

# **SPED 741- Case Study Assignment Final**

## **Artifact #4**

### **Case Study: Final Case Study Plan – Revision of Lesson Plans**

SPED 741: Methods and Assessments: Literacy Interventions for Struggling Learners and  
Students with High-Incidence Disabilities

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### Consolidated Assignment Feedback from Dr. Amanda Rawlins:

This phonological memory score of 85 compared to the WISC WMI of 112 is very interesting. The CTOPP requires 2 subtests - nonword repetition and digit span. The WISC requires 2 subtests - digit span and picture span. I would be curious if his digit span scores were similar. I am wondering if his ADHD was significantly impacting his performance one day... or if the scores are more similar, I would assume that the nonword repetition on the CTOPP was the test that caused this very low score. If that's the case, then his working memory appears to be significantly impacted by phonemes. It doesn't change your instruction, per se, but it does mean that any verbal directions would need to be short, clear, and repetitive (meaning that you try to use the same routines and phrases as you implement intervention). These would be good principles to apply given his ADHD diagnosis as well.

Now that I've seen all of Ace's scores, this score (VCI) feels very, very important. I wonder how much of Ace's score here reflects weak background knowledge (and therefore lower vocabulary) versus an expressive language issue (meaning he may know things that he cannot express fully).

I'm thinking back to those two scores I commented on at the beginning... the VCI and phonological memory scores. It is interesting that during assessments and teaching, he can follow what's going on so well. This leads me to assume that his issues on the WISC VCI were expressive in nature rather than receptive. It also leads me to conclude that when information/language is presented in an auditory format, he relies on getting the "gist". That is, phonological memory asks him to remember non words ... so phonemes without meaning. But when meaning is attached, he is much better at listening comprehension. The only issue with this

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statement is that reading requires the ability to hold on to phonemes that don't necessarily carry any meaning. For example, if you're decoding an unknown word, the sounds don't mean anything together until you get to the last sound and blend them to get a word that sounds like something you've heard before: /bbb/eeee/k/ ... "oh, that's beak!".

Just remember that his phonological memory score was 85. That was one performance on one day, but the score suggests that, at the phoneme level (working with an abstract concept, the phoneme), his working memory may not be as solid as at larger units of language that carry meaning.

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### Enhanced Lesson Plan 1: Phonemic Awareness & Phonics with Guided Practice

#### *Brief Lesson Description*

This 60-minute lesson focuses on phonemic awareness and phonics, targeting VCe patterns and diphthongs. It uses a multi-sensory approach, incorporating phonemic manipulation exercises, decoding drills, and interactive phonics practice. Writing and reading fluency are integrated, allowing Ace to either work on writing practice or improve reading fluency using repeated or audio-assisted reading.

#### *Tailored Instruction Strategies for Ace (for ADHD support)*

- Scaffolded activities (Chunking and breaking down tasks (e.g., syllables → phonemes) accommodate Ace's phonological memory challenges, moving from larger language units to smaller phonemes.
- Additional multisensory supports (e.g., tactile activities, contextual decoding) and ADHD-friendly strategies have been integrated.
- Instructional (Routine) Structure: Tasks broken into short, clear, predictable, and manageable steps with consistent time allocations and immediate feedback.
- Predictable lesson segments (e.g., Warm-Up → Phonics → Drills → Guided Practice).
- Phonics Instruction & Decoding Drills-Directions are short, clear, and repetitive.
- Interactive Phonics Practice (10 Minutes): Multimodal activities like apps and games help sustain Ace's attention.

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- Multisensory Strategies & Materials Letter tiles, **sand trays**, sound wall visuals, visual checklist, tactile manipulatives, and engaging apps added to break down tasks and reduce cognitive load.
- Expressive Language Support: Sentence starters, writing or reading fluency choices.
- **Decodable passages replace isolated word lists during reading fluency practice to encourage application in connected text.**

### *Learning Objectives*

- Phonemic Awareness - Ace will segment and blend sounds in words with VCe patterns and diphthongs using phonemic manipulation and visual cues.
- Phonics - Ace will decode words with VCe patterns and diphthongs, demonstrating proficiency with sound-letter correspondence and utilizing color-coded visual supports.
- Writing/Reading Fluency - Ace will form simple sentences incorporating VCe and diphthong words (writing choice) or improve reading fluency with repeated or audio-assisted reading of words learned during the lesson (reading fluency choice).

### *Materials*

- Color-coded flashcards with VCe and diphthong words (e.g., cake, rain, coin, make)
- Whiteboard and color-coded markers
- Phonics apps (if available) for interactive practice
- Manipulatives - **Letter tiles and tactile manipulatives (e.g., sand trays, magnetic letters)**
- Visual supports (sound wall **with vowel patterns and images**, word family charts)
- **Decodable passages (short stories or sentences with VCe and diphthong patterns)**

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- Phonics worksheets for sentence practice
- Audio recorder or phonics apps for audio-assisted reading
- **Visual checklist for decoding strategies**
- Visual checklist for writing or fluency tracking sheet

### *Instructional Arrangement*

- Location: Small group or one-on-one setting in a quiet space
- Teacher: One teacher (you)
- Students: One student (Ace)

### *Teaching Procedures*

1. **Warm-up (10 minutes)-Familiar words are introduced first, allowing Ace to rely on meaning before moving to nonsense words.** Activities are broken into smaller, scaffolded steps (e.g., substitution, deletion, addition).
  - o **Phonemic Manipulation:** Engage Ace in phoneme manipulation exercises with words containing VCe patterns and diphthongs:
    - **Substitution:** For example, say “cake” and ask Ace to change the ‘k’ sound to ‘m’ to form “make.”
    - **Deletion:** Ask Ace to remove the ‘c’ sound from “cake” to form “ake.”
    - **Addition:** Ask Ace to add the ‘r’ sound to the beginning of “ain” to create “rain.”

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- **Chunking Approach:** For longer words, break them into syllables or meaningful chunks before working at the phoneme level. E.g., blend "ta" + "ble" into "table" before working on /t/ + /a/ + /b/ + /l/.
  - **Prioritize Familiar words before introducing nonsense words.**
  - **Tactile Support:** Use letter tiles or magnetic letters to visually **and physically** build and manipulate words, reinforcing the connection between sounds and letters.
- o **Tap-It-Out:** After phoneme manipulation, engage in a “Tap-It-Out” strategy. For example, say “cake” and have Ace tap each sound (c-a-k-e) aloud to reinforce sound segmentation.
- Use sound wall **images** for vowel sounds (**e.g., a bouncing ball for the /b/ sound) to provide visual anchors for phonemes.**) and (e.g., long ‘a’ in “cake” and diphthongs like ‘oi’ in “coin”).

**2. Phonics Instruction (15 minutes):** Introduce Decoding word families (VCe and diphthong words) with **structured, short, repetitive, and contextual supports – one pattern at a time to ensure mastery and prevent overloading.**

- o **Introduce VCe first and after concept mastery introduce Diphthongs:** Use **color-coded flashcards** to introduce words with VCe patterns (e.g., cake, bike) and diphthongs (e.g., coin, rain).
- o **Visual Demonstration:** Write the words on the whiteboard using color-coded markers to highlight vowel sounds and the silent ‘e’.

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- o **Tactile Tracing:** Have Ace repeat the words and **trace them in a sand tray** with his finger on paper to help Ace visually and kinesthetically reinforce phoneme awareness.
- o **Break-It-Down Activity:** Use letter tiles or blocks to segment the words into manageable chunks (e.g., cake = c-a-k-e), prompting Ace to repeat each sound aloud, reinforcing the decoding process.
- o **Contextual Explanation:** Teach the alternative function of the silent 'e' (e.g., in words like “have” or “give,” it ensures words don’t end in 'v').

**Feedback: You may find that two patterns at a time is too much. Many students need to go slower and work toward mastery on one pattern at a time. You will know best, but I am just offering that you may need to slow down. Or you may need to target specific vowels: long a vs aw ... or long o vs oi/oy. You'll also want to be sure you include instruction on the other uses of "silent e" somewhere along the way. One other use of the 'e' is in words that end in J or V... we don't end words in J or V in English, so we add an 'e' to end the word. Examples: have, give, love ... these words look like exceptions to your VCe pattern, but it's really the case that the 'e' has a different 'job' in these words...not marking the vowel but ensuring that the words don't end in J or V.**

### **3. Decoding Drills (10 minutes):**

- o **Objective:** Practice decoding word families (VCe words after introduction and then diphthong words) with **structured, short, repetitive, and contextual drills and supports.**

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- Use **color-coded word family charts** (e.g., cake, make, take; coin, join, boil) to reinforce relationships between words with similar patterns.
- **Chunking Strategy:** Encourage Ace to group sounds into meaningful units (e.g., /st/ + /ar/ instead of breaking into /s/ + /t/ + /a/ + /r/).
- **Have Ace attempt to read a short decodable passage with meaningful contexts, allowing Ace to apply decoding skills in a connected-text format.**
- **Repetition and Immediate Feedback: Provide repeated opportunities for practice and offer feedback after each attempt to ensure understanding before moving to new words to reinforce correct decoding.**

### 4. Multimodal, Interactive Phonics Practice to sustain Attention (10 minutes):

- **Phonics Games:** Engage Ace with phonics apps or online interactive games that reinforce decoding words with VCe patterns and diphthongs. For example, have Ace
  - Sort words into categories (VCe Vs. diphthongs) or
  - Match words to corresponding pictures and decode them aloud, **reinforcing the connection between meaning and phonics patterns.**
  - **Avoiding Color Dependency: Visual Reinforcement:** Ensure Ace does not associate colors with sounds exclusively (e.g., "long a" should not be tied to the color red). Ensure **knowledge of the letter pattern (so remembering the letters + sounds)**

**Feedback: Just be sure that he doesn't begin pairing "long a" with "red", for example. You want his responses to reflect knowledge of the letter pattern (so remembering the letters + sounds), not a reflection of remembering a color + sound on the card.**

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### 5. Guided Practice (10 minutes) (Choice Activity):

**Objective:** Provide scaffolded reading and writing fluency opportunities for independent application of phonics skills.

#### o Option 1 – Writing Practice:

- **Model and Scaffold:** Write a sentence using VCe and diphthong words (e.g., “The cake is on the table.”) and write it on the whiteboard while focusing on spelling and phonics patterns. **Highlight patterns explicitly.**
- **Structured Practice for Expression:** Have Ace write 2-3 sentences using words with VCe and diphthongs.
- Provide **Sentence starters** and a visual checklist (for writing sentences) to support sentence formation and help Ace focus on spelling and phonics patterns (to apply phoneme knowledge).

#### o Option 2 – Reading Fluency:

- **Reversed Sequence:**
  - **Read Aloud to support expressive language development: Have Ace attempt to read a short decodable passage independently (instead of isolated words, applying decoding strategies in context).** Encourage Ace to read them with increasing speed and accuracy.
  - Follow with audio-assisted reading for support. Afterward, encourage him to reread the sentences independently.

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- Provide feedback on his decoding and fluency progress during independent reading.
  - **Shortened Text Option: If a passage feels too difficult, reduce the amount of text or focus on key sentences.**
- **Positive Reinforcement:** Offer praise for effort and provide feedback for areas of improvement. Correct any mistakes while reinforcing phonics rules.

**Feedback: You've done a nice job gradually releasing the responsibility in the lesson. I know there are times when word list reading is the goal. But always try to put in a decodable passage where the student is asked to apply the knowledge you practiced within connected text. You have that in your audio-assisted reading, but I would reverse the order ... I would have him read it first and then re-read with the audio. We want him to be doing the "heavy lifting" of application of patterns in contextual reading first. If it feels too hard, decrease the amount of text for him to work with on his own.**

### **6. Wrap-up and Review (5 minutes):**

- o **Sentence Review:** If Ace worked on writing, review his written sentences for correct use of VCe and diphthong patterns. Have Ace read his sentences aloud to reinforce decoding and fluency.
- o **Fluency Reflection:** If Ace chose reading fluency, review his progress on word recognition and fluency. Ask him how he felt about his reading speed and accuracy.

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- o **Positive Reinforcement:** Offer praise for effort and provide feedback for areas of improvement. Correct any mistakes while reinforcing phonics rules.

### Assessment of Student Learning:

- o **Formal Assessment:**

- Review Ace's written sentences (if chosen) or listen to his repeated readings to check for accurate use of VCe patterns and diphthongs.
- Assess comprehension of decodable passages through questions or retelling.

- o **Informal Assessment:**

- Observe Ace's ability to decode words aloud and engage in phoneme manipulation exercises.
- Monitor fluency improvements during repeated and audio-assisted reading.

- o **Student Exit Ticket:** Ask Ace to independently read the words introduced in the lesson and provide constructive feedback.

- o **Retention Check:** Start the next lesson with a quick review of 2-3 words from this session to ensure retention and to reinforce learning.

By providing a choice activity, the lesson allows Ace to work on his areas of need and preference while engaging with the phonics skills in both writing and reading fluency. This structure encourages independence and ownership of learning while reinforcing critical phonemic awareness and phonics concepts.

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### **Enhanced Vocabulary Lesson Plan 2: Vocabulary Development Using LINCS Strategy with Writing Integration**

#### **Brief Lesson Description:**

This 60-minute lesson focuses on vocabulary development using the LINCS strategy, helping Ace build connections between new words and their meanings. Writing and reading fluency will be incorporated as choice activities during guided practice, allowing Ace to use new vocabulary in sentences or improve fluency through repeated or audio-assisted reading. Multisensory supports, scaffolding techniques, and contextual applications have been integrated to address Ace's phonological memory, ADHD, and expressive language needs.

#### **Learning Objectives:**

- Vocabulary: Ace will learn and use 5-6 new vocabulary words using the LINCS strategy.
- Writing/Reading Fluency: Ace will demonstrate understanding of vocabulary by using the words in context by writing sentences or through improved fluency during guided reading practice.
- Retention and Application: Ace will retain vocabulary and demonstrate application through interactive, contextual activities and scaffolded tasks.

#### **Materials:**

- LINCS strategy handout (visual aids for linking the word to an image, sentence, word part, etc.)
- Word cards with vocabulary words (e.g., happy, quick, explore, strong, jump)
- Whiteboard and markers

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- Writing notebook and pencils
- **Short decodable passage containing the day's vocabulary and familiar VCe patterns.**
- Picture prompts related to vocabulary words
- **Vocabulary worksheets with prefixes, suffixes, and morphemes for additional reinforcement**
- Phonics apps for additional vocabulary practice (optional)
- **Letter tiles or magnetic letters for hands-on practice**
- **Audio recording of the passage for audio-assisted reading**
- Color-coded flashcards for multisensory learning

### **Instructional Arrangement:**

- **Location:** One-on-one or small group setting, in a quiet area.
- **Teacher:** One teacher (you).
- **Students:** One student (Ace).

### **Teaching Procedures and Techniques:**

#### **1. Warm-up Activity: Flashcard Vocabulary Review (5 minutes)**

**(Enhanced)** Acknowledge Ace's phonological memory challenges and scaffold the warm-up.

- Use flashcards from prior lessons to review 2-3 vocabulary words.

#### **(Enhanced):**

- **Incorporate letter tiles to visually represent word parts (e.g., "br" + "ight" = bright).**

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- **Use a sound wall or picture cards to reinforce phoneme-grapheme connections.**
- Ask Ace to:
  - Read the word aloud.
  - Recall its meaning (e.g., "Bright means full of light").
  - Use it in a sentence (e.g., "The sun is bright today.").
  - **(Enhanced): Encourage Ace to act out one word (e.g., pretend to "brighten" a room with hand gestures).**

### 2. Vocabulary Introduction: Using the LINC Strategy (15 minutes)

Introduce 5-6 new vocabulary words (e.g., happy, quick, strong, explore, jump).

#### **Integrate morphemes and scaffold tasks for better retention.**

- Use the LINC Strategy for each word:
  - **L:** Create a link with a familiar word or image (e.g., "jump" – show a picture of someone jumping).
  - **I:** Identify the word's meaning (e.g., "jump" means to spring off the ground with your legs).
  - **N:** Note a word part or rhyme (e.g., "jump" rhymes with "bump").
  - **C:** Create a sentence using the word (e.g., "I jump high on the trampoline").
  - **S:** Say the word in a sentence aloud.
- Use visuals and gestures to make the process engaging and clear.
- Repeat the process for each word, using visuals, gestures, and clear sentences.

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- **Introduce prefixes and suffixes for select words (e.g., "unhappy" – "un" means "not"). Provide explicit instruction on morphemes to support spelling and vocabulary growth. Use Morpheme Magic-inspired visuals.**
- **For multisensory support, have Ace use letter tiles to build each vocabulary word while saying the sounds aloud.**

### 3. Contextual Learning Activity: Short Passage (5 minutes)

Integrate a decodable passage with contextual application.

- Provide Ace with a short, grade-appropriate passage that includes the day's vocabulary and **VCE patterns**.
  - Example: "The quick fox explored the bright forest, jumping over rocks with a happy smile."
- Read the passage aloud together.
- Ask Ace to:
  - Point out the words in the text.
  - Discuss their meanings in the context of the story.
  - Create a new sentence using one word from the passage.

### 4. Interactive Vocabulary Practice with LINCS Strategy – Small group activity (15

minutes): Break tasks into small steps and add multisensory games for engagement.

- Vocabulary Games (**Interactive app**):
  - Use apps that allow Ace to drag and drop pictures to corresponding words.

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- Reinforce LINC'S components (e.g., Link words with pictures, identify the word's meaning, and Create sentences).
- **Kinesthetic Activity – Peer Interaction:** Act Out Vocabulary Words:

- **Partner Activity:** Students work in pairs with a set of vocabulary word cards.

### **Instructions:**

- One student selects a word card from the deck without showing it to their partner.
- The student acts out a word using gestures and movement (e.g., jumping or pretending to lift weights) while saying the word aloud and creating a sentence (e.g., "I jump high on the trampoline").
- The other student guesses the vocabulary word based on the actions performed.
- **Learning Reinforcement:** Reinforce the connection between movement, language, and meaning.
  - **L (Link):** Link the movement to the word.
  - **S (Say):** Say the word aloud while performing the action.
  - **C (Create):** Create a sentence based on the action.

○ This kinesthetic activity not only encourages vocabulary retention but also fosters peer collaboration and engagement through physical movement and creative expression.

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**5. Guided Practice: Choice Activity (15 minutes):** Provide options for Ace to engage with vocabulary through writing or reading.

**1. Writing Practice:**

- Model a sentence (e.g., "The quick cheetah runs fast.") and write it on the whiteboard.
- Have Ace write 2-3 sentences using the vocabulary words.
- Add a scaffolded visual checklist (e.g., "Did I use the word? Did I spell it correctly? Is it a complete and a valid sentence?").

**2. Reading Fluency Practice:**

- **Reverse the sequence: Ace reads a short decodable passage independently first, followed by audio-assisted reading for reinforcement.**
- Provide feedback and praise for effort in both options.
- Reduce the passage length if Ace finds it too challenging.

**6. Wrap-up and Review (5 minutes):** Use scaffolds to ensure Ace consolidates learning.

- Ask Ace to revisit his written sentences or use a word in a new oral sentence.
- **Provide structured sentence starters if needed (e.g., "Today I felt happy because \_\_\_").**
- Reinforce the LINCS strategy by reviewing how Ace linked a word to its meaning or image.
- Praise Ace for his progress and enthusiasm to build confidence.

**Assessment of Student Learning:** Include targeted informal and formal assessments.

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- **Formal Assessment:** Review Ace's written sentences or listen to his reading for fluency and vocabulary usage. Listen to his repeated readings to evaluate fluency, vocabulary use, and understanding.
- **Informal Assessment:** Observe Ace's participation in LINCS activities and games, noting his ability to grasp new words and recall meanings.
- **Student Exit Ticket:** Ask Ace to independently use one vocabulary word in a new sentence and provide constructive feedback.
- **Retention Check (Enhanced):** Start the next lesson with a morpheme-related warm-up or review 2-3 vocabulary words from this session.

### Summary of Adjustments:

- **Phonological Memory Support:** Scaffold tasks, use letter tiles, and focus on larger, meaningful units before advancing to phonemes.
- **Morpheme Integration:** Introduce prefixes and suffixes for meaningful connections.
- **Multisensory Strategies:** Incorporate tactile (letter tiles), auditory (audio reading), and kinesthetic (acting out) elements.
- **ADHD-Friendly Techniques:** Break tasks into smaller steps, maintain routine, and include engaging activities.
- **Expressive Language Development:** Provide scaffolds like sentence starters and structured writing prompts.

**Feedback: This is also a great lesson. One thing to consider ... when you're choosing words, as he is in 2nd grade, you can begin to pull in morphemes to give him access to meaning +**

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**spelling. You might choose a word like "unhappy" or "irregular" or "decompose" (just thinking of words with simple prefixes). You could choose a few common prefixes and suffixes to start with. I don't know if you've ever seen the program Morpheme Magic, but you could look at the free samples for some ideas of how to structure this type of teaching to boost vocabulary and spelling knowledge simultaneously.**