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Literacy Case Study  
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Accommodating Differences in Literacy Learners

Reading and understanding what one reads is a necessary skill in the fast past high tech world we live in today. An inability to read and comprehend what you read sets one up for failure in many parts of day to day life. The sad reality is that 14% of American adults can not read (<http://www.livescience.com/culture/090110-illiterate-adults.html>). This is an unacceptable percentage of illiterate Americans and it is up to American educators to lower this rate. As an educator it is my goal to reach as many struggling readers as I can and help them become better readers. The more Americans that develop good reading skills will in turn create more Americans that will feel more success throughout their lives. This is a case study on one of the struggling readers I have worked with and the efforts I made to help him on his journey of becoming a reader.

The student I worked with for my case study is a first grade student at Glen Lake Elementary. Glen Lake Elementary is part of Glen Lake Community School. Glen Lake Community School is a rural pre-k-12 school with a student body of roughly 800 students. Glen Lake Community School is located in Maple City, Michigan. Students from four surrounding villages (Cedar, Maple City, Glen Arbor and Empire) are considered in district students and many students from larger districts come to Glen Lake as part of Michigan's school of choice program. Glen Lake is known for its student's high MEAP scores and student success rate.

The first grade student I worked with on this case study is named Ethan. Ethan is a seven year old Caucasian boy. The only language spoken in Ethan's house hold is English.

Ethan has only attended Glen Lake Elementary. Ethan attended one year of preschool at Glen Lake prior to kindergarten. During preschool Ethan's teacher never shared any concerns about Ethan's learning with his parents. In kindergarten Ethan's teacher began sharing concerns about his learning and maturity.

Ethan comes from a lower middle class family and is the second of three boys. Ethan's older brother has severe learning disabilities and falls on the autism spectrum. Both Ethan's mom and dad received Special Education services while in school. Both parents have shared with me that they believe that Ethan also needs Special Education services.

Ethan's home life is very busy and his parents shared with me that they feel they do not have enough time to devote to their children as they would like. Ethan's mom runs an in home daycare that operates from six a.m. until six p.m. Ethan's father is a mechanic and spends a lot of time outside the home.

Ethan has been diagnosed with ADD and suffering from depression. He has been put on and taken off of medicines to help with both these diagnosis several times over the past year. Ethan has not stayed on one medicine for longer then six weeks without being taken off or switched. The primary reason for being taken off or switch is because his mom worries about the negative impact the medicines have on him. She is concerned they increase his depression and take away his personality. At the time of this study Ethan was on medicine for both conditions and Ethan's teacher cited that he was making

the best gains he had all year at this point and his overall classroom behavior had improved greatly.

Ethan is not meeting grade level expectations in any area of his education. He shows younger maturity than his peers and little interest in school. After the first quarter of school, Ethan's teacher presented him to the Glen Lake school intervention team. The intervention team suggested many accommodations that Ethan's teacher has followed through with. These accommodations include more one-on-one instruction, more phonics instruction, a peer mentor, direction broken down into smaller steps, a high school mentor and modified assignments. In addition to the accommodations Ethan's teacher made, Ethan also received small group and one on one instruction from both the Title I teacher and the school intervention specialist. Ethan met with the Title I teacher everyday for thirty minutes and with the school intervention specialist twice a week for thirty minutes. Ethan did not make adequate gains even with this extra help. Ethan began reading at a Rigby level one at the beginning of the year and finished reading at Rigby level four.

Ethan struggled in kindergarten as well and was suggested for retention by his kindergarten teacher, which was me last year. Both his parents decided that they did not want to retain Ethan at that time. They felt that he would suffer emotional stress from not moving along with his friends. They said they would work with him over the summer and asked if there was anyone who could tutor him to help him enter first grade more prepared. I provided them with activities that they could do over the summer and also provided them with the names of several people who may tutor over the summer. I also shared with them that a lot of the reason I wanted to retain Ethan was due to social

immaturity and motivation. I hoped that with another year of growth Ethan would gain maturity and may become more motivated in school if he had another year to feel success in kindergarten.

At the end of this year (Ethan's first grade experience) Ethan's teacher suggested retention not only based on low academic levels but also social immaturity. Ethan's parents decided once again against retention again citing the same reason as last year; they did not want him to suffer from emotional stress from not moving on with his friends.

At the same time I was working with Ethan he was being evaluated by the schools CORE team and ISD staff to determine if Ethan qualified for special education services. All of the testing showed Ethan scored within the normal range in all areas. He will not receive special education services next year in second grade, but the school has arranged a personal plan for Ethan. Ethan's plan includes extra help and accommodations to help him feel and be successful in second grade. Part of Ethan's plan is that he stay on one his medication and take it daily. The staff at Glen Lake feels that Ethan taking his medication regularly will be imperative to his personal plan and being successful in second grade.

Using the C-A-R-E-S (Adaptations PowerPoint) strategy several accommodations could be made to help Ethan within the classroom. C-A-R-E-S stands for **C**hange environment, **A**lter materials, **R**evise teaching strategies, **E**xchange tasks, **S**ubstitute alternate learning or assessment tasks. Accommodations that could and may be made to help Ethan include; C- decreasing the traffic flow in the classroom or placing Ethan's desk as far away from distractions as possible. A-adapting and changing lesson so that

Ethan can complete them and feel success while also scaffolding lessons so that all student needs are met and Ethan is also exposed to higher level learning. R- provide clear directions and creating a motivational tool to help Ethan be excited and want to do well. In Motivation as an Enabler for Academic Success it states, “..there is a recognition that students need both the cognitive skill and the motivational will to do well in school” (Pintrich & Schunk, 2002 as documented by Linnenbrink & Pintrich, 2002 p. 313) Ethan wants desperately to have friends, earning extra play or free time for him and a buddy would be a great motivator for Ethan. E-evaluate each assignment and determine if the assignment goal is one that is appropriate for Ethan, if the assignment goal is not appropriate for Ethan, modify the assignment so that Ethan has an obtainable goal to reach for. All of these modifications would help Ethan focus in on what he needs to learn and provide him with lessons that will promote his learning and help him feel successful. The more successful Ethan feels the higher self-efficacy he will have. Linnenbrink and Pintrich describe self-efficacy as “a judgment of task-specific capabilities and is based on actual accomplishments and success and failures..”(Linnenbrink & Pintrich, 2002 p.315).

Before I began working with Ethan I sat down with him and talked with him about how he feels about school. He said that he likes coming to school to play and be with his friends but he does not like the work. I asked Ethan how he feels about reading. He responded “Reading is hard; I don’t like it very much”. It is at this time I explained to Ethan that just like him I am in school as well and I am learning about reading. I told him I needed help from a first grader to help me learn how to be a better teacher and asked him if he would like to help me. Ethan responded “Yes”! He was very excited to help me learn. I made sure Ethan knew that he was helping me. I think it is important for

students to see that not only are teachers there to teach and help them, but that students have a lot to offer teachers. I find that students need to feel needed and appreciated.

(Standard IV)

I also spoke with Ethan's mom about how she perceives Ethan's reading and what she hears from him at home in regards to his feelings about school. Ethan's mom shared with me that they have had a lot of struggles at home this school year. The first being Ethan not wanting to attend school and that each morning he puts up a fight. Ethan's mom said that every morning Ethan tells her how much he hates school and how hard it is. He then begs her to let him stay home. She said that at times he has even gotten physical with her because he becomes so angry that she will not allow him to stay home. She also said that several times over the year Ethan convinced her he was ill and needed to stay home and then Ethan turned out not to be ill and just trying to get out of school.

When I asked Ethan's mom about Ethan's attitude toward reading she laughed. She said "What reading"? She then explained that they can not get him to read at home nor is interested in being read to. She said that for the first few months of school she fought with Ethan to read to her every night but gave up because with her two other children she didn't have time to fight with him over it every night. She also said she knew she should be doing more at home to help Ethan with his school work but felt lost because she didn't know what to do to help. She also said that between her other two children and the daycare within her home she didn't have time.

I did not want to take extra time away from Ethan's free time to work on reading. I felt that if I did that Ethan would not want to be involved in the study. I found out Ethan attended afterschool tutoring two days a week. I coordinated with his parents and

teacher so that I could meet with Ethan during his afterschool tutoring time. This really excited Ethan. Instead of doing what the others were doing in tutoring Ethan told his Mom he was “excited to be helping me learn”.

In order to determine what assessments I wanted to use and what areas I wanted to work on with Ethan I approached his teacher, Mrs. McCauley, to see what areas she felt Ethan would benefit from extra assistance in. Mrs. McCauley said that Ethan struggled with decoding and phonics.

Decoding is an essential part of being a successful reader. Students that do not learn phonics and decoding skills in their early education years struggle with not only written words but writing and comprehension as they get older, “Automatic word recognition, which is dependent on phonic knowledge, allows the reader to attend to meaning; likewise, slow, belabored decoding overloads short-term memory and impedes comprehension” (Moats, 1998 p.1) Studies have also found that students that do not have an adequate grasp on decoding in later grades miss out on reading skills lessons such as comprehension. In the article Building Comprehension When They’re Still Learning to Read the Words Ivey states “ For students in the upper elementary and middle grades who are still learning to decode high quality comprehension instruction and meaningful reading experiences probably fall by the wayside”(p. 235) and “..students with reading difficulties were likely to get instruction that focused mainly on print accuracy rather than on meaning and comprehension” (Ivey, p. 235). It is important that Ethan and all students have high quality decoding instruction in order for him to learn higher level reading and writing skills later in their educational experience.

The two assessments I chose to help me determine what areas of decoding to work with Ethan on were the Schonell Spelling Test B and the Non Word Decoding Test. My hope was with the Schonell Spelling Test B I would gain an idea of what level Ethan was spelling at so I could create a spelling lesson at his level. Using the Non Word Decoding Test I hoped to find a pattern of sounds or sound combinations that Ethan was decoding incorrectly. Both test provided me with the information I was looking for.

The Non Word Decoding Test requires students to read words that are not real. Prior to administering the test the student is told that the words they are about to read are not real. The student is then provided with a list of words to read. As the student is reading the teacher writes down how the student pronounces the non words. The test is stopped when the student inaccurately decodes six to ten words in a row.

On the Non Word Decoding Test Ethan made it to the nineteenth word before he had incorrectly decoded ten words in a row. From these nineteen words Ethan confused the letters b and d four times. Anytime there was a b or a d in a word Ethan said the opposite then what the letter was. For examples; the first word is bos. Ethan pronounced it dos. The fifth word is dar, Ethan pronounced it bare. I asked Ethan's teacher if this was a common mistake that Ethan made and she said all the time. She explained that he could not differentiate between the b and d when he wrote or when he read. Developmentally it is very common for a young child to confuse a b or d in their writing and with some educators is not seen to be problematic until second grade. But when it comes to reading confusing b and d can be problematic. B and d are common letters in the English language and an inability to differentiate between them can causes many problems when decoding unknown words. Confusion of these two letters slows down and impedes



Ethan's reading ability in turn contributing to him not being a good reader, "good readers read familiar words accurately and rapidly" (Gaskins, Ehri, Cress, O'Hara & Donnelly, 1996/1997 p. 312). I decided this would be the first lesson I would work on with Ethan. (Standard I)

The Michigan GLCE's that the following lesson addresses are:

**R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

**R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.

**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

To start this lesson I told Ethan that in this lesson we would be working on being able to tell the difference between the lowercase letters b and d. I began this lesson by showing Ethan a bat and a ball. I asked Ethan what letter does bat and ball start with. He said b. I went on to tell Ethan that when you are playing baseball you need to grab the bat and then hit the ball. I then said "First the bat and then the ball". I had Ethan repeat that after me. Then I took the bat and laid it on a large piece of butcher block paper and traced it. I then took the ball and laid it on the right side of the bat and traced that so that the two together created the letter b. I then asked Ethan what letter I made with the bat and ball. He looked at me confused! I then explained him with the bat and the ball, both of which start with b, you make the letter b. I then had Ethan draw a bat and a ball on his

large paper and wrote a b next to it. We then chanted “First the bat and the ball for the letter b” several times.

Next I had showed Ethan a doughnut. I asked Ethan what letter doughnut started with. He said d. I told Ethan I loved eating doughnuts but I hated when my hands got sticky. I explained that I eat my doughnuts with a fork. I pulled out the fork. I said “First the doughnut and then the fork”. I had Ethan repeat after me. Then I took the doughnut and traced it on the large butcher block paper and then I traced the fork behind it. I made sure to point out first the doughnut and then the fork. I then asked Ethan what letter I made, he guessed d. Ethan then made his own doughnut and fork drawing on his paper and wrote a d next to it. We chanted “first the doughnut and then the fork for the letter d” several times.

Next I explained to Ethan that in my hat I had several picture and word cards and together we would place the pictures or words under the correct letter. Ethan then grabbed a card out to the hat. The first card he pulled out said “boy” on it. I instructed Ethan to look at the first letter and think “first the bat and then the ball or first the doughnut and then the fork” before he said what he thought the word was. Ethan did that and then said “boy”. He then placed the card under the picture of the bat and ball on his paper. We continued to do this with the entire picture and word cards until there were not more in the hat. I made sure I was there to help Ethan use the trick we learned at the beginning of the lesson when he was having a hard time determining if a card went under b or d. By the end of the lesson Ethan did not need any reminders. He was correctly placing the b and d cards where they belonged.

The third part of this lesson moved us to the white board. I provided Ethan with a draw erase maker and told him I was going to say a word that started with either a b or d and I wanted him to write the words for me. I reminded him of the trick we learned at the beginning of the lesson. I then said several simple b or d words and Ethan wrote them on the board. There were a couple of times Ethan started to confuse the b and d, but when that happened I reminded him of the bat and ball and the doughnut and fork and he self corrected. This lesson was designed using information provided in Current Practice Alerts. One of the tasks described in this article is simple production. Simple production “requires the child either to (a) generate a response that shares the same segment as the stimulus (e.g. “Tell me a word that begins with /d/; Tell me word that ends with the same sound as top; Tell me a word the rhymes with right”) or (b) segment a word or blend segments to form a word (e.g. Tell me each sound in the word shock; When you put them together, what word do these two parts make: car-toon?”) (Troia, 2004 p.2). In this lesson I was asking Ethan to look at a picture (suggested in Teaching Phonological Awareness PowerPoint), say the word and then determine if the beginning sound was a b or d or look at a word use the trick I taught him at the beginning of the lesson and determine if that word should be placed with b words or d words. Throughout the entire lesson I provided immediate corrective feedback to help Ethan(suggested in Teaching Phonological Awareness PowerPoint). Once we had finished the lesson we enjoyed the doughnut together!

To conclude this lesson and assess Ethan’s learning we met several days later. On this day I asked him to remind me what we had learned about at our last meeting and he

did “first the bat and then the ball for b, first the doughnut and then the fork for d”. I praised Ethan and made sure he knew how proud of him I was.

Lastly, I re-administered the Non Word Decoding Test. This time around Ethan correctly decoded the b and d in all four words he had confused them in on the pretest. From this post test I can say that the lesson I taught Ethan was a success. Another way I knew that this lesson had helped Ethan was when I conducted the Schonell Spelling Test B Ethan correctly used the letters b and d when a word contained one of those letters.

Looking back on this lesson I wish I would have broken it into more than two days. I feel that I packed a lot of learning and teaching into the first day and that it may have been too much for the student. If I were to redo this lesson I would spread it out over three days. I felt like I was asking a lot for a student that had a hard time focusing and feel that Ethan would have gained more from the lesson if he would not have had to stay tuned in for so long. By the end of the lesson Ethan was done and I felt that I did a disservice to him by asking him to maintain focus so long.

My second lesson was based on the results from the Schonell Spelling Test B. The Schonell Spelling Test B separates words into groups of ten. The administrator watches as the student completes the test to see when an error is made. If at any point the student misspells ten words in a row the test is stopped. To determine a student's score the total number of words spelled correctly is divided by ten. Five is then added to that number. Ethan spelled thirteen words correctly. I then divided thirteen by 10 which is 1.3. I then added five to that which is 6.3. You then convert the score from tenths to twelve's. Three tenths equals four twelve's.

On the Schonell Spelling Test B Ethan scored at a six year four month old spelling age which is younger than Ethan's chronological age. Ethan's chronological age is seven years three months. There is almost on full year difference between Ethan's chronological age and his spelling age. Six years and four months is close to the age that Ethan was at the beginning of first grade. Based on this information I created a word study lesson with **or** words. There were no **or** words on the Schonell Spelling Test B, but **or** words are introduced in the beginning of first grade in the reading series used by Glen Lake so I concluded **or** words would be appropriate based on the results of the spelling test.

The Michigan GLCE's that I addressed in this lesson were:

**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings and **W.SP.01.02** in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists). (Standard II)

My second lesson was a word study lesson. The lesson name is "Word Detectives" (Texas Center for Reading and Language Arts, 2002).(Standard VI). A Word Detective lesson focuses on teaching students how to recognize and spell words from word families (as suggested Spelling PowerPoint). As Share (1995) notes "As whole words, morphemes, and print patterns become increasingly familiar, knowledge of these larger units of print allows students to read efficiently and spend less and less attention on sounding out letter by letter" ( as cited in Moats, 1998 p. 2-3). I chose this

type of word study lesson because it is one that I felt Ethan would get excited about and it is a lesson proven to work by the Texas Center for Reading and Language Arts.

In this lesson Ethan and I were going to be “word detectives”. I asked Ethan if he knew what a detective was, he said yes and then went on to tell me they were people who solved crimes. I helped expand on this by saying detectives use clues to solve crimes. I told Ethan that we were going to read words by using clues to help us. To help us feel more like detectives I provided Ethan with a detective’s hat and a magnifying glass.

I started out the lesson by writing the word **or** on the white board. I told Ethan this was our clue. I asked Ethan if he knew what that word was. He hesitated and tried to sound it out. He was saying the correct letter sounds but had difficulty blending the two sounds together to make one word or sound. I said this word is **or**.

After I introduced the clue to Ethan I explained that there were a lot of words that have **or** in them and that by putting beginning and ending sounds with the **or** sound you can read a lot of words. In the article Teaching Decoding Louisa Moats states “The core activity in systemic, explicit decoding instruction is blending single sounds into words” (Moats, 1998 p.2), which is what I was attempting to do with this lesson.

I wrote the word **for** on the board. I covered up the f and pointed out the **or** in it. I asked Ethan to say that sound. Then I uncovered the f and asked Ethan what sound the f make. He said /f/, I then instructed him to combine the /f/ and the /or/. Ethan said **for**. I praised Ethan and then suggested we try some more words. At this point Ethan was excited and ready to continue. I continued to write **or** words on the white board and Ethan used the clues he had to sound them out. The words we solved together were for, fork, pork, port, torn, corn, worn and the bonus word short.

Next I provided Ethan with several word cards with **or** on them and several with random letters on them. I then showed Ethan how we could combine the cards to make several different **or** words. Ethan enjoyed this and made several different words with different beginning and ending sounds combined with the **or** cards.

To wrap up the word study I provided Ethan with a sheet of paper that said “My OR Words” at the top. I told Ethan he needed to continue being a word detective until the next time we met and whenever he read an or word in a book he needed to write it down on this paper and then we would look at it next time he worked with me.

Two days later Ethan and I met again. He provided me with his list of or words. He had found six in his own reading and then I gave Ethan a spelling test with that covered the **or** words we worked on in the first part of the lesson. Ethan spelled all eight words correctly. (Standard III)

The lesson went well and Ethan was engaged through the whole lesson. I broke the lesson up into three different parts. The first two parts were done on the same day, but done in different areas of the room; the first was done on the group rug and the second was done on a couch with a coffee table to work on. I did this so the student could move a bit in between and by varying places student learn I feel like I can hold their attention longer because they are in a new setting. The third part of the lesson (reviewing the student’s list of words and administering the final assessment) was done two days later so that the student had time to have real world reading and writing experiences with **or** words.

This lesson was a success because Ethan gained a new skill in the decoding process. He now knows that when he comes to a word that has **or** in it he simply needs

to find the beginning sound (and ending sound if there is one) then blend them together to read the word. In Procedures for word leaning: Making discoveries about words it stresses the importance of knowing spelling patterns in order to be a good reader, “..good readers read familiar words accurately and rapidly. They remember spelling patterns shared by known words and use this knowledge in decoding unknown words” (Gaskins, Ehri, Cress, O’Hara & Donnelly, 1996/1997 p. 312).Ethan also knows that when he hears the **or** sound in words he can write that word by adding the beginning sound he hears and the ending sound if there is one. Evidence that Ethan obtained this skill from this lesson is the post lesson spelling assessment I did. Ethan correctly spelled all the **or** words I asked of him.

Ethan enjoyed this lesson and stayed focused and on task the whole time. We did several different activities to reinforce the same skill. If I were to do this lesson over again I would provide more opportunity for Ethan to build **or** words out of the word cards. I did not think he would take to this as well as he did and I do not feel I provided him with enough cards to make all the **or** words he could.

Another change I would make to both this lesson and the previous lesson would be asking a couple of other students or even just one other student to work with Ethan and I. I feel I would have been able to gather the same information and produce the same, if not better results if Ethan had a buddy or a peer. I would have chosen a peer that was slightly higher than Ethan academically. Research has proven that children benefit greatly from working together as stated in Peer-Assisted Learning Strategies: Promoting Word Recognition, Fluency, and Reading Comprehension in Young Children , “Research in the elementary grades shows that children’s reading competence improves when they



work with each other in a cooperative and structured manner”(e.g Greenwood, Delquadir, & Hall, 1989; Rosenshine & Meister, 1994, Stevens, Madden, Slavin, & Farnish, 1987 noted by D. Fuchs and L. Fuchs, 2005 p.34).

During both of my lessons Ethan was engaged and focused. It was apparent by his attitude and work that he was putting forth his best effort. Ethan was not lacking motivation when working with me. It appears that just being able to help someone else is a strong motivator for this young man. Some of Ethan’s attention and focus may also have had to do with his new medicine combined with being with a different teacher as well as wanting to help me with my class. All in all Ethan was a delight to work with and I felt that both lessons were successful in providing Ethan with new tools to help him with decoding of words and becoming a better reader.

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Literacy Case Study  
Lesson Plan #1  
Decoding –b and d

**Lesson Objective:** How to identify the difference between the lower case letters b and d in order to help with sounding out words and reading fluency.

**Standards:**

**R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

**R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.

**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

**Materials Needed:**

Bat

Ball

Doughnut

Fork

b and d picture cards (placed in hat or canister to be drawn from)

b and d word cards (place in hat or canister to be drawn from)

Large paper

Marker

Glue

**Anticipatory Set:** Show the student the bat and the ball. Ask him what bat and ball start with. Explain that when you play baseball that you need the bat first and then the ball. Have the student repeat “First the bat and then the ball”. Trace the bat on the large paper and then right next to the bat trace the ball. Ask the student what letter the bat and the ball make when they are next to each other (b).

Put the bat and ball to the side and grab the doughnut and the fork. Ask the student what doughnut starts with. Explain that when you eat doughnuts your hands get sticky so you need a fork. Trace the doughnut on the paper and then behind it trace the fork. Ask the student what letter they see (d). Say “First the doughnut and then the fork”. Have the student repeat that after you.

**Guided Practice:**

1. Give the student a large piece of paper.
2. Explain that “this lesson is going to help you see the difference between the letters b and the letter d.
3. Have the student draw a line down the middle of the paper.
4. Complete anticipatory set.
5. Have the student draw the bat and ball on one side of the paper and the doughnut and fork on the other side of the paper. Follow each drawing with the correctly formed letter (b or d).

6. Tell the student that within the hat there are several different picture and word cards all of which start with either the letter b or d. Explain that the student is going to draw the cards from the hat and then glue them on the appropriate side of his paper.
7. As the student draws the word and picture cards help remind him of the bat and the ball and the doughnut and the fork as he tries to read the word cards. Reference the large tracings completed in the anticipatory set and at the top of his paper.

**Independent Practice:**

The student will work on finishing placing the picture and word cards in the appropriate places.

**Closure:**

Once the student has finished the b and d chart move to the white board for follow up. At the white board say a word that begins with b and have the student write what letter he thinks starts that word. Do the same with the letter d. Repeat this a few times. If the student is struggling to write the correct letter again remind him that first the bat and then the ball for b and first the doughnut and then the fork for d.

Amber Turner  
Literacy Case Study  
Lesson 2  
Teaching OR word family

**Objective:** The student will learn to identify the “or” combination in words to help him correctly spell or decode other words in that word family.

**Standards:**

**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

**W.SP.01.02** in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

**Materials:**

Letter cards  
“or” blend cards  
White board  
Dry erase markers  
Paper  
Pencil  
markers  
Detective Hat  
Magnifying Glass

**Anticipatory Set:**

Ask the student if he knows what a detective does. If the student does not know explain a detectives job. Tell the student that today he is going to be a detective-a word detective. Present the student with the magnifying glass and detective hat.

**Guided Practice:**

1. Write the word OR on the white board
2. Ask the student if he knows what that word is.
3. If the child does not know the work help him out.
4. Tell the student that as a detective this is his clue in figuring out other words.
5. Explain to the student that there are a lot of words that have OR in them.
6. Write the word FOR on the board.
7. Cover up the F and point to the OR and have the student say OR
8. Uncover the F and ask the student to say the sound F makes.
9. Instruct the student to blend the two sounds together.
10. Continue to “solve” words in this manner. Use the following words fork, pork, port, torn, corn, worn and the bonus word short.

**Independent Practice:**

1. Provide the student with letters cards and OR cards.

2. Instruct the student that he will build OR words using the cards.
3. Explicitly instruct the student to say the letter sound and then blend it with the OR card.
4. Help the student when needed.
5. Provided the student with a sheet of paper titled "My "or" Words". Whenever the student encountered a word within his reading or school experience with the "or" blend he is to write it on his paper. Two days later meet and review the words the student came across.

**Closure:** After reviewing the "or" words the student has found administer a spelling test with following words.

For  
Fork  
Pork  
Port  
Torn  
Corn  
Short  
Worn

1. Say the word once
2. Say the word in a complete sentence ex. I use a fork to eat my noodles.
3. Say the word on final time.