

Wendy Borcharding

Professional Portfolio

Masters in Education, Reading Specialist

Concordia University, Nebraska

April 2, 2010

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Vita

Personal and Professional History

I have been a Christian my whole life. I feel blessed to have been born into a Lutheran family where Christian values were a part of my upbringing. I was baptized when I was a month old. When I was old enough, my parents took me to Sunday School every week. I attended mid-week and confirmation classes starting in fifth grade. I did not have the opportunity to attend a Lutheran grade school or high school (I didn't even know they existed). However, through my childhood, I felt God's Calling to be a teacher. I wanted so badly to teach the Word of God to others, but I wasn't sure how. I knew I couldn't share Jesus' love in a public school. I knew I couldn't make a living teaching Sunday School.

After I was confirmed, I began teaching Sunday School classes and taught Vacation Bible School in the summers. My pastor noticed my love for teaching and told me about Concordia College in River Forest. I was fortunate enough to visit one summer and was so surprised by the friendliness of everyone I met. I knew that would be the place I would go to college. After my high school graduation, I began my schooling at Concordia. While there I learned about Lutheran grade schools and high schools. I was really excited! I could teach AND share the love of Jesus!

Since graduation, I have been teaching in various Lutheran schools in the midwest. I met my husband, who also at the time was a Lutheran school teacher. We are raising our family to have the same Christian values we have.

Update: Currently our oldest daughter is in sixth grade at Lincoln Lutheran. She is active in sports and in our church's youth group. Our youngest daughter is a third grader at Messiah Lutheran. She is also active in sports and attends Sunday School weekly.

Present Position

I am currently teaching Kindergarten at Messiah Lutheran School in Lincoln, Nebraska. In the three years I have taught at Messiah, our Kindergarten enrollment has been between 30-35 students. I am one of two Kindergarten teachers. I try to stay active in our church, too. I am working with our Assimilation Director to begin teaching a new member class on Sunday mornings.

Update: The New Member classes are going well. I enjoy meeting people who have a desire to join our church. I have also found that while I enjoy my time with the adults, I am much more comfortable with my Kindergarten students.

My Goals for Graduate Work

The majority of my teaching has been at the Kindergarten level. The more I talked to other Kindergarten teachers, the more I found myself becoming frustrated. Their students were reading. Why weren't mine? I thought teaching letters of the alphabet and their sounds would make them readers. I needed to learn better techniques and strategies for my students. I decided to get my Master's degree in Literacy. I began taking classes at Avila University in Kansas City. However,

during that time I received a Call to teach at Messiah Lutheran School in Lincoln, Nebraska. I was excited because I could continue to take classes at Concordia, Seward.

I am almost finished with my program. I have two classes left to take before receiving my degree. I have learned so much in the classes I have taken! I feel much more confident as I teach my Kindergarten students. I have seen a big difference in their skills as readers as I teach them in guided reading lessons. I have also learned ways to identify reading difficulties and interventions for older students. Because of this, I will be a resource for other teachers on our staff.

Update: I am so excited about everything I have learned in my program! I have learned how to use authentic literature to teach reading and writing. I have also learned that what works for one student might not work for another student. I am constantly assessing my students, deciding what strategies are working for them and what aren't. I believe in differentiating instruction so students have opportunity to grow and learn at their instructional level.

I only have one more class to take before I earn my Master's degree. I plan to finish in August, 2010.

My Philosophy of Education

I believe there are certain things all children need to know. I teach the basics to children. Perhaps this is because I teach Kindergarten: if they don't know the basics by the end of their Kindergarten year, they will have a difficult time in school.

I also require lots of control and order in the classroom. Again, perhaps this is because I teach Kindergarten. I have a difficult time in a room that is disorganized or chaotic. However, I do believe there is value to unstructured learning environments, also. I set aside unstructured time each day. During this time students are allowed to go to centers, work on projects, or read books. The choice is theirs. To an outsider coming into the classroom, my classroom will seem unorganized and chaotic. This is not the case. I have prepared my students to know what is expected of them during this time of our school day. To give them free reign without any boundaries would not work for me.

I also expect my students to work hard in the classroom. I work with each child and establish goals for each. I work to achieve those goals challenging them to work hard and do their best.

I believe in team work between parents, students, and the teacher. Parents are a valuable resource in my classroom. I work hard to have a positive connection with them. Having that positive connection is so important so when problems do arise, they know I am calling through concern.

My most important philosophy is that Jesus remain first and foremost in the classroom. I teach both the Law and the Gospel. I love telling my students that there is forgiveness in their sins because of the death and resurrection in Jesus. I want my students and their families to see Jesus' love in all I do. This is one of the basics of my teaching that will never change.

Update: After studying more about philosophies in EDUC 568, I have further developed my philosophy. I agree with Piaget's theory that students build on their prior knowledge when learning new information. It is because of this that I assess students' prior knowledge before teaching new concepts.

Meeting student's needs is crucial if they are going to grow and learn. This is consistent with Maslow's Hierarchy of Human Needs. My students enter a safe and loving classroom. They know that we will work together to solve problems that might occur. Students cannot learn if they do not feel safe or loved.

I also work very hard to make students feel good about themselves. I believe in my students, and I

want them to believe in themselves, too. It is for this reason that I differentiate instruction. Giving students material that is too difficult causes frustration. Using material that is at an instructional level allows students to be successful and thus, feel good about themselves.

Another important piece of information I have learned in my master's program is that no matter what philosophy teachers believe in or follow, teachers must always be assessing their students and determining their needs. Teachers have to find ways that work best for their students. There are many theories and philosophies concerning literacy. The best one is the one that works for the student.

Vision for the Future

I am excited to be so close to receiving my Master's degree. It is something I have wanted to do for a long time, but never took the initiative in starting. After I began learning that Kindergarten students can learn to read, I decided to do something about it. I have already started using what I have learned in my classroom and have noticed a big difference! I want to share my joy of reading with my Kindergarten students.

Dr. Uffelman taught me that I will be a resource teacher in my school. I am excited that teachers will look to me for advice on reading. Down the road, if our school would be able to hire a reading recovery teacher, I feel I would be qualified to step into that position.

Update: As a teacher, I want to create a passion for reading and writing. I want students to read and write for pleasure; not a chore that ends after grade school, junior high or high school. Literacy is a lifelong love for reading and writing.

I was excited when one of my Kindergarten students came to me and said, "I am sad I gave away all my books that I didn't like because when you read them, I *love* them!"

I will continue to work hard at instilling a love for reading and writing in my students. It is a joy for me to watch students get excited about books and watch them grow as readers.

Professional Resume

[Wendy Borcharding](#)

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PROFILE

I am a dedicated and reliable teacher. I work well with my staff and parents. I set high goals for myself and my students, and I work hard to achieve those goals. I am fun loving, yet have control in my classroom.

EMPLOYMENT HISTORY AND EXPERIENCE

- **St. Peter Lutheran School, St. Peter, Illinois 1993-1996**

Responsibilities included teaching combined fifth and sixth grades, teaching seventh and eighth grade English and Literature, and school music director.

- **Immanuel Lutheran School, Lakefield, Minnesota 1996-1997**

Responsibilities included teaching combined third and fourth grade teacher.

- **Teacher, St. Paul's Lutheran, Fairmont, Minnesota 1997-2000**

Responsibilities included team-teaching Kindergarten.

- **Messiah Lutheran, Independence, Missouri 2000-2007**

Responsibilities included teaching Kindergarten.

- **Messiah Lutheran, Lincoln, Nebraska 2007-Present**

Responsibilities include teaching Kindergarten.

EDUCATION

- **Concordia University, Chicago**

Bachelor of Arts, Elementary Education, May 1993

- **Avila University, Kansas City**

Graduate Literacy Classes 2006-2007

- **Concordia University, Nebraska**

Anticipated Reading Master's Degree 2010

GRADUATE PORTFOLIO

Available upon request

T1 skill in planning,
T2 designs valid instructional methods,
T3 assesses and evaluates learner progress,
T5 integrates professional knowledge and research,
T8 applies learning theory

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



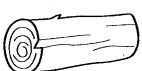

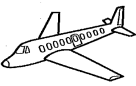







Note: Parents received original with their child's real name on April 12, 2010.

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 _ o _ 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.









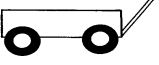
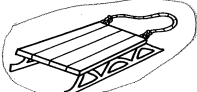




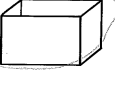
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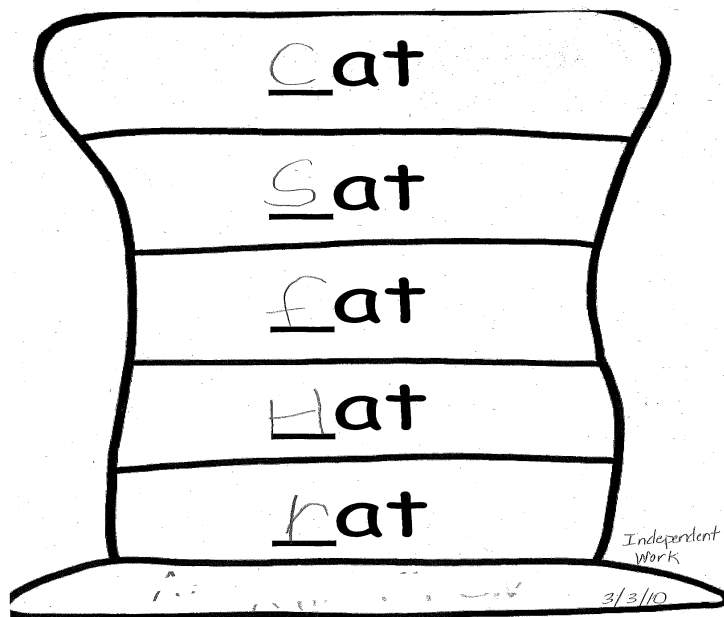
Independent Work 2/26/10

Name: _____ *Independent work*

Circle the pictures that rhyme. 2/26/10

1.			
2.			
3.			
4.			
5.			

Independent Work 3/3/10

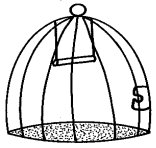

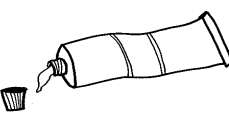

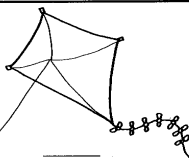
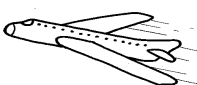
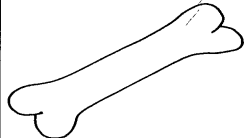
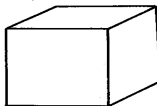
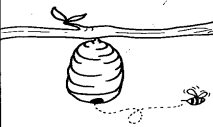


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Teacher Guided Work: 3/8/10

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

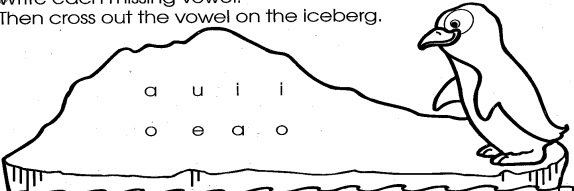
Independent Work 3/22/10

Name _____

Penguins
Medial vowels




Independent work **South Pole Vowels**



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



a u i
o e a o

t u p b A b c A n

 s u n  n A t  p u t

 s i x  h A t

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






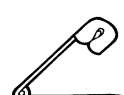



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Independent Work: 4/6/10

Letters and Sounds

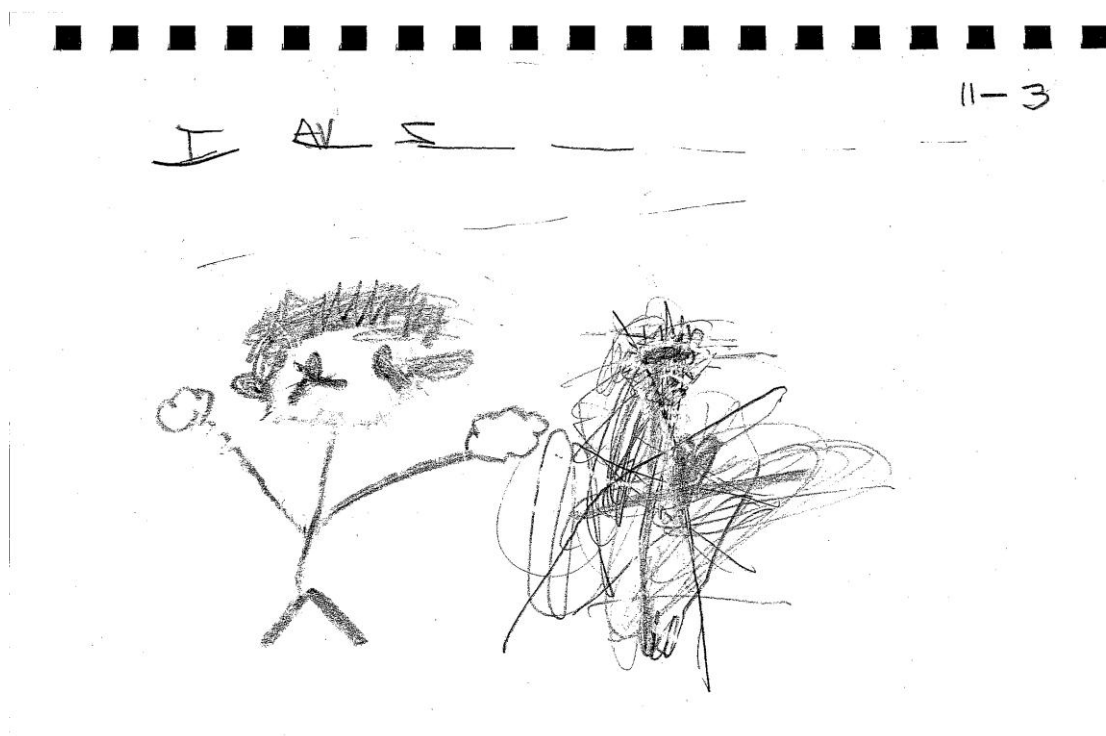
What Am I?

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

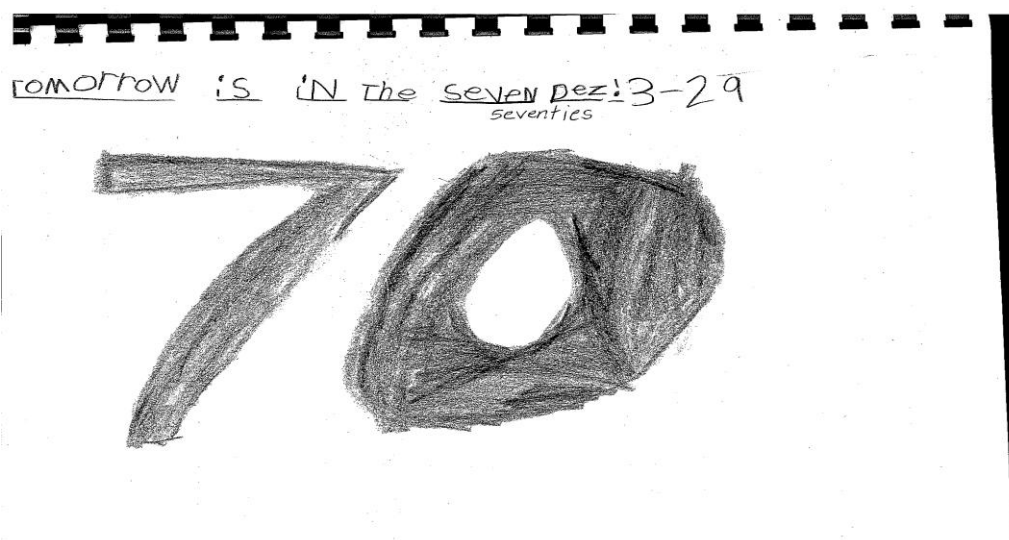
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Journal Writing: November 3, 2009



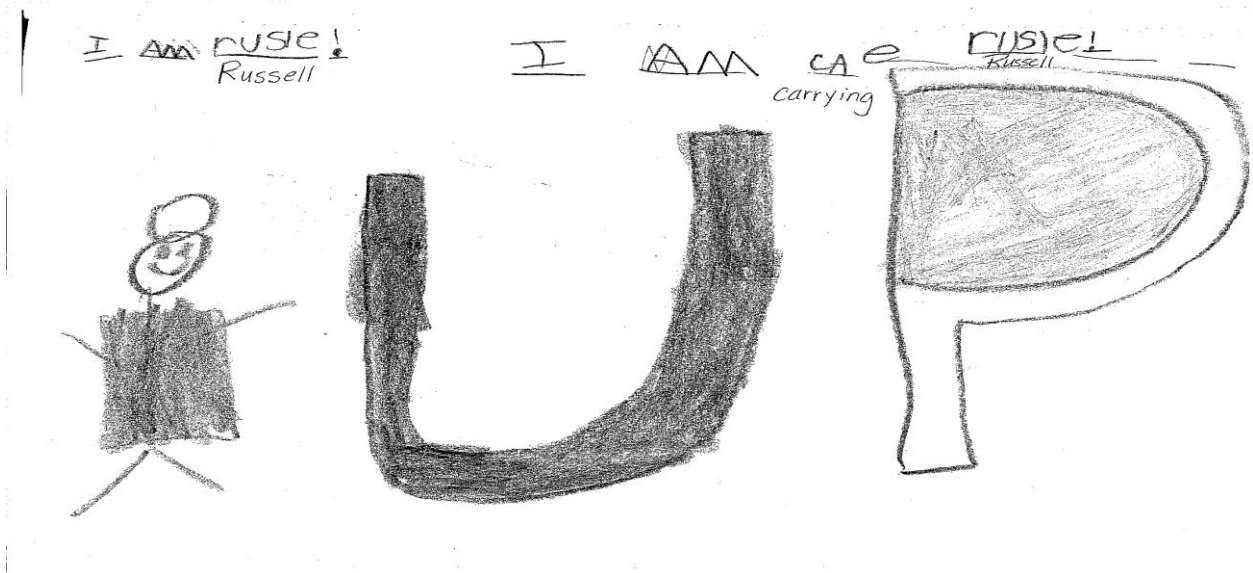
Journal Writing, March 29, 2010

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
Phoneme Isolation	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/		✓	✓	
Words in a Sentence				✓	
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.			✓	
Rhyming Words-Recognition	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				
Rhyming Words-Application	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			✓	
Oral Synthesis	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: 1/10/10

Quarter 3: 2/15/10

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
Beginning
Key Word

2/10
Ending
Key Word
Cara

Name	Name	Sound	Beginning Key Word
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

all
Known

Nathan
I stopped

April 13: Lower case letter sounds and ending sounds

Alphabet Knowledge

Name: Albert

Date: 4/12 ^{beginning} 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

High Frequency Word List

First Assessment: 3/5/10

Second Assessment: 4/9/10

Kindergarten High Frequency Word List

Name: Albert

	3-5-10	4-9-10		
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	3/5/10	4/9/10		
TOTAL	12	17		
	40%	57%		

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

Graduate Student

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

04/01/10	Used plastic magnetic letters to build more CVC words. I gave him the beginning and ending letters. He had to determine the missing vowel sounds.	Albert did very well identifying vowel sounds. Letters E and I seemed most tricky.	Continue to build words focusing on vowel sounds.
04/06/10	Used magnetic letters again to build words. This time I put about 10 consonants in a line and all 5 vowels in another line. Albert had to build the entire CVC word I said.	At first Albert looked at me in surprise, but didn't say anything. He began to figure out each sound and build the words I said.	This was a great lesson! Albert was so proud of himself when he began to build the words successfully. He did have trouble with words containing E, I and U.
04/08/10	Continued doing CVC words as above lesson only focusing on E, I and U words.	Albert enjoys the magnet letters, but still had trouble with E, I and O.	Will continue to build words.
04/09/10	Played Sight word bingo with Albert and 2 other students.	Albert knew several of the sight words and helped the other two find the sight words on their cards.	Will continue to play this game to further develop word recognition.
04/09/10	Assessed sight words	Read 17 out of 30 words!	Continue to play sight word games: sight word bingo is still a favorite that Albert enjoys.

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

8th 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!

Conceptual Framework Outcome—Leading

LD2 communicates effectively

Staff Development Presentation

For Psy 511 (Fall 2008)

Preparations:

I will talk to our principal about setting a date and time for the presentation. I will invite the Kindergarten through third grade teachers on our staff.

Day of presentation: Double check the meeting room to be sure it is set up with tables and chairs. I will have snacks (fresh fruit and vegetables) and drinks (bottled water) available for the faculty. I will display samples of the proposed reading curriculum. I will also have notepads available with pens for them to take notes. Handouts will be placed on the tables (see the last page of my presentation for the handout).

As the teachers arrive, I will invite them to help themselves to the refreshments and to preview the materials.

Introduction:

Begin by showing a list of statistics on the projection screen:

- *42 million American adults can't read at all;

- *50 million are unable to read at a higher level that is expected of a fourth or fifth grader.

- *70 percent of prisoners in state and federal systems can be classified as illiterate.

(http://education-portal.com/articles/Grim_Illiteracy_Statistics_Indicate_Americans_Have_a_Reading_Problem.html)

Welcome:

I would like to thank you for coming today. The statistics are staggering! We have to do something. As you know this year we are reviewing our reading program and I would like to present an excellent reading curriculum that uses effective reading strategies for students at all reading levels.

Before going any further, I would like to give you a little background of my teaching experience. I have taught Kindergarten for 12 years and started working on my Master's degree in Literacy 2 years ago in Kansas City. After moving to Lincoln, I switched programs and am now working towards a Masters in Early Childhood. Through my classes, I have been learning about the importance of shared and guided reading.

Overview of Topic:

Statistics show that something needs to be done! Research has found that guided and shared reading are two techniques that work with students at their levels of reading.

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced teacher (<http://www.prel.org/toolkit/pdf/teach/Shared%20Reading.pdf>). Comprehension skills, language and vocabulary development, and decoding skills are strengthened through multiple readings of the stories.

What are some of the benefits of shared reading?

- *Allows students to enjoy materials that they may not be able to read on their own.
- *Ensures that all students feel successful by providing support to the entire group.
- *Helps novice readers learn about the relationship between oral language and printed language.
- *Assists students in learning where to look and/or focus attention.
- *Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
- *Assists students in making connections between background knowledge and new information.
- *Focuses on and helps develop concepts about print and phonemic connections.
- *Helps in teaching frequently used vocabulary.
- *Encourages prediction in reading.
- *Helps students develop a sense of story and increases comprehension.

(<http://www.prel.org/toolkit/pdf/teach/Shared%20Reading.pdf>).

In guided reading, the teacher provides support for small groups of readers as they learn to use various reading strategies. When the proper books are selected, students are able to read with approximately 90% accuracy. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they will possess the skills and knowledge required to read increasingly more difficult texts on their own.
(<http://olc.spsd.sk.ca/DE/PD/instr/strats/guided/guided.html>).

Through guided reading lessons, teachers build on students' prior knowledge using a wide range of literature. Teachers use big books, several smaller copies of the big books, and other resources such as books on tape. Guided reading lessons include shared, choral or echo reading. There is focus on vocabulary words.

Major Points:

We need a reading program that uses guided and shared reading techniques. Wright Group Literacy is a curriculum designed for Kindergarten through Third Grade. It uses shared and guided reading experiences through many genres. This curriculum uses big books, student books, cassettes, and chapter books. Grade-level kits providing even more detailed literacy skills is also available. Besides shared and guided reading experiences, students are also receiving explicit instruction in phonics, concepts of print and vocabulary. Students are learning spelling and high frequency words. Comprehension skills are also being developed. Students have writing opportunities through guided and independent writing. For more information see <http://www.wrightgroup.com/>.

Summary:

Wright Group Literacy is an extensive program that uses shared and guided reading models, two effective research based strategies to build on each students' reading level. Let's make our own staggering statistic at our school and graduate 100% student readers!

Question & Answer/Wrap-Up:

Allow a time for questions. After the question-answer period, I will encourage the teachers to again browse the sample materials. I will also be available to answer more questions.

Note: The following page is the power point that I will have on the screen.

ARE YOU RESPONSIBLE?

42 million American adults can't read at all;

50 million are unable to read at a higher level that is expected of a fourth or fifth grader.

70 percent of prisoners in state and federal systems can be classified as illiterate.

(http://education-portal.com/articles/Grim_Illiteracy_Statistics_Indicate_Americans_Have_a_Reading_Problem.html)

WHAT CAN YOU DO?

Use shared and guided reading techniques in your classroom.

Wright Group Literacy is a curriculum that uses shared and guided reading to develop self confident, independent readers.

WHY USE WRIGHT GROUP LITERACY?

This curriculum uses:

1. Shared Reading
2. Guided Reading
3. Individual Practice
4. Explicit instruction in phonics, vocabulary, sight word recognition, and concepts of print
5. A variety of teaching materials and genres for in-depth lessons

6. Guided writing

7. Independent writing

WHERE DO I GET MORE INFORMATION?

For information on Wright Group Literacy:

www.wrightgroup.com or

1-888-205-0444

For information on Shared Reading:

www.eduplace.com/rdg/res/literacy/em_lit4.html or

www.prel.org/toolkit/pdf/teach/Shared%20Reading.pdf

For information on Guided Reading:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/guided/guided.html> or

http://www.k111.k12.il.us/lafayette/fourblocks/guided_reading_block.html

Or see

Wendy Borcharding

Kindergarten Teacher

Messiah Lutheran School, Lincoln, Nebraska

Conceptual Framework Outcome—Learning
LR5 Practices Lifelong Learning

LITERATURE BASED LEARNING CENTERS

from EDU 511 July 2009

EMERGENT LITERACY

A literacy rich classroom is vital for students to become successful readers and writers. An emergent literacy kindergarten is one where “reading and writing instruction are embedded in the daily activities of the classroom, in shared reading and teacher read-alouds, in children's play and in learning center activities” (Labbo & Teale, 1997). Teachers can develop such a classroom by implementing developmentally appropriate activities and strategies for children in all areas of the curriculum.

There are numerous activities and strategies teachers can use in their classrooms to promote early literacy. However, before any instruction can take place, a child must have activated prior knowledge. “The more ways teachers can help students relate new information to what they already know, the better their comprehension and the more they will retain” (Bruning et al. 2006, p. 277).

Developing comprehension is essential. “Comprehension instruction should be a central part of teaching young children how to read from the beginning, not something emphasized in the curriculum only after young children have learned to decode” (Strickland & Morrow, 2000, p. 8). One effective strategy that fosters comprehension skills is allowing children to retell a story.

Another important part of emergent literacy is vocabulary knowledge. “To become capable, mature readers and writers, students need to have a well-developed reading vocabulary (know the meanings of lots of words), be able to decode or figure out through structural analysis (analysis of words parts) words they have not seen before, recognize “by sight” a large number of words, and spell correctly most of the words they write” (Strickland & Morrow, 2000, p. 9). Teachers can strengthen a student's vocabulary by creating repeated opportunities to use the new words. When students use new

words in reading, writing, speaking and listening activities, their comprehension greatly improves.

Multiple daily writing opportunities are provided in an emergent literacy classroom. When children are given the opportunity to write, they begin to learn the relationship between sounds and symbols, word building concepts, and the process of putting ideas into words. Reading and writing are closely integrated. Children who write have an easier time learning how to read. “If teachers really want to provide high-quality phonics instruction for primary grade children, they will include a great deal of writing in their school experiences” (Strickland & Morrow, 2000, p. 11).

Teachers need to create authentic writing situations in the classroom for their students. Children's author Mem Fox states, “we’re currently wasting a lot of time by giving unreal writing tasks in our classrooms....You and I don’t engage in meaningless writing exercises in real life—we’re far too busy doing the real thing (p. 4).” We shouldn't expect children to write unnecessarily.

Another important facet of emergent literacy is creating a balance of fiction and non-fiction books. When students are exposed to non-fiction books, they are learning how to get information from the text while becoming familiar with the style of non-fiction material. Students will learn reading for information is a skill they will use their entire lives.

It is crucial for students to be exposed to quality literature. “A strong relationship has been found between experience with books during the early years and language development. Books contribute in many ways to children's language learning. They help children learn new words and how to interpret complex sentences. Books give children opportunities to learn to interpret language that is decontextualized. Stories introduce children to language that is more formal than the language that is used in conversation, and stories also provide children with opportunities to develop a sense of story—that is to learn how narrative discourse is organized to make individual sounds in words and stand out and be noticed” (Schickedanz, 1999, p. 44). Teachers should spend time researching quality literature to provide positive language experiences for their students.

LITERATURE BASED LEARNING CENTERS

What an exciting time in education! Using the emergent literacy research from above, educators can develop a literacy rich early childhood program. One way I will incorporate the research in my Kindergarten classroom is by using literature based learning centers. I have developed six literature based learning centers revolving around the book, “Corduroy” by Don Freeman. The activities designed for the centers support the research for comprehension, vocabulary knowledge, and writing while using a variety of books.

Corduroy (Reading) Center: After developing the students' prior knowledge and several shared readings of “Corduroy” the book will be placed in a reading center. This center will have props for retelling the story such as a stuffed Corduroy bear, a small bed, and a button. I will include paper bags and construction paper so students can make puppets as another way to retell the story. Writing paper and pencils would allow students to write about their favorite stuffed animal or a story about a bear. To expose children to more literature about bears, I would include the following books: “Brown Bear, Brown Bear” by Bill Martin Jr. and Eric Carle, “Blueberries for Sal” by Robert McCloskey, and “We're Going on a Bear Hunt” by Michael Rosen and Helen Oxenbury.

Bear (Science) Center: To give students exposure to nonfiction books, I have included “Every Autumn Comes a Bear” by Jim Arnosky, “Grizzly Bears” by Patricia Kendell, and “Bears are Curious” by Joyce Milton in the science center. Students will be able to use realistic plastic bears to compare and contrast the different types of bears. Writing paper will be available for students to make lists of things bears eat. Students will also have access to the National Geographic Kids website, “Brown Bears”.

Friendship (Social Studies) Center: Because Corduroy learns about friendship, I will include a friendship center. Students will write letters to friends and family. There will be a matching activity

where students match friends' names to their pictures. Students will also use the pocket chart to build poems about friendship. Students can write books about friendship. Books included in this center are: "Love you Forever" by Robert N. Munsch, "Guess How Much I Love You" by Sam McBratney, and "Making Friends" by Fred Rogers.

Button (Math) Center: Another literature based center designed around the book, "Corduroy" is a button center. I would include books such as "The Button Box" by Margarett S. Reid, "Bunches of Buttons" by Michael Dahl and "The Collector's Encyclopedia of Buttons" by Sally C. Luscomb. This center would have numerous buttons of all shapes and sizes to allow students to count, sort, make patterns, and string necklaces using the buttons. There will be recording sheets for students to use to color the patterns they create.

Money (Math) Center: "Corduroy" is a good book to use to introduce the concept of money. I would have numerous coins for sorting. I would also include the names of coins on cards (vocabulary) so students could sort the coins and label the groups. To help reinforce tally marks I would have a tally sheet available for students to record the number of times they tossed heads or tails. A cash register and paper for receipts will also be added. Students could also make shopping lists of things they would like to buy. "Benny's Pennies" by Pat Brisson, "If You Made a Million" by David M. Schwartz, and "Alexander, Who Used to be Rich Last Sunday" by Judith Viorst would be books in this center.

Block (Cooperative Learning) Center: After reading "Corduroy", we would discuss different types of houses since some students may not be familiar with apartment houses. I would then put "The Little House" by Virginia Lee Burton, "How a House is Built" by Gail Gibbons, "The Hidden House" by Martin Waddell, and "The Busy Building Book" by Sue Tarsky into this center. Students can work together to build their creations. Paper and writing instruments will be included for students to design blueprints or signs for their buildings.

REFLECTION OF LEARNING

After studying the latest research in literacy, I realized that I was not doing all that I should be in my classroom. I did not give my students the opportunities they should have had to support reading and writing. Sure, my students wrote in journals everyday. That single, daily writing experience was one I thought was sufficient. I also did guided and shared reading lessons. When a book was finished, I put it on a bookshelf and hoped students would visit it at least once in a while. Students also did numerous worksheets to practice letters and sounds. Vocabulary words were taught as I read a story. I didn't go back to review them the next day or do anything to make it meaningful. Reading was a separate class. I didn't do much to incorporate literature into the other subjects.

I had literacy centers, too: a listening center, a writing center, and an ABC center. Students rotated centers each day. I picked a story for the students to listen to at the listening center. When the story was over the students were to look at books on the bookshelf. I often had to stop my small group lesson to discipline students who weren't focusing on books. My writing center consisted of a basket of a variety of papers and a box of pens, highlighters, colored pencils and markers. I encouraged students to write stories, but more often than not I received beautifully drawn pictures. Occasionally a picture would have a word or two. The ABC center had alphabet puzzles, alphabet games, and alphabet picture cards. I had literacy centers: wasn't this a literacy based classroom?

After a closer examination of those centers, I realized there wasn't much to engage the students. There probably was learning taking place, but I could have done so much more to create deeper learning and keep the students interested the centers. I didn't look at literacy centers as individual lessons that needed as careful planning as the rest of my school day.

I am embarrassed to say how long I have taught that way. After taking EDUC 565, "The Young Child" and doing additional research, I have learned more effective ways of teaching reading and

writing. I will be making many changes in my teaching. The most exciting is the change from my current literacy centers to literature based learning centers. I am anxious to use literature based learning centers this year in my classroom.

Using literature based learning centers will keep the students actively engaged in more meaningful activities than my old literacy centers did. Students will be able to interact more closely with books that are familiar to them. Writing will now have a purpose. Students won't have to sit at a center and be expected to just write a story. They will be given ideas of what to write.

Literature based centers allow me to create centers in all subject areas, too. Previously, I developed centers that were directly related to literacy. I am excited to have learned that literacy relates to all subject areas and can be easily added to all curriculum areas.

By making these changes in my classroom, I can embed many of the components students need to become readers and writers into all subject areas. I can now say with pride that I do have a literacy based classroom. A classroom with activities that are supported by research that will develop strong readers and writers.

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