the \_\_\_\_\_ throne and future leader of Bosnia.
- Belgium: Neutral European nation whose invasion by \_\_\_\_\_ brought Great Britain into the war.
- Marne River: Where the Germans pushed to. \_\_\_\_\_ miles from \_\_\_\_\_.
- Ypres: Allied troops forced \_\_\_\_\_ back to the Belgian town, Ypres.

## **Reflection of Lesson**

I taught Muriel Nuckol's first hour eighth grade Social Studies lesson at Lincoln Lutheran Middle School on April 6, 2010. There were 14 students in the class. The lesson was an introduction to World War I.

I was very excited to use some of the ideas I had been learning throughout my master's coursework. Since I have learned how important vocabulary is, I thought that would be the place to start, especially since I would be introducing the WWI unit.

When I met with Miss Nuckol's, she went over the chapter with me. I told her about my plans to teach vocabulary. She said they don't do vocabulary. She instead wanted me to review the chapter and answer the questions at the end of the chapter with the students.

Being that I was only in the classroom for one day, and it wasn't my class, I really had to follow her desires. However, as I read through the chapter, I wondered how I could even begin to teach the lesson without teaching vocabulary! I was going to have to be creative and teach the key concepts without calling it vocabulary. I decided to call it just that: Key Concepts.

There was so much information in the chapter, that I had to narrow it down to fit it into a 43 minute time period. I made an outline of the Key Concepts and tied it all together with the chapter questions. I was prepared for the lesson: now I just had to present it.

When I arrived in the morning, I wanted to reaffirm that the students had read the chapter. She said they didn't get as far as she hoped so she didn't assign the reading to them. I figured since I was introducing the chapter, it would be fine. Actually, I decided it would be better. I could discuss the Key Concepts that they would encounter when they actually did do the reading. I could give them the background of WWI to help them better understand the chapter.

The lesson itself went very well. The students were very well behaved, but also very quiet. Miss Nuckols warned me that this group was a quiet group and volunteering information isn't their strong point. She was right. If I had known the students better, I think I would have been able to get more participation. However, I did have two students answer my questions and even had a few ask me questions. I was pleased about that. At least I knew they were listening and processing the information I was presenting.

When the lesson was over, Miss Nuckols told me how much she appreciated me going over the Key Concepts! She said that was going to make her job much easier tomorrow. Maybe I helped her realize how important "vocabulary words" are; maybe she does vocabulary and just doesn't realize it. Either way, I am glad I designed my lesson as I did.

Although I feel the lesson went well, I must admit I was really nervous and felt out of place with junior high students. I am sure I would have felt more at ease if I had known the students better or had more experience with junior high students. Would I consider adding junior high to my endorsement? I don't think so. I realized I was anxious to get back to my kindergarten students. I never have to wait for someone to answer a question! Kindergarten students are always so anxious to answer my questions that I have to remind them to give everyone a chance and not blurt out the answers!