

The name of the child I chose for my project is H. He is six years old and in first grade. His birthday is May 15. I had to find this out from his teacher because he did not know his birthday. He has a younger sister who is ten months old. He has a lot of trouble sitting still in class during instruction. He is currently under going evaluation by a child study team.

The first test I did with H was the letter id sheet. We completed it on November 3. We began at 12:45 and finished at 1:00. The first time going through and naming the letters H was speedy and very enthusiastic. The second time going through he was less speedy, but still enthusiastic. While going through naming the sounds the letters make he reached the uppercase J and he went through the alphabet until he got to J, but then made the sound for the letter g. When he was on the lowercase j he again went through the alphabet until he reached the j, but then made the correct j sound. When he was going through the third time and coming up with a word for each letter he was still excited, but it took him a very long time. He used the alphabet chart in the classroom that also has pictures to come up with the word for some of the letters, but not for all of them. When he was thinking of a word for a he first said crocodile then he corrected himself and said alligator. When he reached the uppercase X he said fox and thought nothing strange of it. When he got to the lowercase x he again said fox, but then he realized fox starts with f and ends with x. However, he could not think of any words that begin with x.

The second test I administered to H was the Yopp-Singer. We completed it on November 3. We began at 1:01 and finished at 1:08. He did very well with the segmenting. He tapped out the sounds in the words on his fingers and seemed very proud

of himself. When we went through the blends he had trouble hearing some of the sounds. I would repeat the sounds several times, but he still had trouble. He heard sounds such as /y/ /a/ /y/ for the word lay. For three he was only able to hear /h/ /e/.

The third thing H and I did was the written dictated story. We completed it on November 3. We began at 1:09 and finished at 1:15. H was very excited to tell me about his video game story. He went through his story with no prompting. However, when he was telling me the story he was telling me what happens in his video game. He gave me no title until I asked for one when he then gave me the title of the video game. On November 10 I gave H the pages with the words from his story. While drawing the pictures for his book he could not read the words. As he drew his pictures he told me more about the game, and he told me about what he was drawing. He took his time with his drawing. He was thoughtful about matching his sentences to the pictures he was drawing.

The fourth test H and I completed was the writing vocabulary. We completed it on November 3. We began at 1:17 and finished at 1:27. In the beginning he was writing the words he knew how to spell very quickly. He included some rhyming words such as fell and bell and cat and bat. He wanted to write the words shoot and monster. He got the first few letters correct, but then he had no idea how to write the later letters. After this he slowed down and did not know what else to write. He was unable to come up with any other words even with prompting.

The last test I administered to H was the concepts about print. We did this on November 10. We began at 12:15 and were done at 12:32. The book we used was *There's an Alligator Under My Bed* by Mercer Mayer. H did well when it came to figuring out

where certain parts of the book were. However, he had trouble when it came to listening to the inverted sentence. He had no idea there was anything wrong with it. He did not know what a comma or quotation marks were. Also, when it came to finding words or letters he had some trouble concentrating on his task.

In regards to the letter identification sheet, I feel H is very inconsistent with his knowledge of lowercase letters, sounds, and naming words using lowercase letters. He confused the letters (d, q, and b) that are frequently misnamed by children of his age. My thought is this is because he is currently refining his knowledge of these letters. Sometimes he is able to remember the correct answers and other times he is not.

When naming the word fox for x I blame H's classroom exercises. There is a chart on the wall that helps the students go through the alphabet. While going through this they name the letter, sound, and a word beginning with the letter. On this chart there is a fox depicted for the letter x. The rest of the words actually begin with their letter; x is the only one that does not. This can be quite confusing for a six year old.

Going along with the exercise the Yopp-Singer, H was very easily able to segment the letters. Out of eleven words he only got one word incorrect. He replaced the th is that with a d. I believe the reason H is so advanced in segmenting is because his class frequently uses a system of taping out words. They use building boards to help them spell words they are learning. While using these building boards they use their fingers to tap out the individual sounds in each word they build. The tapping and building of these words seems to be a great way for children to be able to identify the sounds in different words.

While blending, H had some trouble. He heard some sounds in words that were not present, or he missed the sounds of some other letters. In this exercise he still did decent. He was able to get eight out of eleven correct. I believe the reason H was unable to get all the words correct was because of his attention span. H was having trouble sitting still and listening to the sounds I was making. I believe he just wanted to get the

exercise over with and was guessing whatever letter he thought was close.

During the completion of the written dictated story H took me through a video game. However, he did provide me with some elements of a story. He presented some general characters (monsters and a monster with a sword), he took me through the sequence from start to finish, he was able to tell me what happened “at the end”.

I believe H spends much more time playing video games than being read to. It does not seem as if he has a sense of story language. I think the only reason he told me the story elements he did was because that is what happens in his video game. Also, H’s language skills are weak. There were times he used words that did not fit in the context of the sentence. For example, “The hardest monster is the one would the sword.”

While going back to complete the drawings for the story H had no idea how to reread me his story. He was unable and uninterested in trying to look at and read any of the words. However, he was eager to draw the pictures and tell me more about the video game. I believe this is because reading is frustrating to him. It is slow paced. H is used to the fast action of video games so the slow action of reading is boring to him.

In completing the writing vocabulary observation sheet H began with a burst of words in the first few minutes, and then he came up with none for the rest of the time. I believe this is because at first he was excited to tell me the words he knew how to write. After the first few he was uninterested. He no longer felt like thinking of any other words he knew how to spell. Although he is good at taping out words and segmenting sounds he did not use it to his advantage in this area.

In regards to the concepts of print section H did well with the areas of the book. I believe watching Mrs. Deinzer in read alouds has helped him see the beginning of the

book, that the books message is carried through words and not pictures, and that a person reads from left to right and top to bottom. He had trouble hearing the inversion of a sentence due to his weak language skills.

When it came to finding letters and words, H had some trouble in the beginning, but then was ok. I believe this was because at first he did not grasp what he was supposed to do. This made him uninterested. Once he clearly understood what he was supposed to do he was happy to look for and show me what I asked him to find.

Recommendations

Most importantly, I believe H being evaluated by the child study is a good step. He is constantly fidgeting and easily distracted. The child study team will be able to decide if this is due to ADD/ADHD and treat him appropriately if it is. Secondly, I believe H would benefit from asking his parents to limit his video game play. Another thing that can be done is Mrs. Deinzer could read to H, and perhaps two or three other students, during her center time. This way he would get more familiar with story language.

Mrs. Deinzer should also utilize H's ability to segment words to help him spell them. Throughout her day when a new word is introduced she can remind her students to tap out the word, listen to the sounds, and think of what letters are in the word. This way H is using something he is very good at to help him in a lacking area.

H's knowledge of letter to sound recognition could also be used to help him with his reading. He has a good idea of which letters matches to which sounds. This should be used to help him sound out letters while trying to read. This does not always work when coming across words with diagraphs, such as th and ch, but the school has a phonics

foundations program in place to help children understand this concept.

This project has taught me several different methods to test children. I now know there are many different ways to help me assess a student's reading level. They provide the teacher with the ability to rate a child's knowledge of reading in several different areas.

After completing my assessments I was able to see where H was having trouble and where he was excelling. This made me able to see where his strengths and weaknesses lie. From this, I then learned that you can use a student's strengths to help their weaknesses. This is helpful in putting together an individualized plan to help the student become a more fluent reader.

In my classroom I plan to utilize these tests to help my students. If I feel one of them is struggling I can administer these tests to them to help me decide what areas they need help in. I will then create an individual plan that will provide help in the areas they need it most. I also plan to use their stronger areas to help their weaker areas.