

Video Analysis

Introduction

Reese is a twelve year-old boy who will be entering the 7th grade in the fall. He was diagnosed with dyslexia and developmental coordination disorder (dysgraphia) before entering 2nd grade. He has always struggled with reading and prefers to have stories read aloud. He is extremely hard working and will often hum theme songs while he works. Although Reese knows how to use visual, structural, and meaning cues as he reads, he rarely knows what to do when these cues fail to produce expected results. Based on Reese's assessment results, I created goals for him that focused on building strategies that would aid him in attending to the whole word as opposed to depending on beginning sounds as he reads. I also set some writing goals to work on beginning each sentence with a capital and ending it with punctuation. These video clips demonstrate Reese using what he knows to figure out what he doesn't know. This video contains three clips from our first lesson where we are working on an interactive writing activity. In the first clip Reese misspelled the word took. The second clip shows him trying to use analogy to figure out how to spell aliens. The final clip shows him reaching his frustration level while I break down the tasks to help him finish.

Video Link:

<http://www.youtube.com/watch?v=hIOOnPWq7kc&feature=youtu.be>

Transcript and Analysis

Note Taking	Note Making
<p><u>Video Clip 1:</u></p> <p>Working on an interactive writing task, student is speaking as he writes:</p> <p>S: I</p> <p>T: When I to?</p> <p>S: took</p> <p>T: Ohh! Took. How do you spell took?</p> <p>S: t-o-c-k</p> <p>T: Do you know a word like took?</p> <p>S: Cook</p> <p>T: Cook, do you know how to spell cook?</p> <p>S: c-o-o-k</p>	<p>Although Reese has dysgraphia, interactive writing allows him to work on writing with support from the teacher. Interactive writing also gave him an opportunity to create words as opposed to just reading them.</p> <p>I introduced the strategy of using analogy to help Reese figure out how to spell the word.</p> <p>Reese picked up the purpose of the strategy very quickly. As soon as he related the unknown word to a known word, he was able to spell the word correctly. This also introduced using rimes to help</p>

<p>T: So how would you spell took?</p> <p>S: t-o-o-k</p> <p>T: Good!</p> <p><u>Video Clip 2:</u></p> <p>Same interactive writing activity. Student begins to apply the earlier strategy.</p> <p>S: How do you spell aliens?</p> <p>T: How do you think? Let's try it together.</p> <p>S: It sounds like allies and . . .</p> <p>T: It does. That's good.</p> <p>S: So it's like a . . . Does a need to be capitalized?</p> <p>T: No, because there are several different types of aliens. Couldn't there be?</p> <p>S: There are Martians</p> <p>T: There could be Martians and what do you call people from Jupiter?</p> <p>S: Jupiterians?</p> <p>T: I don't know. So let's get back to aliens.</p> <p>S: a- l-e-a-n-s</p> <p>T: Oooh! That's very good, but there is an i in that though.</p> <p>S: a-</p> <p>T: l-i</p> <p>S: e-n-s</p> <p>T: Perfect</p> <p>S: Awesome</p>	<p>figure out spelling patterns.</p> <p>By asking what he thought, Reese began to reflect on what he knew that might help him figure out the spelling pattern. However, he was using the beginning sound again. However, I was encouraged by his use of analogy.</p> <p>Since we had also been working on capitalization, this was a valid question. This shows he was paying attention to conventions while writing.</p> <p>The fact that Reese is asking so many questions shows he is attending to multiple tasks at the same time.</p> <p>Although asking about Jupiter was meant to be funny, it helped him to think about analogy again. He tried to apply the ending of Martian to Jupiter. Applying what he knew to what he didn't know.</p> <p>Reese clearly understands that there is a vowel combination in the word aliens, but cannot figure out a method to help him figure it out.</p> <p>I probably should have given Reese more time to reflect on how the i fit into the word aliens. He was clearly thinking, and I feel like I might have rushed him a little here.</p> <p>Once I told him where the i belonged in the word he was quickly able to spell the rest of the word.</p> <p>His focus had been on spelling the word and he did not give attention to the punctuation. However once</p>
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<p>T: And what do we end with?</p> <p>S: a period</p> <p>T: Woohoo! Yes!!</p> <p>S: High Five!</p> <p><u>Video Clip 3:</u></p> <p>During the interactive writing activity we focused on spelling the high frequency word when as well as beginning sentences with capitals and ending with punctuation.</p> <p>T: What are you going to begin each sentence with?</p> <p>S: When</p> <p>T: Okay, when</p> <p>S: w-h-e nope e-i-n</p> <p>T: Okay, first of all what are you going to say?</p> <p>S: When I saw the aliens they weren't green.</p> <p>T: Awesome. So we know what we are going to say, now let's go back to how we are going to write it.</p> <p>S: Uhh</p> <p>T: When</p> <p>S: When</p> <p>T: Write it</p> <p>S: Ughh</p> <p>T: Do you need to see the other one? Now it's gone away.</p> <p>S: Ha, I saw it!</p> <p>T: Uhh! What did you not do?</p>	<p>I called his attention to the end of the sentence he went back and added a period.</p> <p>Positive reinforcement!</p> <p>We started each sentence with <i>when</i> because Reese has a habit of misspelling this high frequency word. By incorporating it as a challenge in writing the story he became more engaged at repeatedly writing the word.</p> <p>Reese is beginning to become overwhelmed at not only trying to spell the word, but trying to capture what he wants to write.</p> <p>I break down the task for him so he won't be as overwhelmed. Concentrating on capturing his thoughts first.</p> <p>Now I give him the second step—concentrating on how to write his thoughts.</p> <p>I remind him of the first word.</p> <p>I let him look back at a previous page to help support him while he is frustrated.</p> <p>Reese had set a rule at the beginning of our interactive writing that each page would be indented.</p>
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S: I started with a capital. Oh, I see.	
T: You are the one that decided to indent each page.	I reminded him of his rule.
S: Sorry, geez. Boy, this is a sentence not a paragraph	I can tell he is still a little frustrated, but want him to pay attention to the rules (especially the ones he put in place) while he is writing.
T: You are the one who made the rule.	
S: Fine, gah! (student begins humming as he writes)	Reinforced what he was doing correctly.
T: nice spacing!	
T: Oh, wait a minute. Go back to that word.	
S: Ugh! (reaches for the previous page)	He can't remember how to spell aliens and wants to look at the previous page. I didn't allow him to look because I wanted him to work on using what he knows.
T: No, no, no! What do you remember?	
S: it's a-l-i-e-n-s?	With encouragement, he spells the word correctly.
T: Yip, you just have to put an i there.	I reinforce the placement of the letter i as he spells the word.
S: Our page is all wrinkled up now!	

Student Learning:

The interactive writing activity helped build Reese's confidence and allowed him to view himself as a writer. Reese is beginning to look for spelling patterns, and is slowly discovering the variety of patterns that make up vowel sounds. This means he is using more abstract thinking because he is working with more than one task at a time (Bear, Johnston, Invernizzi & Templeton, 2012, p. 205). Reese is also learning how to handle the frustration of dealing with multiple tasks at once. By breaking a large task into smaller pieces, Reese is better able to prevent frustration. Although he still needs help with breaking the task down, he is working on trying to organize his thoughts on his own. Reese clearly recognizes he needs additional strategies and seems ready to be taught any strategy that can help him.

Teacher Learning:

While reviewing this lesson, I noticed some things I did well. First, I monitored the student and was able to help him cope with frustration. When Reese became frustrated, I was able to incorporate supports to help relieve the stress which allowed him to focus on a specific aspect of learning. I was able to introduce Reese to working out words through analogy. Students can be introduced to more complex text by using analogy to work out words (Fountas & Pinnell, 1998, p. 255). I feel this was a strong strategy to introduce with the limited time I had to work with Reese.

I also noticed an area I need to improve on when working with students. First, I allowed Reese to do almost all of the writing during our interactive writing. While reviewing the video, I noticed this took a lot of time especially since Reese is not yet a fluent writer. In providing instruction to teachers, Fountas and

Pinnell wrote, “Write easy high-frequency words yourself to move the writing along and invite children to participate on words that expand the learning of the group—such as multisyllable words or those that offer interesting connection to other words (1998, p. 256). By doing more of the writing myself, I could have allowed Reese to focus on specific words instead of attending to everything. This would have focused his learning to specific tasks and would have reduced his frustration.

Teaching Goals:

1. Allow students ample time to wrestle with a problem before swooping in to rescue them.
Remember to give aid not to solve the problem
2. Continue to monitor students for frustration and provide appropriate supports only when necessary.

References:

Bear, D. R., Johnston, F., Invernizzi, M., & Templeton, S. (2012). *Words their way: word study for phonics, vocabulary and spelling instruction*. (5th ed.). Boston: Pearson.

Pinnell, G. S., Fountas, I. C. (1998). *Word matters, teaching phonics and spelling in the reading/writing classroom*. Heinemann