

Effect of Nursery Rhymes on Emergent Literacy Development in a Kindergarten
Classroom

By

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Abstract

Students are expected to become emergent readers by the end of kindergarten, yet some students begin kindergarten lacking the emergent literacy skills needed to become readers. As a teacher, I need to know what I can do in the classroom to help these children gain the skills they need while still teaching the required curriculum. During this study, students were frequently exposed to nursery rhymes for six weeks in the classroom. Instruction was delivered on speech to text matching, rhyming, initial sounds, syllables, and segmenting through shared reading, small group, and individual instruction. Students participated in pre/post assessments that measured their knowledge of phonological awareness, alphabetic knowledge, and concepts of print skills. Each area of the pre/post assessment showed an increase in skill with an average growth of 15% for alphabetic knowledge, 21% for phonological awareness, and 28% for concepts of print. This study has shown that at the beginning of the year, six weeks of frequent use of nursery rhymes in the kindergarten classroom can contribute to helping students increase their emergent reading skills, despite their prior knowledge and exposure to literacy.

Introduction

In my nine years of teaching, kindergarten instruction and expectations have changed drastically in the last several years. What used to be play-based learning often revolving around a theme, listening to stories, learning about letters and sounds, and social skills lessons has turned into less play and more academic requirements. With the adoption of the Common Core State Standards children are expected to be reading by the end of kindergarten (National Governors Association Center for Best Practices &

Council of Chief State School Officers), the structure and the content of instruction has had to change; however, some children are entering kindergarten without the emergent literacy skills needed to become readers.

My teaching experience has been in early learning, and I have spent the most time teaching kindergarten. I have been teaching since 2008, and I started teaching at my current school in the fall of 2014. The elementary school uses a Daily 5 structure, which is an integrated literacy instruction and classroom management system for use in reading and writing workshops that allows for differentiation and consistency in the classroom, with Houghton Mifflin *Journeys* as a resource for the reading curriculum. There are currently four sections of kindergarten with approximately eighteen students in each classroom.

In the fall and spring, kindergarten teachers are required to administer Phonological Awareness Literacy Screening (PALS), a screening and diagnostic tool to measure literacy components. Looking at my students' 2015 PALS fall scores I saw that 28% of my students were identified as needing additional instruction based on their summed scores. An additional 11% met or exceeded the benchmark but were identified as needing additional instruction in one or more areas. There are a total of 102 possible points on the fall PALS test; the benchmark score is 28 points. As a kindergarten team, we've discussed that we feel this is a low score and students scoring below the benchmark are likely to need a lot of support and additional instruction to increase their emergent literacy skills. Thirty-nine percent of my students showed that they needed more instruction in one or more of the following areas: phonological awareness, alphabet knowledge, letter-sound knowledge, concept of word. In previous years I had

at least 10-20% of my class score below the benchmark. The other kindergarten teachers all had similar results, so we can expect that other classes may enter kindergarten with similar scores.

As a kindergarten team we have provided information about the importance of reading at home, promoted nightly reading, and sent home a variety of activities to practice rhyming and letter/sound identification. However we have found that we often do not get responses back from the parents of the children who lack emergent literacy skills. Since I do not have a way to collect reliable data as to what is or isn't happening at home, I need to look at what I can do in the classroom to help increase the emergent literacy skills of students who come into kindergarten lacking the skills needed to become emergent readers.

In my kindergarten classroom, last spring we were learning about bugs and spiders and were going to sing *The Itsy Bitsy Spider*. There were a few children who had never heard the song and several who had heard it but didn't know the words. This got me thinking about the importance of emergent literacy skills and how nursery rhymes support language development, print concepts, phonological awareness and phonics. These are important precursors to learning to read. There have been many studies done regarding emergent literacy skills and students who enter school lacking these skills; however, I still haven't found an answer as to what I can do within a kindergarten classroom to help students quickly learn these emergent literacy skills. Although there are a variety of resources available for teaching emergent literacy skills, I have not found one that emphasizes nursery rhymes. Since nursery rhyme

experiences may benefit all children, as a teacher researcher, I was wondering what might happen when I teach emergent literacy skills within the context of nursery rhymes. There are many nursery rhymes that support the learning of emergent literacy skills, so I would like to support literacy development by teaching students nursery rhymes and a variety of activities that correlate with the nursery rhymes. This will allow students to have more experiences that support emergent literacy reading skills. This leads to my research question: ***What differences do I notice in students' emergent reading skills after frequent use of nursery rhymes in the classroom?***

Literature Review

Dougan (2015) explains that in the past kindergarten was a transitional year that focused on learning the alphabet, how to count, how to write your name, and how to acclimate to the expectations of teachers, principals and the community. In 2001 the No Child Left Behind Act set expectations that by 2014 all children in public schools would be at least on grade level for reading. This meant that instead of expecting children to leave kindergarten with a firm understanding of pre-reading skills, they were expected to have those skills when they began kindergarten as it was no longer a transitional year but a foundation for their academic career (pp. 47-48).

Students are now expected to enter kindergarten with pre-reading skills so it's important for teachers to know what skills are included as pre-reading skills. Invernizzi, Landrum, Teichman, and Townsend (2010) separate emergent literacy skills into three broad areas: phonological sensitivity, alphabetic knowledge, and print knowledge (p 438). These skills may require deliberate instruction and practice opportunities.

Students need to have a variety of opportunities to strengthen and improve their emergent literacy skill knowledge.

Lonigan, Allan, and Lerner (2011) explain that children who enter kindergarten with well-developed print knowledge, phonological processing skills, and oral language skills, are likely to “crack” the alphabetic code and become skilled readers when provided with effective reading instruction; however, a significant number of children begin kindergarten with low levels of these early skills, making it less likely that they will become skilled readers (p. 489). Teachers need to offer a variety of experiences to help students gain the emergent literacy skill knowledge they are lacking as part of the effective reading instruction they are providing. Opportunities are often missed for supporting emergent literacy development because many early childhood educators are lacking an understanding of how to appropriately promote phonological awareness in young children. At the heart of most children’s reading problems is a problem with performing and applying phonological awareness capabilities (Phillips, Menchetti, and Lonigan, 2008).

Harper (2011) found that the knowledge of nursery rhymes enhances children’s phonological awareness and sensitivity to individual phonemes and rhyme, and stimulates phonemic skill development (p. 65). Nursery rhymes can be effective in teaching the intonation patterns of language and new words and concepts. The rhymes help convey the characteristic speech rhythms of language (Danielson, 2000).

Bryant, Bradley, Maclean, and Crossland (1989) found that there is a powerful and lasting connection between children’s early knowledge of nursery rhymes and future aspects of their linguistic development. Nursery rhyme knowledge correlated with

the development of phonological sensitivity (phonological and phonemic awareness) over the next two to three years and through that sensitivity, are linked to the children's success in learning to read and spell (pp. 426-427). A reliable predictor of reading success has been a student's ability to identify letters. However, research shows that concept of word development is also a valid and reliable kindergarten predictor of first grade reading achievement (Blackwell-Bullock, Invernizzi, Drake, & Howell, 2008-2009, p. 30). Shared reading of nursery rhymes in a classroom allows teachers to model the concept of words for students as they point to each word as they read aloud. Dunst, Meter, and Hamby (2011) found nursery rhyme experiences benefit children regardless of age or developmental condition, which indicates that introducing nursery rhymes to young children early in the preschool years can influence later literacy-related abilities (p. 6).

Theoretical Framework

Kindergarten is a place for students to grow and learn. Much of the learning in kindergarten happens through social interactions. Students learn how their thoughts and language are related, and they use social interaction as a learning tool (Vygotsky). Students often learn things by listening to and having discussions with other children while the teacher provides scaffolding. Using literacy workshops within the classroom (Calkins, Fountas and Pinnell) allows students to learn through social interactions while allowing the teacher to guide the students' learning by understanding what they already know and what they need in order to support where they need to go next.

Methodology

This study took place within a prekindergarten through twelfth grade school that is comprised of four communities and is in a rural area in northern Wisconsin. The elementary section of the school encompasses prekindergarten through fourth grade and has a student body comprised of 13.8% minority (predominantly American Indian and Hispanic) and 59% economically disadvantaged students. There is an average of four sections of each grade level prekindergarten through third grade, with a maximum of eighteen students per classroom. This study focused on one classroom of thirteen kindergarten students.

Children enter kindergarten with a wide array of pre-reading skills and literacy experiences. Differences in students' emergent reading skills after frequent use of nursery rhymes in the classroom will be revealed by pre/post assessment results and observations. First, a pre-assessment (See Appendix A) was given during the first two weeks of school to all thirteen students participating in the study. The pre-assessment was given to each student individually with their oral answers recorded by the teacher. This assessment gave baseline data on students' pre-reading skills by including tasks that assess print concepts, phonological awareness, and alphabetic knowledge. At the end of the study the same assessment was given to all students to assess their pre-reading skills after they have frequently been exposed to nursery rhymes in the classroom.

After all students completed the pre-assessment there were six weeks of frequent nursery rhyme exposure in the classroom. A different nursery rhyme (See Appendix B) was the focus each week; however, previously taught nursery rhymes

were still referenced. The focus nursery rhyme was written on large chart paper and was used during shared reading each day. Each time the nursery rhyme was read with modeling of speech to text matching. Throughout the week, during shared reading, there was an emphasis on different skills. Rhyming words were highlighted; initial sounds were circled and there was practice with syllables and segmenting. The students each received a small copy of the poem to be included in a poetry folder and a mini book for their book box. The students worked independently and in small groups with the teacher and applied the same skills that were taught during shared reading to their copy of the poem. They highlighted the rhyming words, circled the initial sounds, and practiced syllables and segmenting (See Appendix C). Additional nursery rhyme activities such as dramatic play, puppets, and art projects were included throughout the week to allow further exposure.

Observations (See Appendix D) of students' knowledge of print concepts, phonological awareness skills, and alphabetic knowledge were collected weekly as nursery rhymes were used in the classroom. These observations took place during large and small group instruction and independent work time. These observations focused on six students based on how they performed on the pre-assessment – two of the lowest scoring, two average scoring, and two of the highest scoring. These students did not have individualized education plans at the time of the study. The observations allowed me to record how or if the students were applying the skills being taught through nursery rhymes. Special attention was paid to the skills that were emphasized during shared reading that day to note if students were applying the skills during independent and small group work time.

observations were coded and then compared to the patterns that emerged from the pre/post assessment results.

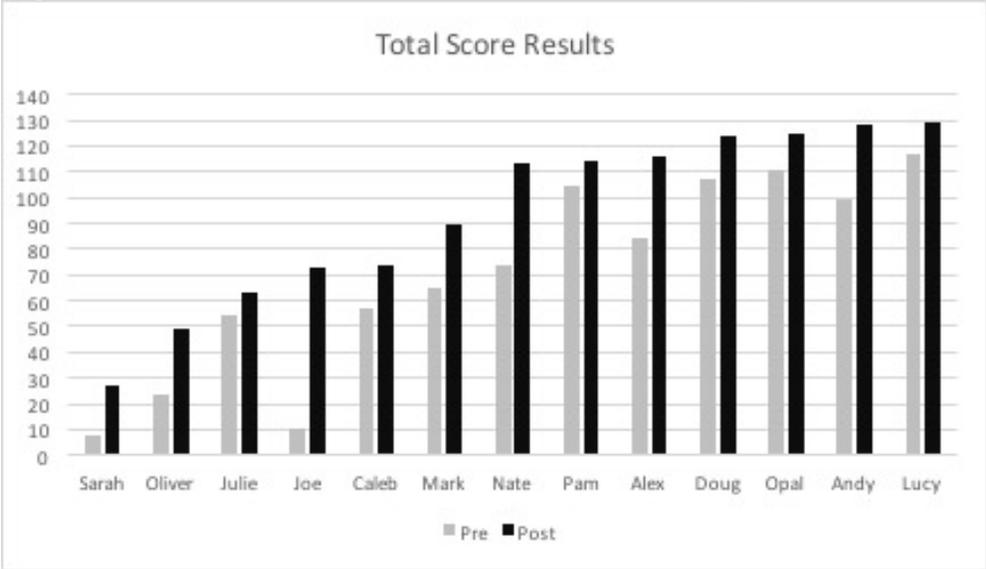
Findings

This research was done in the fall of 2016, starting with pre-assessments in September, nursery rhyme instruction and observations in September and October, and ending with post-assessments in November.

Pre/Post Assessments

The pre/post assessment had a total of 136 possible points. The pre-assessment scores ranged from 8 to 117 with the average score of 70. The post-assessment scores ranged from 27 to 129 with an average score of 94. A comparison of scores clearly shows that each student involved in the study increased their ability to implement emergent reading skills (**Figure 1**) and the average score increased by 24 points. The student with the lowest increase was nine total points and the student with the highest was 63 total points.

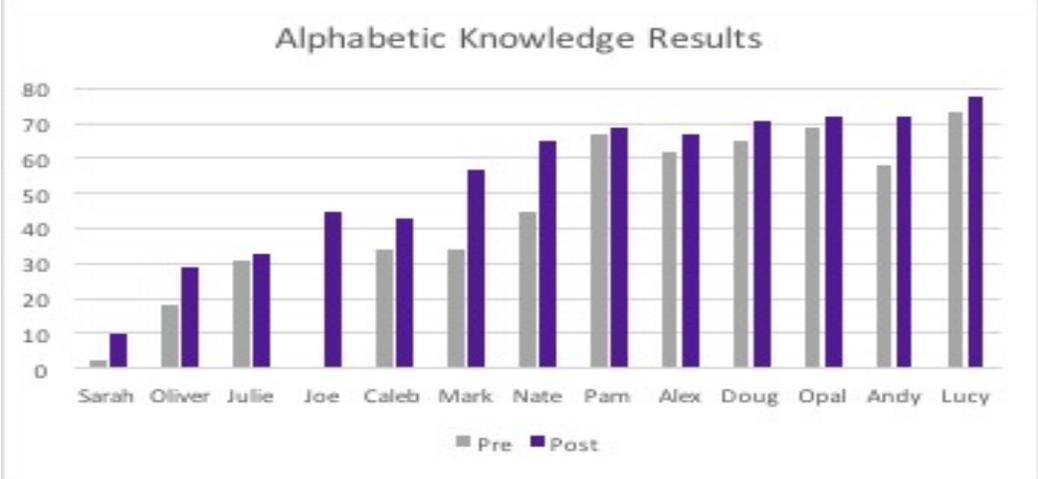
Figure 1 – Pre/Post Assessment Total Score Comparison



To determine the amount of growth in each area, I broke down the results by alphabetic knowledge, concepts of print, and phonological awareness.

The Alphabetic Knowledge assessment results (**Figure 2**) showed growth but not as much growth as the other areas. There was an average of 15% growth in alphabetic knowledge from the pre-assessment to the post-assessment. Overall, students scored higher on the pre-assessment alphabetic knowledge tasks than on the other tasks which could explain why there was less growth than in other areas. Alphabetic knowledge involves rote memorization of letters and sounds rather than applying known skills that are required with the other tasks.

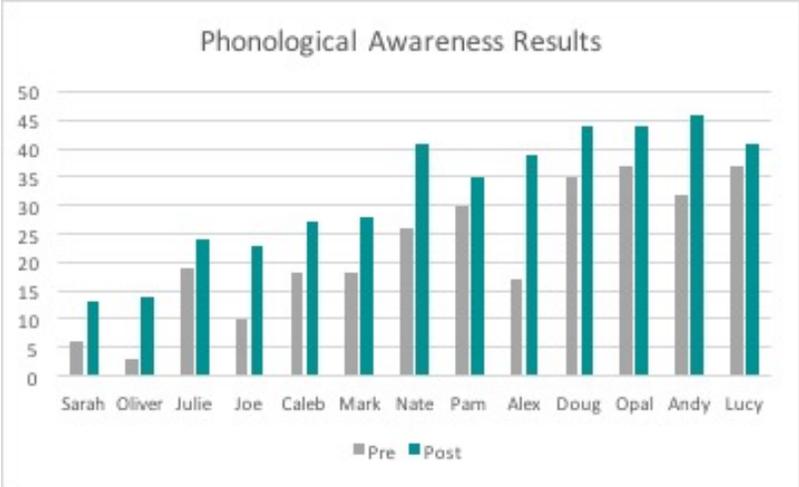
Figure 2 - Alphabetic Knowledge Pre/Post Assessment Score Comparison



The Phonological Awareness assessment results (**Figure 3**) showed an average of 21% growth from the pre-assessment to post-assessment. Most students who had some understanding of rhyming during the pre-assessment had a solid understanding by the post-assessment. The students who scored low on the post-assessment of initial sounds also scored low on sound recognition. Several students still did not have a solid understanding of blending at the time of the post-assessment and only one student had

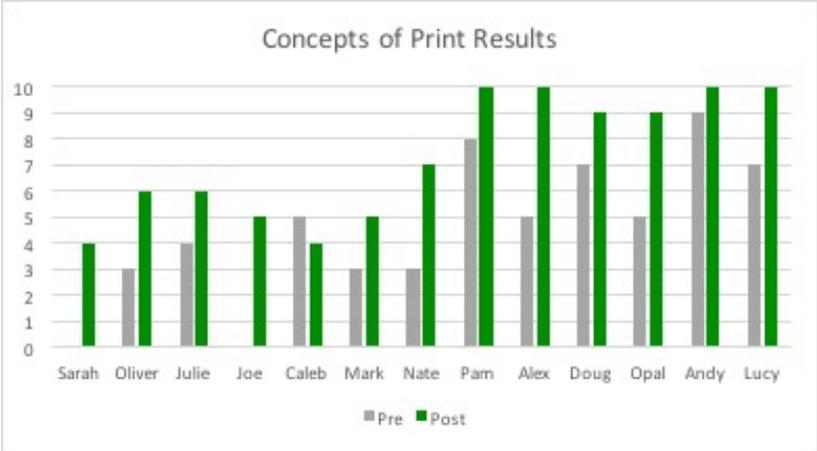
a solid understanding of segmenting. Some of the students segmented words into onset and rime instead of phonemes and some of the students didn't say any phonemes for segmenting. Blending and segmenting are skills that are acquired later in the development of phonological awareness skills.

Figure 3 – Phonological Awareness Pre/Post Assessment Score Comparison



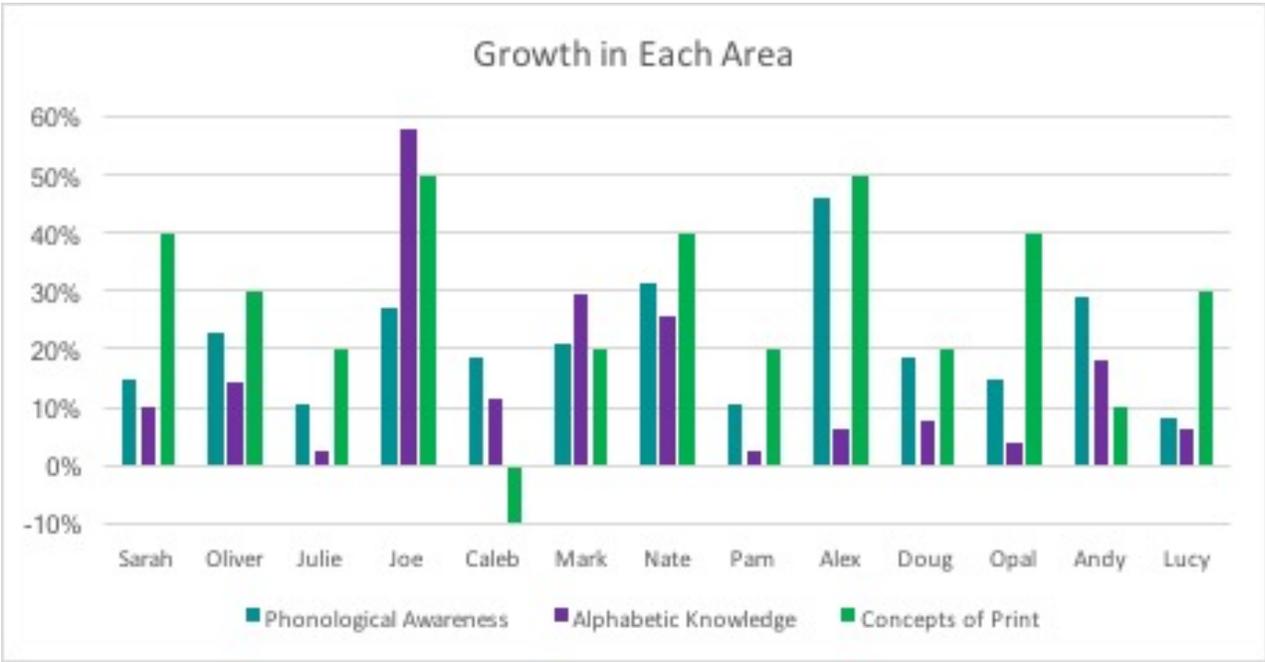
70% on the Concepts of Print tasks on the post-assessment are still working on gaining a solid understanding of alphabetic knowledge. It is understandable that they would struggle with the Concepts of Print tasks that require them to find known words and letters as they don't yet have a solid understanding of those concepts.

Figure 4 – Concepts of Print Pre/Post Assessment Score Comparisons



When looking at growth for each student in all three areas of the pre/post assessment (**Figure 5**) it is apparent that each student had at least a 20% increase in growth in at least one area of the assessment. This shows that over the course of the study and the exposure to nursery rhymes every student increased their emergent literacy skills. Some increased significantly more than others, but everyone increased their knowledge to some extent. Caleb scored lower on the concepts of print post-assessment than he did on the pre-assessment; this could be due to a lack of focus during testing, confusing similar looking words, not having a solid understanding of print tracking, or other factors. Other than that instance all students showed growth in each area.

Figure 5 – Growth in Phonological Awareness, Alphabetic Knowledge, and Concepts of Print



Observations

Students who participated in the study were selected by their pre-assessment scores. The two lowest scoring, two highest scoring, and two average students were observed during large group, small group and independent practice to note their understandings of the concepts that were the focus of shared reading each day. Notes were taken throughout the week and added to a chart (**Table 1**). Overall the lowest scoring students took longer to catch on to skills being taught. The average scoring students caught on quickly to rhyming and syllables. The high scoring students caught on quickly to things they didn't originally have a solid understanding of; however, they still don't have a solid understanding of blending and segmenting.

Table 1

	Low Scoring		Average Scoring		High Scoring	
	Sarah	Joe	Mark	Nate	Opal	Lucy
Pre-Score	8	10	65	74	111	117
Week 1 Rhyming	Listened to rhyming and would say the words back but struggled to understand the concept of rhyming.	Doesn't have a solid understanding of rhyming but seems to be understanding more as he's exposed and can start identifying some rhymes after hearing them several times.	Doesn't have a solid understanding of rhyming but is quickly gaining a more solid understanding and after hearing several examples of rhyming he is able to distinguish rhyming words.	Already understands rhyming and is beginning to be able to produce rhyming words.	Already understands rhyming and is beginning to be able to produce rhyming words.	Already understands rhyming and is beginning to be able to produce rhyming words.
Week 2 1-1 Voice to Print Matching	Really struggled with this concept. Putting dots underneath words and modeling several times helped.	Knew where to start but struggled to make it through a whole line of text with 1-1. Putting dots underneath helped.	Knew where to start but struggled to stay 1-1. Putting dots underneath words helped some. If there is more than one line of text he struggles to stay 1-1.	Was able to do 1-1 fairly well, adding dots helped him to have a more solid understanding.	Knew where to start but wasn't sure about 1-1. Dots helped and she was quickly able to do 1-1 and have a solid understanding.	Knew where to start and where to go but didn't point word by word. After a little modeling, she caught on quickly.

Week 3 Letters/Sound s 1-1 Voice to Print Matching	Struggles to name or match letters. She doesn't know the letters in her name yet. 1-1 is starting to get a little better.	Starting to recognize letters, especially the ones in his name. Sounds are not quite there yet. He can match letters. Dots under words for 1-1 is helping though he still needs practice.	Starting to recognize many letters and can match them. Sounds are still a struggle for him though he is learning some. 1-1 with dots helps but still needs lots of modeling.	He knows many letters and with a little instruction can produce sounds. He uses dots for 1-1 but is understanding without using them.	Recognizes most letters and is picking up on the sounds she's not familiar with. 1-1 with dots is a good reminder for her but she's able to do 1-1 without any support.	Recognizes letters and sounds. She easily matches letters both uppercase and lowercase. She can do 1-1 independently.
Week 4 Syllables	Starting to have a better understanding but often just claps once. She is doing better with lots of modeling and support.	Getting better but struggles understanding syllables versus onset & rime.	He started out by only clapping once for each word but after modeling and support he caught on quickly.	After modeling and support he is understanding syllables.	She already understood syllables and is now able to figure out words with several syllables.	She started out with sometimes clapping syllables and other times clapping onset and rime. After some modeling and practice she has a solid understanding.
Week 5 Blending Segmenting	Struggles with this despite modeling and practice. Blending – would say other words that started with one of the sounds, segmenting would just repeat the word.	Needed lots of support but started being able to blend words with 3 sounds. More sounds or words with blends are a struggle for him. Segmenting often used the wrong vowel sound or onset and rime.	Struggles with this despite modeling and practice. Blending would just say the beginning or ending sound. Segmenting would just repeat the word.	Blending words with 3 sounds wasn't too difficult but words with more sounds or blends needed more modeling though he caught on. A little bit of understanding focused more on onset and rime.	Blending words wasn't too difficult though she would sometimes replace the beginning sound with another sound. Segmenting sometimes replaces the vowel sound or says onset and rime but is gaining a better understanding with practice.	Blending sometimes replaces the first or last sound with other sounds but with practice is gaining a better understanding. Blending sometimes does onset and rime.
Week 6 Concepts of Print Punctuation	Doesn't understand punctuation or notice it while reading. Still struggles to find words/letters she knows and struggles to do 1-1.	Starting to understand the meaning of punctuation but doesn't notice it while he's reading. He's getting better with 1-1.	He is starting to understand the meaning of punctuation but doesn't pay attention to it while he is reading.	Easily caught on to understanding punctuation and is attending to it in his reading.	Lots of discussion with punctuation which she participated in, but she didn't notice or use punctuation while reading and when asked she was unsure.	Easily caught on to understanding punctuation and is noticing and using it in her independent reading.
Post Score	27	73	90	113	125	129
Misc. Notes	Missed a lot of days, this could contribute to why she struggled to catch on to things.	Had a lot of growth across all areas.	Missed some days, struggles to stay focused	Had a lot of growth across all areas.	Already knew a lot coming in but doesn't seem to be picking up new skills quickly	Knew a lot coming in and picking up skills quickly

Conclusions and Implications

This research was done in the fall of 2016, starting with pre-assessments in September, nursery rhyme instruction and observations in September and October, and ending with post-assessments in November. Every year I have students that begin kindergarten lacking the emergent literacy skills they are expected to know so they can become emergent readers by the end of the year. Since I have no control over what happens at home I need to know what I can do in the classroom to help these children gain the skills they need while still teaching the required curriculum and providing time for social learning. Through this study I hoped to learn if nursery rhyme exposure could help those students who enter kindergarten without emergent reading skills catch up to their peers in the first few months of school so they can become readers by the end of kindergarten. I was not able to have a control group and I do not know what happens in each of these students' lives when they are not at school; therefore, the data could not show a direct relationship between nursery rhyme exposure and student learning. However, the data does show a definitive growth in student skill levels after the exposure to nursery rhymes in the classroom.

A review of the results of the study reveals that students did increase their scores on each of the areas of emergent literacy skills. These skills were taught through nursery rhymes in the classroom and focused on during large group, small group, and individual work times. At the beginning of each week the nursery rhyme was written on large chart paper and introduced to the students during shared reading time. The meaning of the nursery rhyme was always discussed on the first day so the students understood what the nursery rhyme was about. Each day during shared reading we

reviewed the nursery rhyme and worked on the focus skill; for example, when the focus was rhyming the class determined which words were rhyming words and then I used purple highlighting tape to highlight those words. Students got their own copy of the nursery rhyme to put in their nursery rhyme folder and they used highlighters to mark the rhyming words on their own copy while they worked in small groups. This allowed students to be exposed to the information in a large group and a small group setting. The students had independent reading time where they could read the nursery rhymes from their folder which gave them independent practice as well.

Joe was identified by the pre-assessment as “low scoring” grew by 68 points which put him into the “average scoring” range on the post-assessment. I know that kindergarten is his first school experience, and he has had very few literacy experiences at home. He had growth in all areas of the pre/post assessments. In my observations of him during the small group and independent work time, I noticed it took him a few times to catch on to the concepts being taught, but eventually he developed an understanding of many of the skills. Joe is the type of student who may benefit the most from the frequent use of nursery rhymes in the classroom. At this time he appears to be a typically developing child with no disabilities. He had very little exposure to literacy prior to school, and the nursery rhyme exposure appeared to help him gain the emergent reading skills needed to catch up to his classmates.

Nate was identified as “average scoring” on the pre-assessment and had an increase in 39 points on the post-assessment which still identified him as “average scoring.” This student attended 4-year-old kindergarten and had several literacy experiences and opportunities at home. I observed him as he caught on quickly to tasks

and with a little practice developed solid understandings of tasks. He had growth in all areas of the pre/post assessments. At this time he appears to be a typically developing child with no disabilities. He had a lot of exposure to literacy prior to school, and the nursery rhyme exposure appeared to help him to gain more emergent reading skills that will be beneficial as he begins reading books.

I plan to share my findings and lessons with the other kindergarten teachers in my district. Next year, data could be collected on all kindergarten students to see what differences we notice as a grade level in students emergent reading skills after frequent use of nursery rhymes in the classroom.

To answer my question of ***“What differences do I notice in students’ emergent reading skills after frequent use of nursery rhymes in the classroom?”*** I noticed that all students increased their emergent reading skills after frequent use of nursery rhymes in the classroom. I will do the pre/post assessment again with each student at the end of the school year to see how much they have grown over the course of the year. I’ll also use the Fountas & Pinnell Benchmark Assessment to determine students’ reading levels and compare that to their pre-assessment data. This will help me to see the possible correlation between emergent literacy skill development and grade level reading expectations. This study has shown that at the beginning of the year, six weeks of frequent use of nursery rhymes in the kindergarten classroom can contribute to helping students increase their emergent reading skills, despite their prior knowledge and exposure to literacy.

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Theresa Hunter - Action Research

pre/post assessment

Alphabetic Knowledge

Uppercase			
H	E	M	T
I	P	Q	U
O	C	W	B
X	V	J	S
G	N	Y	K
Z	R	A	F
L	D		

Total⁽⁷⁴⁾ _____
pre post

Lowercase			
h	e	m	t
i	p	q	u
o	c	w	b
x	v	j	s
g	n	y	k
z	r	a	f
l	d		

Total⁽⁷⁴⁾ _____
pre post

Sounds			
h	e	m	t
i	p	q	u
o	c	w	b
x	v	j	s
g	n	y	k
z	r	a	f
l	d		

Total⁽⁷⁴⁾ _____
pre post

Alphabetic Knowledge Total (78) _____
pre post

Concepts of Print

	pre	post
Where do I start?		
Where do I go after that?		
Find (known word) on this page.		
Find (known word) on this page.		
Say (unknown word). Find (____) on this page.		
Point while I read.		
Find the letter _____.		
Find the letter _____.		
Find a word that starts with _____.		
What's this (ending mark)?		
Total (10)		

Summed Score

	pre	post
Phonological Awareness ⁽¹⁴⁸⁾		
Alphabetic Knowledge ⁽⁷⁸⁾		
Concepts of Print ⁽¹⁰⁾		
TOTAL (136)		

Resources from: Fountas, I. C., & Pinnell, G. S. (2008). *Fountas and Pinnell benchmark assessment system 1 grades K-2, levels A-N*. Portsmouth, NH: Heinemann.

Appendix B**Jack and Jill**

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after.

Up Jack got and home did trot
As fast as he could caper.
Went to bed and plastered his head
With vinegar and brown paper.

Hey Diddle Diddle

Hey diddle diddle
The cat and the fiddle.
The cow jumped over the moon
The little dog laughed
To see such sport.
And the dish ran away with the spoon.

Little Boy Blue

Little Boy Blue, come blow your horn
The sheep's in the meadow, the cow's in the corn.
Where is the boy who looks after the sheep?
He's under a haystack fast asleep.
Will you wake him? No, not I
For if I do, he's sure to cry.

The Itsy Bitsy Spider

The itsy bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the itsy bitsy spider went up the spout again.

Humpty Dumpty

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses
And all the king's men
Couldn't put Humpty together again.

Wee Willie Winkie

Wee Willie Winkie runs through the town
Upstairs and downstairs in his nightgown
Rapping at the windows,
Crying through the lock,
"Are the children all in bed?
For now it's eight o'clock."

Appendix C

Wee Willie Winkie

Wee Willie Winkie runs through the town.

Upstairs and downstairs in his nightgown

Rapping at the windows,

Crying through the lock,

"Are the children all in bed?

For now it's eight o'clock."



Appendix D

Theresa Hunter - Action Research	Observations
Name: _____	Week of: _____
<u>Phonological Awareness:</u> <i>Syllables, initial sounds, blending, segmenting, rhyming</i>	
<u>Concepts of Print:</u> <i>Is the student tracking print correctly (left, right, top, bottom)? Is the student pointing to each word as he/she says the nursery rhyme?</i>	
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Theresa Hunter - Action Research	Observations