

A magnifying glass with a dark blue frame and a grey handle is positioned in the top right corner. The lens of the magnifying glass is focused on the text 'Case Study 2'.

## Case Study 2

# Collaboration in the Classroom

Hello! I am a Grade 1 French Immersion teacher, and I wanted to share a recent, positive experience I had with one of my students. It was the third term of the school year, and one of my students was still not meeting grade level expectations for reading and writing in Grade One Language Arts. I was concerned about how this was affecting the student's self-esteem and success in other academic areas, and was ultimately concerned that she would be a student at risk for dropping out of French Immersion in subsequent years.

I was aware that this student required additional targeted skills instruction and many opportunities to practice. From classroom observations and assessments, I was aware that she knew five letters of the alphabet, some of the letter sounds, had very few sight words, and was still working toward reading basic three and four-letter words. This student was also at the very beginning stages of writing, where she could only form some letters.

In order to help this student, I began by trying to understand the problem better. I checked in with her parents to inquire about vision and hearing checks, background history, and reading routines. I looked at the student file and spoke with the previous classroom teacher to inquire about student history and any assessment information she had. I then made a referral to the School Based Team which consisted of the Principal, French Learning Assistance teacher, Resource teacher and myself. The purpose of this meeting was to discuss strategies, further assessment, and possible support interventions we could incorporate as a team for this student. The School Based Team then suggested consulting about this student with the district staff, which consisted of an early literacy support teacher and speech and language pathologist.

Through consultations with the School Based Team and District staff, there was a strong recommendation for this student to be involved in a literacy intervention. I gathered classroom assessment information such as alphabet and sight word knowledge and completed a phonological assessment screen. The school working team met to look at the assessment information and developed an eight-week collaborative plan for intervention. The team agreed to gather formative and summative assessment information and revisit the results after the eight weeks.

A three-tier intervention system was implemented for this student. Tier One was the French interventions that were made in our classroom. I focused on phonological awareness skills of rhyme and segmentation. I incorporated more whole class practice of these concepts with students clapping the syllables when learning new vocabulary, sharing songs and incorporating more stories with rhyme. We played games that reinforced oral blending and segmenting. I also incorporated more opportunities to model reading and writing with Math stories and poems as a warm up to math instruction, starting a class message in the morning, and doing regular group reflections following whole class lessons. I tried intentionally to find opportunities to increase this student's participation and sense of contribution during whole class reading and writing activities by giving her a role to say specific sounds for words when spelling, or being the finger spacer for group composition.

I made a word wall with high frequency sight words to help support journal writing. I created a pocket chart center to allow for extended practice with sentence and word rebuilding. I also incorporated guided reading lessons where I scheduled to meet with the student for two short lessons per week in which we targeted the alphabet letters that she did not know and phonological awareness concepts.

Tier Two was done in French and English by various staff at the school that were scheduled to provide additional instruction and support to her. The French Learning Resource teacher met with her twice a week and did small group lessons in class through guided reading and phonemic awareness activities. The French Education Assistant and Aboriginal Education Assistant each met with her once a week and supported her with journal writing. Her Big Buddy met with her once a week and worked on becoming more familiar with the alphabet and practicing sight words through games.

Tier Three of this intervention was done by the Early Literacy Teacher. This was a pull-out support through English instruction that targeted phonemic awareness skills. This teacher incorporated resources such as phonological awareness kits, phonemic awareness and Project Read.

Once this intervention was set up, I met with the parents to explain the plan. While discussing the plan, the parents helped to identify ways that they could also support their child's growth at home with daily home reading time, rhyming pictures and sight word matching games.

The outcomes of this three-tiered literacy intervention were positive. The post-assessment results showed that the student showed growth in alphabet and sight word knowledge. Her phonological awareness screen results demonstrated that she now understood rhyme, could identify initial and final phonemes in words, was able to orally segment words into syllables, and could orally blend onsets and rhymes. The student is now beginning to apply her new phonemic skills to classroom reading and writing tasks. I am so pleased that this student now sees herself as a reader and writer.

