Direction Clarity: Why Do Students Struggle to Successfully Follow Directions?

An Inquiry Project by

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Abstract:

In my fourth grade classroom, each lesson begins on the back carpet, so that the students can be provided with directions. During these lessons, I noticed a trend developing in which many students would ask questions I had previously answered multiple times. This led me to wonder why students could not follow directions. Was I being unclear? Were the students unfocused? Was it a combination of both teacher clarity and lack of student concentration? My inquiry explores how to increase the rate at which students follow directions to maximize student learning.
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Introduction and Background Context

I am a fourth grade intern at Radio Park Elementary School, which is in the State College Area School District, Pennsylvania. The State College Area School District is large and extremely diverse. Radio Park is among ten elementary schools in the district. My classroom is composed of twenty-one students; eleven are females and ten are males. This particular class contains a mix of children. Many students are the children of either graduate students attending Pennsylvania State University, or professors teaching at the university. One student, the child of a graduate student, is from Korea, and attends English as a Second Language class one day a week. I have found that she does not receive the needed support at home due to a communication barrier. There is another student whose family constantly moves, and this is the first year she has been in the same school for a second school year. Unfortunately, she will be moving to another country at the end of the year. This particular student is a year younger than her peers, and, as a result, is developing a behavioral issue. After much observation, my mentor and I feel that her behavior is attention seeking, because she is an extremely gifted child, but tends to be completely dependent upon the teachers. Therefore, directions are repeated to her during every lesson and/or transition. However, there are also many students who grew up in State College. As a result, there is the mixing of cultures, and each child brings his or her own experiences into our classroom.

Of the twenty-one students in my classroom, four are high achieving students, eleven are average learners, and six students require extra assistance. The different levels are determined both on capability and effort. Many students in the “average” group could be considered high achievers, but their efforts say otherwise. Even with this classification, ability varies among different learning contexts and settings. The entire class is an extremely diverse group of
students and learners. There is one male student who receives Title I reading, where the
instructor assists him with reading comprehension, provides an alternate Word Study program,
and offers homework help. This child’s family is on welfare, and he does not receive the support
at home that most of the students do. Additionally, there are two female students who have an
Individualized Education Plan (IEP) for an outside Word Study program, along with direct
instruction in mathematics. One of these girls has Attention Deficit Disorder, and the other has a
form of dyslexia. Furthermore, two male students attend learning support, where an alternate
writing program is completed with assistance, and they have a paraprofessional in the afternoons
to help with writing tasks. However, one of these students excels in science, but constantly
struggles with the writing portion of activities. Lastly, we have a male student who has been
diagnosed with difficulty processing, but does not receive any special services offered by the
school- a request by the parents.

This particular fourth grade class is extremely well behaved and respectful, but they are a
talkative group. During instructional time, there are many occasions where I have to ask them to
stop talking or focus. Additionally, I have many students who constantly blurt out questions,
answers, and/or comments, which can be a distraction to the rest of the class. During this time,
the students are gathered as a whole group on the back carpet where they are in close proximity
of me. Therefore, they tend to pay more attention than at their desks. I have tried providing
directions while the students are at their desks, but proximity presents a problem. Our classroom
is arranged into six long tables, and their purpose is to limit distractions with students’ desks and
also to build community.

The curriculum in fourth grade is not focused on textbooks, and the only formal
assessment students have is in mathematics. Therefore, they are extremely dependent upon the
teacher explaining directions, and struggle with assignments where they are to read the directions independently.

**Rationale**

*Why did I choose teacher clarity as my inquiry project?*

In the beginning of the school year, I observed students constantly asking questions my mentor teacher had previously answered, with emphasis, during her directions. Furthermore, when I began teaching, I observed the same patterns. At first I thought I was not being clear, but even as I tried to have the students repeat the directions back to me, the students were unsuccessful. “One simple way to make certain that the students understand your directions is to ask a student (or several) to repeat the directions back to you. If there is any confusion… you will discover it when they repeat them back to you,” according to Thompson, Bensen, Pachnowski, and Salzman (2001, p. 175). Unfortunately, they still asked questions about what to do next, but it was a slight improvement. The more I taught, the more I noticed this trend, and it was taking a toll on the amount of working time for the students. After much reflection, I was not sure if the problem lied in the clarity of my directions, or the students’ inability to follow and/or remember all the directions needed to complete an assignment or task. There were times that I, as the teacher, felt that my expectations were vague and/or my word choice was unclear. According to Allen (2002), teachers use “pet” phrases when giving directions. “Pet” phrases consist of, “I want you too…”; “OK everybody, here’s what’s coming next…”; and “What I’d like you to do is…” Additionally, Allen says, If students hear a particular phrase too frequently, they may begin to stop hearing it at all. This is a dangerous trend. If they become too accustomed to not listening at certain points… then how long will it before they stop listening during the spaces between those moments? (p. 127).
This made me ponder if my students were accustomed to “pet” phrases, and learned to tune me out. On the other hand, there were instances where the students struggled to follow directions, even though I went through step-by-step instructions of what to do, as well as the expectations. I wondered why the students had trouble understanding my expectations and following my directions. In reference to Chesebro and McCroskey (2002), Teachers should use the “students’ language,” and “… when explaining something teachers should remember their students’ experiences, existing knowledge of the topic, and … their point of view” (p. 94). They go on to say that, “Doing this enables teachers to approach the topic at the appropriate level and not talk ‘above’ or ‘below’ their students” (p. 94). As I read about “students’ language,” I wondered, was I unclear? Were the students unmotivated? Were the students not focused? These questions led me to my inquiry.

The purpose of my inquiry is to target the areas/subjects in which students struggled with directions with the intent to increase the effectiveness and clarity of these instructions. Also, my purpose is to figure out the cause for the gap between my students and me. The gap might be a communication barrier between the students and myself, or it could be too many directions given at one time. All these sub-questions encouraged me to pursue my original wondering, why do students struggle to successfully follow directions?
Literature Review

As I began teaching in our fourth grade classroom I noticed a trend of the students skipping steps I had given in the directions, and failing to follow the directions on their Word Study homework assignments. I realized before blaming the students, I had to analyze my own teaching for clarity. Harlan and Rowland (2002) state, “Clarity refers to the methods used to explain or communicate content, concepts, principles, skills, and ideas” (p. 150). I wondered if students were incorrectly following directions because I was unclear, or whether they were unfocused and off task. Secondly, I needed to analyze my students’ behaviors and determine whether there was a correlation between my clarity and student behavior.

The first step in the inquiry process was to analyze my own teaching. There were many lessons I felt went smoothly, and was confident the students had all the information they needed to experience success within any given task. On the other hand, there were some lessons I felt were unclear to me, and I was not clearly transmitting the expectations for my students. An example of this would be my lesson on fairy tales. After I gave directions and sent the students back to their seats, they did not start working. As I walked around, I realized the students were extremely confused, and repeating the same questions. In reference to Burden and Byrd (1994), “If teachers are constantly asked to repeat questions, directions, and explanations… then they are not exhibiting clarity in their instructional behavior” (p. 120). But, when teachers demonstrate clarity in their teaching, there are positive impacts. According to Chesebro and McCroskey (2002), “Clear teaching is more than just teaching content clearly. It also involves clear expectations” (p. 95). These expectations include the purpose of the assignment, grading, and the appropriate behavior. In the fairy tale lesson, it was obvious the expectations were not clear. My goal was to increase teacher clarity, because as a result, “Clear teaching increases student
affect for both instructors and course material” (Mottet, Richmond, and McCroskey, 2006, p. 100). Once I was able to identify the lessons that created confusion among the students, and what I needed to change to improve clarity, I needed to analyze the students.

When conducting research on this topic I realized students’ inability to follow directions originated from many different areas. Additionally, being able to implement different strategies to increase students following directions is dependent upon where the problem is stemming from. According to Mottet, Richmond, and McCroskey (2006), in 1975 and 1985, Ohio State University conducted a survey asking students to discuss an experience with a clear teacher. The students responded using their own definition of a clear teacher. After obtaining 110 concrete surveys, there was an emerging trend. This pattern was focused around three key elements of a clear teacher: going through the directions in an organized, step-by-step method, emphasizing the key ideas of an assignment, and talking to the students on their level, using appropriate language, or terms. I have taken these three ideas and tried to determine why the students in my classroom struggled with following directions. As a result, these three elements guided the inquiry in trying to determine a cause, implementing a strategy, and recording the results.

After analyzing my own teaching and students’ behavior, I developed two interventions as a result of comparing my own data with that of education researchers. My first intervention was developed after noticing a consistent trend in the students’ Word Study homework. It was observed that the students were not following written directions within each question, even after I went over the individual questions with them. Furthermore, they were not underlining/circling/highlighting the important information, even when instructed. To conquer this problem, I did some research. In reference to Harlan and Rowland (2002), they believe that if students are motivated to complete a task or assignment, the students will focus more on the
directions. I used this in my inquiry by creating a game for Word Study. The students were continually told that if all the students followed all the directions, they would receive two points in our game. This incentive was to motivate the students, plus have them become more independent. In addition to increasing motivation, I decided to engage students in their learning. Instead of me reciting the important direction information, I had the students read each question and share with their peers what they felt was essential in each question. I wondered if the students were the one deciding what was important if they would follow them more successfully.

The second intervention I developed was surrounded around helping students to follow verbal directions, especially when I felt there were multiple steps to remember. According to Thompson, Benson, Pachnowski, and Salman (2001), “Whenever possible, have your directions in written form as well as delivering them orally” (p. 175). After reading this, I decided to provide my students with both verbal and written directions. Appendix N contains example pictures I used in the classroom for a science and language arts lesson. In addition to using two strategies, Thompson (2001) suggested that, “One simple way to make certain that the students understand your directions is to ask a student (or several) to repeat the directions back to you” (p. 175). I also took this advice into consideration, and immediately began to ask students to repeat the directions, in order, back to me prior to the intervention. They also continue to reveal that having students repeat directions will diminish any confusion, and by raising your voice, important instructions are emphasized, which encourages unfocused children to pay attention. Lemlach (1987) agrees with Thompson by stating, “If teachers… give an assignment without verifying that the children understand it, misbehavior and confusion are the invariable consequence” (p. 14). As a result of the research, I decided to verify understanding by continuing to have the students repeat directions, and concluded that providing verbal with
written directions would be a great intervention strategy to implement in my fourth grade classroom.

As I conducted more research, I learned about what Allen (2002) calls, “pet” phrases. These “pet” phrases are the extra information teachers include when giving directions such as, “I want you to…” and “What we are going to do is…” He says further that “pet” phrases are not “clear and concise.” Consequently, Allen (2002) believes, “If they [students] become accustomed to not listening at certain points during the teacher’s presentation” (p. 125), then they will stop listening to all the directions in between the “pet” phrases. Unfortunately, I did not apply this strategy because I did not want to implement too many at one time. This tactic will have use in my future classroom.

Research played a critical role in my inquiry. Being able to collect data and compare it to that of experts impacted the results of the inquiry. I was able to use the knowledge of my classroom and the research to develop two appropriate interventions that met the needs of the students, and look at my own teaching and how I can improve.
Wonderings and Sub-Questions

Observation is a key component in the teaching profession. Through my observations, I recognized a pattern in the students’ inability to follow directions. This pattern led me to my initial wondering, and the many sub-questions that surfaced along the way.

Wondering

How can I establish clarity in my directions during instructional time?

Sub-Questions

- When are the students struggling with directions?
- Why are the students struggling to follow directions?
- How many students don’t understand/follow directions?
- Who is having trouble understanding and/or following directions?
- Is it always the same students?
- Are the students unmotivated to do the assigned task?
- Are the directions unclear to the students?
- How are the students conveying confusion with instructions?
- Do students answer what written directions are asking them?
- Are my expectations clear?
- Do I have a problem communicating effectively with the students?
Inquiry vs. Improvement Project

There are many differences between an improvement and inquiry project. When trying to improve an element of the classroom, the teacher already knows the source of the problem, and is attempting to fix it by changing or adding something. On the other hand, my inquiry project began with a wondering, developed from observations. With this, my initial wondering is an inquiry, because I began by attending to patterns in my students’ behavior and inability to follow directions. As a result, I needed to continue making observations and collect data, analyzing the findings. The purpose of my analysis was to develop a theory as to why the patterns were occurring. Next, research was done to compliment the initial wondering, and educator’s expertise was used to establish multiple interventions that were carried out in the classroom. I developed two different interventions and applied them on multiple occasions. Using these interventions, I continued to collect data and decide whether one intervention was more successful than another, if they all produced positive results, or if the intervention strategies did not fulfill the needs of the class. Although, since each class is diverse, a positive intervention implemented in one class may not produce the same results in another. In the end, there is a significant difference between my inquiry project and an improvement. Due to the fact that in my inquiry several other questions surfaced, it cannot be considered an improvement plan because a definite answer did not arise. With an improvement project, there is an obvious answer that can be used in different contexts, but not in the inquiry process. Inquiry overall tends to be more ambiguous than an improvement plan.

In my inquiry project, as I previously stated, I have observed that my students struggle to follow directions. Since it is an inquiry project, I needed to get to the root of the problem – why are the students not following directions? After collecting data, and analyzing it, I created and
implemented multiple interventions with the goal of increasing instructional work time. As a result of unclear directions, students spent most of their time looking for clarification, rather than allocating it toward valuable work time. When reflecting upon the various interventions, I can determine the success of each intervention.

In the end, my inquiry project has already changed form, and has inevitably generated other wonderings, which I will further continue in an extension to this inquiry project. Inquiry is a continuous process, and always leads to a new discovery.
Inquiry Plan

When developing an inquiry plan, the first step I took was to create a timeline for the entire process. The next step was the collection of multiple sources of data that would be obtained throughout the three inquiry phases – baseline data collection phase, interventions, and post-data collection. After that, I accumulated baseline data, and conducted research that would compliment it. As a result, interventions were developed, while continuing to collect data. Lastly, I gathered post-data collection and then analyzed all my data to determine the effectiveness of my interventions.

Before beginning to collect baseline data, I created a tentative timeline for the execution of my inquiry. Appendix A shows the edited timeline followed throughout the inquiry process. It was critical to have this structured plan, because it allowed the process to go smoothly, and it helped to keep track of the steps of the inquiry and the information organized.

After creating a timeline of the inquiry, I began to collect baseline data. During the first three weeks, February 4, 2007 through February 25, 2007, I compiled data, which consisted of my own observations, mentor/advisor observations, reflection journals, lesson plans, and collection of student work. Appendix B contains the daily notes I recorded during, or after lessons. I wrote down specific students that did not follow directions, any confusion that occurred, if a mentor or supervisor took notes, or statistics obtained from the assignments the students had to complete.

My mentor teacher always takes observation notes, and my professional development advisor is in my classroom at least twice a week. Their observations and notes (Appendices C and D) are critical in the collection of data, because they have an outside view and are unbiased to the situations. They helped point out unclear directions and/or explanations that they have
observed. Furthermore, my mentor and advisor are able to keep an accurate record of which students asked questions, and the type of questions they answered. Having an outside observer assisted in the development of appropriate interventions, and exposed the credibility of the claims and observations made.

The reflection journals, located in Appendix E, F, and G, were used to record my observations throughout the three phases of inquiry; along with any questions I still had regarding the inquiry. The journals go into depth about the different interventions I created and the observations I made as a result.

In addition to notes and reflection journals, I gathered lesson plans and student work. The purpose of the lesson plans was to analyze missing steps, or information to make the lessons more clear. Lastly, I collected student work because it is a critical element during this time period. As the inquiry developed, student work provided solid evidence of whether or not students were improving in following both verbal and written directions. I have a better understanding of how many and which students are following directions, and who is struggling and where, so I can better gauge myself. When I see that many students are missing the same step, I have the opportunity to rework my own directions. If only one or two are confused about directions or explanations, I can recognize patterns in his or her work. I have noticed that students do not follow directions during word study skills and the assignment of word study homework. In both cases, the students are given both verbal and written directions, yet many students do not follow directions and lose a significant amount of points. By collecting student work, I recorded how many students are not following directions, or circling/highlighting/underlining important information I have given them. Additionally, I have solid evidence of where students are struggling with the directions.
The observation notes, mentor/advisor observations, reflection journals, lesson plans, and collection of student work allowed me to obtain critical information regarding the clarity of my directions, as well as student performance before, during, and after the interventions. The data collected from word study, social studies, science, and language arts assisted in targeting the area in which confusion occurs.

Once the baseline data was collected, research was conducted. Through research, I was able to compare my data with that of experts, to target the problem, whether it was teacher clarity, unfocused students, too many directions given at one time, or a completely different issue. I was able to associate my problem with these educational specialists, and adopt their strategies, or tactics, to implement in the classroom. I was able to choose the best fitting intervention for each individual subject area, as well as the students.

The next step I took was to develop my interventions based on my data collection, and the advice obtained from education literature. When assigning word study homework, I decided to engage the students in the process, rather than being bystanders in their own work. Originally, I went through question by question and provided the students with the important words and phrases, but this time I had the students read through the questions and share with the class what they thought would help them better answer the questions. We did this one question at a time. This way, the students would be active in their own learning and achievement. This intervention was implemented on March 5, April 2, and April 9, 2007, respectively. During the implementation phase, I also continued to write reflective journals, take daily observations, and collect student work. The resources indicated the progress not only the students were making, but my own communication with the students.
The second intervention I used was to provide the students with verbal, as well as written, directions. I felt that during language arts, science, and social studies there were too many directions for the students to remember. To determine whether or not this was the actual problem, I instituted this strategy. Each time, there were more than three directions, I made a numbered list for the students to refer to when working independently. I felt that this allowed more time for them to work, rather than asking questions throughout the entire working time.

During the intervention and post-data collection phases, I continued recording observations and writing reflective journals because I needed to observe the impact of the interventions, and also how the patterns changed, or stayed constant in regard to the students.

The last step I took was to analyze all my data. After analyzing the data, I was able to develop claims regarding the effectiveness of my ability to target the problem and the success of the interventions.
Data Collection

Throughout the inquiry process, data was collected in 5 different ways: Observation Notes, Reflection Journals, Student Work, Charts, Lesson Plans, and Mentor/Advisor’s Observational Notes.

Observation Notes

During and after each lesson taught, I used a clipboard to record any observations I had. Appendix B displays the notes I took. Each day, I wrote the date, subject, and lesson I was teaching. After that, I recorded the directions I gave to the students, and whether or not my mentor, or advisor took notes as a bystander (Appendices C and D). Furthermore, I took note of the students who did not follow directions, and these students were identified by the questions they asked, and/or my observations as I migrated throughout the classroom. Also, grades of word study were recorded. I used these notes for my baseline data. Once my baseline data was collected, I continued to take the same observational notes, but I marked which days the interventions were applied, so I could acknowledge if there was any progress. I continued to record the date, subject, lesson, directions, and grades for the intervention phrase, along with the post-data collection phase. These notes allowed me to recognize any patterns in the students and their ability to follow directions

Journals

During the three phases of the inquiry project - baseline data collection, intervention, and post-data collection phase – I wrote reflection journals. My first journal reflected (Appendix E) upon the initial observations I was viewing, and possible reasons as to why the students were not following directions. I even developed sub-questions that I had not originally thought of. My second journal, located in Appendix F, discussed the interventions I was implementing, and how
they were instated into the classroom. I continued to develop more questions, and wonderings about how the two interventions would pan out. The first intervention focused on engaging students in their own learning by having them read the directions, choosing the key words and phrases. The second intervention discussed, surrounded the idea of providing the students with visual instructions, along with oral. The last journal (Appendix G) discussed the post-data collected, along with the progress the students were making. The journal revealed statistics of the students’ grades throughout the inquiry process – prior to, during and after the intervention. The journal also discussed positive patterns I was able to identify through the observations I was making. The journals helped to put the three different phases into perspective.

Lesson Plans

For each lesson that was taught, I created a lesson plan, and an example can be located in Appendix H. The lesson plan consisted of objectives for the lesson, assessment, expectations, step-by-step directions, and differentiated instruction. The objectives were written to guide the lesson in a certain direction, and identify what the students will be able to do by the end of the class period. The assessment and expectations worked together to determine how the students would be graded on a given assignment, and behavior. Last, but not least, the directions were critical for the lesson. It captured all the information the students needed to know in order to successfully complete the day’s task, but it also organized the information into manageable pieces for the teacher and students. Within the step-by-step directions, students with either an IEP, or some form of learning disability, were identified, so they could receive extra assistance with their task. These students struggled to follow directions, and by checking in with them more often, they would be better able to follow directions, and stay on task.

Student Work
The student work collected was mainly Word Study homework assignments, because many struggled to follow the written directions provided. Prior to the intervention, homework was passed out and the teacher read through each question while providing students with the important information. However, with the new intervention strategy, the students were required to read the questions independently and then share the key words and phrases with the rest of the class. This way, I was able to walk around the classroom to make sure students were reading and underlining/highlight/circling. The homework was collected throughout the entire process and graded in the same fashion, so the progress could be noted. The units collected were unit N, O, P, Q, R, and S. Units N, O, and P were prior to the intervention, and Unit Q was the homework where the first intervention was implemented. Lastly, Units R and S were the two assignments that followed the same intervention plan.

Charts

In order to organize all the information I obtained over the semester in Word Study, I created two charts. The first chart can be found in Appendix L, and it has all the grades of all the students, along with the class averages for Units N-S. Each row represents a different student and the grades they received, and the dashes symbolize students who do not participate in Word Study due to an Individualized Education Plan (IEP). The second to last row is the average grade out of the designated amount of points, and the last line is the average grade per unit in a percentage form. The columns represent the unit, and under each unit is the amount of points that particular assignment is worth. Each of the homework assignments is worth a different amount of points, because the questions change from week to week. The grades in green are the assignments prior to the intervention. The grades in purple represent the week of the intervention, and those in blue are the grades after the intervention was implemented. This
particular chart was developed to keep all the grades together and to compare them across the
different weeks. Appendix M is an example of the second chart I used to analyze word study
homework assignments. The first column is a list of all the students in the class, and then the
numbers in the other columns represent the question number on that particular word study
homework. In each row, an “X” meant that that particular student did not follow the directions
for that question number. For example, in the first row YA, the student, missed question 5. The
last column represented the total number of questions in which the student did not follow
directions. Once again, the dashes signify the students who do not participate in our classroom
Word Study program; they have an alternate program in learning support.

*Mentor and Advisor Observations*

When teaching lessons, my mentor and advisor would take notes on the lesson
(Appendices C and D). During the lesson, they wrote down the directions, and recorded student
questions, along with the timing/pace of the lesson. These notes were great to have because I
was able to go back to them to try and discover a pattern, or trend where the students were, or
were not following directions.
Data Analysis

Observation Notes

When analyzing my observations (Appendix B) for each lesson, I had to reread them multiple times. As I read, I took a tally of the students who repeatedly did not follow directions. Furthermore, I looked at each subject individually to identify a pattern as to why students are not following directions, both written and verbal. I looked for trends that tackled whether I was being unclear, or the students were unfocused, or any other reason.

Reflection Journals

The reflection journals (Appendices E, F, and G) were analyzed to look for common threads throughout the entire process. I tried to identify a change in my thinking, and progress of the interventions. As I read the journals, I pulled out commonalities between my thoughts in the journals with the observations in my notes. The same questions seemed to appear.

Student Work

For six weeks students’ Word Study assignments, Units N-S, were collected. I analyzed the homework assignment by delegating each question a numerical value. Students lost points for incorrect answers, spelling mistakes, not following directions, etc. After that, I subtracted the amount of points the students lost from the total numerical value of the assignment. Over the six-week period, I compared the grades for the individual child, and looked for progress. I also used the homework assignments to record how many students were actually underlining/circling/highlighting the important information either I pointed out, or their peers.

Charts

To begin, each student’s grade, for the complete six weeks, was recorded into one chart (Appendix L). At the end of each week, I added up all the students’ grades and divided that
number by the total number of points the assignment was worth, but each week the assignments were worth a different amount of points. In order for the numbers to be compared, I translated them into a percentage, so they could be compared on an equal scale. I calculated the actual points first, because it was more accurate that way. For each week I calculated the average grades in this fashion, because I wondered how the grades compared to before the intervention, during and after. In addition to calculating the grades for each week on one chart, I created individual charts for each week (Appendix M). Each chart had the names of the students going down the left hand column, and at the top of each row was the numbered question in the assignment. As I went through each student’s homework, for each week, I put an “X” in the column that represented the question the student did not follow directions on. In the last column, I added up the total amount of questions the students did incorrectly due to not following directions, and in the last row, I tallied the total number of questions missed for the entire class. After each student’s homework for the six weeks was calculated, I compared the total number of questions missed before, during, and after the intervention was implemented. Using these two methods, I was able to determine if students grades improved, and their progress on following directions.

Lesson Plans

When analyzing my lesson plans, I compared the actual progression of the lesson, with that which was intended. I looked at how I organized the steps in the directions, and the information I wanted to pass along to the students. I reflected on what I actually included in the lesson, compared to the written portion of it. I took notice to sections that I forgot to include, along with the extra information I added into the lesson. At the end of each lesson plan, I
reflected upon how the lesson went, and what I would do differently to help the students’ understanding.

Mentor/Advisor Observations

In order to see an outside perspective of the lesson, it was important to not only incorporate, but also analyze my mentor and advisor’s observations throughout the different lessons (Appendices C and D). I also analyzed the observations to see if the steps and directions were as logical in my head and on paper, as they were to the students and impartial educators. I looked at how I viewed the students and their ability to follow directions, compared to that of my mentor and advisor.
Data Analysis Results

Observations

After analyzing my own observations, there were some very obvious trends that surfaced. These patterns included:

- The same students repeatedly did not follow directions throughout the entire process (YA, LC, GO, and BS).
- The students, who did not follow directions before, asked fewer questions after the implementation of the second intervention.
- I spent more time prior to the intervention answering questions, than after the second intervention. After the intervention, I was able to spend more time assisting students that needed help.

Reflection Journals

The reflection journals were mainly to continue to ask questions, and make sense of my own observations. I was able to determine that the amount of patterns I noticed were extremely limited, and inconclusive. Throughout the reflections, I did discover that directions were more of a problem in a whole group setting, rather than in a small group setting.

Student Work

When comparing each individual student’s Word Study grades throughout the six-week period, the following results were obtained:

- 6/16 or 37.5% of students’ grades improved
- 10/16 or 62.5% of students’ grades remained constant
  - No student did worse than before the intervention
- 10/16 or 62.5% of the number of questions students followed directions
6/16 or 37.5% of the number of questions students did not follow directions on remained consistent

- One of these students attends English as a Second Language classes once a week
- One students has a learning disability, but tested out
- One student has a behavior problem, and is rarely in her seat as we begin to discuss directions

Charts

The charts were made to compare the average Word Study grades and missed questions as a whole, not individually. The results are as follows:

- The students’ grades slightly improved. Before the intervention the average class grades were 94%, 89%, and 89%. The week the intervention was implemented, the average class grade was 90%, and after the intervention was instituted, the average class grades were 93% and 95%.
- The number of questions students missed due to not follow directions slightly improved as well. Prior to the intervention the students did not follow 15%, 16%, and 18% of the directions. The same week as the intervention was applied, the students did not follow 12% of the questions, and the two weeks after the intervention, the students did not follow 11% and 4.4% of the directions.

Lesson Plans

After analyzing my lesson plans, it was obvious that I could not develop any statistics, but I did recognize a pattern. I was able to recognize that part of the students’ inability to follow directions was directly related to the lack of clarity in some of my directions. There were other
times, where I was able to clearly identify the clarity of my directions through the comparison between my own assessment, my lesson plan, and the observations of my mentor and/or advisor’s observations.

*Mentor/Advisor Observations*

As I read through my mentor/advisor’s notes and compared them to my own observations, I discovered that most of the time, we were both on the same page. At times, my mentor and advisor were able to point out behaviors either on my part, or the students’, that I might not have been able to see from my perspective. I was able to identify when I was being unclear, as well as when the students were unfocused and off task. As a result, I was able to recognize that it was not only the students not following directions, but at times my instruction was unclear, which created confusion among the students.
Claims

Claim 1: Engaging students in identifying key phrases improve the class average and the students’ ability to follow directions, but not always on an individual level.

After implementing my first intervention where the students had to discuss with their peers and myself the essential words and phrases in the directions, it was obvious that not all students’ individual grades improved. According to my data analysis, only 37.5% of the students’ individual grades improved, while 62.5% remained constant. There were no students whose grades suffered as a result of the intervention. However, 62.5% of the students individually improved in following each question’s directions, while 37.5% remained consistent. These statistics reveal that although students increased the amount of directions they follow correctly, it did not improve their individual scores. Furthermore, it is obvious that engaging students does not work for everyone, but for many it does.

The implementation of the first intervention improved the class average, and the amount of direction followed correctly. When charting the grades for the six-week time period, it was obvious that the class average slightly increased. Prior to the intervention (Units N-P), the class averages were 89%, 91.5%, and 89%. The week the intervention was implemented the class average was 90%, but the average grades following the intervention were 93% and 95%. In addition to this, the charts I constructed revealed that the number of questions students incorrectly answered due to not following directions decreased. The three weeks prior to the intervention, the students missed 17, 21, and 29 questions. During the intervention the students only missed 18, and the two weeks following the intervention they missed 15 and 5. Collecting student work, and constructing charts were not the only data that revealed this conclusion. As I walked around the room during the assigning of word study, I observed an increase in the
number of students circling/highlighting/underlining the directions, which really stood out. Between student work, charts, and observations it is obvious that not all the students improved in word study, but many did.

**Claim 2:** *Students are able to follow directions when oral and written instructions are combined.*

The second intervention employed into the fourth grade classroom was the concept of combining oral directions with written step-by-step instructions. When assigning a writing task in language arts, or an activity in science or social studies, the students struggled to follow directions even if they recited the instructions back to the class. As a result, I began to create a list of steps for each assignment for the students to refer to, and this really seemed to help the students stay on task. In my observations, I noticed a huge difference between the effects of the intervention compared to before. Prior, I felt bogged down with the same questions repeated over and over. During the intervention, students were adjusting to referring to the white board, but after a week of implementation, I noticed that I was spending more time assisting the students who needed help, rather than answering the same questions. Although, there were still about a couple students who struggled to use the written directions at a guide; however, they did make some progress. The lessons plans created directly correlated to helping the students follow directions. In each lesson plan, I created step-by-step, organized directions that explained not only all the information I wanted to transmit to the students, but also the written directions I would place on the board. Additionally, I assessed the lesson to determine the effectiveness of the verbal directions, along with the written directions. Using this method, I was clear of the expectations and was able to convey them efficiently; therefore, the students would be provided with all the information they needed to be successful and follow directions. Through my own
observations and construction of lesson plans (and how they were executed), I was able to recognize the improvement of students following directions.

**Claim 3:** *Students are not always at fault when following directions incorrectly.*

Over the past 3 months, I have reflected upon my lesson plans, observations, and the observations of my mentor and advisor. It is obvious that there were times the students were confused due to my lack of clarity. At the end of my lesson plan, I always assessed the lesson taught, along with any changes I would make for the future. In my lesson plan where the students created their own mini rainforests, I stated,

“I discussed during the directions that the transparency would be used to label the layers at first, but after speaking with my mentor, the transparency was to be used for the animals, plants, and insects. So, the next day I explained it to the students and changed it on our directions. Fortunately, the students had to show me their work before receiving the transparency, so I could remind them once again that they were not labeling the layers.”

In this assessment of my own teaching, it is obvious that my teaching was unclear, because I was not completely aware of the expectations of the assignment. Fortunately, the students had to see me to get their transparency, and I could remind them. Otherwise, the students would have either been confused, or not followed directions correctly. In addition to my lesson plan, my own observations exposed, at times, a lack of clarity in the directions. Often, either the entire class was lining up to ask a question, or none of the students started their assignment, because they did not know where to begin. Lastly, as I read my mentor and advisor’s observations, they commented on a particular section of the lesson that they were even confused about. For example, my advisor wrote, “I am not clear whether you want them to raise their hands to comment/answer about the pictures. Some are – some are not.” This is another example as to where my students might not be following the directions I had in my head, because I did not
communicate them in a clear, effective manner. As a result, there were times my students did not follow directions, because I did not provide them with clear expectations.

**Claim 4:** *There is inconclusive data that the two interventions implemented will continue to make a significant difference.*

Throughout the entire inquiry process I have collected numerous data, but, unfortunately, it is not enough to determine how much of an impact the two interventions will have on the students and their ability to follow directions. So far, after implementing the Word Study intervention (engaging students) the class average increased, and the number of questions students were able to follow directions increased from 17, 21, and 29, to 18 during the first intervention, and then to 15 and 14. However, there is not substantial evidence that this pattern will continue. More data needs to be collected and analyzed to identify the true impact of engaging students in evaluating the directions. When reflecting on the second intervention of combining verbal directions with written ones, it was not 100% effective, but I cannot determine whether or not most students will continue to refer to the written directions, or if we will get to the point where all students will be able to use the provided step-by-step directions to complete all assignments for a given task. I feel the inquiry needs more time and more data, to determine the true effects of the two interventions.
Conclusion

Future Teaching Implications

Throughout the inquiry process I have discovered many ideas I will carry with me into my teaching career. First and foremost, I will absolutely engage students in identifying essential parts of given directions, because after this process I feel that students need to be constantly engaged in all their learning, because, if not, they are either off task, or tuning me out. Furthermore, I will write directions on the board as a guide for students to promote independence, so my time can be used wisely to aid students in need. In fourth grade, especially, students need to have that independence. These two strategies will be implemented from the beginning of the school year, so students are used to participating and following direction without constant teacher reminders. In addition to these strategies, I will be working on my own clarity throughout the year, as this year I learned that sometimes my directions are unclear. This will consist of eliminating what Allen (2006) calls “pet” phrases. These “pet” phrases consist of unnecessary phrases such as, “We are going to…” and “What I want you to do is…” He says that eventually students will begin to tune you out, and that is ineffective for the class. Also, teacher clarity and developing appropriate student language will come with experience. Lastly, I would like to supply my students with a survey at certain points throughout the year to determine what types of directions work best for them. Do they like having the written directions? Do they have any other ways they have experienced that they really liked? This survey can give me some insight into the minds of the students, which is one area I feel is lacking in my inquiry. Although, I was not able to answer all my sub-questions, I will be taking all my developments into consideration. I do not think my inquiry was an instant success, but I
do not think it was a failure. It was a step in the right direction, but definitely needs some improvement and further exploration.

New Wonderings

The data I collected and the results of my analysis have led me to numerous new wonderings about improving students and their ability to follow directions. The following are the new wonderings that surfaced throughout the inquiry:

- If these intervention strategies were implemented in the beginning of the school year, would they be more effective?
- Our curriculum is not textbook-based, if it were, would the students still experience the same struggles in following directions?
- Would these two interventions work with every fourth grade class?
- Would these two interventions work in various grades?
- What are other ways could I collect data to obtain more concrete evidence?
- What are other strategies that may work more efficiently?
- If I combine written directions with the removal of “pet” phrases, will students correctly follow directions without constant teacher assistance?
Appendix A

Timeline:

**Week 1:** (February 4-9) Baseline Data Collection
During this week, I will be taking notes after my lessons to record what questions students have, who the students are, how many students, etc.

**Week 2:** (February 12-16) Baseline Data Collection Continues
During this week, I am teaching a poetry lesson during language arts, and this particular area is where I notice the most confusion. Therefore, my mentor will be taping the lesson, so I can go back and analyze the data collected.

**Week 3:** (February 19-25) Baseline Data Collection Continues
After each lesson I teach, I will keep notes and journals reflecting the lesson and answering some of my sub questions. I will also write questions or comments reflecting on the actual lesson and the comments/questions of the students and my observations.

**Week 4:** (February 26-March 4) Research and Data Analysis
During this week, I will research my topic as well as analyze my data. As a result, I will be able to identify correlations between my data and research. During this time, I will also develop multiple strategies to implement in the classroom in the upcoming weeks whether in my lessons, or in the way I present the directions. I will also continue to collect baseline data and identify patterns within the classroom and my students.

**Week 5:** (March 5-9) Research and Data Analysis
In this phase, the research, data analysis, and data collection will continue, along with the ongoing effort to develop different strategies to attempt.

**Week 6:** (March 19-23) Intervention Strategy One and Two
This week, I will begin to execute my first intervention as a result of the findings of my data collection and research. Additionally, I will film a lesson, and continue to take notes and write
reflective journals. I will also begin to compare this data collection to that of the beginning of the inquiry. This phase will also be the implementation of a second strategy, writing reflective journals, collecting student work, and comparing observations to the week prior and the baseline data. In addition, I will continue to implement strategy one to ensure credibility of the intervention.

**Week 7:** (March 26-30) Post-Data Collection
At this point, I will collect data after the two different interventions intertwined into my lesson to determine the changes, whether positive, or negative, that have resulted from the inquiry. Also, I will compile all my data, and research to come to a conclusion about whether I was successful at developing effective directions and explanations. If not, what could I do to further the inquiry?

**Week 8:** (April 2-6) Post-Data Collection
This week will be a continuation of week 7.

**Week 9:** (April 9-13)
This week I will be putting the paper together for editing, and continue to reflect on my data and claims.

**Week 10:** (April 16-20)
This last week, I will be re-editing my paper, and put the final touches on it. Additionally, I will be preparing for the inquiry conference.
Appendix B

Week 1 (February 5-9, 2007)

Language Arts - 2/7/07 – Vocabulary Jeopardy
- During directions, all the students were talking/asking questions
- Bryan was putting definition in the part of speech column, even though I explained the directions verbally, and they were written on the paper
- L, M, and G asked content questions

Language Arts – 2/7/07 – Vocabulary, Discussion, Assignment of Comprehension Questions
- They were talking during instruction, but this time I said to listen because they need to hear directions
- Told them to raise hand at the end of discussion if they had questions
- Went through expectations for each question
- Talked about spelling words correctly that are in the text and question

Language Arts - 2/8/07 – Assignment of “keys” for comprehension
- Went over each symbol and used examples and non-examples
- Discussed title card → must include title, author, symbol – do not have to write any information about the book on the card
  - One student, G, made up her own title, didn’t have the author on it, and wrote an entire paragraph about the title of the book on the back
  - Another student, M, asked if they had to write on the back of the card, but I had already addressed this question several times during reading group

Science – 2/8/07 – Flashlight lesson
- During directions, I demonstrated and explained which way the batteries went into the battery holder, and two groups did not follow these directions
- I showed the students how to test the objects – they all follow directions perfectly
- I emphasized that once there were done testing, they had to answer ONLY the first question and I explained the questions, and asked if any students were confused
  - While the students were asking, 7 students asked if they had to answer that first question, but I had told them already and emphasized that they were to only answer the first question
  - Other students asked if they had to answer the last question

Week 2 (February 12-16, 2007)

Word Study – 2/12/07 - Assigning of the homework (Unit P)
- Went through each individual question, one at a time – told them important words and key phrases to circle/highlight/underline
  - One question, it asked for other common forms of the word gone
  - One student asked how many they needed
I said, “Good question, everyone should listen” – I said they need at least 5
- Another question asked if it had to be in a sentence, and I said that the answer must be written in a sentence – told all the students at least twice they had to write that above the question so that they would remember
  - When I graded the papers, only 4 people had it written in a sentence
  - The other 12 students did not write a sentence, AND they did not even the word ‘sentence’ was not written next to the question
  - Were the students listening during directions? How can I get them to better listen?
- As I graded papers, there were 11 students who did not circle/highlight/underline anything in the direction for each question
  - The other 5 students did

**Language Arts – 2/16/07 – Small group – Vocabulary**
- Dr. Nolan took notes
- L asked 2 questions
  - Spelling
  - Couldn’t understand dictionary definitions, but know how to use/apply the term ‘department’

**Math -2/16/07 – Calendar Math (Rounding Assessment)**
- Each student has own sheet
- Told students to read directions carefully, because each students has a different direction on their paper
- Told at 3 twice to put names on papers
- When collected, 5 out of 15 did not put name on paper
  - ZW, SH, RJ, LO, JL
- 3 did not follow directions, but I do not know if they didn’t read the directions, or do not understand place value ➔ BS, KJ, DW
  - BS is capable of solving the problem correctly, but KJ and DW struggle in math ➔ DW is in Title I

**Social Studies – 2/16/07 – Introduction of Musician Reports**
- Went through notes worksheet, gave examples from previous artists for each question
- Went through rubric, one item at a time
- Emphasized partners will work together to write notes, but each person will write their own papers
- Had students recite directions back to me
- Students went back to their seats and working within 30 seconds
- Told students to write notes, not sentences
  - Just like when we made the web for Japan
- 2 students asked me if they had to write sentences, after I already answered that question before they went back to their seats (RH and MK)

**Week 2 (February 19 -23, 2007)**
Language Arts – 2/20/07 – Color Poems
- Video Taped
- PM, YA, and ZW all tried to use objects that matched their colors and had questions → I should have made it clear that what you are writing about does not have to match the color.
- I told the students to write down their 5 senses and their sentences next to them to make sure that they have all 5 senses. Then on their real copy, I told them to remove the sense words and only keep the sentences.
  - LC wrote his poem with the 5 sense words
  - I showed them 3 examples before they began of what the final copy would look like
- MMK had no idea, kept asking, “What do I do now?”
- ZW did not know the steps – he started the assignment, but then didn’t know what the end directions were
- GO forgot one of the senses
- BS forgot one of the senses

Language Arts – 2/21/07 Small Group – discussion, vocabulary, assign questions
- MK and LC kept asking for me to check each of their answers, but I would not until they were completely done (has always been a routine)
- All students went back to their seats and started comprehension questions

Language Arts – 2/22/07 – Color Poems continued
- BS finished draft copy and asked, “What do I do now?”
- 2 minutes later, BS asked again, “What do I do now?”
- At least 5 students needed help identifying the next step

Science – 2/22/07 – Switches
- Mentor took notes
- Went through the 3 steps and all the expectations
- Said 2 times that all objects in the bag must be used when making the switch
- JS, YA, EE, and each group asked me at least once, whether or not they needed to use all the materials

Week 4 (February 26 – March 2, 2007)

Science – 2/26/07 – Insulators and Conductors
- All students understood the task
- At the time of directions, MK asked a great question, “Are we building the same circuit as the switch, but replacing the paper clip with the items in the bag?”
  - It showed me she knew she was confused and asked before starting
- All the students followed directions
- We had done the beginning part of this lesson the day prior, so they knew how to set the circuit up, plus we reviewed it before they began working
Week 5 (March 5-9, 2007)

**Word Study – 3/5/07 – Unit Q**
- Implementing Intervention 1
- When going over homework, the students read the questions and picked out the important parts of each question, then we went over it as a class
- I told the students that if everyone followed directions they would get two points to add to our game
  - They did not earn their 2 points, but they improved
- I told them that they picked the important information and there should be no reason why they don’t follow directions
- Results:
  - 13/15 followed directions
  - 1 student, EH, has processing problem
  - 1 student, RJ, was absent when we went over directions
  - 15/15 students separated compound words
  - 12/15 Underlined words used in sentences

**Science – 3/5/07 – Series Circuits**
- Implementing Intervention 2
- Directions were discussed and written on the board
  1. Put together complete circuit using all materials, based on prediction
  2. Answer question on worksheet
  3. Remove 1 light bulb and see what happens
  4. Raise hand to show teacher
  5. Complete extension
- Had students recite directions back to me before leaving the carpet
- One group did not show me their series circuit before completing extension
- We did have a few issues with the light bulbs not working, even though I tested them all out, that could be why some students moved on if I was helping others fix their light bulbs

**March 12-16, 2007 – Spring Break**

Week 6 (March 19-23, 2007) ➔ PSSA Week

**Science – 3/23/07 – Parallel Circuits**
- Intervention 2
- Gave directions and wrote them on the board
  1. Test Prediction (all)
  2. Result question
  3. Experiment
  4. Draw and label successful parallel circuit – Show Me
  5. Clean up materials
6. Extension
7. Group Discussion
   - Told students not to answer comprehension questions, we will do it together
   - YA – didn’t follow directions
   - GO, MK, EH, and MMK did not work together in their group
     o Did not test all the predictions like the directions stated, because GO would not let
       her peers try theirs – I took it away from her to give her classmates a chance to
       experiment
   - BM – answered conclusion question before completing the experiment

**Week 7 (March 26 – 30, 2007)**

**This week the students completed the PSSA’s, had two field trips, one assembly, and a
behavior celebration. Therefore, the entire week was completing work from the previous week,
and putting the final touches on our giant rainforest.**

**Week 8 (April 2-5, 2007)**

**Word Study – 4/2/07 – Unit R**
   - Intervention 2 continued…
   - Passed out homework and had the students go question by question, and tell me, and their
     peers, what they thought the important words and phrases were
   - We discussed them all as a class, and I walked around the room to monitor whether or not
     they were engaged
   - When they were graded the results were:
     o Average grade out of 59 points was 55 points, which translates into a 93%
     o The students missed 15 out of 128 questions due to not following directions

**Science – 4/2/07 – Mini rainforest drawing**
   - Intervention 2 continued…
   - Gathered students on carpet and explained each step in the task as I wrote them down
   - Written Directions:
     1. Color the mini drawing of rainforest
     2. Emergent: Light colors, Canopy: Light and Medium colors, Understory: Medium and few
        dark colors (some light), Forest Floor: medium and darker colors (more dark)
     3. Show teacher to receive construction paper
     4. Divide the construction paper into sections using the mini drawing as a guide
     5. Draw own rainforest (Use the mini drawing as guide)
     6. Add in animals, plants, and insects (show me)
     7. Color rainforest (colored pencils)
8. Get overhead from teacher and tape it
9. Label the layers using a sharpie marker
10. Hand in science basket

- All the students shaded their rainforest
- Students were told to use dash marks to divide the paper into the different layers, but MK, LC, and another student drew lines across. Did they do this because it was not directly written in the steps?
- All the students checked in with the me at the designated points to make sure they were on track
- April 11th and not all rainforests are completed, but those that are followed directions completely (they are beautiful)

**Language Arts – 4/4/07 – Welcome to Nigeria**

- Intervention 2 continued…
- The day prior, as a class we read the first two chapters about the land and weather in Nigeria in the book *Welcome to Nigeria*. After reading we filled in a concept web of the key words and phrases relating to the land and weather.
- I explained that the students would be continuing to read the book and fill in three other categories about Nigerian good, home and entertainment, and work and school. We used to table of contexts to decide which chapters would fit into each category.
- The students were directed to read, and when they reread to pick out the important information, and they did not have to write in sentences.
- As they read, the student were given little post-it notes to indicate facts in their book that they knew, did not know, thought the opposite of, or confused them. These were represented through a “check”, “+”, “-,” and “?” respectively. The signs and their meanings were put on the front white board for all to refer to.
- As I walked around the room, the students kept looking at the board to connect idea to the symbols, the students had at least 5 post-it notes throughout their books.
  - One student, EH, did not do the post-it notes, but he does have a processing problem and it was difficult enough for him to choose the important information from the text.

**Language Arts – 4/5/07 – Nigeria paragraph**

- Intervention 2 continued…
- In the beginning of class, the students brought their concept webs to the back carpet
- Had students choose a category that we did not do together
- Made a class web using all the information students had collected about that topic
- I explained we were going to use the information in our webs to write ONE paragraph on ONE topic – many students (RH, MK, YA, PM) kept asking if we had to write one paragraph on each topic, or if they had to write one paragraph about all topics
- I went through the directions, and emphasized with examples a original topic sentence, transitions, conclusion sentences, organizing the information written down, etc.
After lesson, I wrote the steps on the board

1. Choose topic
2. Organize information
3. Topic Sentence
4. Body of paragraph (transitions)
5. Conclusion sentence
6. Edit for spelling, punctuation, capitalization
7. Show teacher
8. Write final draft

- One student did not have any transitions (KJ).
- All students edited their own work
- Not all students are done with their paragraphs, but the ones who are completed did an excellent job
- I noticed a lot more free time, because I was not answering the same question repeatedly
- Two students ask a question, and before I answered, they said, “nevermind” and either went back to the board, or looked at the board first

**Week 8 (April 9-13, 2007)**

*Science – 4/9/07 – Integrated Pest Management*

- Introduced the concept of a pest
- Read *Icky Bug Book*
- Explained that the students would work in pairs and assigned an insect
- They would be given a ladybug T-chart, and in the head write 3 facts about the actual bug, and then in the body write at least 2 pros and cons, but there had to be 6-10 in total
  - The pros and cons had to be about the insect and its interaction with the environment
  - I wrote on the board, “Pro – what is the insect NOT a pest? Con – why IS the insect a pest?”
- Directions written on the board:
  - 1. Read material
  - 2. 3 facts about the insect
  - 3. Pros and cons
  - 4. Show teacher
  - 5. Hand in t-chart into science basket
  - 6. Place book on back chair
- Everyone placed t-chart into science basket
- A few students asked me what to do with the books: LO, YA, BM, EE, SM
Appendix C

Michelle

NAME

2/6/07

DATE/DAY

PennState

SCHOOL

Reading

Subject/Grade

PENNSSTATE

Reading

Office of Curriculum and Instruction Field Experiences

No. of Students

DATE/DAY 2/6/07

Time

Observer

District

Directions - Giving Directions

- Read sentence in box - may use sentences before or after.
- Even if it doesn't help, try a guess.
- Whatever strategy works best - do all word and then get out dictionary or do a word at a time - context and dictionary together.
- If suffices, remember to look up base word.

Riddle - if someone has another word, are not supposed to write today.
- Checking understanding of directions.
- OK, now what are you going to do when you go back to school?

Lose

- And how are you going to guess what it means?

And after we make an educated guess what will we do?

- There is another idea - if these are all definitions then go back to the context clues to see which are words best.

- Everyone is working on the task within 1 minute or less

Lose - question about spelling
Michelle
2/28/07
Magritte 1

Definit
(19) Overview - FF, FF 1 - 11 out of 19.

Choral 1

- Note tags would be helpful in collecting on students

- I am not clear whether you want them to raise their hands to
  comment I answer about the pictures. Some are - some are not.

- Better job with the Tower. I think it might be Mez Ami
- Maize ah mi

I am hearing much more enthusiasm in your voice today than I heard
last time. I think you are feeling much more confident even
with children you don't know.

Improve
Your game very clear and explanation of the directions. I think a
written set (e.g. on the board) would help too. You also
summarize for them

Questions 1

I saw 2 students who didn't draw the hair line - about 1 did not
draw the neck line

- Try to fill in over

Everyone had the face outline first!
Michelle  Social Studies  4/4/07

Nice job guessing which numbered pages belong to which students.
Nice job guessing them for homework by pointing out that there is no chapter with that title.

Good indication between the usage of the table of contents and the index. It might be worth spending a little bit more time on that since it is a generalizable piece of knowledge.

☑️ - V - + ?  V - I knew that  an example would be helpful
  - opposite
  + didn't know that
  ? confused

I wonder if they will follow that direction. I suspect it will be an issue.

Writing them on the board was helpful.

Nice job using "internet searching" with Eric. You noticed that he was not filling the sheet in so you went over to him and asked how it was going.
Appendix D

- make switch ⇒ refresh memory
  - Reanna helped you setup
  - Paige, Eric

  - skip #1 ⇒ + side battery
    - hook wire
    - use hole puncher or screw to make holes on switch
    - hook wires to switch

- Use materials to make a new switch

1:42
- pass out papers
- Same partners
- answer items ⇒ make lightbulb light? make prediction
  - What screw made out of? Yoga
  - Write yes/or no - Paige
  - Mikayla: taking the place of paper cup
  - not giving materials, no I am giving materials

1st thing - prediction
2nd - raise hand
3rd - make switch + check in
  - real test - complete or not
  - Then - come back to carpet
Baseline Data Collection

DAY ONE:

In my first attempt to collect data regarding my inquiry surrounding students following directions, I observed the students’ behaviors throughout directions giving, and following. In our language arts discussion group, there are six students in my group. In our first meeting of the week, I was explaining what was expected of the students for this particular assignment. As I was giving directions, the students were talking and interrupting. The teacher side of me should have intervened and asked the students to pay attention to directions, as well as hold any questions until my instructions were completed. But, the inquiry side of me was wondering, if they were talking during the explanations, is that a possible reason why they struggle with following directions, are confused, and always asking questions I already answered.

After students were sent to do their work, one student (BS) was putting the definition of the words in the parts of speech column, after we talked about what each column meant. Was this a mistake, or because everyone was talking he was not listening to directions or was simply distracted? Three other students asked questions, but they were all related to the content of the paper, having nothing to do with directions.

When grading their vocabulary papers, the students all followed directions, revealing their understanding of the directions/explanations. Due to my acknowledgement of lack of following directions, was I more conscious about my directions and trying to be more thorough, or was it that the students are used to vocabulary expectations since they have been doing them for seven weeks?
DAY TWO:

During our second meeting of the week for our reading groups, I assigned comprehension questions, and discussed the content of the book along with the vocabulary assigned from the previous day. To begin our discussion, I went through each comprehension question and explained what was expected, and tackled any student concern. During this lesson, once again the students were talking, but I took control of the situation and explained to the students the importance of listening, and to save questions until the end. During the lesson, I also talked about spelling words correctly that were either in the question or in the text. After this, we discussed vocabulary and predicted what would happen next in the book.

When students got to work, two of the same students from the previous day had content questions. The students have not completed the comprehension questions just yet, but from what I read as they worked, they were successfully following directions and answering all parts of the question, which we had trouble with in the past. I think because the students struggled following directions in the past, and letting them see their grades from previous assignments, they were more aware of this fact. I wonder if I did not allow them to see their grades, would it affect how they answered these questions?

DAY THREE:

To complete our week of reader’s workshop, the students had to create two symbols that represent a problem from the text, and they got to choose either an event or character to create a symbol for. As a class, we discussed possible problems they could write about. In addition, we discussed examples of problems, along with non-examples to clarify expectations. In addition, the students had to create a title card for this week, but they were directed to do that card last.
I think that I am learning each week, how to be clearer when performing the same readers workshop routine each week, and therefore, the confusion is becoming less. Also, the students have been completing vocabulary, comprehension questions, and another task for seven weeks, so they are adapted to the routine. I am interested in seeing what happens when we begin a new book and the task changes.

In the afternoon, the students conducted a science lesson in which they had to test different materials in a flashlight to determine whether or not a flashlight would work with the batteries in backwards. I went through all the steps of the process and even had the students recite them to me, but when I walked around the room there were two groups who “forgot” to put the batteries in backwards, which we discussed more than once. I wondered, I know we discussed this and everyone else changed the batteries, but why hadn’t these students? Were they not paying attention? What can I do to make sure all students are paying attention?

After the students completed testing the objects, they asked if they had to answer the next question on the worksheet. I had explained that the students were to only answer the first question, and I read the question and identified my expectations for the question. In addition, I told the students not to complete the last question because we would talk about it together at the end of the experiment, but multiple students asked me whether or not they had to answer the last question. Do the students want to make sure they are on the right track? Are they just not listening because they are too excited to get started? Should I give directions in a different manner? Write steps on the board?
Appendix F

Michelle LaBarbera
495 Journal 20

Interventions 1 & 2

As the weeks have passed I have been taking notes diligently in hopes to help my students follow directions in order to maximize learning and working time. While collecting my baseline data I realized that it was not just language arts that my students were struggling with, but it was other subjects as well. That led me to think, “Was it the presentation of directions that students found difficult to understand? Did they need to be more engaged during directions? Did they need a visual to help keep them on track, because I was supplying too many directions at one time?” These questions led me to two different interventions. I tried to not only get the students involved when I could, but also provided the students with visual steps.

Throughout the last couple of months I have been teaching and grading all Word Study assignments. After the first couple of weeks, I noticed the students did not follow the directions on their homework, when I had given the directions both written and verbally. Each week the students would receive the homework and I would go through each question and have the students highlight/circle/underline the key phrases of the directions. At the end of the verbal directions, I would ask the entire class if they had any concerns before placing their assignments in their home folder.

Every Thursday the Word Study homework is due, which has been a routine throughout the entire year. Once all students handed in their homework, I began to grade them. Unfortunately, seventy-five percent of the students did not follow portions of the directions, or did not follow them at all. At this point, I wondered, “If went over the expectations for each question verbally, and the written directions were either highlighted/circled/underlined, why did
the students not follow the directions?”  But, as I continued to grade the papers, many students had not highlighted/circled/underlined any of the key phrases within the text.

After many weeks of making observations and recording them, I decided that I needed to get the students more involved in the directions.  So, the next week I handed out the Word Study homework, I explained to the students that this time around we were going to change our routine, because I noticed many students were not following directions.  I asked the students to look at the first question and read it to themselves as I read it out loud, and then I encouraged them to explain to me, and their classmates the key phrases that needed to be bolded.  We went through each question in the same manner.  Compared to the previous routine, now, the students read it themselves, we talked about it as a class, and the students were provided with written directions. This process allowed the students to stay on task during instruction because they had a “job”, whereas before, I had done the job for them and they could easily tune me out.

On Thursday, the students handed in their word study assignments and I was extremely eager to see the results of my intervention.  As I graded each paper, I realized that out of sixteen students who completed Word Study, (the other five have an IEP for an alternate word study program) only two students did not follow the directions.  One of the students was male with a processing problem, and struggles with directions, whether written or verbal.  The second student was a female and she was absent the day we reviewed the homework.  I was thrilled with the results because now my students’ grades reflected their knowledge, rather than ability, or inability, to follow directions.  At the end of the week I still wondered, “If I try this again next week, will the results be as positive, or was this a fluke?”

Word Study was not the only area my students struggled with instructional clarity – science also created confusion. During each science lesson, the students would ask me the same
question, but I had answered it on numerous occasions in the directions, with emphasis. In addition, students were not following directions at all without even questioning me. I kept thinking to myself, “Why were the students not following directions? Were they not engaged during the presentation of directions? Were there too many directions given all at once? What could I possibly do to help the students follow directions?”

This past week I devised an intervention consisting of providing verbal and visual directions, so they could refer to in order to mark their progress. During our parallel circuit lesson, I went through the directions and provided a numbered list of the ordered steps. As I wrote the steps I explained them as well. Last, but not least, I asked the students if they had any questions or confusions – they did not, so I handed out the materials and they began the process.

Throughout the experiment, I monitored the classroom and found that one student was not following directions. He had never raised his hand (along with his group members) to show me his parallel circuit, which was clearly stated on the baby weasel. In addition to this, his female group member proceeded to answer the conclusion question before completing the experiment, when I clearly stated that the question was not to be answered until after our class discussion. Aside from these two students, all others successfully completed the science task, which was an extreme improvement compared to my baseline data collection. As a result, I plan to implement this intervention on multiple occasions to ensure reliability, as well as credibility.

When comparing my baseline data to that I collected during my intervention, keeping students engaged, as well as providing multiple forms of directions for students, improved their success in following instruction. I plan to continue using these intervention strategies to make sure that they are successful, rather than a “one hit wonder.”
Appendix G

Michelle LaBarbera
495 Journal 21

Intervention 2: Post-Data

These past two weeks I conducted a science lesson, and a language arts lesson where I implemented one of the developed interventions, which was introduced two weeks ago. Our science lesson dealt with creating a mini rainforest, but there were multiple steps involved. In language arts, the students had to write a paragraph about Nigeria using their concept webs. For these two interventions, I provided the students with both verbal and written directions.

Thursday, March 29, 2007, the task for the students was to construct their own mini rainforest, using colored pencils. The week prior, the students had created a giant rainforest where each group was designated a layer to create, along with adding in the appropriate animals, insects, and plants. As a class, we talked about the different aspects of the assignment, and along the way we answered any questions. To begin, the students colored a printout of the rainforest using the same shading technique from our large rainforest. I wrote that on the board in the front of the classroom, so they knew what the shades were. Here is a sample:

- Emergent: Light colors
- Canopy: Light and medium colors
- Understory: Medium with a few light and dark colors
- Floor: medium and dark colors

Once the students colored their rainforest, they had to show me to receive their construction paper. Then, they would divide the paper in four sections to represent the layers, but I explained that they were not drawing lines across, just a dash to guide their drawing. After that, the students could begin creating their rainforest, using the colored one to guide them, and then add
in some animals, plants, and insects. The next step was to show me, and then begin to color using only colored pencils. When the whole picture was complete, the students would receive a transparency to tape on top of their drawing, and lastly, label all the plants, animals, and insects. As we discussed the procedure as a class, I wrote the directions on the weasel for the students to refer back to. This is what it looked like:

1. Color Rainforest
2. Show me
3. Divide construction paper
4. Draw rainforest
5. Add animals, plants, and insects (Show me)
6. Color (colored pencils)
7. Tape transparency – Show me 😊
8. Label animals, plants, and insects
9. Hand in social studies basket

After all questions were answered, I passed out the rainforest printouts and the students went back to their seats to begin working. As I walked around the room, three students, YA, MK, and JC, had drawn lines, dividing the sections, but I should have written that next to “divide construction paper”, rather than only stating it. Other than this, the students worked diligently, following the directions provided on their board, and their drawings looked amazing. However, not all students are completely finished, so once all students hand in their work, I can determine the exact number of students that followed all the directions.

The rainforests so far are coming out really nice. The students are doing an excellent job with being detailed and thorough in their rainforest. However, there are a few changes I would
like to make myself. First of all, I told the students to divide their construction paper with light dashes to indicate the different levels, but I did not write it on the board, and so the students drew lines dividing the construction paper. I should have either emphasized that dashes are not lines, or written it specifically on the board. In addition to this, the some students asked how many animals had to be drawn in each layer repeatedly, even thought I had said 2 per layer in the beginning. But, I do feel there was a boatload of information being transmitted, and I should have put it in parenthesis after “draw in the animals”, etc. Also, I discussed during the directions that the transparency would be used to label the layers at first, but after speaking with my mentor, the transparency was to be used for the animals, plants, and insects. So, the next day I explained it to the students and we changed it in our directions. Fortunately, the students had to show me their work before receiving the transparency, so I could remind them once again that they were not labeling the layers.

Thursday morning, April 5, 2007, the students had to use their concept webs to develop a paragraph using one of their topics, or categories regarding Nigeria. During the directions, I went through the step-by-step process of what the students needed to do, and what was expected of them. After that, the students had to repeat the directions, in order, back to me, along with the expectations. Next, I wrote the directions in numbered form on the board for the students to refer to as they created their paragraph. The directions looked like this:

1. Choose topic/category
2. Organize information
3. Topic sentence
4. Body of paragraph (transitions)
5. Conclusion sentence
Throughout the directions, I explained to the students they needed to have an original topic and conclusion sentence. As a class, we came up with a couple examples. BM came up with a great one using a question to hook the reader. I also discussed non-examples, such as, “Here are three things I learned about work and school,” or, “This is what I learned about Nigeria.” The students are aware that the expectations are a little greater now that we are reaching the end of fourth grade.

As the student began to work, they struggled to come up with an intriguing topic sentence, because they were not familiar with writing a topic sentence including two categories. So, I told the student they could write two smaller paragraphs, if they choose to, with one topic sentence for each. Also, as the student worked, they were extremely productive, even the students who normally took much longer than their peers, were moving along at a good pace. All the students were aware of what came next in the process – as I watched they kept glancing at the back white board to stay on track. I was extremely proud to see the independence students were displaying. It was obvious, the visual direction really helped to keep the students focused.

**Intervention 1: Post Data**

Word Study homework has been a challenge for the students when it comes to following written directions. In previous lessons, I would go through, question by question, and provide
the students with the key words/phrases to acknowledge in each item. But, as I graded the papers, I noticed that students were losing points because they did not follow directions. So, I implemented an intervention where the students were engaged in their own learning.

Prior to PSSA week, I first implemented this particular intervention, and it seemed to make a difference having the students take part in picking important information from the directions. As a result, I tested the intervention again to see if the results from the first week were consistent with that of this week. We followed the same procedure as the week before.

When the students handed in their papers this week, I graded them right away. For the previous three word study homework assignments, I charted them to find the average grade, and how many questions in total the students did not follow the directions on. For this unit, Unit R, I did the same. When comparing the percentages, the grades slightly increased. On the three word study assignments before the intervention, the class averages were 89%, 91.5%, and 89%. When I first implemented the intervention, the class average was 90%, and this week the average was 93%. In addition to calculating the class averages, I also went through each unit, and each student, and created a chart that counted how many questions students did not follow the directions. In the three weeks before the intervention, the students did not follow directions, as a class, in 17, 21, and 29 questions. The first week of the intervention, the students did not follow 18 of the directions, but this week the students only missed 15 questions total. There has been a slight improvement when referring to both of these comparisons, but next week I will record the same information for a stronger result.

I think that by having the students participate in their own learning they are now able to focus more, and practice picking out key words/phrases in the directions. This new skill can be
applied in multiple contexts, and help students to improve their grades by just following directions.

Appendix H

Date to be Taught:
Monday, April 2, 2007

Grade/Level:
4

Subject Area:
Elementary, Social Studies

Time Frame:
The lesson will be approximately 45-50 minutes.

Objectives/Learning Outcomes:
1. The students will demonstrate an understanding of the layers of the rainforest through the creation of one.

2. The students will demonstrate an understanding of the animals, insects, and plants that inhabit the rainforest.

Student Assessment:
The students will be assessed through the creation of a labeled mini rainforest on a piece of construction paper.

Materials:
Student Materials: Mini rainforest worksheet, construction paper, clear overhead, colored pencils, pencils, and sharpie markers.

Sequence of Instruction
Step 1: The teacher will gather the students on the back carpet to introduce the lesson. The teacher will explain the steps and write them on the board for students understanding.

1. Color the mini drawing of rainforest
   Emergent: Light colors, Canopy: Light and Medium colors, Understory: Medium and few dark colors (some light), Forest Floor: medium and darker colors (more dark)
2. Show teacher to receive construction paper
3. Lightly divide the construction paper into sections using the mini drawing as a guide
4. Draw own rainforest (Use the mini drawing as guide)
5. Add in animals, plants, and insects (use chart to help)
6. Color rainforest
7. Get overhead from teacher and tape it
8. Label the layers using a sharpie marker
9. Hand in social studies basket

- The teacher will explain that drawing is colored using colored pencils, and to use the colored pencils to outline the drawings (NOT markers).

**Step 2:** The teacher will ask students if they have any questions. When all questions are answered, the students will be sent back to their seats to begin working.

**Step 3:** For the remainder of the day, students will work on their mini rainforest.

**Teacher Assessment**

The rainforests so far are coming out really nice. The students are doing an excellent job with being detailed and thorough in their rainforests. However, there are a few changes I would like to make myself. First of all, I told the students to divide their construction paper with light dashes (meaning one little dash in between the layers) to indicate the different levels, but I did not write it on the board, and so the students drew lines dividing the construction paper. I should have either emphasized that dashes are not lines, or written it specifically on the board. In addition to this, some students asked how many animals had to be drawn in each layer repeatedly, even though I had said 2 per layer in the beginning. But, I do feel there was a boatload of information being transmitted, and I should have put it in parenthesis after draw in the animals, etc. Also, I discussed during the directions that the transparency would be used to label the layers at first, but after speaking with my mentor, the transparency was to be used for the animals, plants, and insects. So, the next day I explained it to the students and changed it on our directions. Fortunately, the students had to show me their work before receiving the transparency, so I could remind them once again that they were not labeling the layers.
Appendix I

Name

Word Study Unit Q

Pattern Words:

angrier  angriest
clouder  cloudiest
noisier  noisiest
fancier  fanciest
merrier  merriest
easier  easiest

The pattern in these words is _____________________

Spelling rule: change the final y to i: When adding an ending to a word that ends with y, if the word ends in a _________ and then a y (ex. city), change the y to i and add the ending. If the word ends in a _________ and then a y (ex. play), keep the y and add the ending. Superlatives show an increasing degree or level of description about the topic.

1. Write the base word for each pattern. Circle the y that gets changed when adding an ending.

2. Write the pattern words and their partner in ABC order (cursive).

1.
2.
3.
4.
3. Be a pattern detective! Find other superlatives in your reading books, newspapers, etc. Find at least 6. Be sure to write their ier and iest pairs.

1. 

2. 

3. 

4. 

5. 

6. 
Writing Words:

understand
moon
animals
mind
outside

1. Understand is a compound word. Make a list of compound words, and draw a line between the 2 single words (ex. under/stand).

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

2. Use these forms of moon in a sentence (underline the featured word). One sentence should be an interrogative sentence (one that asks a question):

moonbeam moonlight moonlit

a. ______________________________________

b. ______________________________________

c. ______________________________________
3. The word animal ends with *al*. Other spellings of this sound are *el* and *le*. Make a list of animals that end in either *el* (ex. weasel), or *le* (ex. cattle). Circle the ending sound.


4. Write the meaning of the following expressions. Answer with a sentence using the expression.

Ex. bring down the house

Bring down the house means that the audience loved the show and applauded loudly.

mind your own business

to have something on your mind

5. Please complete the following sentences. Fill in the blank with the word *outside*.

a. When it’s cold __________, I ______________

b. In the summer on a hot day __________, I ______________

c. When I am __________ I enjoy ______________
Appendix J

Pattern Words:
- counties
- trophies
- occupies
- simplifies
- loveliest
- readiness

The pattern in these words is change the final y to i

Spelling rule: change the final y to i: When adding an ending to a word that ends with y, if the word ends in a consonant and then a y (ex. city), change the y to i and add the ending. If the word ends in a vowel and then a y (ex. play), keep the y and add the ending.

1. Write the base word for each pattern. Circle the y that gets changed when adding an ending.
   
   counties
   
   occupies
   
   trophy
   
   simplify
   
   love
   
   readiness

2. Write each word and divide into syllables (Ex for/ev/er)--use a dictionary if you need help (this is a challenge as you will need to look up the base word, and add on the ending).

   1. counties
   2. trophies
   3. occupies
   4. simplifies
   5. love
   6. readiness
3. Be a pattern detective! Find other pattern words (mostly the words that end in *y* and need changed to *i*) in your reading books, newspapers, etc... Find at least 6. Include both the base word, and the ending.

<table>
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<th>base +ending</th>
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<td>ply</td>
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</tr>
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\[ \frac{12}{12} \]
Writing Words:

already
warm
gone
finally
summer

1. Fill in the blank with already (We already had math class today), or all ready (We are all ready for lunch). Then complete the sentence.

a. When the food is all ready to eat, we will sit down and eat it.

b. I’ve already learned that 15 \times 2 = 30 and 5 \times 5 = 25.

c. It’s already too late to go back and get your toy dog.

d. The team is all ready for the game when they have finished warming up.

2. Make a antonym web (words that mean the opposite) for the word warm.

[Diagram of a web with Warm at the center, connected to Cold, Chilled, Icy, Frozen, and Frosty]
3. Write other common word forms of the word **gone** (ex. go, etc...)

   going            goes

4. Write the word **finally** below and add the suffix **ly**. Find and write other words with the **ly** suffix (ex. warmly):

   finally            badly
   sadly            calmly
   wildly            gladly

5. Write a paragraph about your favorite summer vacation memory. Use the word **summer** in your paragraph at least one time and underline it anytime you use it.

   **My favorite summer vacation memory**

   was at Niagara Falls in Canada. We got to see a fall that occurred years ago. My family and I are Canadian! Under the fall is a tunnel that I got to go right next to the falls and got very wet! We were all happy except my brother because he is a grumpy family and I had a big pool in the hotel we were staying in. We went swimming in the hotel pool. It was a very nice building with all the rooms on my summer vacation in Niagara Falls.
Appendix K

Word Study Unit R

Pattern Words:
1. believe 2. piece 3. achieve 4. fierce 5. receive 6. weigh

The pattern in these words is ____________

Spelling rule: *i* before *e* except after *c*: In most cases, the “i” comes before “e” (believe) except after “c” (receive), or when sounded as a (neighbor).

1. Write the pattern word. Draw a line under the “i” and circle the “e”. Notice where they are placed in each word.

<table>
<thead>
<tr>
<th>believe</th>
<th>fierce</th>
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<tr>
<td>piece</td>
<td>receive</td>
</tr>
<tr>
<td>achieve</td>
<td>weigh</td>
</tr>
</tbody>
</table>

2. Write the pattern words in ZYX order (cursive).

1. weigh
2. receive
3. piece
4. fierce
5. believe
6. achieve
3. Write each of this week’s pattern words in a sentence (underline pattern word). At least 3 of the sentences must be compound sentences. Highlight the sentences that are compound:

1. I believe penguins will take over the world but I will have a side at the time.

2. You should have a piece of cheese but you (my) not like it.

3. I have to weigh 50 penguins and it will be hard.

4. Today I will achieve my goal in life.

5. There is a fierce kitten guarding the door to the classroom.

6. In one hour I will receive my diploma in penguin class.
Writing Words:

power
problem
longer
winter
deep

1. A suffix is a letter or letters added to the end of a word. The suffix 'er' means one who or more. Sort the following words into the categories below:

longer, player, winter, teacher, shorter, taller, greener, poster, offer, thinker, slipper, writer

one who
ex. talker

more
ex. deeper

no suffix
ex. power

player	shorter	winter
thinker	slipper	offer
writer	
taller	oposter
deep
greener
longer

2. Write a paragraph about a problem that you have had in the past. Explain the problem and how you solved it. When you use the word problem in the paragraph, be sure to underline the word.

This is a problem I've had. One problem is I lost a green pen. I looked everywhere for him. I looked under beds, coaches, desks, and on shelves. I solved it one day when Patrick looked in his coat pocket and it was in there. This is a problem I've had.
3. The antonym of longer is shorter. Find the antonym that ends with er for the words listed below.

a. meaner nicer
b. lower higher

c. darker lighter
d. older younger

e. earlier later
f. taller shorter

4. The word deep has a long e sound. It also follows the rule that when 2 vowels go walking, the first one does the talking. Find other words that have the long e sound spelled ee. Circle the vowels.

sheep deep
keep beep
sleep sleep
# Appendix L

## Word Study Grades

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29/160 = 18% directions not followed

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5/112 = 4.4% directions not followed
Appendix N

1. Color rainforest
2. Show me
3. Divide construction paper
4. Draw rain forest
5. Add animals, plants, insects - show me!
6. Color colored pencils
7. Tape Transparency - show me!
8. Label animals, plants, insects with Sharpie
9. Hand in Social Studies basket

10. Choose game
11. Write questions and answers into chart
12. Edit for spelling, punctuation, and capitalization.
13. Show me to get index cards
14. Write questions and answers on index cards
15. Show teacher to get game board
16. Use pencil to draw
17. Name the game
18. Color with crayons, colored pencils, or markers
19. Place questions in folder and place in Social Studies basket
Works Cited


