

Phonics Final Case Study

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Final Case Study

Charlie is a 7-year-old second grade girl from New Albany, Ohio. She attends a small, private all girls' school in Bexley called Columbus School for Girls. CSG is known for having very high academic standards and strong, frequent communication between parents, students and teachers. Charlie absolutely loves attending her school and is infatuated with their mascot, the unicorn, often wearing outfits with unicorns on them and reading books about unicorns as well.

Charlie is a very outgoing girl and participates in all types of after school activities ranging from theater to lacrosse. Charlie's favorite periods of the day are lunch, language arts and free reading time, but she does not like math class. Charlie prefers reading silently to herself in a cozy spot versus reading out loud in class because she does not like the pressure of all her classmates watching. Her favorite types of books to read are funny, nonfiction books and she specifically enjoys comic books. Charlie is an eager learner and exudes confidence when showing off newly acquired skills.

Assessment Data

During my assessment time with Charlie, I discovered a lot about who she is as a speller, reader and writer. The most telling assessment of how Charlie is as a speller was the DSA. To begin the DSA, I first conducted the Screening Inventory. The goal of the Screening Inventory is "to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated" (Ganske, 2013, p. 53). The screening consists of 20 words, with five words from each spelling stage and continues as long as the student can spell at least two of the words in each set of five (Ganske, 2013). Charlie was able to spell all of the first five words correctly and then only spelled one of the words in the next set of five correctly, this word being

“clerk.” This gave her a score of 6, which placed her between the Letter Name and Within Word spelling stages.

Since Charlie placed between two stages, I began by giving her the Letter Name stage Feature Inventory. Charlie scored very well on the Letter Name test, achieving a stage score of 23/25. This score, along with the fact that Charlie scored a 5/5 on each of the features A-E, lead me to believe that Charlie has completed mastered the Letter Name stage. To continue, I then gave Charlie the Within Word Feature Inventory. This list, however, was much more difficult for Charlie, as she scored a 12/25. While this score indicated the possibility to move onto the next Feature Inventory (Ganske, 2013), it was clear that Charlie would not ultimately be placed in the Syllable Juncture stage.

After only seeing the data for Charlie’s DSA, I assumed that she was in the Within Word spelling stage from her results on the Feature Inventory assessments. However, after taking her later writing samples into considering, it was clear that the Screening Inventory was much more predictive of Charlie’s spelling abilities in that Charlie is most likely still wavering between the Letter Name and Within Word spelling stages. For example, while Charlie technically mastered Features B and E, which are the ideas of “Initial Consonant Blends and Digraphs” (Ganske, 2013) and “Final Consonant Blends and Digraphs,” (Ganske, 2013) by scoring a 5/5 on both, if you look closer she still may be using but confusing this convention. While Charlie used consonant digraphs correctly in the words directly testing this feature, she also overused the concept on other words such as “went” and “win.” This shows that while the DSA is a quick and easy way to provide a guideline on a child’s spelling stage, only five words per feature may not be enough to give a complete picture of whether a child has completely mastered a spelling convention.

Similarly, according to the DSA Feature Inventory test for the Within Word spelling stage, Charlie has completely mastered the idea of “Long Vowels with VCe” (Ganske, 2013). However, although Charlie scored a 5/5 on those specific words tested, she was not able to apply this knowledge to her more informal writing samples. For example, Charlie spelled the words “cute,” “smoke,” “grape,” “drive,” and “ripe” correctly, but in her Screening Inventory, Observation Survey and writing samples, this convention was missing. In her Screening Inventory, Charlie spelled the word “smile,” as “smilel.” In the Word Reading part of the Observation survey, Charlie pronounced the word “here” as “her,” showing that she may not be fully aware of what the “e” at the end of that word does to the vowel. Lastly, in Charlie’s writing samples, she spelled “Kate” correctly, but “spade” as “spad,” “became” as “becam” and “arcade” as “arkad.” This shows me that the words tested in the DSA may be words in Charlie’s sight vocabulary, but when it comes to applying the VCe convention, she does not have a great enough understanding to be able to use it in other contexts with unfamiliar words.

While the results of the analysis of Charlie spelling places her right where she should be for her current age and grade level (Ganske, 2013), Charlie’s reading abilities are beyond that of a second grader. According to Charlie’s parent-teacher conference from the beginning of the year, Charlie’s zone of proximal development is a 2.7-3.8 on the STAR scale. Charlie first read a chapter from one of her favorite books called *The Princess in Black*, which is a 2.7 on the STAR scale. Charlie read with 97% accuracy meaning it was an easy text for her (Clay, 2003). Next we moved onto a text with a 3.5 STAR rating called *Cam Jansen and the Chocolate Fudge Mystery*. This time Charlie read with 94% accuracy, placing this text at the high end of her instructional range (Clay, 2003), meaning it is appropriate to learn from, but she will soon need something

more challenging. Due to this, we moved onto a text right outside of her ZPD called *My Weird School- Miss Daisy is Crazy*. Charlie, however, once again read with 94% accuracy.

Some themes across Charlie's reading of these three texts were that she typically blended sentences together and ignored punctuation. This is congruent with her results on the Concepts About Print and Hearing and Recording Sounds in Words parts of the Observation Survey. In the Concepts About Print assessment, Charlie stated that commas are to "separate a paragraph from the next" and that she is still learning about quotations marks in school, so she is not sure what they are yet. In the Hearing and Recording Sounds assessment, while Charlie had no trouble dictating the words I read, she did not include punctuation between the two sentences. Seeing these connections helped make sense of why Charlie may be ignoring punctuation in her reading because she does not fully understand its purpose.

A second major theme was that Charlie would either skip words completely or fill in words according to what she expected to be in the sentence when she wasn't sure what the word actually was. This trend helped her continue to read with fluency, but it did not give me any insight into her decoding abilities because she rarely attempted to sound out words. Charlie was probably doing this because, as she explained in her reading attitudes survey, this is the way her teacher at school told her to approach a word she doesn't know in a sentence. This led me to complete another running record with Charlie that was completely out of her zone of proximal development. The goal of this was to see if I could get any insight into her decoding abilities. While Charlie still scored with a 95% accuracy rate, I was finally able to see her strategies for decoding words. This book, titled *Don't Wake the Mummy*, contained so many words out of Charlie's sight vocabulary that she had to stop and sound each of them out to understand the text. While almost every word Charlie attempted to decode she did successfully, the speed at which

she read was much slower and I could tell that it was frustrating her. I believe that more practice with the spelling features Charlie is in the process of mastering can help her better understand and recognize patterns in words to help with her fluency of more difficult texts. This way reading books at this higher level, that she is definitely capable of, can become less frustrating.

The last major theme that I noticed across Charlie assessments was her lack of critical thinking. I first noticed this during the Writing Vocabulary test in the Observation Survey. This test is designed to see how many words a child can correctly write in a fixed amount of time (Clay, 2003). Charlie struggled with this assessment, having difficulty coming up with words even when prompted. She mainly wrote about her family, the types of toys she plays with and animals. When prompted to write about things around the house or school she did not write anything down. Overall, Charlie dictated 43 words correctly, placing her in the Stanine Group 4, which is incongruent with her Stanine score of 6-9 on all of the other assessments (Clay, 2003). I also noticed this theme again when Charlie was responding to the running record comprehension questions. While Charlie answered all of the straight recall questions with ease, this was not the case when the questions asked her to make an inference or connection to her own life. When comparing these findings with her thoughts about reading in the attitude surveys, it makes sense why Charlie does not take her analysis to a deeper level. While Charlie generally likes recreational reading, this enjoyment does not carry over to academic texts. According to McKenna and Kear's Elementary Reading Attitude Survey, Charlie's percentile score of 23% when compared to other second graders places her at the very low end of the spectrum with regard to her attitudes about academic reading (McKenna & Kear, 1990). Taking into consideration Charlie's results on all three of these assessments, it is clear that instruction

focusing on making inferences and connections to texts through hands-on projects that help Charlie get excited about reading would greatly benefit her overall language arts experience.

Recommended Teaching and Learning Opportunities

From analyzing all of this data, I decided on three routes to take with regard to Charlie's instruction. The overall goal of these three lessons is to help Charlie better understand the spelling conventions she is using but confusing. Hopefully as Charlie begins to better understand these various spelling conventions, she can start to recognize these patterns in her reading to help increase her fluency of more difficult texts.

The first lesson plan I designed was for Charlie to practice the idea of long vowels with the VCe pattern. This falls under common core standard CCSS.ELA-LITERACY.RF.1.3.C, which is "know final -e and common vowel team conventions for representing long vowel sounds." As discussed above, Charlie's use of this convention was inconsistent across her various assessments. While Charlie correctly spelled "cute," "smoke," grape, "drive" and "ripe" on the DSA Letter Name Feature List, when it came to more informal assessments, such as her writing samples, the same results did not apply. As discussed above, across Charlie's writing samples, Charlie neglected the silent "e" on words such as "spade," "became," "arcade" and "woke," but correctly placed it at the end of the word "blue" and "came." The goal of this lesson plan is to help Charlie's become more aware of this convention of adding a silent "e" to her words when she wants to make the vowel have a long versus a short sound.

To begin the lesson, I would read Charlie a book called *Snake and Ape* (see Appendix A), which focuses on single syllable words with a VCe pattern. Charlie would be instructed to raise her hand when she heard a word with a short vowel and stand up when she heard a word with a long vowel. As she did this, I would take notes on a few of the words she reacted to and write

them down for us to compare. The goal of this is for Charlie to recognize the differences between the short and long vowel words and discover the pattern that all of the long vowel words in this story end in an “e.” This activity also falls under common core standard CCSS.ELA-LITERACY.RF.2.3.A, which is “distinguish long and short vowels when reading regularly spelled one-syllable words.” Following this activity, Charlie would be given a word sort with long and short vowels words for each of the five vowels (see Appendix A). Charlie would then be instructed to sort the words into ten columns, so there would be a short and long vowel column for each individual vowel. Lastly, to test Charlie knowledge and understanding of the previous activities, she would be given a worksheet (see Appendix A) to work on silently. The worksheet should function as an informal assessment to gauge if any of the information stuck.

The second lesson I designed for Charlie was to help her better understand the convention of r-Controlled vowels. While there is not an explicit common core standard for this DSA feature, it falls under the general idea of CCSS.ELA-LITERACY.RF.2.3.B, which is “knowing spelling-sound correspondences for additional common vowel teams.” This topic is important to explore with Charlie because r-Controlled vowels were another feature that she consistently used but confused. On the DSA Screening Feature Inventory, the one word Charlie spelled correctly in the Within Word section was “clerk,” which contains an r-Controlled vowel. However, on the DSA Feature list, Charlie scored a 3/5 on Feature G (Ganske, 2013), spelling “girl,” “short” and “glare” correctly. This showed me that Charlie is in the process of developing an understanding of this convention, but still needs some clarification. This became clear when Charlie spelled “girl” correctly on the DSA, but incorrectly, as “grill,” consistently in her writing samples. Charlie’s writing samples also included errors like “perse” for “purse,” “fere” for “fear” and

“hert” for “hurt.” The combination of instances where Charlie correctly used this featured compared to when she did not makes it a perfect place for instruction with attainable results.

This lesson plan would begin with a short introduction to the idea of r-Controlled vowels. Once Charlie has been made aware of the concept and understands what to look for, she would begin a word hunt for words with an r-Controlled vowel. Once Charlie finds a good amount of words, I will ask her to write them on notecards so we can explore them together. Along with these notecards that Charlie will fill out herself, I will also have a stack of notecards with r-Controlled vowel words she either spelled correctly or struggled with in previous assignments (see Appendix B). After Charlie finishes writing down the words she found in her word hunt, I would ask her to first sort the words based on vowel. Next, Charlie would be instructed to sort the words based on the sound the vowel makes with the “r.” This task should hopefully produce columns with more than one type of r-Controlled vowel in each (see Appendix B for a picture of how this sort went).

After the sort is done, Charlie and I would have a discussion about how and why words with different vowels can be placed in the same sound column. Once this discussion is over and Charlie has shared with me her thoughts, we will move onto the last part of the lesson plan. This part is a worksheet with movable cards to help Charlie explore the contrast specifically between –er and –ur words (see Appendix B). While this activity will just focus on the contrast between two r-Controlled vowels, it opens up the possibility for future instruction to use the same worksheet with different r-Controlled combinations. With this activity, Charlie will be instructed to move the cards around the page to see if –er or –ur is a better fit in each word. The words in this activity will be a combination of words she has seen and used in her writing along with some

new words she can explore as well. Once this activity is done, I will ask Charlie what she got out of this lesson and what she has learned overall (see Appendix B- Implementation Reflection).

The last lesson I designed for Charlie with the idea of consonant digraphs in mind. This lesson falls under the common core standard CCSS.ELA-LITERACY.RF.1.3.A, which is “know the spelling-sound correspondences for common consonant digraphs.” When I first began my instruction with Charlie earlier in the semester I did not think about the possibility of needing to form instruction based on features within the Letter Name stage. However, after taking a deeper look into not only her writing samples, but also her DSA results, it seemed like a good place to begin instruction. While in various instances Charlie attempted complex consonant patterns, which is a feature in the Within Word spelling stage (Ganske, 2013), I did not believe it would be beneficial to tackle this convention until she has fully mastered the idea of basic initial and final consonant digraphs.

I believe I initially misinterpreted Charlie’s abilities with regard to this feature because Features B and D of the DSA include both consonant blends and digraphs (Ganske, 2013). This means that although there are ten words within the DSA Letter Name Feature list that test this feature, only a handful of them actually test digraphs. While Charlie scored a 5/5 on both Features B and D, she incorrectly added a consonant digraph to words where one was not needed. For example, she spelled “went” as “whent” and “win” as “whin.” Also, during the Writing Vocabulary test of the Observation Survey, Charlie added an “sh” to the word “sugar,” making it “shugar.” This combined with the fact that Charlie often omitted or mixed up digraphs in words such as “lash,” “much” and “chicken,” spelling them as “las,” “mush” and “cicin” in her writing samples proved my thought to begin instruction here.

The lesson would begin with an introduction to what a digraph is and how a consonant

digraph is made up of two consonants that make one sound. After we discuss this concept and Charlie shares some examples, we will move onto a worksheet (see Appendix C). This worksheet will ask Charlie to sort different consonant digraphs into their respective columns of either “ch,” “sh,” “th” or “wh.” The goal of this is for Charlie to see various words with digraphs at either the beginning or the end. Next, I will have Charlie read the story *Whisker Ball* (see Appendix C), which specifically focuses on the consonant digraph “wh.” I will ask Charlie to highlight in pink when she sees the digraph “wh” used in a word and highlight in blue when she sees just a “w”. The goal of this is to help Charlie see that a “wh” is not needed every time a word starts with a “w,” since this is the consonant digraph she often to exaggerated in her writing. Lastly to confirm understanding, I will have Charlie write two sentences that each have a word that begins with a consonant digraph, a word that ends in a consonant digraph and a word that just starts with a single consonant. After Charlie writes these, I will have her read them out loud so I can make sure she knows the difference between how to pronounce words with a digraph and words with a single consonant.

Classroom Implications

The knowledge I obtained from this case study with a single student can be generalized to impact how I will perform and analyze assessments in my future classroom. My first takeaway is the equal importance of both formal and informal assessments. As previously stated, the DSA can be an incredibly helpful and effective tool to grasp a general understanding of your students. However, it is not the definitive test for determining a child’s spelling stage. This was congruent with my research for my phonics toolbox presentation on matching spelling assessment with instruction. According to Invernizzi, Abouzeid & Gill (1994), analyzing invented spellings in free writing activities can be just as beneficial as formal spelling tests as long as the teacher has

an understanding of the development spelling theory. This enforces the idea that various types of assessments are needed to create a well-rounded picture of a student.

Second, I realized the importance of frequent testing when I discovered that Charlie was reading well beyond her STAR reading level determined at the beginning of the year. This shows that just 10 minutes of a running record each week can help track a student's progress in order to provide the most effective instruction possible. According to Clay (2003), "Education is primarily concerned with change in the learning of individuals, yet educators rarely document change over time in individuals as they learn." (p. 76). Student progress can be tracked using a scatter plot to compare each child with its peers, or to just track a single student's progress over time.

In addition to frequent testing, an emphasis on repetition is important. While one lesson can provide a student with a basic understanding of a literary feature or idea, repetition and application of the concept is necessary for students to be able to use it confidently and independently. For example, in my lesson with Charlie about r-Controlled vowels, she was able to easily recite the overall idea of how the letter "r" can influence a vowel. However, when it came down to applying this knowledge of r-Controlled vowels by spelling certain words, Charlie was not entirely sure how to begin (see Appendix B- Implementation Reflection). This trend continued even with words she had spelled correctly in the past, showing the necessity of repetition and incorporation of already mastered material into new lessons.

Lastly, the largest takeaway I will bring to my classroom is how precious and important one-on-one time can be. While this may seem impossible with a classroom full of 30 or more children, the benefits of performing assessments and individualized lessons like in this case study are worth the effort. Accordingly, I will make an effort each week to provide all of my students

with some individualized attention. By prioritizing individualized instruction when setting up my classroom schedule, I can ensure my students receive the best education possible.

References

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****Lesson Plan References in Appendix****

Appendix A

Lesson 1

Objective- The objective of this lesson is for Charlie to be able to consistently use and apply the concept of the silent “e” and understand that by adding a silent “e” to a word with a CVC pattern, a word can go from having a short vowel to having a long vowel.

Standards-

CCSS.ELA-LITERACY.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.2.3.A

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Materials

- Pencils
- Sharpies
- The book *Snake and Ape* by Robert Charles
- Large white teacher paper on easel
- Notecards
- Silent “e” worksheet

Description

To begin this lesson I will introduce the idea that we will be looking into the difference in visual representations of long and short vowels and what features of a word can help us determine if a vowel is long or short. I will not explicitly state the rule that adding a silent “e” to a common short vowel word can make the vowel long because I want us to explore this concept together.

To begin exploring this idea, I will read a book called *Snake and Ape* by Robert Charles out loud. I will ask Charlie to raise her hand every time she hears me read a word with a short vowel and stand up every time she hears me read a word with a long vowel. Each time she stands up or raises her hand, I will write the word on a large sheet of paper on an easel in its respective category of either “Short Vowel Sounds” or “Long Vowel Sounds.” After the entire book is read, Charlie and I will return to the two lists we just made and discuss similarities and differences between the two. I will ask Charlie if she sees any patterns within all the words that have long vowel sounds. Hopefully Charlie is able to see that all of the long vowel words in this book have a silent “e” at the end that makes the vowel long. If Charlie cannot see this on her own, I will begin to underline a few of the silent “e”s in long vowel column and see if she can then begin to pick up on the pattern.

After this activity is done, I will provide Charlie with a word sort that contains words that have short vowel sounds for A, E, I, O and U and words that have the long vowel sound for A, E, I, O and U. Since Charlie is already starting to work with these ideas, I do not think it is necessary to do sorts just comparing short and long sounds for one vowel. I think Charlie is advanced enough that all of the vowels, both short and long, can be mixed

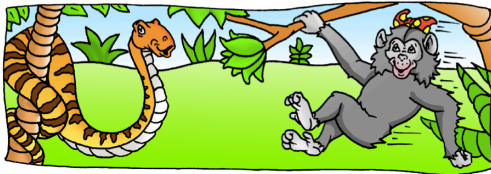
together. The sort will also contain oddballs such as “have” and “done,” so Charlie can truly grasp an understanding and not just memorize a rule. She can sort the words into two columns, one with short vowels and one with long, or into 10 different columns with short vowels and long vowels for each of the five total vowels. After I will ask Charlie if she sees the same pattern happening as she did with the words from our reading.

The last thing I will have Charlie do is a worksheet where she will turn words with a short vowel into words with a long vowel by adding the silent “e.” I will first ask if there were any from the reading that this happened to or that she could do this to. We will discuss and show this on the easel and then I will give Charlie the worksheet for her to work on silently without my assistance. After Charlie completes the worksheet, I will have her say the new words she made out loud to me to make sure she has full understanding of the sounds and not just the visual representations.

Photos of Activities

Example pages from the *Snake and Ape* book:

<https://www.readinga-z.com/book/decodable.php?id=42&ppcConversionLabel=>



In the jungle there lived
a snake and an ape.
The snake's name was Jake.
The ape's name was Kate.

Snake and Ape • VCe Long /ai/

3



Kate liked to play in a big fig tree.
Kate ate lots and lots of figs from the tree.
Kate and Jake liked the jungle.

Snake and Ape • VCe Long /ai/

5

Example words for the word sort:

A

- Short- cat, can, trap, flag, hat, bag
- Long- lake, bake, plate, cane, hate

E

- Short- bed, pet, get, step, wet
- Long- Pete

I

- Short- pig, pin, bit, dip, hit, pit
- Long- line, pine, bite, side, hike, time

O

- Short- dot, rot, fox, not, shop, hop
- Long- bone, joke, stone, note, nose

U

- Short- sun, cut, tug, gum, tub, cup

- Long- tube, cute, mute, rule, June

Oddballs

- Have
- Done
- Give







Worksheet-


<https://www.education.com/worksheet/article/presto-change-o-silent-e/>

Name: _____ Date: _____

Presto, Change-o, Silent E!

*Add a silent E to change short vowel words to long vowel words.
Write the new words on the lines below.*

	can + e =	_____	
	spin + e =	_____	
	cap + e =	_____	
	cub + e =	_____	
	man + e =	_____	

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Implementation Reflection-

Overall this lesson went very well with Charlie. To begin, I first asked Charlie if she knew the difference between long and short vowels. She answered very confidently, as I figured, by giving me some examples. She used the letter “a” by saying that the long “aye” makes an “a” sound while the short “a” makes more of an “ah” sound. While she very clearly understood the difference between the two types of vowels, she did not seem fully aware of the silent “e” rule. From there, I read the Snake and Ape book. Charlie was able to recognize most of the long and short vowels as long as I read very slowly. Sometimes she would repeat the word out to me and sound it out phonetically. I would say she got about 75% of the vowel distinctions correct.

After we finished reading, I wrote on a large piece of paper some of the words we read together. I put a handful of words in the short vowel column and a handful in the long vowel column. I then asked Charlie if she saw a pattern in these two lists, or a big difference

between the two. Charlie first pointed out that in the long vowel column there were a lot of the letter “a,” which happened to be a coincidence, but then she noticed that all of the long vowel words ended in an “e.”

Following this, I had Charlie complete a sort with long and short vowel words and asked her to make two columns for each vowel. Some she decided very quickly and others she sounded out phonetically. During the sort, I asked Charlie if she was deciding what column to put the word in by how the vowel sounded or if she was just looking for an “e.” I was pleasantly surprised that Charlie said she sounded out each word to see if she heard a long or short vowel and then compared it to if the word had an “e” at the end or not. I am glad she did this because I think it helped her get more out of it. Interesting to note, Charlie at first put the word “bit” in the long vowel column because that is how she sounded it out. She then saw the word “bite” as well, compared the two and realized that since “bit” did not have an “e” at the end it was probably pronounced with a short “i” instead. This was great to see because it showed she understood. Also interesting, when Charlie came across “done,” which was one of the oddballs, she struggled to decide which column it went into because it did not sound like a long or short “o” even though it ended with a silent “e” at the end. We discussed how it would sound if the word had a long “o” and she decided it shouldn’t go in that column. I then told her she was right to be confused because it does not fit in either place.

Lastly, to finish the lesson, Charlie completed the worksheet (above) with great ease and seemed to fully grasp the concept.

If I were to teach this lesson again, I would maybe have Charlie read the book to herself and circle the long and short vowels on her own. If I read at a normal pace, it was too difficult for Charlie to pick up on the vowel sounds. The issue with this though is that I wanted Charlie to really focus on the sounds and not look for visual cues, such as the silent “e.” To fix this, I might just have one or two sentences pre-written and read those slowly and have her pick out the long and short vowels instead of trying to do it with a whole book.

Appendix B

Lesson 2

Objective- The objective of this lesson is for Charlie to understand the role an “r” can have on a vowel sound and practice this idea by seeing various different words and how their “r” controlled vowel patterns look and sound together. This activity will be a basic introduction to the idea of this feature to help Charlie understand the format of these types of words (for example that the “r” bosses when it follows the vowel- dart vs. drat) and how some words can be spelled differently, but sound the same due to the “bossy r.” The basic introduction will be followed with a deeper look at “er” versus “ur” to give Charlie an in-depth understanding of these two r-controlled vowel patterns.

Standards-

CCSS.ELA-LITERACY.RF.2.3.B

Know spelling-sound correspondences for additional common vowel teams.

Materials

- A text
 - Either one that Charlie is currently reading for school or a favorite book
- Notecards
- Sharpie
- Highlighter
- Worksheet
- Cards for worksheet
- Pencil

Description

To begin, I will introduce the idea of the “bossy r” and explain that when the letter “r” follows a vowel it can alter the way the vowel is pronounced. This is all I will say, though, because I want Charlie and I to explore how this works together by doing the word study activity and more discussion will occur after.

First, I will tell Charlie she can pick any book for us to read a few pages of. I will tell her that as she is reading, I want her to highlight any words that have the vowel followed by an “r” pattern we just discussed. After Charlie has done that, we will work together to fill out notecards, each with an r-controlled vowel word on them. I will also already have some notecards made that have r-controlled vowel words Charlie struggled with from her DSA and writing samples to make sure she also gets practice with those along with ones with r-controlled vowel words she got correct to review and build confidence.

After we have made all of the notecards, I will instruct Charlie to first sort based on vowel, so a column for A, E, I, O and U. I will then have Charlie read all of the words aloud and discuss how the vowels do not make their typical long or short sounds. Once this is done, I will ask Charlie to now sort based on the sound she hears the r-controlled vowel make. This means that words with “-ur” “-er” and “-ir” could all be in the same column because the “r” makes their pattern sound the same. This can be seen with “her” “girl” and “turn.” We will then have a discussion about how this can happen and explain that this is why it makes spelling words with r-controlled vowels so difficult.

Lastly, to begin to dive more into explicit practice, I will use a worksheet activity that has various “er” and “ur” words with the “er” and “ur” missing. Along with the worksheet, there will be cards that have “er” and “ur” written on them. The goal will be for Charlie to move those cards around and see if “er” or “ur” fits with the specific words. She is using cards instead of just writing in the answers so she can manipulate and make mistakes as she goes along, trying all the words with both options if she wants to see which is correct. We will then check the activity together and tie this into our discussion from before about how different r-controlled vowel spelling can sound the same, but are different for different words.

Photos of Activities

Examples of possible “r-controlled” vowel words that could be found (will vary since the child can pick any text)

- bird, card, worm, dark, fork
- Ones from previous writing samples and DSA- sugar, glider, purse, girl, surprised, clerk, glare, short, hurt

Worksheet- inspired by <http://mindgearlabs.com/study/r-controlled-vowels-worksheet.html>

FILL IN THE BLANK WITH THE CORRECT R-CONTROLLED VOWEL COMBINATION

er

vs.

ur

h t

b n

bl

f n

t m

t n

p se

cl k

s ve

“er” and “ur” movable cards

er

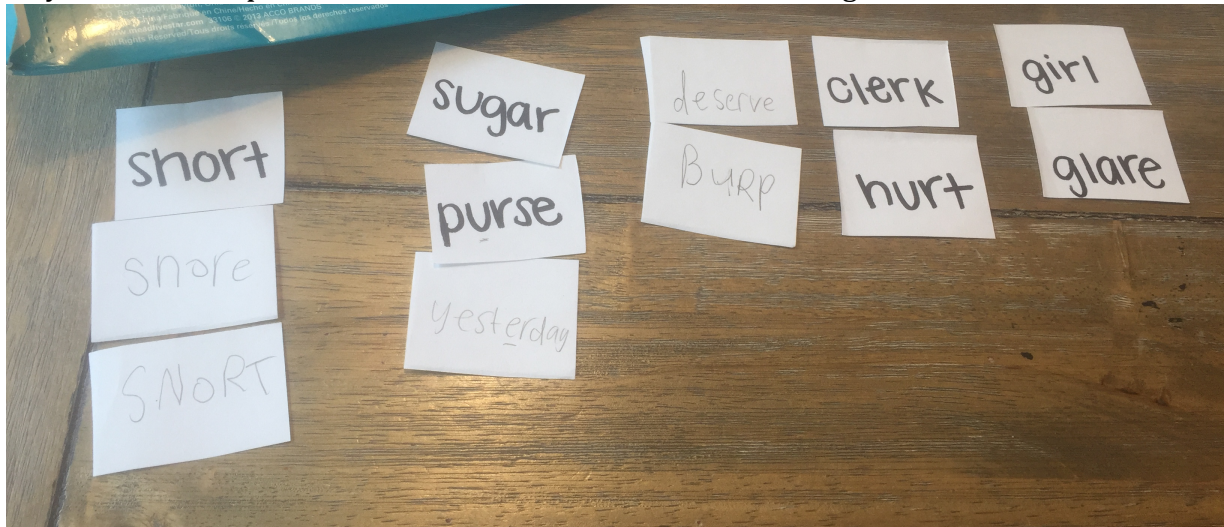
ur

Implementation Reflection-

Before the start of this lesson, Charlie explained to me that she has not had previous instruction on r-controlled vowels and that she did not know what those were. After a short introduction, she began to understand what we were going to be looking at. To begin, she picked out a book from her bookshelf and we began reading the first few pages looking for r-controlled vowels. I helped her find the first few words by guiding her attending, but by the end, Charlie was easily spotting them and doing so very confidently. Each time we found a word, Charlie wrote it on a notecard for us to use in our word sort.

Once all of the cards were filled out for the sort, I first had Charlie sort the words by vowel. This was a very easy task for Charlie. After that, I had Charlie sort by sound. This

was much harder because Charlie could see how the “r” had an influence on the vowel and that different vowels could make similar sounds. This made it hard for her to decide how to group them since so many sounded similar. I explained to her that this is the whole issue and that it is okay to struggle of where they go because they can be pounced differently depending on how you say it. While I may choose to group some of the words a different way due to how I pronounce them, I understood her reasoning for them all.



Lastly, I had Charlie complete the hands-on worksheet with -er and -ur cards. This was very interesting to see Charlie do because I included words on it that I know Charlie has struggled with before. When Charlie was deciding if the word “blur” was spelled with an -er or an -ur, she first tried it with -er and said it sounded right, but then when I asked her if it looked right, she agreed that it did not. This prompted her to try the -ur card and then decided that was correct. She also struggled with “term,” “turn,” and “clerk.” While she may not see the word “term” very often, “clerk” was one of the words we just sorted, so this one shouldn’t have given her that much trouble. Lastly, it was very interesting that she confidently chose -er for the word “purse,” which is how she spelled it in her writing samples. When the lesson was over, I asked Charlie what she learned. Charlie responded that when vowels are with an “r” it could cause them to make irregular sounds. I believe these results show that Charlie is beginning to understand the overall concept, but still needs more practice with individual words and that repetition will be key in this case.

One thing I might change about this activity is adding a second part to the worksheet. It was still very hard for Charlie to distinguish between -er and -ur words, so to fix this I might add another worksheet where each word is spelled with both -er and -ur and Charlie can circle which one is correct. This way she can see both side by side.

Appendix C

Lesson 3

Objective- The objective of this lesson is for Charlie to understand two things. First, that consonant digraphs can occur at the beginning and end of a word and second, that these consonant phonemes do not always occur when a word starts with s, t, c or w, but only when the sh, wh, ch or th sound is heard.

Standards-

CCSS.ELA-LITERACY.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

Materials

- Digraphs worksheet
- Pencils
- Notebook paper
- Highlighters in two different colors, pink and blue
- The book *Whisker Ball* by Robert Charles

Description

To begin this activity, I will introduce the idea of initial and final consonant digraphs. I will first define that a consonant digraph is a pair of two consonants that make one singular sound. I will then ask Charlie if she can think of any examples where when she says the word the first or last two letters blend together. If Charlie cannot come up with examples, I will provide her with a few and then see what she comes up with.

After we have had this discussion, I will give Charlie a worksheet that has various words with either an initial or final consonant digraph (sh, ch, th and wh). Charlie is then instructed to place the words in their correct category of which digraph they have. We will then discuss her answers together. This activity is designed to refresh Charlie of the idea of consonant digraphs and teacher her that they can occur at the beginning and end of a word.

After Charlie completes this activity, I will have her read the story, *Whisker Ball*. As Charlie is reading this story, I will ask her to highlight in pink all of the words that begin or end with the digraph “wh” in pink and all the words that just begin or end with the letter “w” in blue. We are focusing on just “wh” versus “w” for this lesson because this is the contrast Charlie struggled with the most in her writing, often over exaggerating the use of the “wh” sound. After Charlie completes this, we will compare and contrast a couple of the “wh” words with the “w” words and have her pronounce each to see the difference in the “wh” sound compared to the “w” sound.

Lastly, to confirm understanding, I will have Charlie write two sentences that each have words that begin with a consonant digraph, end with a consonant digraph and have the consonant standing alone. Charlie can pick from the four digraphs we worked on, sh, ch, th and wh. An example sentence would be, “My friend loves to buy shells at the store with cash.” because this sentence uses “sh” at the beginning of the word “shells,” “sh” at the end of the word “cash” and an “s” in a word that is not followed by an “h.” Charlie can use the text we read together and the worksheet she completed as word banks to draw from for her sentences.

Photos of Activities

Worksheet

<https://www.teacherspayteachers.com/Product/Phonics-Worksheets-Digraphs-Blends-and-More-605379>

Name: _____ Date: _____

that	shampoo	where	cheese
cheek	with	math	three
shop	cash	brush	chop
bench	lunch	sandwich	cloth
whale	which *	white	whine
this	flash	whip	shelf

chchips

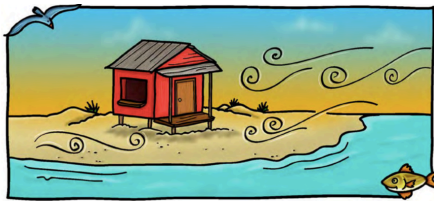
shfish

cash

thbath

whwiisper

Example pages from the *Whisker Ball* book:- <https://www.readinga-z.com/book/decodable.php?id=51>



Whisker Bill lived in a hut next to the water.
All day long, the wind
whipped over the sand.



Whisker Bill liked to whistle
when he went for a walk.
He liked to whistle while he whittled, too.