

**FIFTH GRADE LITERACY CASE STUDY**

**Student Profile**

Student J is an eleven year old Caucasian girl in the fifth grade at Headlands Elementary School in the Mentor Exempted Village School District. Mentor School District has a majority of Caucasian students and about 20% of the students are economically disadvantaged (mentorschools.net). However, Headlands Elementary is in a lower socioeconomic area of Mentor, Ohio. The majority of the students receive free or reduced lunch and breakfast. Despite the low economic status of the students, their academic expectations are very high.

Student J lives in the school neighborhood with both parents, and is the oldest of three children. Student J's mother does not work, but stays at home and takes care of her younger brother. Her father is a blue collar worker. Her family, like many others, is economically disadvantaged and Student J lacks a lot of background knowledge and experience. Her parents have refused Title I services in the past for Student J and have historically been apprehensive to any kind of testing or labeling of their children. Student J has a close group of friends at school and seems to get along reasonably well with everybody. She is extremely helpful around the classroom and enjoys having a lot of responsibility; something she may have picked up by being an older and responsible sister.

Student J has several strengths and a few weaknesses. Overall, Student J's academics fall into the average range. She is very reliable as shown by always having her homework completed on time. Not only is her work completed on time, but it shows

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she has put forth an honest effort. Sometimes her hard work can be a weakness, in the way that she can over complicates assignments. For example, in Language Arts the students were instructed to find a synonym for ten words. Since Student J wasn't sure of the meaning, she looked them up in the dictionary and wrote all of the definitions down. She came in the following morning explaining how it took her over an hour to write the definitions at the detriment to the stated objective of the assignment. She is a perfectionist and takes pride in her work. Once again, this is something that can be a major strength, but at times a weakness. Her precision causes her reading fluency to be below average, but she is a very accurate reader. Also, she struggles with test anxiety and often freezes up when she is in a testing environment. Since she comes from a lower economic status, she does not have many experiences or prior knowledge to draw a lot of information from. This has severely hindered Student J's vocabulary. Student J plays the part of student very well with the way she is prepared for school, attentive during class, a team player, and a responsible student. Given that she is such a hard worker, Student J made it very difficult for me to understand and get to the root of her struggles with reading comprehension.

Student J struggles greatly with vocabulary which hinders her reading comprehension, which affects her in all subject areas. Her reading level is a 5.8, which is average for a fifth grader this time of year, according to the STAR reading test by Accelerated Reader. The fifth graders take the STAR reading test at the beginning of each quarter, in order to receive their Accelerated Reader goal for the quarter, and find out their Zone of Proximal Development (ZPD) for reading levels. Student J's STAR reading test indicated that she is in the average range and scored 54% better than the

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students nationally in the same grade level. Student J is an avid reader, but I feel that she tends to choose easier books to read, because it is in her comfort level and she is a slower reader. I have been encouraging her throughout the year to choose more challenging books that she finds interesting. Many researchers believe that reading is probably the most important mechanism for vocabulary development as children get older (Ehren, pg. 312). Even though she tends to choose easier books, I still think it is extremely important to note that Student J does enjoy reading and independently reads for pleasure.

At the beginning of the year, Student J's parents expressed a concern about her struggles with fluency. Together we concluded that Student J was not doing as well on assignments in some subjects, because it was taking her an extended period of time to get through the reading that she did not comprehend the information. However, after a few months of progress monitoring and working on her fluency, I still noticed some inconsistency with her comprehension. During Language Arts I would consciously call on Student J when I would ask reading comprehension questions about the story. Finally, one day I asked a question about why a character would be trembling, and she told that she wasn't sure. I rephrased and clarified my question and after a few moments she said "I don't know, because I don't know what 'trembling' means." I finally had my answer-vocabulary was the root of the problem. In our district we have certain procedures we follow when we have a student we feel might be struggling and I brought Student J to an intervention team where her family gave permission to have speech and language tests done. The results came back all average, however she still exhibited language difficulties within the classroom with vocabulary and generalizing skills in a new context. She can easily memorize the definition of a word, but is unable to apply the meaning of the word

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to other contexts. With our district curriculum we give weekly vocabulary tests, which Student J can match the definition to a word, but her skills break down when she tries to create sentences using the vocabulary words. She creates very vague sentences that do not demonstrate her comprehension of the vocabulary. Also, Student J struggles with identifying the part of speech of a vocabulary word, which further contributes to her creating grammatically incorrect sentences. Despite Student J's challenges and struggles she has been a hard worker the entire school year and is motivated to be the best learner she can be.

### **Classroom Environment**

My fifth grade classroom contains only 15 students, which has been extremely beneficial in getting to know all of my students and their needs. The classroom environment is very open for students to discuss their opinions and ideas. Headlands Elementary School is a very small school with about 300 students, which is the reason why my students are accepting of each other's differences, for the most part, and they all look out for each other. The expectation in the classroom is for students to work cooperatively and respect each other. Since I value cooperation, there are several times in the day when the students work together with a partner or in small groups. The seating arrangement in the classroom promotes cooperation and independence by having individual desks, but clusters in rows. This makes it easy to form groups when we are working on projects or discussions. Independence is also valued in my classroom. I feel the students not only need to be able to work cooperatively in groups, but be accountable for their work and be able to use their skills and strategies independently.

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Throughout the year I have explained to my students that I do not mind if they make a mistake, but the important part is that they correct that mistake and learn from it. For example, I initially grade their homework based on completion and effort involved, but will take a grade on what they correct. I feel that it is important that they see where they made mistakes and to correct it so that they do not repeat the mistake on a quiz or test. Many of the students take advantage of this system and take the time to correct their assignments and ask questions and end up doing well on the quizzes and tests.

I believe the classroom environment works well for Student J, because she is a social student who likes to be around friends and work with people. Student J works very well with others and learns a lot from her peers. She holds great respect for students who are high achievers and do well in school. The independence in the classroom is beneficial to Student J as well, because she is a perfectionist and the independent time provides her the options to ask me questions and become an expert in what we are learning. Also, Student J is not afraid to take risks by showing her work on the board, even if it is incorrect. She is always willing to check and correct her homework, and ask questions if she doesn't understand a concept or strategy. I feel she works well in the classroom environment that has been established.

### **Instructional Challenges**

Student J is a very pleasant student in class and is extremely motivated, which makes working individually with Student J enjoyable. Her behavioral strengths assist her with her academic weakness of vocabulary. One of the instructional challenges I face with Student J is her lack of background knowledge and experience. In all subject areas, I

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start the lessons out with what the students know and I use their past experiences to help the students connect to the information or strategies we are learning. When Student J does not have any prior experience or background knowledge it makes it difficult for her to make a connection. When students have general background knowledge they are “able to grasp relationships among the concepts; their value is to make concepts more concrete, depict relationships, and to enhance learning” ( Ehren, pg. 313).

Another academic challenge is the language use in her home environment. When I have conversations with her parents, they do not use grammatically correct sentences and do not have a broad vocabulary. With a lack of extensive vocabulary at home and grammatically incorrect sentences, it makes it difficult for Student J to be exposed to clear communication outside of school. I have worked on increasing her exposure to new vocabulary words and using them as part of everyday speech to help her retain the vocabulary.

In fourth grade, Student J was placed into the remedial Language Arts curriculum that is taught by the intervention specialist in our building. Student J did very well in the remedial program, because of the repetition, consistency, and structure of the curriculum. Being the remedial program helped her test ‘proficient’ in her Reading test for the state of Ohio. With the passing grade on the state test, her parents, teachers, and the principal agreed that she should be in the regular district curriculum with the rest of the class. This was a major adjustment for her at the beginning of this year. It took her about three months to get into the new routine and to receive passing grades on her Reading tests. When Student J was first introduced to a new reading strategy she would not do well on the test. However, once we started to practice the strategies she become more

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comfortable with them, and she started passing her tests. It became routine and repetitive, which is what made her successful in the remedial program.

Student J's home environment can hold some weaknesses and strengths. For example, her parents have historically refused Title I services for reading and have been very hesitant in doing any kind of testing that might label Student J. Also, her parents are very confrontational and have a negative attitude towards the Language Arts curriculum by telling me the stories and concepts are boring to them. This has made communication with her parents difficult and intimidating at times. After the team intervention meeting, they finally agreed to have Student J take a language and speech diagnostic test. Student J's parent's strengths appear with the fact that they work with her at home. For example, her mom will make up reading practice tests based on the stories we read in school for Student J to practice at home. Student J's family is involved in her school work and I often see her parents at after-school functions. Her parents are supportive of her success in school, but often want someone to blame when there are challenges or struggles with their child's performance in school.

**Instructional Assessments:**

The instructional assessments I used during my lessons were incorporated into our usual Language Arts routine. The first assessment I used was the fifth grade MAZE as a pre-assessment (see Appendix A). My students are familiar to these tests, because they are given them twice a year as our district's policy and testing. The strength of the MAZE was that it illustrated how Student J could correctly identify the word that

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belonged in the sentence. The MAZE is a good way to get a big picture of a student's overall comprehension ability. However, I found that the MAZE used more general and frequently used words that many students encounter in their everyday reading. The MAZE test did not show me how Student J would do with a new word that she didn't know the meaning of and trying to apply it to a new context. I was able to use the MAZE to guide my vocabulary instruction for Student J by including sentence construction within my lessons and using a combination of words that she already knew along with new words. Using words that Student J was familiar with would give her more confidence to work with new words. Also, using the various strategies on known words would help her use the strategies on words she did not know. This pre-assessment gave me a good idea of where Student J's abilities were for her grade level.

As an informal assessment of my lesson and instructions I used the vocabulary foldables (see Appendix B). The vocabulary foldables are a great study tool for students to write the definition, draw a picture, and create a sentence about a new vocabulary word. The strength of this informal assessment was that it gave Student J practice in constructing a sentence for all of the vocabulary words. Also, the definitions were written in the language the students would use and it allowed her to create a picture or sketch of the meaning of the word. The picture and the sentence was a great tool to use to understand if Student J understood the true meaning of the words. The weakness of assessment was that Student J really struggled with using the correct part of speech of the vocabulary word within the sentence. I believe it would be helpful to have a section where the students have to identify the part of speech the word is used as. I was able to use the vocabulary foldable informal assessment as a way to conference individually with



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Student J to understand her thinking behind her sentences. Also, it provided Student J an opportunity to read the sentence aloud to me to see if they sounded correct to her. The conferences about the vocabulary foldables were extremely helpful in Student J's understanding of the vocabulary.

The vocabulary test at the end of the unit was used as a post assessment. The test included a variety of testing questions such as matching, fill in the blank, and sentence construction (see Appendix C). The strength of this assessment was that it truly showed whether Student J was able to create a sentence using the given vocabulary word in a new context. The post-assessment of the vocabulary test had students only write sentences for five (half) of the vocabulary words. One weakness of the test was that it didn't test if the students could create a sentence for all ten vocabulary words and use them in a new context. I was able to use the vocabulary test for future instruction of vocabulary lessons by showing me where students struggled in writing sentences and what kind of words they struggled with. For example, if my students struggled with mostly words that were adjectives or verbs, I would use that knowledge to instruct the students how to write sentences with a focus on that part of speech, or give several exposures to sentences that use adjectives or many verbs. Also, if students did not use the correct part of speech of a word in a sentence, then I would use that to guide my instruction on parts of speech and constructing sentences. This post assessment is beneficial for guiding my instruction on future vocabulary lessons.

### **Instructional Goals**

“I can independently construct sentences for vocabulary words in a new context.”

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“I can use the correct part of speech of a given word to create a sentence.”

My instructional goals for the two vocabulary lessons were for the students to construct sentences using the vocabulary words in a new context. Another instructional goal was for the students to use the correct part of speech for the given vocabulary words within their sentence. The goals are directly linked to the fifth grade Ohio Academic Content Standards. These goals were selected for the lessons, because it was an area my focus student was struggling with and I firmly believe that the broader our vocabulary, a deeper understanding we will have of the world around us (Stahl, pg. 241). Student J has been struggling with vocabulary throughout the year and I want her to be able to confidently use the vocabulary words in her everyday language. Also, the goals were a good way to implement the strategies and ideas from the class readings with something that would be beneficial to my teaching, and most importantly, my student.

At the beginning of the year I noticed Student J struggled with reading comprehension and her family and I felt it was due to her slow fluency. However, after months of progress monitoring her fluency was increasing, but her reading comprehension was not improving very much. It was in the third quarter that I realized the cause of her reading comprehension struggles were related to her lack of vocabulary. I really want Student J to practice using the vocabulary words in sentences and using the correct part of speech, because she is good at memorizing definitions, but struggles to construct her own grammatically correct sentences using the words and the appropriate definition.

The instructional goals were also chosen, because they go along with our district curriculum of Imagine It! Through the curriculum the students are introduced to ten

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new vocabulary words each week for the given story we read each week. The vocabulary words are found within the text and the students are expected to use the vocabulary in their everyday language or writing. The vocabulary words are not only used in the current story, but are often found in future stories of the curriculum. The instructional goals of my lessons were chosen, because they align and correlated to the district standards, the student's needs, and the district curriculum.

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**THE LESSONS:**

**IMAGINE IT! Unit 4 Lesson 4 Vocabulary- “Apollo 11: First Moon landing”**

**Standards (State of Ohio Academic Content Standards):**

Acquisition of Vocabulary:

1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Objectives for today’s lesson:**

Students will be able to use context clues and other strategies to determine the meaning of ten new vocabulary words.

Students will be able to create original sentences using vocabulary words in a new context.

**Materials & supplies needed:** Imagine It! Story book, Imagine It! Workbook, pencils, notebooks, vocabulary foldable worksheets (2 for each student, see Appendix B), SMARTboard notebook presentation with vocabulary definitions.

**Introduction to the Lesson /Anticipatory Set**

- To start the vocabulary lesson I will ask students to review some ideas of strategies they can use when they come across a new word that they do not know the meaning of.

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- As students offer ideas and strategies I will write them on the board. If students do not give many ideas, I will offer ideas such as using context clues, thinking about what they know about the structure of the word (word analysis), looking at any pictures on the page, etc.
- I will ask students why it is important that they use the listed strategies when they come across a word they do not know the meaning of when they are reading, whether it is for school or leisure. Students should respond with something about the importance to their comprehension of the story and to build their vocabulary and knowledge of the world.
- After I activate the students' prior knowledge, I will tell students to turn to page 402-403 in their story book for the vocabulary warm up. Before we start reading, I will preface the lesson by telling them that our new story is about Apollo 11, which is a space mission to the moon, which means there will be some scientific words as part of their vocabulary for the week. We will read the short passage aloud as a class and I will randomly call on students to read each paragraph. The story contains ten vocabulary words that will be our focus for our vocabulary lessons for the week.
- At the end of each paragraph that contains a vocabulary word, I will ask students what they think the highlighted word means. I will remind students of the strategies that are up on the board and to use them if they do not know the meaning of the word. After the students volunteer their ideas of the meaning of the word, I will show them the definition from the SMARTboard presentation that I created. The definitions are short and in the language of the students.

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- After we read the story on pg. 402-403, students will be exposed to the new list of vocabulary words that they will be tested on at the end of the week.
- I will explain to students about the importance of the vocabulary words to their comprehension of the new story for the week. I will explain to them of my expectation that they start using a few of the words in their everyday language to broaden their vocabulary, which will enhance their writing.

**Outline: Key Events of the Lesson** (25 minutes)

**Learning Activity:** Vocabulary Foldables

- After the vocabulary warm-up, 5 students will leave to work with the gifted teacher, which will leave 6 students in the classroom for reading intervention. Before the students leave I will pass out two vocabulary foldables to each student. I will provide the directions that students are to write the word with correct spelling, use workbook page 45 to write the definition of the word, and then write a sentence using the word. I will explain that their sentence should include context clues to help me determine the meaning of the word. For example, their sentence should not just be “The girl is focused”, because there is not enough detail to tell me what “focused” means. A good sentence would be “The girl was focused when the teacher was giving directions.” I will also explain to students that the picture part of the foldable is for a brief sketch of the meaning of the word and they should not spend a lot of time on it. I will tell the students that what is not done in class is homework.

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- During this time students will work on their vocabulary foldables and I will work one-to-one with Student J, since she is my focus student who struggles using vocabulary words in a new context.
- I will call Student J over to the side table to work with her in a smaller setting. She will have her story book, workbook packet, notebook, pencil, and foldable.
- I will have Student J write down each of the vocabulary words in the “word” space. After she finishes writing the vocabulary words, we will work together through the definitions. Student J will say the word aloud to me and then tell me the definition using her workbook page to help her for the definition. We will work with the first word “bulky”. Student J will write the definition (large and puffy) on her definition place on the foldable. I will ask her for examples of things that can be bulky (boxes, coats/clothes on people, furniture, etc.). If Student J has a difficult time thinking of examples I will ask her for items that describe each aspect of the definition, and then for items that can be both. Then, I will ask Student J for the definition of “bulky” using her own words and not looking at the page. It is important that she can use the word in her own context without having to look up the exact definition.
- After we discuss the word and examples, I will ask Student J to create a sentence aloud using the word. If she has difficulty, we will go back to the story from the vocabulary warm up. If she continues to struggle I will have her consult a dictionary for the part of speech of the word and I will provide her with other examples of sentences using the word to increase her exposure to the word. Once

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Student J provides a sentence that uses the word “bulky” in a correct context, she will write it down on the sentence section of the vocabulary foldable.

- When Student J completes her sentence, she will draw a picture of the meaning of the word or something that represents the word. I will explain to her that she is not to spend a lot of time on her picture and that it is just a brief sketch to help her remember the meaning of the word.

**Guided Practice**

- For the second word “focused”, Student J will walk me through the steps of filling out the foldable. As she walks me through the steps, she will complete them with her vocabulary foldable. We will both write the word down and then turn the paper over to fill out the definition. We will use the definition from the workbook page 45 “to direct attention to someone or something” and write it down on the foldable.
- After we write the definition I will ask Student J for examples of when she has ever been focused in order to activate her prior knowledge or experience with the word. If she has difficulty, I will provide some examples of when I have been focused or have seen her focused. This should provide her with examples of ways for her to use the word in a sentence.
- When we are done discussing the meaning of the word and her experiences with it I will ask her to create a sentence using the word. If Student J has difficulty we will go back to the story on page 402-403 to see how they used the word. I will also provide examples of the word in sentences to increase her exposures to the



- word. If she continues to have difficulty, we will consult the dictionary for the part of speech and I will have her restate the definition in her own words.
- After we complete the sentence, Student J will tell me that we need to draw a picture of the meaning of the word. I will explain that it is important to visual representation of the word as a way to help her study the meaning and using the word in the proper context. We will draw a picture of the sentence we created. I will remind her that the picture is a brief sketch and not an art project that she should spend a lot of time on.
  - Throughout the lesson I will make sure to provide Student J with a lot of positive reinforcement and encouragement, because she can be sensitive to criticism or feedback. It is important that throughout the lesson I tell her that she is on the right track or is putting in a great effort. Also, she needs encouragement to know that she can do it and just needs to use the tools and skills that she already has.

### **Independent Practice**

- Student J will complete the remaining eight vocabulary words on her own. I will ask her if she gets stuck what she should do. She should tell me that she will look back in the story to see how the word was used, use a dictionary for the part of speech, or even look ahead to the story using pages 406-425 to see how the words are used within the story, and think of experiences she has with the word.
- What Student J does not complete in class is homework for the night. I will tell her to focus on getting the word, definition, and sentences written down first and then to go back and work on her pictures.

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- Student J will work independently at her desk and ask me questions after she has used all of the strategies we discussed. This will help her become more independent in completing work, and problem solving when she gets stuck.

**Closing summary for the lesson** (5 minutes)

- To close the lesson I will ask students for some of their sentences for the first few words. For each volunteered sentence I will ask another student in the class to help determine the meaning of the word based on the student's sentence.
- After we go through a few sentences I will tell the students that tomorrow we will be going through sentences for all of the words and what they do not have completed is homework for tonight.
- I will ask students what they learned about writing sentences using the new vocabulary words, or what strategies they think they need to improve on. I will tell them that we will continue using and practicing our strategies for vocabulary during our reading of the story tomorrow.

**Assessment**

- As a pre-assessment to this vocabulary lesson, I will use a MAZE test to see how Student J uses what she knows, and if she can determine which words can fit into a sentence. This will check for her understanding and comprehension of what she is reading and give me a good picture of her general knowledge of words their context within a story. Student J will have a three minute time limit to get as far

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- as possible. I will grade the pre-assessment based on the number correct over the number of errors.
- I will use the vocabulary foldable as an informal assessment of the Student J's learning of the vocabulary words and her use of the words within their sentences. I will focus more about her use of the word in a sentence and using the correct part of speech. In the past, Student J is good at memorizing the definition, but writing a sentence using the word is a challenge for her. The vocabulary foldable is an informal assessment and the vocabulary test at the end of the week will be a formal assessment of her knowledge and use of the words.
  - I will be looking for Student J to use each of the vocabulary words in an appropriate context and using the correct part of speech. I am not concerned about her definitions of the words, because they are already available for her and she just has to copy them down. Also, she is very good at memorizing the meanings of them. When I speak to her about her sentences I will ask her about the meaning of the word to make sure she understands the definition; but I will not look for her to repeat the meaning of the word.
  - If Student J's sentences are not used in the appropriate context or using the correct part of speech, I will work with her during the intervention the next day. We will go through her sentences together and I will point out areas that she needs to work on, and we can come up with sentences together. She will have until the end of the week to create correct sentences for the test.
  - Based on the assessment, I will use what Student J completes independently as a way to guide my further vocabulary instruction with her. If she continues to

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struggle with the sentences and the part of speech she uses the term in, I will expose her to other sentences and contexts using the various vocabulary words.

This is a very complicated and complex issue she struggles with and it is important to know her progress. Each week we have a new list of vocabulary words and some weeks she may do better than others, because the words are more common and easier to use in a sentence.

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**IMAGINE IT! Unit 4 Lesson 4 Vocabulary- “Apollo 11: First Moon landing”**

**Standards (State of Ohio Academic Content Standards):**

Acquisition of Vocabulary:

2. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.
  
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

**Objectives for today’s lesson:**

Students will be able to match their vocabulary words with the correct definition for their ten vocabulary words for this week.

Students will be able to substitute the vocabulary word for the definition within a sentence provided.

**Materials & supplies needed:**

IMAGINE IT! Workbook page 45-46 (see Appendix D), pencils, IMAGINE IT! Story books, vocabulary foldables, and Language Arts folders

**Introduction to the Lesson /Anticipatory Set** (5 minutes)

- To activate students’ prior knowledge, we will review the strategies we discussed earlier in the week about ways to determine the meaning of new words within our reading.
  
- I will ask students what they learned about writing original sentences using the new vocabulary words. I will write their ideas on the board.

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- I will explain the changes for their vocabulary tests for this week. This week for their vocabulary test, the students will have to write a sentence for five of their vocabulary words. I will ask students what their sentences must include in order to receive full credit for their sentences. Students should be able to tell me that they must include context clues within their sentence, along with details to help the reader determine the meaning of the word from their sentence.
- I will explain to students that we are going to work through workbook page 45-46 together and that they are to use their strategies that we have worked on throughout the week. I will also explain that this is a good review for the vocabulary test that they will have tomorrow. This will motivate students to pay attention and stay engaged in the lesson.

**Outline: Key Events of the Lesson** (25 minutes)

**Learning Activity:** Work book page 45-46 (see appendix D)

- After I activate the students' prior knowledge we will start the lesson out by going over the vocabulary words and their definitions.
- I will have students provide the definitions of the words, but using them in their own words and not looking at their workbooks. If students have difficulty, I will read a sentence from the story using the word to see if that helps them.
- For each of the vocabulary words that the students provide a definition for, I will have another student read a sentence from the story that includes the vocabulary word. We will discuss how the word makes sense in the sentence.

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- After we review the vocabulary words and listen to the words used in a sentence, I will ask students to get their vocabulary foldables out to go over examples of sentences of the words. I will ask for students to volunteer their sentences for each word. When the student reads their sentence, I will ask what strategies or resources they used to help them create their sentences. Students should be able to tell me that they used the definition, part of speech, and other examples they found of the word within sentences. After each sentence, the student will call on another classmate to determine if the sentence uses the word correctly and explain why. This will keep students engaged in the lesson and motivated to pay attention.
- When we complete the review of sentences and creating sentences, we will look at the students' workbook packet page 45-46. Students have these packets in their Language Arts folder and I will ask them to get them out of their desks so that we can get started on them together. I will do a count-down starting at five, as a way to pace the students to get the materials out quickly.
- Page 45 consists of the vocabulary words with their definitions. I will explain the directions to students on this page that they are to write the vocabulary word that is described by the given definition. We will do numbers one and two together, and students will read their answers with the word and the definitions. For example, number one: "awe- great wonder, fear, and respect". This will help students solidify the meaning of each word. Students will continue this activity on page 46.

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- At the bottom of page 46, students will have a sentence that includes the definition of a specific vocabulary word. The students will have to substitute the underlined definition with a vocabulary word. The students will read the sentence with the answer in place of the underlined phrase. For example: “When Julia caught a glimpse of the Grand Canyon, she was filled with wonder and amazement.” Students would read this answer, “When Julia caught a glimpse of the Grand Canyon, she was filled with awe”. This will continue to give students more examples of sentences that use our vocabulary words for the week.

**Guided Practice**

- I will work closely with Student J while the other students are working independently on their workbook page. During this time, Student J will walk me through the steps for the first part. I expect she will do well, since she is good at memorizing the definitions.
- We will do the first two sentences on page 46 together. I will walk her through number 11 and then she will show me how to do number 12. I will have her read the sentence with the correct vocabulary word in the sentence. After Student J reads the correct answer, I will ask her for another sentence that includes the same vocabulary word, but in a different context. This will help me determine her progress with her vocabulary for the week. Also, I will be looking for her to give me original sentences and not sentences she used with her vocabulary foldables.



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**Independent Practice**

- Student J will work independently on the remaining of her workbook packet. I will sit near her to watch her progress as she completes the assignment independently. When she is done with both pages we will go through them together.
- I will have Student J read me her answers. After each one, I will ask her if she thinks it makes sense and goes with the definition we discussed in class. If there is anything that is incorrect, I will ask her if there is a better answer or word and if it makes sense. If she cannot see the error, I will have her go through the context clues within the sentence or example to see if she can catch her mistake.
- When we are done with the work page, I will ask Student J to provide the definitions in her own words. After she provides the definition I will ask her to use the word in a sentence. If she struggles with the definition, I will ask her to just give me a sentence using the word. I will be looking for her to give me a sentence that she has not recently used from the page.

**Closing summary for the lesson** (5 minutes)

- I will close this lesson with the class by going over the last part on page 46. Students will read the sentences with the correct vocabulary word substituted in the sentence. After each sentence I will have students raise their hands to show that they agree with the answer provided. If there is any inconsistency, I will ask students to defend their reasoning and we will discuss it as a class.

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- After we go through questions 11- 14, I will ask students when their quiz is and have them say it aloud as a class. I will remind them to study and to make sure they can create sentences for any of the words. I will ask students what their sentences must include in order to receive full credit. The students will be able to tell me that they have to use context clues and details with the vocabulary word in the sentence.
- I will ask students if they have any questions about any of the words or need help with any of the meanings and uses of the words.

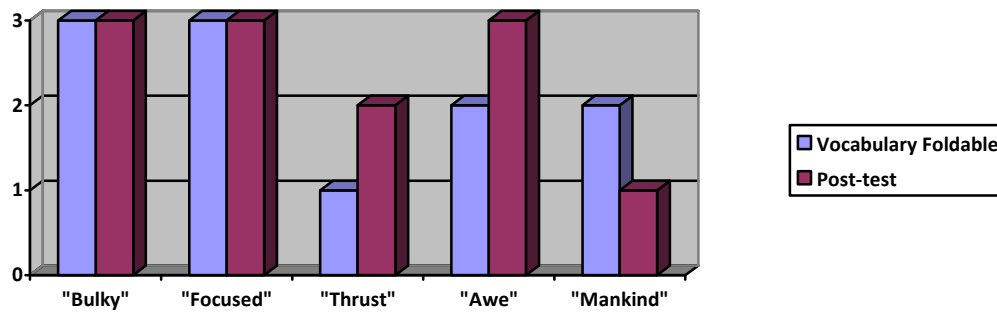
**Assessment**

- I will gauge the students' learning throughout the lesson based on their participation in class along with their responses during class in terms of their definitions and sentences.
- The workbook page will serve as an informal assessment for the class discussion. I will be looking for them to be able to determine the meaning of each of the vocabulary words, and be able to substitute the vocabulary word for the meaning within a sentence. I will be sure to call on Student J during the class discussion to give her practice in communicating her ideas to the class.
- The vocabulary test (see Appendix C) will serve as a formal assessment of the students' ability to use the vocabulary words in a new context by writing the name of the vocabulary word that matches the definition, filling in the blank of a sentence that a specific vocabulary word fits into, and writing the words in an original sentence. The vocabulary test is worth a total of 20 points. The first ten

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- points come from matching the definition with the correct vocabulary word. The next five points will be given for the fill in the blank on the test, where students must correctly place a vocabulary word within a sentence. Then, the last five points come from creating five original sentences. I will be grading their sentences based on context clues and details that help me determine the meaning of the word within the sentence. If students do not have context clues they will not receive full credit for the sentence. Also, if they used the vocabulary word incorrectly, they will not receive credit for their sentence. Students will receive the full point for their sentence if they use the vocabulary word in the correct context and provide context clues to help the reader determine the meaning of the word. Each vocabulary word is used twice on the test (one for matching the definition and vocabulary word, and one time for either composing a sentence or fill in the blank of a sentence).
- I will use the results from their vocabulary test to drive instruction for the next set of vocabulary words. If students struggle with filling in the blank, then I will make sure to include more of that during my instruction. Also, if students struggle with creating sentences, then we will continue to practice creating sentences as a class and independently. The more exposure they get to the words, the more they will be likely to use them. After each lesson, I try to use our vocabulary words more in everyday use and look for them to use the words.

**Analysis and Reflection**



0-	Student was unable to independently compose a sentence using the vocabulary word.
1-	Student independently created a sentence, but did not use the correct part of speech of the given vocabulary word and did not use the correct definition of the word.
2-	Student independently created a sentence using either the correct definition of the vocabulary word or the correct part of speech, but not both.
3-	Student independently created a sentence using the correct definition and part of speech of the given vocabulary word.

Overall I believe both lessons were organized and executed thoughtfully. Throughout the lessons I made sure to use direct instruction of the vocabulary strategies and skills, because “direct instruction may play a more important role for [poor] readers” (Stahl and Shiel, pg. 225). Each week the students are introduced to a targeted set of ten vocabulary words. I have found that the students do better when they have a set of related vocabulary words about the story. For example, the week I taught my lesson we were reading a story about the first moon landing, which had several scientific or space related vocabulary words. Many of these words helped students add to their knowledge of the content of the story.

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The specific strategies that were taught during the lessons were for students to use context clues from the story, using their knowledge of the structure of the word, and using dictionaries and glossaries to look up the part of speech and general definition of the words. I believe these strategies help the students become independent learners for when they encounter words they do not know the meaning of they have the strategies to use to help them in their reading comprehension. One of the strategies I used with the students was the “look inside-look out” method. I directly taught students to look at the word itself (look inside) by using their prior knowledge and word parts, and then to look at the specific context clues and general mood of the story (look outside) in order to help them determine the meaning of their new vocabulary words (Stahl and Shiel, pg. 227). This strategy was very beneficial for my students overall. For Student J, she struggled with this at first, which is shown through her vocabulary foldables. For the five words she was tested on creating a sentence for (bulky, focused, thrust, awe, and mankind), she only wrote two grammatically correct sentences using the appropriate definition of the word in the sentence on the vocabulary foldable. However, with individual conferencing and working with her she ended up constructing three grammatically correct sentences using the vocabulary word correctly on the vocabulary test. My goal was for her to get at least four out of the five sentences correct, but it is an improvement from her sentences in the past.

Throughout both lessons I made sure to model exactly what I wanted the students, and specifically Student J, to do for the lessons and assessments. This direct instruction and exposure to the correct use of vocabulary words in original sentences, which were in new contexts from the original story was beneficial for my students. Student J needed the

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constant attention and support to create her sentences. According to Stahl and Shier, “the direct explanation of the purpose of the instruction, modeling, explicit shifting of responsibility for deriving word meanings from teacher to the student, and more practice in deriving word meanings from context...is likely to be more effective than instruction that stresses memorization” (Stahl and Shier, pg. 230). This is very true with Student J, because she is great at memorizing the meaning of the words, but she truly struggles in creating the sentences, because she cannot transfer the definition to a new context. However, after conferencing with Student J, she was able to increase her ability of independently creating new sentences for her vocabulary words from correcting writing sentences for two of the words to writing correct sentences for three of the words.

Reflecting back on the lesson I realize there a few strengths and weaknesses in terms of instructional components and student productivity. One of the strengths of the lessons was that I gave my students repeated exposures of the vocabulary words using original sentences I created, examples from the story, and then practice pages from their student workbooks. Research has shown that exposure of words in “sentences, stories, and so on significantly improve comprehension” (Stahl, pg. 244). At the beginning of the week, Student J struggled in creating correct sentences using the vocabulary words in a new context; however, after a few days of numerous exposures, Student J was able to make some corrections to her foldables and improve her sentence construction of the vocabulary words. Another strength of the lessons was that they did help Student J improve her sentences. I found that throughout the week she become for conscious of what she was writing and would not impulsively write something. She really took her

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time to make sure she was writing correct sentences or using the word's correct definition.

One of the weaknesses of the lessons was that they did not focus as much on the part of speech of the words. As I was working individually with Student J I noticed that she struggled with using the correct part of speech of the vocabulary word. If I knew this, I would have planned to do more activities to help her with the correct part of speech of the words. However, acquiring this knowledge through this lesson, I will use it for my future vocabulary lessons. Another weakness of the lesson was that I did not have enough time to conference with all of my students on their vocabulary foldables. In the future I will set a specific amount of time to meet with every student to make sure that they are on the right track and writing their sentences correctly. As a first year teacher, I find it extremely helpful to reflect on my lessons to see what I can change for the future. In the two vocabulary lessons, I realize there is a lot that I want to change.

Overall, I believe that I made a meaningful contribution to Student J's knowledge of strategies to use in working with words she does not know the meaning of. The reason I feel that I made a meaningful contribution is due to the fact that she improved her score of writing correct sentences for two vocabulary words to writing sentences for three out of five vocabulary words. Also, I believe I gave her new strategies of using the context clues within the story and the word structure in trying to determine the meaning of a word. Another strategy I assisted Student J with was using resources, such as the dictionary and the workbook glossary, to help her define new words and determine the part of speech of the word. Although Student J did not meet my expectations of writing four out of five correct sentences, she did improve and increase the number of vocabulary

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words she correctly wrote sentences for. This is something that is going to be a work in progress until the end of the year. I know she is willing to put in the time and effort and I will continuously improve my lessons and find new ways to help Student J use her strategies to implement the vocabulary words into new contexts.

### **Student Support**

Student J received a lot of student support throughout the lessons for the week. She received one-to-one conferencing on her vocabulary foldables and helping her construct her sentences, when other students did not receive the conferencing time. I am aware that Student J is sensitive and needs a lot of support, especially since she is such a perfectionist. I provided Student J and the entire class with direct instruction along with strategy instruction of using context clues, word analysis, and resources to determine the meaning of the vocabulary words. I used teacher modeling and prompts to provide several exposures of the words, along with numerous original sentences using the words in a variety of contexts. I used the setting of the curriculum and routine that the students were already comfortable with so that they would feel more comfortable in using the various techniques and strategies listed above.

Student J benefited from the one-to-one conference time with me, because she was able to ask me questions that I do not think she normally would ask. Also, she was exposed to more uses of the vocabulary words during the conferences. Based on the graphs and data, Student J improved her score, and I believe she improved her confidence, because she has more strategies to draw from in creating sentences with new vocabulary words.



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30/0

Chuck was an excellent student. He was attentive to his teachers (him, or, and) kind to his fellow classmates. He (shy, sat, ball) quietly on the bus and held (his, he, sign) sister's hand when they crossed busy (questionable, perpendicular, intersections).

Chuck and his family lived next (as, to, up) an airport. At night, Chuck would (to, hip, lie) in his bed and listen to (an, the, of) huge planes fly overhead. One night (while, stay, even) Chuck was trying to fall asleep. (say, he, it) got an idea.

The next morning, (family, been, Chuck) put his idea into action. He (looked, found, some) a big, thick piece of paper (busy, or, and) folded it several times. When he (held, was, were) done, he didn't have much more (while, they, than) a crumpled paper ball. He got (frustrated, detecting, attentive) and threw it toward the trash. (He, it, And) flew through the air, but it (learn, fellow, didn't) soar. Chuck wanted to make something (his, that, then) soared.

At school, Chuck was the (first, know, huge) one to sign up to visit (was, in, the) library when the teacher asked. At (an, the, next) library, Chuck loaded his arms with (once, ball, books) on airplanes and flying machines.

The (fall, rest, bus) of the afternoon, Chuck hardly listened (at, up, to) his teacher. Instead, he looked out (such, the, an) window and daydreamed. He imagined he (had, much, was) in a jet that could fly (faster, asleep, several) than sound. He imagined he was (an, the, air) bravest and most daring pilot in (off, so, the) history of the world.

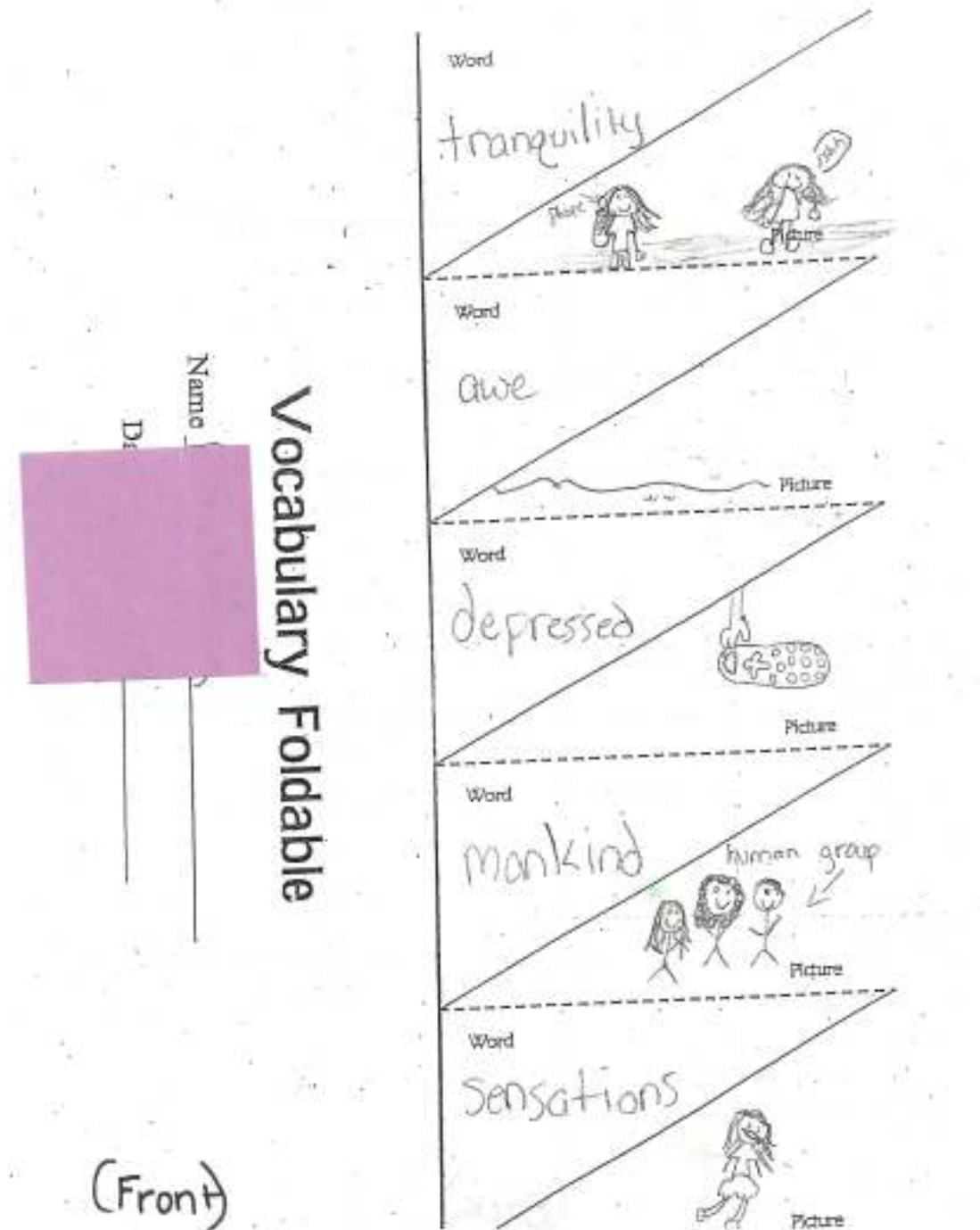
While Chuck (his, was, an) daydreaming, his teacher called on him. (There, Night, Chuck) looked up and started to blush. (His, He, If) had to admit that he hadn't (gone, into, been) paying attention. When the final bell (look, rang, out), the teacher asked Chuck to stay (sigh, into, after) class.






"I'm worried about you, Chuck," (she, idea, her) said. "You always pay attention." Chuck (port, told, next) her what he'd been daydreaming about.

"(At, As, So), you want to learn how to (personal, construct, straight) a paper airplane?" she asked with (I, an, a) smile. Then she reached over and (folded, lifted, tried) a piece of paper off her (desk, bus, would). Chuck watched as she did some (dare, fancy, most) folds and a few clever twists. (The, While, When) she was finished, she held a (laughing, beautiful, stitches) paper plane out to him.

"Go (school, ahead, final) and try it," she said.

Chuck (threw, found, rest) the airplane. It soared across the (jet, room, trash), out the door, and down the (while, over, hall). It flew further than even Chuck (have, would, smile) have imagined.

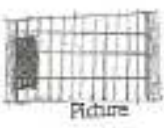
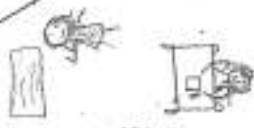





<p>Sentence  the room my mom was in it was tranquility.</p>	<p>Definition the absence of motion or disturbance.  Peaceful</p>
<p>Sentence  I was awe when I heard about the Suicome.</p>	<p>Definition great wonder, fear, and respect</p>
<p>Sentence  depressed the remote to turn on the T.V.</p>	<p>Definition to be sunk below the surrounding region</p>
<p>Sentence We got to see mankind at the theater. </p>	<p>Definition human beings as a group; the human race  human</p>
<p>Sentence My sensations today are happy. </p>	<p>Definition feeling  (Back)</p>

**Vocabulary Foldable**

Name \_\_\_\_\_  
Date \_\_\_\_\_

(Front)

Word <b>bulky</b>	 Picture
Word <b>focused</b>	 Picture
Word <b>thrust</b>	 Picture
Word <b>hatch</b>	 Picture
Word <b>module</b>	 Picture

<p>Sentence My bed is bulky because of the mattress. *</p>	<p>Definition large and puffy</p>
<p>Sentence *</p> <p>I was focused when I was listening to something interesting</p>	<p>Definition to direct attention to someone or something.</p>
<p>Sentence</p> <p>My sister Belle thrust me and I tripped on the cord.</p>	<p>Definition Sudden strong push or force.</p>
<p>Sentence *</p> <p>I saw on TV the hatch and an astronaut come out.</p>	<p>Definition an opening in the deck of a ship or spacecraft that leads to other decks.</p>
<p>Sentence *</p> <p>I saw on NASA's web page a module and how it worked. (Back) *</p>	<p>Definition a part of a spacecraft that has a special use and can be separated from the rest of the craft.</p>

18/20 90%

Vocabulary Quiz  
"Apollo 11: First Moon Landing"

Name \_\_\_\_\_

Date 4/19/11

Word Bank

Module   Focused   Hatch   Awe   Mankind  
Bulky   Thrust   Tranquility   Depressed   Sensations

Read each definition. Fill in the blank with the vocabulary word that matches each definition.

1. mankind human beings as a group; the human race
2. module a part of a spacecraft that has a special use and can be separated from the rest of the craft
3. Tranquility the absence of motion or disturbance
4. thrust a sudden, strong push or force
5. awe great wonder, fear, and respect
6. hatch an opening in the deck of a ship or spacecraft that leads to other decks
7. depressed to cause to sink below the surrounding region
8. bulky large and puffy
9. Sensations a feeling
10. focused to direct attention to someone or something

10/10

Read each sentence. Use context clues to help you with each sentence.

11. Buzz Aldrin crawled down the tunnel and through the hatch into the *Eagle*.
12. The lunar module's footpads were depressed in the surface about two inches.
13. Michael Collins was the command module pilot. 5/5
14. The astronauts practiced different methods of walking in Moon's gravity and reported their Sensations.
15. The Sea of Tranquility was chosen as the landing site because the land was flat and calm.

Write an original sentence that shows the meaning of the word.

16. bulky My mattress to my bed was bulky because it was big and fluffy.

17. focused I was focused in math class because I was interested.

3/5 X 18. thrust The rocket's thrust was very amazing to watch because I never knew what it looked like.

doesn't tell me what it looks like. IS  
GIVE THE SENSE OF THRUST.

19. awe We were in awe because we didn't know what would happen in space.

X 20. mankind Armstrong and Aldrin made mankind because they took the first step on the moon. They did not make mankind, but they made great discoveries for mankind.



5/5

**UNIT 4** Lesson 4

Name \_\_\_\_\_ Date \_\_\_\_\_

## Selection Vocabulary

**Focus**

**module** (mä' • jəl) *n.* a part of a spacecraft that has a special use and can be separated from the rest of the craft (page 406)

**bulky** (bəl' • kē) *adj.* large and puffy (page 406)

**focused** (fō • kəst) *v.* past tense of **focus**: to direct attention to someone or something (page 408)

**thrust** (θrust) *n.* a sudden, strong push or force (page 410)

**hatch** (hach) *n.* an opening in the deck of a ship or spacecraft that leads to other decks (page 413)

**tranquility** (tran • kwil' • ə • tē) *n.* the absence of motion or disturbance (page 414) *peaceful*

**awe** (ō) *n.* great wonder, fear, and respect (page 421)

**depressed** (di • prest') *v.* past tense of **depress**: to be sunk below the surrounding region (page 420)

**mankind** (man' • kind) *n.* human beings as a group; the human race (page 422)

**sensations** (sen • sã' • shanz) *n.* plural of **sensation**: feeling (page 422)

**Practice** Write the word from the word box that matches each definition below.

<del>sensations</del>	<del>module</del>	<del>awe</del>	<del>depressed</del>
<del>thrust</del>	<del>bulky</del>	<del>focused</del>	<del>tranquility</del>
	<del>mankind</del>	<del>hatch</del>	

1. awe great wonder, fear, and respect
2. depressed sunk below the surrounding area
3. bulky large and puffy

UNIT 4 • Lesson 4 45

UNIT  
4

Lesson 4

4. mankind human beings as a group
5. thrust a sudden, strong push or force
6. tranquility the absence of motion or disturbance
7. focused directed attention to someone or something
8. module a part of a spacecraft that has a special use and can be separated from the rest of the craft
9. Sensations feelings
10. hatch an opening in the deck of a ship or spacecraft that leads to other decks

Apply

Write the vocabulary word that best matches the underlined word or phrase in the sentences below.

11. When Julia caught a glimpse of the Grand Canyon, she was filled with wonder and amazement. awe
12. I had many happy feelings when my younger sister was born. Sensations
13. Audrey climbed through the opening in the deck of a spacecraft and prepared for her spacewalk. hatch
14. We could feel the sudden, strong force when the roller coaster took off. thrust