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TE846

## **Final Project(Long and Short Vowels)**

### **Student Background:**

For the lesson that I have chosen to teach I had to decide which of my students that I have taught during Summer School would benefit the most from the lessons. I have a small classroom of six students who have all been chosen for Summer School because they have holes in their reading skills and development. All of my students where in Kindergarten in the 2010-2011 school year and have been promoted to the first grade with the stipulation that they complete Summer School program.

The student that I did select for my project was a young Caucasian boy named Mason. Mason comes from a traditional home where he lives with his Mother and Father and little brother. His mother is a stay at home mother and his father works full time. Mason's family lives in Taylor, Mi and commutes to school every morning to his school in Woodhaven (about a 10 minute drive). He is enrolled in Woodhaven because his family has selected the district as their school of choice. When Mason came into my classroom I was given his DRA scores for exiting Kindergarten and he was at a level 3, which is one level below where he needs to be. I talked to his mother about why she feels that he is below in Reading and she expressed it was because of him missing a lot of school the previous year. She informed me that

Mason missed 2 weeks of school because he had his tonsils removed and about 20 days of school because of his allergies. She informed me that when his allergies are acting up that he receives severe migraines and won't be able to focus so she keeps him home. She also informed me that he might be below because he has a hard time focusing and staying interested in a certain task and get bored really easy and will want to do something else. She said that he is like that at home and also at school and it makes it very hard for her to do homework with Mason and even his homework.

Mason also wears glasses so that also tells me that he has a problem with his vision and needs them to read and that could also be an issue because when I asked him when he got his glasses he told me he got them at Christmas time. I felt that Mason is a great candidate for this Case Study and because of all the setbacks that he has had the extra help in the areas I will teach will help improve him and help him to get back on track.

**Developing a Goal and Plan of Action:**

Based just upon Mason's DRA score he was below the normal reading level for a students leaving Kindergarten and going to first grade. That information is very useful but I needed to dig deeper to see just what is causing Mason to not read at his appropriate level. For the first two weeks of Summer School I just taught Mason using books at his levels in my Guided Reading groups. I wanted to see when Mason read if there were things that he was doing incorrectly that I could pin point to use

as lessons that I would teach just him. In his reading he really struggled with vowel sounds. Mason had a very difficult time sounding and chunking out words because he was not sure what sound the vowel made and did not know how to determine if the sound it made was it's short or long sound. I felt that this one area alone was a huge concern that needed to be fixed. Every word consist of at least one vowel and if Mason did not know now as he is learning to read what those vowel sounds are than he would have a difficult time learning from this point on.

In my plan I also decided that after I help Mason develop the skills of long and short vowels then I would help him by teaching him word families that consist of those sounds. We learned in **Module 4** in the **Francis, D. J., & Anthony, J. L. 2005** Reading that students will gain great phonological awareness if they can see two different words with the same sounds in them. That is why I have chosen as well to develop these skills of Word Families with Mason so he can be more successful and I can set him up for success and not failure.

### **Description of the Plan of Action:**

#### **Day One: (Pre-Assessments)**

On day one for my Plan of Action I will give Mason a three pre-assessment on vowel sounds **(Documents 1,2 and 3)** I will sit at my Guiding Reading table with just Mason and myself and I will have him complete the two assessments. I will only give Mason verbal instructions and will not give hint, clues or direction to him as he is completing the documents. After Mason has completed the assessments I will then

have him read a book while I look over and see what he understood and what he did not understand. After I have looked it over I will then talk to Mason and explain to him what he did correct and what he did incorrect. I will then explain to him that he will be working over the next week on these skills so next time he takes this test he will do much better.

**Assessment One:** The worksheet consists of 11 words that consist of short and long vowel words. Mason will then take his pencil and connect the word to either the bubble that says Long or the bubble that says Short depending on how the word is spelled.

**Assessment Two:** I will give Mason a list of words that consist of 7 short vowel and 7 long vowel words. He will have to look at the list and read me the words aloud.

**Assessment Three:** I will give Mason a list of words that consist of 4 words with the double E's in the middle and 4 words that consist of the double O's in the middle. He will have to look at the list and read me the words aloud.

**Standards Met: V, VI**

**Day Two: (Start of Lesson One)**

On day two I will be working with Mason on the sounds that short vowels make. I will be using the magnetic letters and board to create words to show the short vowel sounds.

**Standards Met: I, II, III,VI**

### **Day Three:**

On day three I will be working with Mason on the sounds that long vowels make. I will be teaching Mason about how the “e” at the end of a word makes the vowel inside the word say it’s name. I will start of by explaining this to Mason and giving him examples using the magnetic letters and board. I will then give Mason a sheet to color that shows the “bully E” yelling at the other vowels, asking them to tell him their name. **(Document 4)** I will then give Mason another worksheet that will have the words short and long on the top with pictures on the bottom that he needs to look at and identify. **(Document 5)** After he identifies what the picture is he will say what it is aloud and listen for is he can hear the vowel say it’s name and if it is he will connect the picture to the word long or if it doesn’t he will connect it to the word short.

**Standards Met: I, IV, VI**

### **Day Four:**

On day four we will review the sounds that long and short vowels make and then I will give Mason a worksheet that has a picture of the “Bully E” in the middle with 8 words around it that consist of long and short vowel words. **(Document 6)** Mason will then have to read the words on the page and then on the other sheet **(Document 7)** that I give him he will have to rewrite the word in the column that it fits, either it be long or short. After this assessment I will pass out to Mason the poem, “The Greedy Man”. **(Document 8)** I will read this poem to Mason and after I will pass out to him a blue and red crayon. I will ask him to go through the poem

with me and after we read each word he will either have to circle the word blue if the word is a short vowel word or circle it red if the word is a long vowel word.

**Standards Met: I, IV, VI**

**Day Five:**

On this day I will be giving Mason 10 words that consist of both long and short vowel sounds. **(Document 9&10)** These 10 words will be written on individual papers and Mason will have to read the word to me and then draw a picture of each.

**Standards Met: I, IV, VI**

**Day Six: (Post-Assessment 1 and Start of Lesson 2)**

On day five I will be giving Mason the Post-Assessment to see what he has learned over the past four days. **(Document 11)**

After the assessment I will intro to Mason the next lesson, which consist of teaching him the sounds, that words with a double "O" and double "E" in the middle make. I will start off by giving Mason a worksheet that shows two "E's" in a roller coaster.

**(Document 12)** I will explain to Mason that when there are two "E's" next to each other in the word that those two letters say their name and makes it sound like someone going down a roller coaster. I will then pass out to Mason a worksheet were a gorilla is drawn with two big eyes. **(Document 13)** I will explain to Mason that two "O's" next to each other in a word look like the two big eyes of a gorilla and also make the same sound that a gorilla makes. I will then go through words for each of the new rules that Mason has been taught and then he can color both of the

pictures. This skill is important because he can then see these two letters together and his mind will process the sounds for him **(Module 4:Cunningham, P. M.1998)**

**Standards Met: V. VI**

**Day Seven:**

On day seven Mason will be given a worksheet that has the two “E’s” in a roller coaster along with seven words around them. **(Document 14)** Mason will have to look at the words and color in the words that have the same pattern in them and read the word to me. He will also be given a worksheet with a gorilla on it with two big “O’s” as eyes and six words around it.**(Document 15)** Mason will have to look at the words and color in the words that have the same pattern in them and read the word to me.

**Standards Met: I, IV, VI**

**Day Eight: (Post Assessment 2&3)**

On day eight I will be giving Mason Post-Assessments 2 and 3. **(Document 2&16)** After the assessments I will talk to Mason about all the new things he has learned over the past seven days and show him how what he learned has made him a better reader.

**Standards Met: V, VI**

**Teaching and Assessments:**

## **Day One:**

### **Description**

I sat down with Mason and explained to him that I will be giving and doing with him three different assignments that will show me what he knows and what he needs help on. I explained to him that this was not for a grade and would not make him fail summer school if he did not do well on it. After our talk I started assessment number 1 and gave Mason the worksheet and explained to him that he needed to draw a line from the word to either the short or long bubble depending on if when he read the word it had a long or short vowel sound to it. I explained to him that I could not help him and that he needs to let me know when he is done.

It took Mason around 5 minutes to finish the assessment and these are the answers that he put:

Fib-long	Mop-short
Cat-short	Cup-long
Cape- short	Mut- short
Bet- long	Mute-short
Mope- long	Beef-short
Lick-long	Like-long

Mason out of the 12 words that were given he got 4 out of 12 correct.

After the first assessment I gave Mason the assessment 2. I gave him the instructions of that I will point to the words on the list and he will have to read the word to me. I



explained to him that he could not ask me questions and I could not help him at all and could only ask him to read the word to me. I took my pencil and pointed to each word and asked Mason to read them and here are the results of which words that he read correctly and incorrectly:

Bat-correct

Mate-incorrect

Cat-correct

Late-correct

Sit-incorrect

Woke-incorrect

But-correct

Dice-incorrect

Dog-correct

Tube-incorrect

Bet-incorrect

Fill-incorrect

Hop-incorrect

Mice-correct

Out of the 14 words that Mason was asked to read he got 4 out of the 7 short vowel words and 2 out of the 7 long vowel words for a combined 6 out of 14 words correct.

After the second assessment I started the third assessment with Mason. I explained to Mason that this assessment is just like the assessment that he just took but this one will be only 8 words. I put the list in front of Mason and took out my pencil and pointed to the words on the list and asked him to read the words to me. These are the results of that assessment:

Beef-incorrect

Meet-incorrect

Teeth-incorrect

Sweet-incorrect

Look-incorrect

Took-incorrect

Cook-incorrect

Book-correct

Out of the 8 words on this list Mason only read one word correct.

After this assessment I gave Mason a book (The Fish Tank) and had him read by himself as a checked and looked over the assessments. I was not shocked that Mason did not do well on them because I had observed his reading in the week's prior.

Through the assessments I discovered that Mason has no idea how to determine the difference between the long and short vowel sounds. I also discovered that he does not know how to read words with the O's or two E's together in the word. I talked to Mason about how he did and explained to him that I looked at his papers and they told me the things that he needs to do in order to be a great reader. He asked me if he got them all correct and I explained to him that I was not worried about him getting them all correct but worried about what he needs to learn. I explained to him that over the next few days that we will be working on things like he did today so he could be a great reader and then sent him to his computer center.

**Reflection:**

When I reviewed the assessments that I gave Mason that morning; it was again confirmed to me that Mason really needs help in these areas. I was just concerned with the lessons and their length because Mason seemed like he was ready to quite after the second assessment. I decided that I needed to get some type of motivation for Mason because he could see that other students did not have to do what he did

and he was losing interest. I decided that I will get some Skittles that I will give Mason after he completes an assignment so he will have an incentive to stay on task.

## **Day Two:**

### **Description**

In our group today I took out the Magnetic Letters and Magnet Board and placed them on the table and explained to Mason that today we are going to use them to become better readers. I started off by placing vowels on the board one letter at a time and had Mason give me the sound that the letter made. I was shocked when Mason gave me all correct sounds for each of the vowels that I asked. I gave Mason a Skittle for his hard work and then started to take letters and place up on the board words that have short vowel sounds in them. (cat, bat, dog, hog, fish, dish, tub, bug, bed, red) I worked with Mason on these words and showed him that these words all have a "Short" vowel sound. I used word families to help in this area so he could see how certain words will same endings sound the same. Once I explained to Mason that each of these words will have the sounds that he gave me earlier Mason could chunk out these words with the correct sounds. After Mason and I had worked on reading these words I gave him another Skittle and sent him to his computer center.

### **Reflection:**

After this lesson with Mason today I was really pleased because I felt that Mason had a great breakthrough with knowing his short vowel sounds. I am also glad because Mason expressed to me that he had fun working with the magnetic letters. I decided

that if he already knows the short vowel sounds that tomorrow when I can teach him how to identify long vowel sounds than he should have a great tool for reading.

### **Day Three:**

#### **Description:**

At the start of day three I asked Mason again to give me all the sounds that the short vowels make. Mason again gave me all of the sounds correctly. I then again took out the magnetic letters and put the word cap on the board and asked Mason to read the word to me. He read the word correctly and then I took out the letter “E” and placed it at the end of the word and explained to Mason that when there is an E at the end of word then the vowel sound changes. I took out the worksheet that explains that the E at the end of word is called the Bully-E. When the e is at the end of a word it is like a mean bully in school and he makes the vowel say its name. I asked him if the Bully-E yelled at each vowel and asked their name then what would they say and Mason gave me the correct answer for each of the vowels by having the vowel say it’s name. I then allowed Mason to color the worksheet and gave him a couple Skittles to snack on while doing so.

After that I started to say words to Mason and ask him to tell me if he hears a vowel saying it’s name in the word. I said to him the following words and Mason identified the words that had the long vowels in them. (Cape, Note, Life,) I then passed out to Mason another worksheet that has a picture of a shark, cat, cake, bone, bed, plate and web on it. I explained to him that he needs to look at the picture and say aloud

what that picture is. I explained to Mason that as he says the word aloud he needs to listen to hear if there is a vowel inside the word saying it's name. We started with the picture of a cat and he said the word and explained that he did not hear a vowel saying it's name and that it would be a short vowel. He moved to the word bone and said that he heard the O saying it's name and connect that picture to the Long word. He then looked at the cake and said he heard the A saying it's name and connected that word correctly. He then moved to the picture of the shark and said that he did not hear any vowels saying it's name and got that correct as he connects the picture of the shark to the short vowel side. The next picture that he looked at was of the bed and he said that it was a short vowel because it has no vowel saying it's name and connected it to the short vowel side. The next picture was the picture of the plate and Mason did not know what it was because it was a plate with mashed potatoes on it. I had to tell Mason what the word was but he did pick out of the word that I said that the A was saying it's name. The final picture was of a web, but when I drew it I did not figure that putting a spider on the web was a bad idea but Mason looked at the picture and said the word was spider and said that he heard the I say it's name. I had to tell him that he was correct but had to explain that I was looking for the word web and he said that web was a short vowel word because it's not saying it's name. Mason got all of the answers correctly and this was a huge positive move in the right direction. I gave Mason a skittle for his hard work and dismissed him to his computer center.

**Reflection:**

I felt that this lesson was really great and Mason learned a lot about the difference between long and short vowels. I was pleased that Mason had gotten the concept of the E at the end of a word is a bully and makes the vowel say its name. He did a really great job with this concept and I feel that by understanding these concepts then he will have an easier time decoding words because he will know what sound to make when he sees a vowel in a word.

#### **Day Four:**

##### **Description**

At the start of day four I again went over with Mason the sounds of each of the long and short vowels that we have been learning about. I reviewed with him about the Bully-E and asked him what does that E say to the other vowel in the word and Mason responded, "What's your name! To start off this lesson I gave Mason a worksheet that had in the middle of it a Bully-E asking the letter A what its name is Around the picture is 8 words consisting of short and long vowels. I explained to Mason that he is to read the word aloud and then write that word on the next page in either the column that is labeled short vowel or long vowel. Mason again surprised me as he read each of the words correctly and labeled them in their appropriate columns.

I gave Mason a Skittle and then gave to him the poem, "The Greedy Man". I read the poem once to Mason so he could get an understanding of what the poem was about. I then gave Mason a red and a blue crayon and explained to him that as we read the poem together, after each word he will have to tell me if the word is a long or a short

vowel word based upon if he could hear the vowel saying it's name. We started the poem and I did the first word for him which was "the". I said the word twice and modeled to Mason what I want him to do while he is saying the words and listening for the vowel sound. After I said the word twice I said, "I didn't hear any vowel say its name so it must be a short vowel sound and I need to circle the word in blue." I then read each of the words that followed with Mason and modeled with him first off and then had Mason do the aloud self-thinking himself. Again Mason surprised me as he circled each of the words correctly with the right color. I explained to Mason that he is doing a great job and I could truly see that he is understanding the concept of short and long vowel sounds and this will truly be a great asset to his reading. I gave Mason another Skittle and sent him to his computer center.

**Reflection:**

I was very happy with the work that Mason was putting in. I truly did not think that Mason was going to grasp this concept so quickly but he did. The teaching of the Bully-E really worked with him and now when he sees a word with an E at the end he says, "Look its the mean E!" This really shows me that he is putting his newfound concept to use. I really liked that Mason was able to take the words from the list and write them in their appropriate columns because not only can he read these words and understand them, he can write them as well.

**Day Five:**

**Description**

In our reading group Mason and I were again working on long and short vowel words. Today I took 10 sheets of paper and labeled each one with a different word that either had a long or short vowel in them. I began to set one at a time in front of Mason and asked him to read the word on the top of the page to me. I then had him after he read the word draw a picture of it as well. I started with the word cap and Mason read it correctly and drew a picture of a boy with a cap on his head. The second word was the word mule, which Mason read correctly but did not know what it was. I explained to him that a mule was like a horse or a donkey so he drew a picture of what he felt a mule looked like. The next word was tent and that was read correctly and Mason drew himself inside a tent. Next was the word fish, which Mason read correctly but when asked to draw a fish he drew something that I could not tell was a fish. I then gave him the word bone which he read and then drew a picture of a dog with a bone in it's mouth. Next was the word lake which he read correctly and drew a picture of himself in a canoe on the lake. The next word was the word cheese and Mason did not read this one correctly. I explained to him that the word was cheese and he drew a picture of a mouse eating cheese. I explained to him that we would be working on words with two E's next to each other in a couple of days. The next word was dice, which Mason read correctly and drew a picture of 4 dice. The next word was the word duck and he read and drew the word correctly. The last word was the word mop; which he read correctly and drew a picture of the janitor mopping the floor. After he had finished all 10 words I gave him a Skittle and explained to him how proud of him I was because he did such a great job. I then sent him to his next center at the computers.



**Reflection:**

Mason did a wonderful job today in his reading, I was impressed that he read 9 out of 10 words correctly. With him missing the word cheese it really showed me that my next lesson about double e and o will really be beneficial for Mason as we are trying to improve his reading skills and ability.

**Day Six:****Description**

Today I gave Mason his Post-Assessment one. I explained to Mason that it was just like we did a few days ago where I can not help him and that he had to do this all on his own. I explained to him that by doing this paper it will show me how hard he worked and what new things that he had learned. I passed out the assessment to Mason and he finished in about 3 minutes. When he turned in his paper I had him read silently a book (Big Fish, Little Fish) until I called him back to our table. I check Mason's assessments and here are the results:

Fib-short

Mop-short

Cat-short

Cup-short

Cape- long

Mut- short

Bet- short

Mute-long

Mope- long

Beef-short

Lick-short

Like-long

Mason got 11 out of 12 words correct when he read them and labeled them either short or long vowels. Mason again got a word wrong that had two e's in the middle of it but again I will be teaching him that lesson starting today. This is a huge improvement in only a few days where he went from only knowing 4 out of 12 words to 11 out of 12. This assessment shows me that Mason not only understood the lesson that I was teaching him but also put what he learned into practice. I called Mason back to my table and talked to him about his test and explained to him that the test showed me that he was a hard worker and that he knew the difference between long and short vowels and knew the sounds that each make and how the e at the end of a word changed the vowel to a long one by making it say its name. Mason was so excited about this and his smile was as big as a house. Mason looked at me after I explained to him that he did a great job and said, "Well that should be worth a Skittle huh?" He was writing and I gave him a handful of Skittles for doing so well.

After the assessment I started by placing a sheet of paper in front of Mason with two-letter e's sitting next to each other on a roller coaster. I asked Mason if he has ever ridden a roller coaster and he said yes and I asked him what do people say when they are going down the hill of a roller coaster and he said "Wee". I explained to him that that is kind of the sound to e's make when they are next to each other. I explained that when you see two e's next to each other in a word that they both say their name but for a longer time. I then went through each of the words on the sheet with him showing him how the two e's make the sound of their name. The words were: beef, teeth, need, greed, and seed. I then allowed Mason to color the picture of

the two e's in a roller coaster. I then passed out to Mason a picture of a gorilla with two big eyes that looked like two o's. I explained to him that when you see two o's next to each other that they make the sound that a gorilla makes when he bangs on his chest. I then showed Mason the sound while banging on my chest. I used the words: took, cook, look, shook, and foot. After each word and gesture that I did I had Mason do the same. We ran out of time so I had Mason color his gorilla at his seat and then when he was done he was allowed to go to his next center.

**Reflection:**

I was glad to see the huge improvement in Mason's ability to decode the differences that vowels have. I believe that my intro to the next lesson was a great started and attention getter and it left Mason wanting more especially when he got to act like a gorilla. I really hope in tomorrows lesson that it will really teach Mason this important skill in vowel decoding.

**Day Seven:**

**Description**

On day seven I started by reviewing with Mason the sounds that two e's and two o's make in a word when they are next to each other. Mason explained to me the sounds perfectly. I then started off by passing out to Mason a sheet that had a gorilla on it and around it was six different words with boxes around them. I explained to Mason that he needed to read each word correctly and then if the word had two o's next to each other then he needed to color in the box. Mason picked blue to color in the

boxes with. Mason read each of the words correctly (mop, mat, look, cook, hot and foot). He then took his crayon and colored in the boxes of the words that had the two o's in them. When Mason was done I allowed him to color his gorilla. I then passed out to Mason a worksheet that had two e's on a rollercoaster and around them in boxes were seven words. I explained to Mason that he needed to do just like he did on the other sheet and read each word and then color in the box of the word that had two e's in a row in it. Mason again read each word correctly (red, see, teeth, bet, beef, let and fish) I gave Mason some Skittles for doing a great job and then allowed him to eat them and play with the magnetic letters until he switched to his next center.

**Reflection:**

Mason did a great job and he understood this concept very well and put it into practice. I do not think that this lesson could have been done any better but I could add more to this lesson by adding in other words that fit those categories.

**Day Eight:**

**Description**

Today Mason was given his two final assessments. I explained to Mason again that I was not allowed to help him during these and that I was going to do the same thing that I did in the first assessment. I started with Assessment number two and pointed to each word again and had Mason read the word aloud to me. These are the results of this assessment:

Bat-correct

Mate-incorrect (said mat)

Cat-correct

Late-correct

Sit-incorrect

Woke-correct

But-correct

Dice-correct

Dog-correct

Tube-correct

Bet-correct

Fill-correct

Hop-correct

Mice-correct

When I checked the assessment I was pleasantly surprised when I graded it and he got 13 out of the 14 words correct. The only word that he missed was the word “mate”. I never used that word at all during the lesson and he confused it by using the short vowel “a” instead of the long vowel. I am not too worried about this incorrect answer because he did say a correct word when he read, but just not the right one. This is a huge improvement from day one where Mason only got 6 words correct.

I then gave Mason his assessment 3 that assessed the lesson of the double o’s and e’s. I did exactly like I did in the post assessment and pointed to each word and Mason would read it to me. In this assessment he got all 8 words of the list correct:

Beef-correct

Look-correct

Teeth-correct

Cook-correct

Meet-correct

Took-correct

Sweet-correct

Book-correct

This is a huge improvement since when I tested Mason on this lesson on day one he could only read one of the words correctly.

After grading these assessments I talked with Mason and explained to him that I was so happy for him and so proud of all the work that he did. I then told him that I was going to DRA test him to see where his reading level was. I tested him using the book "The Missing Hat" and I was so excited when his score was a 4, which means that he is right where he needs to be when he enters first grade in the fall. Mason was so excited that he passed the test and was even happier that he did so well on all the lessons that we did together. I spoke to Mason's mother after school when she picked him up and expressed to her my excitement and pleasure with Mason's hard work and she said that she was going to take him for ice cream and that really did put the cherry on top of his happiness.

### **Things I Would do Different**

I really truly believe that my lessons that I taught were very well thought out and really gave my student the best chance at learning and being successful. Even though I feel the lessons were great there are a couple of things that I would change. The first thing that I would change is the amount of time in a day that I could work with a student. Since I was teaching summer school I did not have my students from the morning to the after noon but only had them for about two hours. That only allowed me to teach a group for 20 minutes. If I would do this lesson on a normal day in a normal classroom I would teach it for 30 minutes. I feel that in that extra 10 minutes I could really do more with the lesson and in return that would make my students more successful because of the more training that they receive.

The second thing that I would change is that I would use two students in the lesson instead of one. Yes I did teach my student two lessons but it would have been nice to see and compare how two different students did after I taught them the lesson. I think that it would give me more insight in what I need to change or make better in the lesson because maybe what I taught and it's delivery will not benefit all learning styles. Other than those two changes I truly feel that the two lessons that I taught in the area of long and short vowels were done very well.