

Conclusion Statement:

The amount of information covered in these two lessons and the skills she was working on, really prove to me that Caitlin's prior Kindergarten experience (from September through February) were severely lacking the types of learning experiences Caitlin requires. I have no way of knowing if these topics were covered in her prior classroom, but I do know that if they were, Caitlin was not benefitting from the experiences, lessons, and activities provided to her.

Artifact 10, the letter-sound post-assessment shows the fabulous growth that Caitlin has exhibited since joining our classroom just two short months ago. She arrived in my room on February 27th knowing only 13 letter-sounds. As she demonstrated in Artifact 10, she is now able to produce 22 letter-sounds! She is still showing confusions with lower-case b, by generally saying d instead. This will be something to focus on for the remainder of the year as well.

Artifact 11, the MLPP "Phoneme Segmentation" post-assessment was given to Caitlin on April 24th, 2012, only twenty days after the initial pre-test (Artifact 3.) She went from segmenting 0/8 words correctly to 7/8. This growth is phenomenal news for Caitlin. Having practice and a stronger base in phoneme segmentation will allow Caitlin's reading skills and writing skills to improve as well. All of the answers on this assessment modeled the C-V-C pattern, showing that Caitlin has a greater success with this pattern than others. Depicted in a separate phoneme segmentation test, on the "Yopp-Singer" post-assessment (Artifact 12,) Caitlin went from a score of 0/12 correct to 9/22. Many of these words however, did not follow a CVC format and caused Caitlin more difficulty.

Overall, the effectiveness of the is case study can be shown in all of her increases post-assessment scores, as well as the success she displayed on the independent practice artifacts. Working alongside Caitlin, I saw a student who was interested, engaged, and using the strategies taught to her. She excelled during these lessons and showed much growth in many areas of literacy. I hope to use the results and reflections of this case study to further Caitlin's advancement as she prepares for first grade challenges. I am proud to look back at Caitlin's accomplishments over the past two months in my classroom and realize that I am making a difference in this child's future, one lesson and experience at a time.

References:

- Anthony, J.L. & Francis, D.J. (2005). Development of phonological awareness. *Current Directions in Psychological Science*, 14, 255-259.
- "Beginning Sounds Animal Center, PDF." *Have Fun Teaching*. (2012, April 2.) Retrieved from: <http://havefunteaching.com/fun-activities/center-activities/beginning-sounds-animals-center.pdf>.
- Bhat, P., Griffen, C.C. & Singler, P.T. (2003.) Phonological Awareness Instruction for Middle School Students with Learning Disabilities. 73-87.
- Gaskins, I.W. & Ehri, L.C. (1997). Procedures for word learning: Making discoveries about Words. *Research Library Core*, 312-327.
- Moats, L.C. (1998). Teaching Decoding. *American Educator*, 1-9.
- Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the "phon" words and related terms. *Journal of Literacy Research*, 34, 299-336.
- Troia, G. A. (2004). Phonological awareness acquisition and intervention. *Current Practice Alerts*, 9, 1-4.