

**PRACTICUM CASE STUDY: NICO BORGIA, GRADE 2**

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### *I. Information about case study student*



For my practicum case study, I am working with a second grade boy named Nico Borgia. Nico is 8 years old. He was born on December 26<sup>th</sup>, 2001 in China. Nico's mother is Chinese and his father is American. An interesting fact about Nico is that he speaks fluent Chinese. During the summer he usually goes to China with his mother to visit relatives. Nico's father is a finance professor at Florida Gulf Coast University. I spoke with Nico's

father after our first meeting and he spoke with me about his concerns regarding Nico.

During our first meeting I was able to get to know Nico quite well. He is very outgoing and seems to enjoy interaction. He was excited to work with me and to tell me all about himself. Nico says that his favorite things to do are play video games, watch television, and go to the movies on the weekends. He really loves anything that has to do with Star Wars and keeps little clone trooper figurines with him everywhere he goes. Nico thinks that he would like to be a veterinarian when he grows up.

Nico has told me that he does not enjoy reading or writing very much at all. When asked if he would enjoy reading a book about clone troopers, his face lit up. We scoured the library for books about aliens or books that involved action. He found a few that he was interested in. However, when we sat down to read them he said that he would rather just look

at the pictures. We eventually came across some books by the author Jack DeMolay. All of DeMolay's books are written in the form of comics. This intrigued Nico and we picked out a few to read.

Nico's strengths seem to be his decoding skills and creativity. His weaknesses are that he has difficulty with comprehension and spelling. He spells words according to how they sound to him, rather than taking the time to sound them out and



decode the correct spelling. For example, when attempting to spell the word 'popular,' Nico wrote 'popylr.' And when writing the word 'villain,' he wrote 'villin.' It was interesting to me that when he reads he is great at stopping to sound out an unknown word. Nico seems to have a lot of great ideas for writing, but he has difficulty getting his ideas on paper. I think that this is due to his lack of confidence in his spelling ability. When it comes to comprehension, Nico seems to be concentrating so much on his reading in order to make sure that he is reading correctly, that he loses the meaning of the text.

## *II. Early Assessments*

Upon reviewing my case study student's school records and talking with his teacher, I found that Nico is below grade level in reading comprehension and fluency. These results were derived from the Fair test and SAT10. He also struggles with spelling and writing. When

reading, he is often able to decode words whereas when he is asked to spell those words, he may not do so correctly.

The informal assessments that I administered were a Reading Interest Inventory and Writing Attitude Survey. I chose to conduct these particular assessments with my case study student because they seemed the most grade-level appropriate. Before beginning the inventory, I explained to Nico that it was important for him to be honest in answering the questions and to go with his first instinct when making his choice. I explained that I was going to be asking him some questions and that he could fill in the answers or I could help him if he needed that from me.

Upon reviewing Nico's reading and writing inventories, I learned that Nico does not enjoy either form of literacy much at all. He stated that he does not enjoy reading unless the book is about something that interests him, like clone troopers. It became evident that he does not pick up a book and read simply for the love of reading; he reads because material is assigned to him. According to the inventory, Nico thinks that he watches exorbitant amounts of television. He stated that he watches TV when he gets home from school and until he goes to bed. He also said that he watches 8 hours of television on each day of the weekend. I have met both of Nico's parents and believe that his time estimation may be a little off. Nico would rather spend his time watching television or playing video games than reading. He does not seem to see a purpose for reading in his life. I learned that his favorite book is *The Clone Wars* and he enjoys it because of all of the action throughout the story. He also likes to read comic books like Spiderman. When asked to finish the sentence, "When I read, I..." Nico completed it

by saying “sound out words and read fluently.” In observing him as he reads, I have found the first part to be true. Nico does sound out words as he reads and he does so quite well. However, this constant decoding of words interrupts his fluency and makes comprehension of the text difficult.

Writing is another activity that Nico prefers not to do. He actually has a lot of great ideas for writing and can build great sentences. However, I think that his lack of confidence in his spelling is causing him to dislike writing all together. One thing that Nico said that he enjoyed doing was writing letters to people. I found this interesting and thought it would be a good suggestion for his parents to get him to do writing over the summer. In my interview with Nico he stated that he has trouble coming up with ideas of things to write about yet once he has written a story, he enjoys sharing it with others.

Throughout my first week of working with Nico, I also conducted some formal assessments to help guide me in creating an instructional plan for him. One assessment I did was to conduct a spelling inventory. Through this inventory I was able to obtain a lot of information about Nico’s spelling abilities. According to the *Words Their Way* Primary Spelling Inventory, Nico is early within the word pattern stage. This text provides a wealth of information for how to improve the abilities of students within this spelling stage. I’m excited to explore some of these strategies with Nico and to share them with his parents.

I also conducted a few running records as well as a Dolch Sight Word test. The running records indicated that Nico does a lot of self correction while reading. If he does not know a word, he will try to sound it out. If he still cannot decode it, he asks for assistance. When asked

to retell the story, he had difficulty due to his poor comprehension and the attention spent on each individual word, rather than the big picture of the story. Conversely, Nico did very well with the second and third grade sight word tests. He could read all of the second grade words quickly and only missed one of the third grade words. Unfortunately, some of these words are words that he struggled with when he is reading a text. I look forward to investigating this further.

### *III. Tutoring Plan and Instruction*

As mentioned previously, Nico has stated that he does not enjoy reading or writing. He feels as though reading is boring but will read if the subject is interesting to him. He also prefers not to write, but stated that he enjoys writing letters to family and friends from time to time. Nico's actual abilities in these areas do not necessarily match up. He is a good oral reader. However he tends to spend so much time sounding out and decoding words that he misses the meaning of the text. When it comes to writing, he has a creative mind and wonderful ideas. The problem occurs when he tries to put his ideas on paper. He struggles greatly with spelling and loses confidence when writing. I have found that spelling seems to be his greatest weakness. Nico is low in the *within word pattern* stage of spelling development. This means that Nico is in the transitional period of development between the beginning stage when students' reading and writing are quite labored, and the intermediate stage when students can read nearly all texts they encounter (Bear, Invernizzi, Templeton & Johnston, 2008). After completing a spelling inventory, I found that Nico is falling toward the beginning of

this word pattern stage, closer to emergent spelling, and this causes a great detriment to his reading and writing.

Language Arts Modalities	Strengths	Weaknesses
Writing	creativity	putting words into print spelling
Reading	Automaticity decoding	comprehension
Listening		Easily distracted
Speaking	High level speaking vocabulary	

When planning my lessons and interventions for Nico, I realized that I was going to need to keep his interest and change activities frequently. I decided that the best way to do this would be to split our time together into 15 minute increments. The general plan of our sessions was as follows:

3:30 – 3:45 – Greet each other, talk about his day, and complete a waker-upper (APPENDIX A).

3:45 – 4:00 – We would read a story together focusing on before, during, and after reading strategies.

4:00 – 4:15 – Timed Running Record (Sample attached – APPENDIX B)

4:15 – 4:30 – Comprehension practice (Sample attached – APPENDIX C)

4:30 – 4:45 – Break and snack

4:45 – 5:00 – sentence building activity

5:00 – 5:15 – Teacher/student book

5:15 – 5:30 – Spelling intervention strategies.

My rationale for dividing my time this way is that it allowed me to keep Nico engaged and also to work on all of the areas in which Nico needs improvement; namely, comprehension, putting words into print, expression through writing, and spelling. Though two weeks was not a significant enough amount of time to see major gains in Nico's academic performance, I was able to see small steps being made. Nico's parents informed me that they had seen major differences at home. For the first time ever, Nico had asked his mom if he could read her a story. He was also eager to work with his dad on take-home activities that I had provided for him.

When choosing books for the first reading activity of our sessions, I was sure to select reading material that would be interesting to Nico. Our first day of working together we walked around the library to try to find books that Nico would like. We came across an author by the name of Jack DeMolay who writes books in the form of comics. Nico was instantly excited and throughout our time together we read many of his books. For this first 15 minute time block, I implemented the same before, during, and after reading strategies that I provided to Nico's parents for summer practice. My purpose for doing this was to introduce him to these processes so that he would be comfortable and familiar with the for summer practice. These strategies are as follows:



### Before Reading:

- Look at the title, author, and pictures
- Answer these questions:
  1. What do you think this story will be about?
  2. Who do you think are the main characters?

### During Reading:

- Look for the following:
  1. characters
  2. settings
  3. problems
  4. problem solutions
- Ask yourself, “Do I understand what I’m reading?”

### After Reading:

- Retell the story to an adult. Include the items above.

While working with Nico we completed 3 running records. I would have liked to have done more; however, with our student/teacher book and other activities to do, time did not permit it. For these running records I chose books that Nico was interested in and I timed his reading each time. I used the running record form provided to us on Angel for these assignments.

I chose to use second grade comprehension worksheets for the next portion of our sessions. These were quick and easy ways to assess Nico’s comprehension each day. They generally had a short passage, followed by matching or multiple choice questions. This may

have been Nico's least favorite part of our time together but luckily his break always came next!

Sentence building was an important skill to work on with Nico. He has wonderful ideas for writing. However, he struggles with how to get started and how to get his thoughts on paper. I borrowed a 'building sentences' game from another instructor that Nico really enjoyed. We would have contests to see who could build the best sentences and I can honestly say that his were always better than mine!

Whenever we worked on our story together, Nico would light up. He was very proud of the story that he had created and eager to share it with his friends and parents. In order to write the story, we began with a story board in which Nico highlighted the characters, setting, events, problem, and solution of the story. We would take turns between him writing, and him dictating to me while I wrote. Because of Nico's difficulty with spelling, he would get frustrated when writing on his own. Watching him as he wrote his story was a great way to informally assess his writing skills and I took the opportunity to use the early developing phase writing checklist during this time (APPENDIX D).

Finally, we ended our time together with practice in spelling. I used materials that I created from the text *Words Their Way* by Bear, Invernizzi, Templeton, and Johnston to support my instruction. These consisted of board games, word sorts, and card games, all geared toward and created specifically for, Nico. At the conclusion of our two weeks together, I passed these materials on to Nico's parents to use for summer practice and enrichment.

#### *IV. Summary and Reflection*

Throughout the short time that I worked with Nico, I really feel as though I got to know him and also gained a good understanding of his strengths and weakness. I have previously discussed his strengths and weaknesses and I will now address how I implemented strategies to help him improve and grow as a reader and a writer.

When it comes to reading, Nico seems as though he is right on target. On our first day together, I asked him to read to me. He read quite well and was able to decode even difficult words. However, when I asked him to tell me about what he had read, he was only able to give me surface information. I discovered upon more investigation that Nico lacks comprehension skills and that this is most likely attributed to the fact that he labors over the decoding of words and loses the meaning of the text. According to JoAnne Caldwell (2008), comprehension is at the heart of the reading process and in good readers, it is relatively automatic. In order to address Nico's poor comprehension two things must happen. First of all, Nico's word knowledge needs to be improved, and second of all, Nico needs to become familiar with before, during, and after reading strategies that will help support and grow his comprehension. Comprehending a text can be difficult and students need to be taught *how* to comprehend through strategies such as questioning, inferencing and summarizing (Caldwell, 2008). Throughout our sessions I worked with Nico on these and more strategies. I was able to see progression throughout the week as Nico began to do these things on his own, without prompting from me.

Nico possesses a wonderful energy that can be felt whenever he is around. When he is talking about something that excites him, that energy increases ten-fold. The ideas and Nico has for writing are creative and interesting. However, he has great difficulty with getting them on paper. What I discovered was that Nico would actually probably enjoy writing if he had confidence in his spelling ability. This is why I chose to complete a spelling inventory with Nico. This inventory consists of a list of primary grade spelling words which students are told to spell. After that, the instructor uses a feature guide to analyze the results of the spelling test. This spelling inventory is a wonderful way to assess students' language development level. As I stated earlier, Nico placed low within the word pattern stage after I completed his feature guide (APPENDIX E). This stage of spelling development is defined as the stage that coincides with a transitional period of literacy development. Within word pattern spellers have mastered basic letter-sound correspondences of written English, and they have difficulty with letter sequences that function as a unit, especially long-vowel patterns (Bear, Invernizzi, Templeton, and Johnston, 2008). After discovering this, I was able to use the resources provided in the text *Words Their Way* to instruct Nico in the areas of his greatest weakness. I used these resources to create word sorts, file folder games, and card games to enhance Nico's spelling ability. He really enjoyed these activities and by the end of our second week, his spelling was improving and he was becoming a lot more adept and using vowel patterns when writing.

When assessing Nico using the running records provided to us in Angel, I was able to get a better understanding of the depth of Nico's reading. Through this informal assessment, I determined that Nico uses picture clues and phonics to help him to decode unknown words. He also self-corrects often but if he cannot figure out a word, he will ask for assistance rather

than skip it and move on. He is a word by word reader but uses appropriate pacing and expression when he reads. He makes very few mistakes when reading aloud. However, his ability to answer comprehension questions and retell the story is lacking. He was able to tell the main idea of what he had read, but did not make any connections to himself or his world. He also very loosely identifies characters, setting, and sequence of events. After implementing before, during, and after reading strategies, ALL of these areas improved. He still made very few mistakes when reading. However, after reading his comprehension and understanding of what he had read was much deeper than in the beginning of our time together. I believe that when he learned the strategies for exploring a text, he began to truly understand it better. My hope is that his parents will continue with these strategies throughout the summer so that he can continue to practice and improve.

#### *V. Outcomes and Recommendations*

Together, Nico and I created a short story about Star Wars, featuring Commander Fox. Nico and I worked together on the story. However, the ideas were all his. I helped Nico with the illustrations by superimposing his head onto the body of commander Fox. We took pictures of him with facial expressions that went with the various scenes from the story. Nico colored the background scenes and then we pasted the pictures on each page. He was very proud of his creation and I know that his parents enjoyed it a lot as well. Unfortunately, I did not think to take any pictures of the book before I gave it to Nico. However, below are some of the 'characters' that we created.



I also created some materials at the request of Nico's father. He said that they needed some supplemental materials for the summer. Therefore, when I was assigned to create a brochure for the parents, teacher, or student, I chose to create something with suggestions for his parents.

What I made was a brochure with strategies and suggestions for them to implement over the summer (APPENDIX F). I included reading strategies, writing strategies, and spelling practice suggestions. I also provided them with a bookmark that had before, during, and after reading strategies for Nico and his parents to practice each time they read. In addition to this

brochure, I also provided Nico's parents with a packet of summertime enrichment activities that focus on Nico's spelling needs. This packet included two file folder games, two card games, a word sort, and some graphic organizers. Nico's parents were very pleased with these materials and very appreciative of my suggestions.

All in all, I thoroughly enjoyed my short two weeks with Nico. I feel that he grew a lot even in such a short time. He was such a joy to work with; so full of energy and excitement. I look forward to e-mails from him over the summer, as we decided to be summer pen-pals!

*Works Sited*

Bear, D., Invernizzi, M., Templeton, S., Johnston, F., Words Their Way 4<sup>th</sup> ed.(2008) Upper Saddle River, NJ; Prentice Hall.


Caldwell, JoAnne, Reading Assessment, (2008) Guilford New York, NY; Guilford.




Appendix A

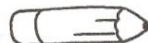
Waker-Upper (student sample)

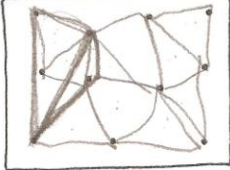
TAKE AWAYS, TRIANGLES, AND RAIN

WRITE YOUR NAME WITHOUT LIFTING YOUR PENCIL OFF THE PAPER! nico DO IT! 

① If this is someone running, and this is someone walking, what could this person be doing?  
standing

② The rain is coming down at a slant because the wind is blowing. Circle the numbers of the people who will get wet.  


③ This peel is too fat and too short.  


④ Make at least 16 triangles by connecting dots. The triangles can touch each other.  


⑤ HOW MANY PERMANENT TEETH DO YOU HAVE?  
6

⑥ Take away any two letters from the underlined word to make a new word for the thing being described.

A kind of monkey - <u>grape</u>	<u>ape</u>
Something you eat - <u>pearl</u>	<u>pea</u>
President's nickname - <u>table</u>	<u>abe</u>
A color in our flag - <u>tired</u>	<u>red</u>
A farm animal - <u>clown</u>	<u>cow</u>
Something that flies - <u>mother</u>	<u>moth</u>
Opposite of high - <u>elbow</u>	<u>low</u>
Something babies do - <u>crazy</u>	<u>cry</u>
Something dogs like - <u>bounce</u>	<u>bone</u>

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Appendix B

Running Record

Sample Running Record of Text Reading

Student's Name: Nico Borgia  
 Title: Earth Our Planet in Space  
 Page Read: \_\_\_\_\_

Date: 5/24/10  
 Level: 3

Type of Error or Error Word in First One Hundred Words

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	SE	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	SC
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	opt(s)
✓	A	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	SC	✓	✓

Accuracy Rate	Error Rate
$\frac{\text{words read correctly}}{\text{total number of words}} = \frac{94}{100} = 94\%$	$\frac{\text{number of words}}{\text{number of errors}} = \frac{100}{6} = 16.67$
$\text{Self-correction Rate: } \frac{\text{errors} + \text{self-corrections}}{\text{self-corrections}} = \frac{6 + 3}{3} = \frac{9}{3} = 3$	

Teachers should analyze the errors and self-corrections and then determine the instructional plans for the student based on the analysis.

**Analysis of Errors and Self-corrections**

- |                                     |  |
|-------------------------------------|--|
| 1. Picture clues                    | 6. Chunking                                |
| 2. Phonic clues                     | 7. Gets mouth ready                        |
| 3. Syntactic (arrangement of words) | 8. Skips words/goes on/rereads             |
| 4. Reads on/does not reread         | 9. Self-corrects                           |
| 5. Asks for help                    | 10. Goes back to find words somewhere else |

Uses:

- meaning
- structure/syntax
- visual

Fluency:

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. Word by word              | Reads in phrases                 |
| 2. Too slow or too fast      | Appropriate pacing               |
| 3. No expression             | Appropriate expression           |
| 4. Not aware of punctuation  | Aware of punctuation             |
| 5. Stumbles over sight words | Automatic sight word recognition |

**Reading Strategies used by the Student**

- |   |   |
|---|---|
| 1. Chunking (little words in big words)   | 5. Sounds out words                           |
| 2. Asks for help                          | 6. Skips word/reads on/rereads sentence       |
| 3. Goes back to find word somewhere else  | 7. Goes back to the beginning of the sentence |
| 4. Thinks of another word that is similar | 8. Other: _____                               |

**Reading Fluency**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Word by word reading        | Reads in phrases                 |
| 2. Too slow or too fast        | Appropriate pacing               |
| 3. No expression               | Appropriate expression           |
| 4. Not aware of punctuation    | Aware of punctuation             |
| 5. Poor sight word recognition | Automatic sight word recognition |

## Appendix C

## Comprehension Practice (student sample)



**Retell The Story  
Comprehension  
Worksheet**

Name: Ni CO

Read the story. Then draw a line from each question to the answer.

Bob is Matthew's father. One day, Bob surprised Matthew. He took him to the circus. They saw a pig named Penny. Penny wore a dress with red flowers on it. One of the clowns rode on Penny's back. The clown's name was Oscar. He was very funny! Oscar had big, yellow shoes. Matthew had his picture taken with Oscar before he went home.

- |                                   |         |
|-----------------------------------|---------|
| Who is in the picture with Oscar? | Bob     |
| Who wears big, yellow shoes?      | Pig     |
| Who is Matthew's father?          | Matthew |
| Where did Matthew and Bob go?     | Dress   |
| What is Penny?                    | Circus  |
| What color are Oscar's shoes?     | Penny   |
| Whose back did Oscar ride on?     | Oscar   |
| What was Penny wearing?           | Yellow  |



## Appendix E

## Spelling Inventory

1 fan  
2 pat  
3 big  
4 rob  
X hop  
6 wate  
7 gum  
8 sled  
9 stick  
10 shine  
11 dream  
12 blade  
13 coch  
14 frite  
15 chood  
16 crall  
17 wishis  
18 thorn

Student's Name Nico Borgia Words Their Way Primary Spelling Inventory Feature Guide Date 5/20/10  
 Teacher Mrs. Garrick Grade 2  
 Feature Points: 11 / 26 Total: 82 / 82 Spelling Stage: \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WRITHIN WORD PATTERN		SYLLABLES AND AFFIXES			
	Initial	Final	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowels	Inflected Endings	Feature Points	Words Spelled Correctly
1. fan	f ✓	n ✓	a ✓						3	1
2. pet	p ✓	t ✓	e ✓						3	1
3. dig	d ✓	g ✓	i ✓						3	1
4. rob	r ✓	b ✓	o ✓			o-e			2	1
5. hope	h ✓	p ✓				ai			2	1
6. wait	w ✓	t ✓							2	1
7. gum	g ✓	m ✓	u ✓						2	1
8. sled			e ✓		sl ✓				2	1
9. stick			i ✓		st ✓				2	1
10. shine				sh ✓		i-e ✓			2	1
11. dream					dr ✓	ea			1	1
12. blade					bl ✓	a-e ✓			2	1
13. coach				-ch ✓		oa			1	1
14. fright					fr ✓	igh			1	1
15. chewed				ch ✓			ew	-ed	1	1
16. crawl					cr ✓		aw		1	1
17. wishes				-sh ✓				-es	1	1
18. thorn				th ✓			or ✓		2	1
19. shouted				sh			ou	-ed	0	0
20. spoil							oi		0	0
21. growl							ow			
22. third				th			ir			
23. camped								-ed		
24. tries					tr			-ies		
25. clapping								-pping		
26. riding								-ding		
<b>Totals</b>	<b>6</b> / 7	<b>7</b> / 7	<b>7</b> / 7	<b>6</b> / 7	<b>6</b> / 7	<b>2</b> / 7	<b>1</b> / 7	<b>0</b> / 7	<b>34</b> / 56	<b>9</b> / 26

Appendix A

## Appendix F

## Parent Brochure

### Summer Reading Suggestions

Kathi Appelt, *Incredible Me!*  
 Jennifer Jacobson, *"Andy Shane" Series*  
 Mary Pope Osborne, *"Magic Tree House" Series*  
 Tedd Arnold, *Huggly's Pizza*  
 Steve Jenkins, *How Many Ways Can you Catch a Fly?*  
 Margie Palatini, *Bad Boys Get Cookie*  
 Jim Amosky, *All About Frogs*  
 Christianne Jones, *Rah-Rah Ruby*  
 Mary Jane and Herm Auch, *Souperchicken*  
 Keiko Kasza, *Badger's Fancy Meal*  
 Peggy Parrish, *"Amelia Bedelia" Series*  
 Annie Barrows, *"Ivy + Bean" Series*  
 Steven Kellogg, *Penguin Pup for Pinkerton*  
 Marcus Pfister, *"Rainbow Fish" Series*  
 Judy Blume, *"The Pain and the Great One" Series*  
 Jessica Scott Kerrin, *"Martin Bridge" Series*  
 Dav Pilkey, *Dog Breath*  
 Helen Ketteman, *The Three Little Gators*  
 Ron Roy, *"A to Z Mysteries" Series*  
 Nick Bruel, *Bad Kitty*  
 Eric Kimmel, *Anansi & the Moss-Covered Rock*  
 Pam Munoz Ryan, *Mice and Beans*  
 Eve Bunting, *I Don't Want to Go to Camp*

### Spelling Strategies:



Nico is extremely good at sight word recognition and decoding words when reading. However, when writing those very same words, he tends to struggle. I gave Nico a Spelling inventory and the results were that he placed within the 'word pattern' stage of spelling development. This means that he struggles mostly with specific letter patterns in words. Practice and exposure to words will help him to improve in this area. I have provided you with a packet of activities that can be used to explore word patterns over the summer.

Your packet includes:

1. R-controlled vowel card game
2. Word sorts
3. Vowel pattern card game
4. 2 file folder games



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### Summer Strategies for Nico Borgia



I have really enjoyed working with Nico over these past two weeks. We've really gotten to know each other well and we've had a lot of fun! In this pamphlet you will find some suggested summer activities for Nico. I hope that you will find it informative and helpful.

Sincerely,  
 Kelly Garrick



## Reading Strategies:



Throughout my time with Nico, we worked a lot on reading and specific reading strategies. One of the first things that Nico told me was that he does not enjoy reading all that much. Here are some suggestions that may get him excited:

1. Choose books of interest to him (i.e. Star Wars, comics, action)
2. He enjoys books by the Author Jack DeMolay. These books have vivid illustrations and are written in the form of comics.
3. Take turns reading. For example, Nico reads a page, then a parent reads a page.

The strategies on the bookmark will be helpful in deepening Nico's understanding of texts. If he practices these before, during, and after reading strategies enough, he will eventually do these things automatically, thus improving his comprehension.

Here are some great websites for summer reading practice:

Time 4 Learning—a website with a multitude of resources from lesson plans to printables:  
<http://www.time4learning.com>

Education.com—provides worksheets, activities, and a parent forum:  
<http://www.education.com>

Super Teacher Worksheets—This has worksheets for everything you could possibly need for summer practice:  
<http://www.superteacherworksheets.com>

## Writing Strategies:



Nico has some wonderful and creative ideas when it comes to story writing. I believe that his hesitation to write comes from lack of confidence in his spelling ability, which we will address later. When I interviewed Nico, I learned that there are times that he enjoys writing. He stated that he likes writing letters to people and that he enjoys writing about things that interest him. Here are my suggestions for the summer:

1. Have Nico keep a journal over the summer and write in it every day (if possible). He does not have to write a lot, just a few sentences about what he did. Incorrect spelling in the journal is not a concern.
2. Since he enjoys writing letters, you may consider having him write letters to family members once a week. I'm sure they would love to hear from him and it would be great practice for Nico.
3. Sometimes you may want to have him dictate a story to you. If you write it down for him, he will be able to read it back and enjoy his creativity.

Here are is a great website to check out for some summer literacy activities. It is a PDF file full of lessons to do with a child moving from 2nd-3rd grade.

[http://www.michigan.gov/documents/2nd\\_Grade\\_Literacy\\_Activities\\_66529\\_7.pdf](http://www.michigan.gov/documents/2nd_Grade_Literacy_Activities_66529_7.pdf)

## Reading Comprehension Bookmark

### Before Reading:

- Look at the title, author, and pictures
- Answer these questions:
  1. What do you think this story will be about?
  2. Who do you think are the main characters?

### During Reading:

- Look for the following:
  1. characters
  2. settings
  3. problems
  4. problem solutions
- Ask yourself, "Do I understand what I'm reading?"

### After Reading:

- Retell the story to an adult. Include the items above.