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## **A special DVD homework project to assist at-risk students with reading practice**

Mary Kathleen Kronemeyer

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A SPECIAL DVD HOMEWORK PROJECT TO ASSIST AT-RISK  
STUDENTS WITH READING PRACTICE

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Instructional Technology

---

by  
Mary Kathleen Kronemeyer

June 2013

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by  
Mary Kathleen Kronemeyer

June, 2012

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6/8/2012  
Date

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## ABSTRACT

Many students go home to families that are facing difficult conditions such as parents working two jobs, or not being able to read or speak English and yet these students are still required to meet the same requirements under the No Child Left Behind Laws in order to master specific grade level proficiencies. The purpose of the project is to give extra support to these students and their families through watching a DVD. Lessons were designed and placed on a DVD and sent home with the students to view for one week. Students were given a pretest before viewing the DVD and a posttest after viewing the DVD.

This project demonstrated through follow up surveys and test data that the students did obtain the additional support that was needed to show growth in the designated areas of reading. Vocabulary did not demonstrate desired results.

The final recommendation is that teachers take the time to develop special DVD's for the students to take home to assist with extra practice with reading skills. A major importance is placed on the need for a higher level of animations and quality sound to be added to hold the interest of the students.

## ACKNOWLEDGEMENTS

I need to acknowledge all of the friends and family who have encouraged me to complete this project. A special thanks to my study partner Robert Fleck, who drove me to class, collaborated with me on homework, and who would not allow me to quit when I got frustrated. I probably would not have finished without his encouragement. I also want to thank my friends Lindella Del Saz who insisted I begin this journey in the first place, and to Alma Gomez and Luz Franco who encouraged me and read my work.

A special thanks goes to my professors. I want to thank Professor Steve Swartz who made me believe I could be a student again and I could write and to Richard Ashcroft who encouraged me to explore different views of education. I also want to thank Dr. Baek and Dr. Newberry who challenged me to stretch beyond what I thought I was capable of. Dr. Baek provided support beyond what was expected and Dr. Newberry taught me that I could figure things out in the middle of the night when no one was around to help. My life has become profoundly better because of all of these professors.

## DEDICATION

I dedicate this to the First Grade students who helped me with this project. This was the last class that I taught in my 40 year career.

I also dedicate it to my sons John and Michael who encourage me to try new things. I hope they are proud of me for finishing this project.

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## CHAPTER ONE

### BACKGROUND

#### Introduction

A free public education was first proposed by Thomas Jefferson (Wood, 2004). What we think of as a free public education is a bit different than what was proposed by Jefferson. Jefferson proposed that attendance should be voluntary and students would get three years of education in reading, writing and arithmetic (Shuford, 2007). Since that time in history until today many government actions such as the Brown vs. Board of Education in 1954 and the Handicapped Children Act of 1975 opened the door to education for all students (Wood, 2004). Wood states that the Elementary and Secondary act of 1965 taught the government and the people that giving students access to education was not enough that it was also important to assure that the quality of education was also available to students (2004).

This act recognized how many other conditions affect a student's ability to learn and be successful in school. Students today are required to learn a huge number of skills in a short amount of time. This fast paced instruction has created problems for students which require the need for

additional assistance with learning for these students. Many students encounter a variety of problems acquiring additional support and reinforcement of reading skills and strategies learned during the classroom experience. Chapter one will cover an overview of the project. It will discuss the purpose, as well as the significance and limitations of the project.

#### Statement of the Problem

January 8, 2002 George W. Bush signed into law the "No Child Left Behind Act". This Act contained real consequences for students, teachers, schools, school districts, and states by holding them accountable for student growth. No Child Left Behind requires schools to make progress each year by raising the percentage of student's proficient in reading and math and that all students will be reading at a proficient level by 2014. Test scores of the students are important, since they affect everything from their classroom, their school, their district, and their state status. "Annual test score goals are set for every school and subgroup of students within the schools that are said to constitute Adequate Yearly Progress. Schools that do not meet these targets each year

are declared in need of improvement.” (Darling-Hammond, 2004, p.9) This high stakes testing has put added stress on the students, teachers, and schools to close the learning gap between students living in poverty, new English learners, and students with learning disabilities and those students who perform proficiently on tests. Alfie Kohn, Linda Darling-Hammond, Deborah Meiers, and George Wood all state that the conditions created by high stakes testing under the NCLB law actually work just the opposite. Jonathan Kozol states that NCLB widens the gap between the races more than any other piece of educational legislation in 40 years (Kohn, 2004). NCLB has placed too much importance on the test scores of the students being important.

Reading First is a program under No Child Left Behind that

US Department of Education’s (2009)

Focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, states and districts receive support to apply scientifically based reading research—and the proven instructional and assessment tools consistent with this research—to ensure that all children learn to read well by the end of third grade (p.1).

This program requires that all students in the same grade level be exposed to the exact same curriculum at the exact same time regardless of their proficiency in a particular area of curriculum. Students, who are experiencing difficulty in reading, need extra assistance. Very few opportunities are available for this extra assistance during the school day.

Practicing reading skills at home can offer students the opportunity to get the practice they need to acquire these skills; however, many of these students go home to families that are working two jobs, while others go home to families where the parents are not yet fluent in English and lack the ability to read in English. Some of the families are grandparents, while others are multiple families living in one home.

#### Purpose of the Project

This project is designed to give students and their family's additional support in language arts through a technologically facilitated means to review the skills and strategies that are covered in one theme of the first grade Houghton Mifflin Reading Program. This project provides this additional instruction via a DVD which models ways for the

students to practice spelling, practice sight words, reinforce the grammar skills of nouns and verbs and review definitions of vocabulary words.

#### Significance of the Project

This DVD offers needed reinforcement and allow the families to know what the students are learning in the classroom. It allows more practice of correct skills at home and will allow students to have this practice without requiring the adults in the home to know these same skills. Other teachers in the school will also have access to the DVD to assist their students.

#### Limitations

In designing this project several limitations were discovered. The first limitation is in order to benefit from the instruction students will need to view the DVD several times a night for optimum practice. This may cause difficulty for those students who do not have a DVD player in their homes. They will need to find access to a DVD player, or a computer to view the lessons. Second, it was considered that some students may take the DVD home, but may not watch it, or there may also be cases where families will



not allow the students to watch the DVD because older siblings, or parents may take control of the television and not allow the student sufficient time to view the DVD for the required time needed to practice the skills. During the session where this project is explained to the parents it would be crucial to have the parents understand that time for students in this project needs to be set aside to enable them to view the DVD on a nightly basis. The third limitation would be with those students who are limited in English. Their limited English would inhibit their ability to understand all of the information on the DVD and translating much of the actual content will not help them acquire the necessary skill in English. It will be essential that these students are given demonstrations on how to use and understand this information.

#### Definitions of Terms

The terms listed below are defined to assist with the understanding of this project.

Adequate Yearly Progress- AYP is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is

performing academically according to results on standardized tests.

Backward design- is a method of designing curriculum by setting goals before choosing activities or content to teach.

Criterion-referenced test is one that decides whether or not the student has learned the material that has been covered.

Competencies- are the measurable or observable knowledge, skills, abilities, and behaviors critical to successful academic performance.

Content standards- Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills students should acquire at each grade level.

DSAT-This is a district created assessment that all students must take and it determines their entire report card grade.

Elementary and Secondary Education Act (ESEA) - is a United States federal statute enacted April 11,1965. The Act is an extensive statute which funds primary and secondary education.

No Child Left Behind (NCLB)- federal program that dictates the type of instruction and testing that will take place at each school.

CHAPTER TWO  
REVIEW OF THE LITERATURE

Introduction

The discussion in this literature review will focus on the need to provide at risk students with options to practice at home the skills that they are covering in the state adopted Houghton Mifflin reading series. Included will be a discussion of different conditions that affect at risk students in reading and effective strategies to assist them in acquiring the necessary skills to make progress in reading. Also covered in this review are the advantages and challenges of using technology to assist these students in the acquisition of these skills. The materials that students will use to achieve their goal of learning necessary skills in reading will be established using the ADDIE instructional design. The appropriateness of using this process will be discussed.

Challenges Created By No Child Left Behind

The problem with the No Child Left Behind (NCLB) system that requires schools to demonstrate adequate yearly progress (AYP) through test scores is that it has designed a

system that in fact neglects to help the very students that it was supposed to help (Booher-Jennings June 2006). Consultants visit the schools and begin to discuss the "bubble students". "Bubble students" are those students who can make a difference in the growth in test scores at a given school (Jennings 2006). Teachers are told to decide who their "bubble students", or target students are. They are then to focus tutoring, extra assistance and special programs on them. Getting these children to move up from basic to proficient is the number one job of the teachers of today. Students in the highest academic group are given assignments, but not the extra help that they deserve. The students at the bottom are considered the hopeless cases according to Jennings (2006). Teachers are asked to choose between what is said to be good for the school, or to do what the teacher knows is best for the child. No educator should ever have to make this moral decision.

Alfie Kohn (2000) states that the high stakes tests that the students are given may be biased. Over the years, the critics of standardized tests have complained that these very tests are unfair because the questions require a set of knowledge and skills more likely possessed by children from

a privileged background. There is a particularly pronounced bias found with norm-referenced tests. The designers of the tests want to spread out the scores, so they add details that tap into the knowledge students receive outside of the educational institution. This one fact alone often offers rewards to the students from families that are more affluent (Kohn 2000). It is more than a little ironic to rely on biased tests to "close the gap" between rich and poor. When high stakes testing begins to yield real results then the companies begin to sell special materials, or programs to assist students with passing those tests. Naturally, affluent families can now provide their children with the services or products that will enable their child to pass the exams (Kohn, 2000).

#### Concerns With Homework

According to Alfie Kohn (2006) this "testing plague" is wiping out the most innovative instruction and beating down some of the best teachers and administrators. Kohn (2006) further states that increased homework brought on by standards and high-stakes testing is having a dramatic effect on the American family unit. His frustration comes out when parents are worried about it, but continue to

support the process and allow their children to work mechanically grinding out the assignments and becoming too exhausted to be able to perform in school the next day because they spent far too much time completing the assignments. He demands that teachers review their policies on homework and that parents make a stand towards making homework reflect what is actually important for the child's understanding of what is going on in the classroom. In the 1980's some theorists began to state that homework could be detrimental to the mental health of a child (Marzano and Pickering) Bennett and Kalish asserted that teachers are not well trained in how to assign or design homework (2006). It is most important to be certain that the homework assigned is appropriate to enhance student learning and not just extra work (Marzano and Pickering 2007).

#### Providing Parent Training and Extra Practice for Students

Parents become frustrated again when they know that their child needs extra help to get a head, but the parent lacks the needed support, or training to be able to assist their child with their homework, or with the extra time, they need to practice the reading content skills of phonics,

spelling, vocabulary, grammar and comprehension. John Carroll's model of school learning points out that the time many students need to learn a task is longer than the time that is provided within the school day and year (Huitt, 2006).

Schools are having a problem finding the time to provide the extra time for students, therefore, it is necessary to find a way to provide the skill practice that students need, allowing them the extra time needed, and assisting the parents with tools that can assist them in helping their child acquire these skills. Videos and DVD's offer the schools an excellent way to provide all the extra practice, extra time, and the assistance from parents. Nicki McCullough Calabrese (2006) implies that Videos or DVD's will offer wonderful ways to communicate with families and allow them to obtain new information as well as being able to learn the requisite skills with their child.

A study completed in Alabama included three different groups of at-risk students (Bailey, 2006). The first group consisted of parents and children who received training in how to complete the tasks as well as special packets to walk the parent and child through the interactive process. Group two received the training, but did not receive the packets.

Group three did not receive either training or packets. The three groups were given the same specially designed homework that was "stimulating socially and cognitively to families with children who are at risk of failing in our nation's schools" (Bailey, 2006 p.7). What they found was the interaction between parent and child was very positive with respects to student outcomes in those students who were failing academically. The reading difficulties decreased (Bailey, 2006). This study was a 4 week study with the parents of second grade students who needed to be better prepared to take the third grade Stanford Achievement Test. A strong parent-training program can lead to a significant increase in the number of parents who read to and with their children. This reading with their children can create a greater use of techniques to improve children's literacy skills. This success can aid in the parent's understanding of how reading to children on a regular basis can help to prepare them for school success.

Homework is a way to give at-risk students more time to practice content reading skills. These students need support and if training is given to the parents then a greater child parent interaction needed to support these students will be present. The program needs to match the



reading program being taught in the school, which includes best practices in reading.

### Advantages and Challenges in Using Technology for Reading

Educators have been waiting for years for the video revolution in education (Chambers, 2006). The progress in exposing young students to beginning reading skills reflected by programs like "Between the Lions" and "Sesame Street" has long been desired by educators across the nation. Paivio (1961) expressed the possible reasons that programs like those that the two mentioned are positive for young children. Experiments conducted by Paivio support the importance of imagery in cognitive operations. Paivio (1971), in his research on dual coding theory, discusses how embedded multimedia, which contains both verbal and visual content, gives learners multiple pathways to retention and comprehension of new material. Bette Chambers (2006) also discusses research completed by Mayer that reinforces the same concept of the importance of multimedia instruction to enhance learning by using both verbal and visual systems. Success For All, a technology-reading program, conducted research on 394 first graders. The results from their

demonstrated positive results for the embedded multimedia when it was used with word attack skills in beginning reading programs (Chambers, 2006). Their research was mainly conducted with the use of instructional formats that combined words with pictures. Linebarger (2004) stated that when children interact with television they integrate stimuli into meaningful, comprehensible bits of information because they focus on the interesting parts. The children will attend to the stimuli until it becomes familiar. The information that these children gather from the visual media is then part of their new learning.

William Kist (2006) discusses a need to create new literacy classrooms that integrates multimedia into the program. The onslaught of new communication tools demonstrate a need for a new look at literacy development. These new types of communication tools offer students ways of learning about the world that were not possible in the past and Kist (2004) challenges educators to explore these new ways of communication as they go about instructing students in their classrooms today (Kist, 2004). The creation of a learning environment that motivates students to solve problems and feel a sense of accomplishments while they create an assignment is not an easy task.

Ben Shneiderman (2006) proposes that students need to be involved in having a greater responsibility for their own learning. He states that students who work together to build projects develop skills in planning, time management and social skills. These skills are necessary skills for life, but also assist the students in acquiring the knowledge that is needed for academic success. He finds that students are more motivated and engaged in the actual learning experience than they might be in the typical sage on the stage lecture format (Schneiderman, 2006).

Shneiderman (2006) discussed the resistance or fear that society has with the inclusion of technology in the form of computers and the world-wide-web in the classrooms. He did discuss how the use of technology is a passive activity, but that teachers can develop instructional programs where students are involved in creating the media to be used. Classrooms that are rich in computer networks enable groups of students working together to be collaborative. They can work on presentations that they will then use to teach others about their project. This allows the students to practice research, writing and speaking in front of others. Teachers can put these presentations on large-screen projectors to give other

students access to the projects. References were made to the fact that dealing with collaborative groups and technology may very well be challenging for teachers and it might take quite a while for them to reach a comfort level with both, however, the benefits that students receive from working with each other are worth the effort.

Kist (2004) expresses the positive results that are achieved when students are able to use multimedia tools to express what they have learned, and desire to teach to others in their classroom. Students reap the benefits by continued practice of the material to be covered while they practice for the final DVD they are creating. Students also benefit by having to cover the information while they practice for a dance, song, or poem they may be creating to place in the final production. Kist (2006) stresses the way that relationships occurred in the new literacy classrooms. That students working together formed family bonds, which encouraged them to assist each other in understanding the projects and the processes. In these classrooms, all media would be evidenced in student reading and writing and that this would occur across the curriculum. He also stresses how each educator would have a place to create their own multimedia projects to use with their classrooms. Students

in these classrooms would become proficient in the reading and language of all the types of print, or visual media to which they are exposed. The work that would be taking place in these classrooms would in fact be real world work. Kist (2006) suggests that if the schools do not begin to offer these types of literacy classrooms the choice to do so will be taken away by an increase in charter schools and home schooling.

There are challenges to creating new literacy classrooms. Being able to obtain the necessary technology is probably one of the greatest challenges. Many times educators need to fight school budgets and administrative resistance. Then there is the issue of training the staff to operate the technology and finding the resources to maintain it. The challenges also exist when you are talking about students working in teams and concerns arise over how to evaluate their work.

There are different challenges that contribute to the use of technology in teaching young children to read. Deborah Linebarger (2004) indicated in her study of at-risk students that students with little print experience found reading of any kind to be difficult. These at-risk students did not initially attend to the programs being taught and

therefore did not receive benefits from the program. Her research did indicate that children began to experience benefits when repeated exposure to the same program was used in order for that program to become familiar with the skills addressed in the program. At-risk students will still require parental support and many times this support is not available to them for the reasons previously state in this review. Caregivers or parents will need to make certain that their child views the program on a systematic schedule in order for the program to have the desired benefits to improving their reading.

#### Examples of Using Technology for Reading

Two programs that started the process of teaching skills and literacy to young children are Sesame Street and Between the Lions. Both of these programs were established in order to promote literacy in very young children. These programs were established on the research of the National Reading Panel (Linebarger, 2004). This report stated that those students who have an inadequate beginning seldom ever catch up. The goal of these two programs is to reach all aspects of society and provide the young children with stimuli that would enable them to become readers. This article stressed

the need for more multimedia programs like these to assist students in acquiring the skills they need to be successful readers. The results demonstrated how this type of program could help at-risk students by allowing them to be able to be exposed to the media repeatedly.

Another successful program for assisting students in reading is a program designed by Rosemary Palmer and Roger Stewart in 2006. The writers propose models for using nonfiction works at the elementary school level. Nonfiction with age-appropriate content and readability for the elementary grades can be both a source of reading enjoyment for young students and a valuable tool for developing skills. The authors described three models that teachers can use to structure their work with nonfiction. These models were using teacher-directed instruction, scaffold student investigation, and independent student investigation. They discussed the importance of teaching young students how to read non-fiction and gather the information that they need to acquire the information they need to answer questions. It was pointed out by the authors that many teachers read hard non-fiction to primary students and this is why so many students have difficulty with the development of the skill they need to answer the questions on state tests. Rosemary

Palmer and Roger Stewart (2006) discussed how their models for using non-fiction are a road map for primary grade teachers. The skills the teachers use can allow students to meet the state standards and will allow the students to begin feeling pride in their work. This article is a formula on how to develop a special reading DVD project of how to make this work in the area of restating facts and details to clarify facts in a story, as well as the skills of providing descriptive detail.

Words To Go is another program that demonstrates how parents can make powerful contributions to their children's early literacy learning in school. The purpose of this study was to design, implement, and evaluate the efficacy of the Words to Go. The parent involvement program was part of a larger effort to reach out to parents in early literacy. Quantitative data from surveys and qualitative data from focus group meetings were collected about the Words-to-Go program and demonstrated moderate to highly favorable perceptions among parents, teachers, and students. A pretest post test comparison of first-graders' word reading, word writing ability and criterion-referenced reading test performance in two matched elementary schools showed significant effects favoring the Words-to-Go program



participants. The "Words to Go" project was a project designed to assist parents in the ability to assist their children at home with beginning reading skills. This program used the Making Words by Patricia Cunningham (Reutzel, 2006). The parent involvement program was part of a larger effort to reach out to parents in early literacy. Quantitative data from surveys and qualitative data from focus group meetings were collected about the Words-to-Go program and demonstrated moderate to highly favorable perceptions among parents, teachers, and students. A pretest/posttest comparison of first-graders' word reading, word writing ability and criterion-referenced reading test performance in two matched elementary schools showed significant effects favoring the Words-to-Go program participants. The one finding was that parents used the programs in a very different ways. They did not always follow the plan that was developed (Reutzel, 2006).

#### DVD Design Guidelines

Creating a DVD-based learning program has many facets. These include a shot list for photos, set up of a storyboard, lighting requirements, selection of copyright free music, and scripted audio section. Certain aspects

need to be considered in the creation of the photos that will be used in the Power Point, Photo story 3 and Moviemaker presentations that are used to teach the individual skills. One of these components is lighting. Michael Rubin states that lighting is the paint of photography (Rubin, 2002). He talks about the back lighting and states that whenever possible the photographer should use natural light. He also states that it is important to understand your camera and how to let light in to enhance specific shots. "The most common lighting challenges are those where the light is behind the subject, so you should always try to keep the light to your back, rather than shooting into it" (Rubin, 2002 p.81). Colin Barrett suggests that you may use the zoom on your camera to clear up the lighting in difficult lighting situations, or to add additional lighting when the situation calls for it (Barrett, 2007).

Sound must also be kept in mind when creating the DVD. First, always consider the copyright laws when adding sound. If a song is copyrighted specific written permission must be obtained before adding a song to a project. Next, consideration must be given to assure that the sound is

clear and clean and does not distract from the message that is communicated.

William Horton discusses the importance of communicating visually, by making the graphics carry the load (Horton, 2006). He also talks about the importance of using motion and transitions to tell the story (Horton, 2006).

Jason Ohler discusses the importance of mapping out the process before you begin to create the process. He says that the storyboard shows the flow of the story (Ohler, 2008). This is where you will describe where the pictures, text, and sound goes before you ever begin to create the actual project. This storyboard is the most important first part of design process.

### Instructional Design

The ADDIE instructional design model forms a blueprint to follow for an educational design. This program will help analyze the training issues, design and develop the materials, implement the program and evaluate the effectiveness of the program.

The first phase of the ADDIE model is the analysis phase. In this phase, the designer will begin to collect

critical information about the subject that will be covered. It is essential to get an analysis of the learner and the environment in which the learning takes place (Koneru, 2010). The designer will question what needs to be accomplished, what the goals and objectives are, and how success will be measured. The designer will also decide during this stage where the learner will use these skills. The importance of planning instruction will facilitate the transfer of learning to the performance environment (Dick & Carey, 1996, p.58). Finally, analysis of the goals and objectives can be used to outline the learning objectives (Koneru, 2010).

The second phase of the ADDIE (2004) model is Design. During this phase, the designer will provide detailed steps needed to build the project. This is the actual blueprint that will be used in writing the content for the project. It will establish types of media to be used, what the actual objectives are, and types of measurements to be developed.

The third stage of the ADDIE (2004) design is to begin the development this is the phase where the designers begin to create prototypes, develop any training materials, review the project and test it on a small group to find any flaws, or potential problems with the prototype. This is the phase

where the designer would create the workbooks, flowcharts, storyboards, scripts, exercises, and any instruction manuals that will be needed for the course.

The next phase of the ADDIE (2004) design is the Implementation phase. During this phase, the designer will have to establish a time line for any necessary training of how to use the project, decide who will perform the actual training, present final project materials such as DVDs, workbooks, manuals and more. The designer will have to make sure any equipment that is needed for the training would be set up and working.

The final phase of the ADDIE (2004) design is evaluation. This is the phase where the designer begins to conduct evaluations to see how well the project works to meet the goals and objectives that were established in the analysis phase. Did the project meet the needs of the learners? Did the learners like to use the materials? Did they in fact learn the new information? The designer can use a survey to gather this information. This is also a good time to use any pre/post assessments that have been developed to measure the learner's growth.

Another accepted method of Instructional Design is a methodology called rapid prototyping, which is successfully

used in software engineering. Given the similarities between software design and instructional design, Bichelmeyer and Tripp argue that rapid prototyping is a viable model for instructional design, especially for computer-based instruction. Rapid prototyping methodology contains a statement of needs and objectives and then uses research and development as side-by-side processes. It creates prototypes that are then tested (Tripp & Bichelmeyer, 1990). The motivation to use of rapid prototyping is based on problems contained in the traditional development process because they do not often please the users. The traditional development process does not reduce the communication problems, or guarantee that it is the right system to use. The traditional development process describes the skills, but does not cut the human resources, or costs necessary to run the program. The rapid prototyping offers all of the same advantages in instructional development that it offers in software development. The authors state that it is even more appropriate because it allows flexibility needed when dealing with humans in the actual instructional process. They state that rapid prototyping does please the users, reduces the costs, reduces communication problems and is the right system for the specific task. The most important

aspect of rapid prototyping is that it can be changed easily after it has been researched.

Tripp and Bichelmeyer (1990) offer guidelines for the use of rapid prototyping and discuss some disadvantages with rapid prototyping. The main disadvantages discussed were that it may lead to a lack of discipline on the part of the designers, it does not eliminate the need for front-end analysis, it cannot be a substitute for paper analysis, and it can stifle creativity. They argue that regardless of any concerns that recent theories of design offer plausible explanations for the apparent success of rapid prototyping in software design and it is an appropriate model to use in the design of computer-based instruction.

#### Summary

Today there are many challenges for students in school. No Child Left Behind has created a high-stakes testing atmosphere that places the need for extra practice for students who are considered to be at-risk. This literature review is a way to demonstrate how technology can assist parents in providing their child the extra practice that they need to achieve academic success. Many parents of at-risk children are at a huge disadvantage due to the fact

that they may not speak the language of the schools, they may be working two or more jobs, and they may not know how to read, or do the skills their child needs assistance in. The schools need to discover ways that they can provide assistance to these parents. This homework needs to be purposeful, designed to be able to be completed by the students, involve parents in a meaningful way, and make certain that it an appropriate length for students (Marzano & Pickering, 2007). Using current technology such as a DVD, or webpage can be a way to build this partnership between the school, student, student and parent,. Add information about homework/outside of school programs and how to create them to follow the chapter.)



CHAPTER THREE  
PROJECT DESIGN PROCESSES

Introduction

Chapter Three documents the steps used in developing the DVD project. Specifically, the methods used to understand the problems that the students are experiencing as they encounter the skills on the 'No Child Left Behind' assessments. Nicki McCullough Calabrese (2006) suggests that Videos or DVD's offer wonderful ways to communicate with families and allow them to obtain new information as well as being able to learn the prerequisite skills with their child. It was important to develop a program that would assist the child with the skills and also assist the parents in knowing how to assist their child in acquiring the skills. Kist (2006) stresses that students working together on special projects formed family bonds within the classroom. He stated that in the new literacy classrooms, all media would be evidenced in student reading and writing and that this work would in fact be real world work.

The NCLB program contains a multitude of skills that students are to learn at an early age and it has designed a system that in fact neglects to help the very students that

it was supposed to help (Booher-Jennings, 2006). It is the reason that an emphasis had to be placed on the way to identify the curriculum skills areas that created the greatest challenge for the students, ranking their level of occurrence, and their value on the assessment. Due to the tremendous number of curriculum skills covered on the assessments this analysis is particularly important to narrow the focus of this project. Norm-referenced tests are designed to spread out the scores, so the designers of the assessments add details that tap into the knowledge students receive outside of the educational institution. Kohn (2000) states that when high stakes testing begins to yield real results affluent families will be able to provide their children with the services or products that will enable their child to pass the exams, while less affluent families may not even understand how to assist their children.

### Analysis

Analysis is the first phase to undertake in this project. In the analysis stage the decision is made on which goals, objectives and outcomes will be used in the creation of the homework DVD (Indira Koneru, May 2010).

Peterson (2003) relates that the main consideration of the analysis stage needs to be focused on the target audience. It is important to distinguish between what the students already know and what they need to know at the end of the program. It was then understood that an emphasis on the importance of understanding the problems that the students were experiencing as they encounter the skills on the 'No Child Left Behind' assessments was a primary focus. This made it important to identify the curriculum skills areas that create the greatest challenge for the students, ranking their level of occurrence, and their value on the assessment. Dick & Carey (1996) state that instructional goals are important to use in the development of a useful product and the design model should reflect the organizations objectives and goals. He states that it is important to know where the learner's will be using the skills they are learning, so that a transfer of the training will be realized.

Dick and Carey (1996) determined that a needs assessment is important to determine the instructional goals and that it is important to analyze the learner's characteristics and the context in which the learning and

performance will take place. The school district requires that all first grade students are given an initial assessment at the beginning of the year that determines what information students have retained from Kindergarten. Published results of the assessments from all first graders in the school were viewed as a guide to which areas instruction the students demonstrated the most difficulty.

A DVD was created and used to assist the students in acquiring the skills needed to be successful in those areas of reading. An analysis was conducted to decide which students had access to DVD players. An alternative was created to deal with the two students who did not have access to a DVD player.

### The Project

Due to the tremendous number of curriculum skills covered on the first grade reading assessments an analysis of these skills was particularly important to narrow the focus of this project. Assessment items were sorted and counted to determine which ones were the most important. The majority of assessment items were in the area of phonics, spelling, high frequency words, grammar and vocabulary. An analysis of the reading series was taken to

match the skills the students needed for the assessment and the skills that were covered in the corresponding chapter of the reading series. Next, the California State Standards were perused to determine which standards were deemed to be the most important to include in the DVD project.

- Decoding and Word Recognition
  - 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- Vocabulary and Concept Development
  - 1.17 Classify grade-appropriate categories of words
- Reading Comprehension
  - 2.3 Follow one-step written instructions.
  - 2.4 Use context to resolve ambiguities about word and sentence meanings.
- *Sentence Structure*
  - Write and speak in complete, coherent sentences.
- Grammar
  - Identify and correctly use singular and plural nouns.
  - 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Peterson (2003) discussed how important it is to find information that is available from previous evaluations of the learners. With this in mind a review was made on EADMS (Educator's Assessment Data Management System), a district data base, to see which items were missed the most often by the previous year of first graders. EADMS was also viewed to see which skills errors occurred the most often on the assessments they had taken for Themes 1 and 2 of the Houghton Mifflin Reading program. These two themes are a collection of stories that review all the beginning phonics skills that and high frequency words the students are exposed to or learn in kindergarten. Comprehension was the skill that was missed at a high rate by the students. While analyzing the assessments it was discovered that the area of comprehension was actually covered by students being able to identify the meaning of vocabulary words by selecting a picture representation of the vocabulary word.

Spelling was found to be a highly assessed item and ranked second among the most commonly missed items on the assessment. The students' ability to understand phonics skills were assessed through their correct choice of the proper spelling of the selected words. The focus of the

spelling in the DVD project deals with consonant blends in the section that will be covered on this project.

High frequency words were also assessed on two separate assessments which is why high frequency words are an area of importance. The first assessment was a one-on-one checklist of the words and the second assessment was used to choose the correct word related to a picture. Students also needed this skill to enable them to read the passages in their books. The final area that was included in the assessments for the students was dealing with grammar in the areas of naming words and action words. Students need to understand that a complete sentence has a naming word and an action word. They need to learn that a naming word is a noun and an action word is a verb. Students need to be able to distinguish between a verb and a noun. Students also needed to be able to distinguish between a singular noun and a plural noun and learn the skill of adding an 's' to a word to make it plural.

### The Students

The students were given a pre-test to determine which of the areas of the curriculum with which they needed the most assistance. This assessment is presented in Appendix (C) and was used as the base to measure the success

of the project. This was a pencil and paper assessment in the areas of spelling, grammar, and vocabulary. Each of these assessments were given in a group setting. Next, they were given a one-on-one assessment in reading the high frequency words to establish how many of the words they already knew. The list of words is in Appendix (C same as the rest of the assessment?).

### The DVD

According to Alfie Kohn (2006) this "testing plague" is wiping out the most innovative instruction and beating down some of the best teachers and administrators. He further states that increased homework brought on by standards and high-stakes testing is having a dramatic effect on the American family unit, so it was decided that it was important to develop a different type of homework. The type of homework to be given to the students would be placed on a DVD. It was then important to conduct an informal survey to determine if all the students have a DVD player, or computer with DVD options. Each student was questioned individually and it was determined that three students did not have a computer, or DVD player available for them to use. Meeting with the parents it was determined that one student would be able to use a brother's computer, a second child would be



able to use his Grandmother's computer each day, and the last child would use a DVD at the babysitter's house. It was now determined that all students would have access to a DVD, or a computer with DVD access during the time that the project was being conducted.

### Design

There are many different key facets in the design process. This is the time that the designer is conducting research and planning (Peterson 2003). The design process is the actual blueprint that will be used in writing the content for the project. All of the data and information that has been gathered during the Analysis process must be used by the designer to decide what delivery method is the most appropriate for this design. Peterson (2003) states that it is important for the goals, objectives and assessment need to align in this phase to insure that the students retain interest in the project long enough to learn the new information. This is the point where the designer already has a strong idea of what the learners know as they begin to use the program that is designed. Bicheleyer (2007) states that the designer needs to understand the difference between instruction, instructional design, and

ultimately how learners learn. This is the point in the process where the designer begins to develop the detailed storyboards and prototypes that will be used for the project. The designer decides from all of the information collected what the project will look like and how it will be used by the students.

The decision was made to design a DVD for 'Let's Look Around' which is theme 3 of the Houghton Mifflin First Grade reading series. This DVD was designed to cover the skills and strategies included within that unit. Wilson (2007) refers to the Rapid prototyping system created by Tripp and Bichelmeyer in 1990 as an important system to use when working with students at early stages because it allows for tryouts of key concepts at early stages when costs are small and changes are more easily made. Using this advice an initial DVD was created a year before the final project in order to establish which type of program worked with young students. Initial problems with creating a DVD were discovered and used to assist in the development of the final project. The types of programs that seemed to produce the best results were Microsoft Power Point, Microsoft Movie Maker, and Photo story 3. These were the programs used to create the final DVD.

Information gathered from the Pre-tests was considered while creating the storyboard for this new project. Criteria Referenced Assessments were then used to assess the student's understanding of the information presented. A content structure was used for the organization of the DVD and storyboards were used to set up each of the sections within the DVD.

Table 1. Structure for a Special DVD Project

Sections	Description	Program
1	<u>Title Clip for DVD: A Special DVD Project</u>	
2	<u>Spelling Title Clip</u>	
	Theme Spelling Words	Microsoft Power Point
3	<u>High Frequency Words Title Clip</u>	
	High Frequency Words 1	Photo story 3 for Windows
4	<u>Vocabulary Title Clip</u>	
	Vocabulary Words	Photo story 3 for Windows
5	<u>Grammar Title Clip</u>	
	Nouns	Photo story 3 for windows
	Plurals	Photo story 3 for Windows
	Verbs	Photo story 3 for windows
6	<u>Fluency Title Clip</u>	

Table 2. Storyboard for Nouns

Story Board for Nouns					
This project is created in Photostory 3					
Slide	1	2	3	4	5
picture	a flower	an old man	a water fall	a hummingbird	red screen
Typed Words	Nouns	A person	A place	A thing	A Noun is a person, a place, or a thing. A person, place, or thing.
Record Words	A noun is	a person	a place	or a thing	
Font Style	Century Gothic White	Century Gothic White	Century Gothic White	Century Gothic White	Century Gothic White

Table 3. Storyboard for Nouns All Around

This project is created in Microsoft Movie Maker				
Slide	1	2	3	4
Get picture	Autumn Leaves	Firefighter	La Quinta Fire Station	Fire Hydrant
Record Words	Nouns All Around	The firefighter is a person, so the firefighter a noun?	The La Quinta Fire Station is a place, so the La Quinta Fire Station is a noun	The fire hydrant is a thing, so the fire hydrant is a noun.
Type Words	Nouns All Around			
Font	Century Gothic White			

### Development

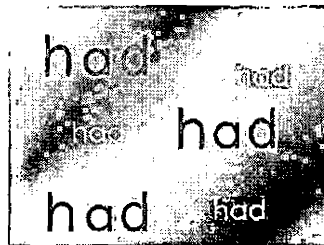
Peterson (2003) details the stages that the designer goes through in the development phase. She breaks this phase into three areas. The first stage is the drafting. Then the production phase and finally the evaluation phase.

Peterson (2003) stresses that the evaluation in this phase has a different focus than the evaluation that is contained in stage 5 of the ADDIE process. This evaluation refers more to the quality of the product and deciding if it meets the standards that are required to be a successful teaching tool. The areas to be covered were decided upon during the design phase. Now it is important to begin to draft the first programs that will be placed on the DVD. Many factors now needed to be taken into consideration. Lighting was considered. Decisions were made as to which software programs should be used for each of the different segments. A decision was made to use Microsoft Power Point, Microsoft Movie Maker, and Photo story 3. These programs offered the ability to use photographs of items that the students were familiar with and had built in features to create high contrast within the photos, chose creative backgrounds and use transitions that are a component of the programs.

Creating actual videos was difficult because of many of the pictures were hard to find. A decision was then made to use photographs and place the photographs into either Photo story 3, or Microsoft Moviemaker. The script was then written and recorded into Microsoft Sound Recorder and audacity. Creating the Spelling program was different from

the other programs because this program relied heavily on contrast and balance. The screens needed to be a soft background with a darker contrast with the spelling words. A template was created using 3 rows of words with two words on each line. The first word is done with one letter flying in 1 at a time. The second word comes in as a complete word. The first word is the spelling word where the consonants are Century Gothic 115 Blue and the Vowels are Century Gothic 115 Red. The second word is the repeated word which is Century Gothic 60 pale yellow.

Table 4. Sample of Spelling Power Point Slide



#### Implementation

This project began with a special parent meeting that was held in the evening. The project was explained to the parents in complete detail. There was an emphasis placed on how to use the DVD at home with their child. A



discussion of the importance of viewing the DVD multiple times with their children and an explanation of how the DVD will assist their students in learning was conducted. The importance of each of the curriculum areas covered on the DVD was demonstrated. Parents were shown the group results of the pre-assessment and how viewing the DVD relates to their child's ability to gain a better score on the post-assessment. It was also explained that the assessments for the DVD will not be used on their report cards, or to decide any of their grades in this class. Four of the parents attending the meeting and signing the forms speak Spanish. The explanation of the DVD was translated into Spanish. The forms were also translated for the parents. A copy of the handout that follows was used at the parent training to demonstrate what was used to explain the program to the parents. A translator was available for the three parents who needed translation.

Table 5. Parent Meeting Handout

1. Fill out Parent Questionnaire form
2. Project: DVD-A SPECIAL DVD HOMEWORK PROJECT:  
TO ASSIST STUDENTS WITH READING PRACTICE.
3. Students take home for homework practice
4. Areas Covered  
Spelling            Vocabulary            Verbs            Nouns  
Plurals            High Frequency Words
5. Process
  - Child will take a Pre test
  - Take the DVD home
  - Watch it every night
  - Child will take a Post Test
  - Participation is voluntary
  - Test results will not be used on report card.
6. Read and sign Informed Consent forms
7. Questions

Call Ms. Kathy 760 775-3830

The students in this project are five and six years old, so it was decided that it was important to demonstrate in the classroom how to use the DVD at home. The DVD was

shown to the students and they practiced how to repeat the words and use the DVD to learn necessary skills. A good sign that students would use the DVD at home was their request to watch the DVD over again.

## Evaluation

### Program Evaluation

The results from surveys demonstrated that the families enjoyed the DVD and watched it several times with their children. The Students were also interviewed after they used the DVD for theme 3 to discover what they think works to assist them in their learning. Sixteen of the sixteen students all said they felt that they learned from the DVD and all sixteen students said that they all wanted to do another DVD.

A pre-test and post-test was given and used to demonstrate if the students achieved the learning objectives that were desired. Results were collected from each of the story assessments, the theme assessments, and the district language arts assessments. This project was created as a quantitative study to allow the data collected to be classified in an attempt to discover if the results of this

DVD Homework Project assisted at risk students with additional practice in reading.

Theme three week three of the Houghton Mifflin first grade reading program was chosen as the selection to create the DVD and work on with the students. The California State Standards in this theme were viewed in the areas of vocabulary, spelling, sight words, and grammar using nouns and verbs to establish the type of assessments that would be created in order to order to test the hypothesis of this project. The SCOE (Sacramento County Office of Education) assessment which is used by all Reading First Schools was viewed as a model in the development of the assessments. The DSAT (Desert Sands Assessment Tool) for Language Arts and the Theme 3 Skills test from the Houghton Mifflin Reading series were also viewed before writing the assessments. Each assessment was set up to consist of 5 or 10 questions. This was the number of questions used by the above mentioned models of assessments.

The spelling words from the theme were set up in a Microsoft Power Point mode. The students were to view the Power Point each night. The words were vocally spelled for them, the students were then to say the words with the voice two times and then by themselves the third time. The

questions on the assessment were then chosen from this presentation. The students needed to write the words from memory. High frequency words were created using Photo story 3. The words were typed on theme based backgrounds and then recorded for the students to listen to. Storyboards for verbs, nouns, and plurals were designed. Photos were taken, or selected from Microsoft photo free sites. The questions for each area were then written using the storyboards as their source. Students were given a pretest on each of the assessments. The scores from these assessments were recorded on a Microsoft Excel spreadsheet.

Two parent questionnaires were then developed. The first questionnaire related to the parents understanding of what kind of reader their child was. How often their child read books. If they ask questions about a story they are reading to their child. If they ask their child what happened first, next, and last in a story. If they ask their child questions about a movie, or program they are watching and ask their child to describe things to them. Another question was what they think is the biggest problem for their child in the area of reading. Finally they were asked if they would attend a special training in helping their child learn to read, and if they would use a DVD

program to help their child learn to read. The second questionnaire was an exit survey. This survey was given after the parents had used the DVD with their child. They were asked how many times they watched the DVD and what part of the DVD their child liked best. Another question was to discover if they felt that their child had learned reading skills using this program and if they would like more programs like this one.

The data included in this chapter was collected from the sixteen students that were included in this chapter. Five of these students are classified as English Only students. One of the English Only students is in a Resource program and has an Individual Learning Plan (IEP). This student receives extra assistance because of learning difficulties in the area of reading. Twelve of the students are English Language Learning students. Two of the students are classified as level one. These students are very limited in English being capable of speaking in short phrases. Four of the students are classified as level 3 students. These students are more fluent, but still lack a lot of internalized vocabulary. Five of the students are classified as level four and five. These students are very fluent in English and need to develop

more vocabulary and grammar rules to become reclassified as Fluent English Speaking students once they reach Third Grade. Each of the students received random numbers and cannot be identified in any way.

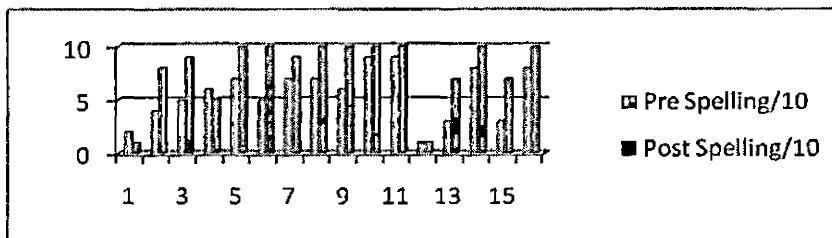
## Data Collection

### Section 1: Student Test Scores

The students viewed the DVD for one week and were then given a post test. The first test they took part in was a spelling test. This test is given to the students in a group. They take this test by the teacher saying a word and the students are to spell that word on a list. The pre and post test results are listed on the following page.

Table 6. Spelling Assessment Results

Spelling Assessment Results			
Student number	Pre Spelling/10	Post Spelling/10	Growth
40407	2	1	0
40409	4	8	4
40403	5	9	4
40408	6	5	0
40413	7	10	3
40416	5	10	5
40402	7	9	3
40405	7	10	3
40412	6	10	4
40414	9	10	1
40415	9	10	1
40411	1	1	0
40401	3	7	4
40406	8	10	2
40410	3	7	4
40417	8	10	2
			2.5



Two of the students did not show growth on the spelling test. Fourteen of the student's scores resulted in a 2.5 average growth on the spelling test.

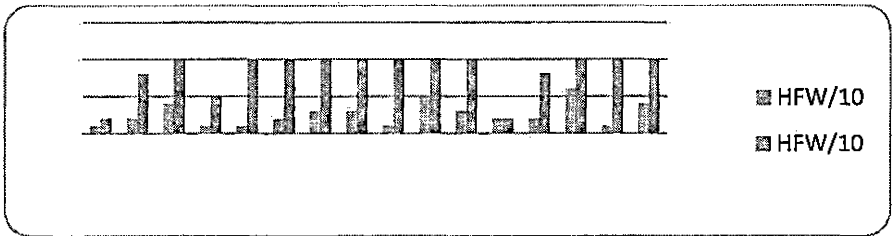


The next test that the students took was the High Frequency Words test. This test is given one on one to the students. The teacher holds up a card and the student needs to say the word. There is no time limit on this test. The pre and post test results are listed on the following page.

Table 7. High Frequency Words Assessment Results.

High Frequency Words Assessment Results

Student number	Pre	Post	Growth
	HFW/10	HFW/10	
40407	1	2	1
40409	2	8	6
40403	4	10	6
40408	1	5	4
40413	1	10	9
40416	2	10	8
40402	3	10	7
40405	3	10	7
40412	1	10	9
40414	5	10	5
40415	3	10	7
40411	2	2	0
40401	2	8	6
40406	6	10	4
40410	1	10	9
40417	4	10	6
			5.875

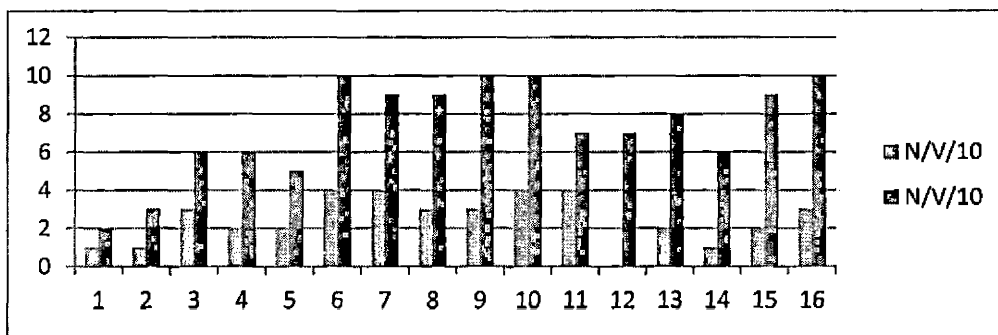


The sixteen student's scores resulted in a 5.875 average growth on the High Frequency Word Test.

The students then took the Nouns and Verbs test. This test is given in a group setting. The students need to read the sentence. They then look at the underlined word and decide if the underlined word is a noun or a verb. They will circle the word noun or verb to answer the question. There is no time limit on this test. The pre and post test results are listed on the following page.

Table 8. Noun and Verb Assessment Results

Noun and Verb Assessment Results			
	Pre	Post	Growth
Student number	N/V/10	N/V/10	
40407	1	2	1
40409	1	3	2
40403	3	6	3
40408	2	6	4
40413	2	5	3
40416	4	10	6
40402	4	9	5
40405	3	9	6
40412	3	10	7
40414	4	10	6
40415	4	7	3
40411	0	7	7
40401	2	8	6
40406	1	6	5
40410	2	9	7
40417	3	10	7
			4.875

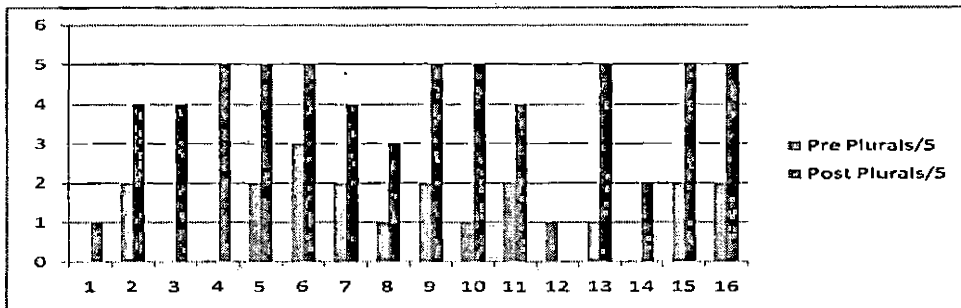


The sixteen student's scores resulted in a 4.875 average growth on the Noun and Verb Test.

Next the students took a test on plurals. The students need to read the sentence. Then they look at the underlined word. They will choose the singular noun or the plural noun and circle the word that goes in the blank in the sentence. Next the student will write the word they chose on the line.

Table 9. Plurals Assessment Results

Plurals Assessment Results			
Student number	Pre Plurals/5	Post Plurals/5	Growth
40407	0	1	1
40410	2	4	2
40403	0	4	4
40408	0	5	5
40413	2	5	3
40416	3	5	2
40402	2	4	2
40405	1	3	2
40412	2	5	3
40414	1	5	4
40415	2	4	2
40411	1	0	0
40401	1	5	4
40406	0	2	2
40409	2	5	3
40417	2	5	3
			2.625



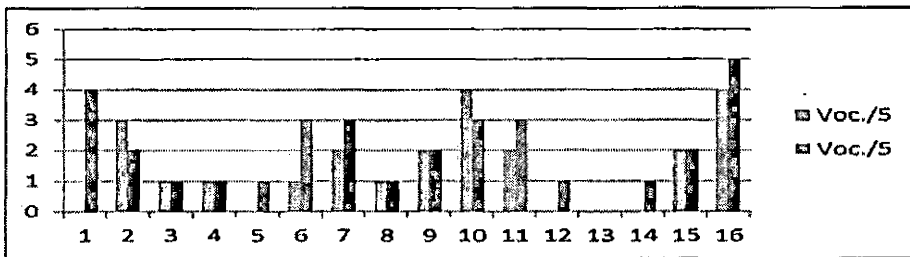
The sixteen student's scores resulted in a 2.625 average growth on the Plurals Test.

Vocabulary was the next test that the students took. On this test the students read the sentence and fill in the circle next to the word in a list below the sentence that answers the question.

Table 10. Vocabulary Assessment Results

Vocabulary Assessment Results			
Student number	Pre	Post	Growth
	Voc./5	Voc./5	
40407	0	4	4
40409	3	2	-1
40403	1	1	0
40408	1	1	0
40413	0	1	1
40416	1	3	2
40402	2	3	1
40405	1	1	0
40412	2	2	0
40414	4	3	1
40415	2	3	1
40411	0	1	1
40401	0	0	0
40406	0	1	1
40410	2	2	0
40417	4	5	1

0.75





The sixteen student's scores resulted in a .75 average growth on the Vocabulary Test.

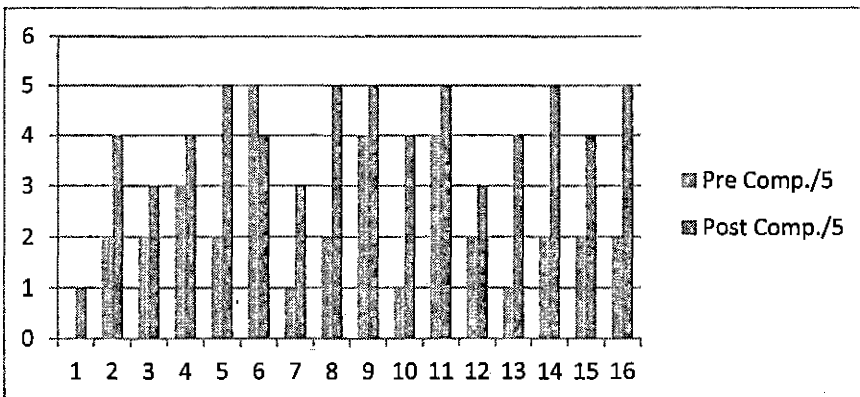
The final test that the students took was a comprehension test. The teacher reads the story of Little Hippo to the students. The students then read the questions and color in the circle next to the correct answer. The results of the test are listed on the following page.

Table 11. Comprehension Assessment Results

Comprehension Assessment Results

Student number	Pre	Post	Growth
	Comp./5	Comp./5	
40407	0	1	1
40409	2	4	2
40403	2	3	1
40408	3	4	1
40413	2	5	2
40416	5	4	-1
40402	1	3	2
40405	2	5	3
40412	4	5	1
40414	1	4	3
40415	4	5	1
40411	2	3	1
40401	1	4	3
40406	2	5	3
40410	2	4	2
40417	2	5	3

Average Growth                      1.75



The sixteen student's scores resulted in a 1.75 average growth on the Comprehension Test.

#### Section 2: Parent Survey Data

Parents attended a special workshop where the DVD project was explained to them. They filled out a questionnaire (Appendix B). The results of the questionnaire are listed on the following page.

Table 12. Parent Questionnaire

Parent Questions before the project	
What kind of reader	
Struggling	3
Second Language	5
Average	7
Strong	1
How often does child read a day	
Many times a day	3
Once a day	6
Several times a week	4
Once a week	2
Never unless forced	1
Do you ask questions	
Yes	4
No	12
Questions about 1st	
Yes	0
No	16
Comment: No, but I will now	
Questions about movie	
Yes	3
No	13
Describe things	
Yes	13
No	3
Biggest problem with reading	
Knowing words	5
Vocabulary	2
Understanding questions	9
Attend training	
Yes	16
No	0
Use DVD to help your child learn to read	
Yes	14
No	2

Upon the completion of the project the parents were given a written exit interview to determine how affective they believed the project was with their child. The results of this exit interview are listed below.

Table 13. Parent Exit Interview

Parent Exit Interview	
How many times did your child watch the DVD	Average 5
Which part did your child like best	
Spelling	3
High Frequency Words	4
Nouns and Verbs	6
Plurals	2
Vocabulary	0
Comprehension	0
Did your child learn reading skills using this DVD	15
Would you like more DVD's like this one	15

### Summary

In this chapter the ADDIE process was used to begin the development of a DVD to assist students in learning the skills necessary to pass mandated tests in reading. The

analysis stage demonstrated that the students needed extra assistance in doing their homework to practice the reading skills of spelling, high frequency words, nouns and verbs, plurals, vocabulary development, and comprehension. The design process is where a blueprint was set up to begin creation of the DVD. The goals, objectives, and assessments were aligned and storyboards for the actual designs were fashioned. In the development phase is where the actual Homework DVD was produced. The students took the Homework DVD home and used it during the implementation stage. Evaluation was conducted in several different ways in this project. Parent surveys, student surveys, and actual pre and post tests were given to the students and a record of the results were entered into spreadsheets to be used in the evaluation of the project. In this chapter the results of pre and post tests were used to draw conclusions about the effectiveness of watching a DVD to review the skills and strategies that are covered in theme 3 of the first grade Houghton Mifflin Reading Program. It was discovered that the average growth of each of skill area of Spelling, High Frequency Words, Nouns and Verbs and Plurals all demonstrated growth by using the DVD. The test results also established that most students made growth toward a higher

level of proficiency on the scale set up by the district.  
The only skill group that did not display evidence of  
meaningful growth was the area of Vocabulary Development.  
This is an area that needs to be explored to a greater depth  
in future research.

## CHAPTER FOUR

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This project was designed to give students and their families the ability to watch a DVD to review the skills and strategies that are covered in theme 3 of the first grade Houghton Mifflin Reading Program. This DVD modeled ways for the students to practice spelling, practice sight words, reinforce the grammar skills of nouns and verbs and review definitions of vocabulary words.

#### Conclusion

The highest average growth for students was on the High Frequency Words test at 5.875 and on the Noun and Verb test at 4.875. The next area where growth was made was on the Plurals test at 2.625 and on the Spelling was 2.5. These tests are the easiest for the students because they seem to require rather simple rote memory. Comprehension growth was only 1.75 and the lowest growth was on the Vocabulary test at .75. The vocabulary test was the most difficult for the students. This problem exists largely due to the time needed for students to be able to process and use these



words was not sufficient. Vocabulary actually needs to be taught using the words in many different scenarios with a chance for students to actually practice and use the words. More thought needs to be put into the design of the lesson. It might be a good idea in the future to scatter the vocabulary many ways throughout the entire DVD with some opportunities for the students to respond and use the vocabulary words. There also needs to be a better way to assess students this young in their understanding of the vocabulary. These test scores did not seem to support a huge amount of growth until the difference in levels of proficiency were looked at. The proficiency scale set up by the district is Far Below Basic 0-1 on a 10 point test and 1 on a 5 point test. The next level is Below Basics 2-3 on a 10 point test and 2 on a 5 point test. The next level is Basic 4-6 on a 10 point test and 3 on a 5 point test. Far Below Basic, Below Basic, and Basic are all considered to be failing grades that do not allow students to meet the State Mandated Proficiencies as set up by No Child Left Behind. The next levels are Proficient 7-8 on a 10 point test and 4 on a 5 point test. Finally, the last level is Advanced 9-10 on a 10 point test and 5 on a 5 point test.

Table 14. Test Results

Test Results								
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Far Below Basic 1		Below Basic 2-3 (2)		Basic 4-6 (3)		Total Below	
Spelling	2	2	2	0	5	1	9	3
High Frequency Words	5	0	7	2	4	1	16	3
Noun/Verb	4	0	8	2	4	4	16	6
Plurals	8	2	7	1	1	1	16	4
Vocabulary	9	7	4	3	1	4	14	14
Comprehension	4	1	8	0	1	3	13	4
Pre/Post Test Results								
	Pre	Post	Pre	Post	Pre	Post		
	Proficient 7-8 (4)		Advanced 9-10 (5)		Total Above			
Spelling	5	3	2	10	7	13		
High Frequency Words	0	2	0	11	0	13		
Noun/Verb	0	3	0	7	0	10		
Plurals	0	4	0	8	0	12		
Vocabulary	2	1	0	1	2	2		
Comprehension	2	6	1	6	3	12		

It was discovered when looking at the number of students who moved from the Far Below Basic, Below Basic, and Basic levels (FBB/BB/B) to Proficient and Advanced (P/A)

levels the growth results seem much better. The data showed that 6 students showed growth in the area of Spelling, 8 students showed growth in the areas of Plurals and Comprehension, and 10 students showed growth in the areas of High Frequency Words and Nouns and Verbs. The area of Vocabulary only had 1 student who demonstrated growth in this area.

The majority of students did make growth towards becoming proficient by watching the DVD. The one area that did not demonstrate any growth after watching the DVD was the area of vocabulary. Using DVD's as a way to help assist students with homework does work. The novelty effect has been said to have a short term impact, but when dealing with very young students the novelty effect will last throughout the year.

The skills that worked best with the DVD practice were: High Frequency Words, Spelling Words, Plurals and Nouns and Verbs. Each of these skills were areas where students learned them by the use of repetition.

## Recommendations

It is recommended that teachers who are interested in this project can easily form teams and choose two units to develop DVD's for their students to use at home. They would only have to develop new lessons in the High Frequency Words, Spelling and Nouns and Verbs. The other skills could remain the same each year. Once the storyboards are written for each of these sections the teachers could use them as templates and insert the new words or skills in the template. The spelling word section would benefit from the addition of adding sentences to each slide. Children's voices could be used instead of adult voices. Vocabulary needs a different design in the future because it requires knowledge and is not a skill to be learned. Choosing the most important vocabulary words and developing scenarios to video and teach the meaning of the words. Next, it would be better to design a type of assessment that better tests the students understanding of the word. The need is there to develop DVD's for the entire year to be made available to all students. The lessons in the future could be designed with more repetition and creativity. A higher level of novelty effect with animations and quality sound could be added to hold the young students interest. The results of

this project would definitely benefit from more lessons being added to see if the results remain consistent.

#### Summary

This project was a study in discovering if using a specially created DVD could provide the assistance needed for students to gain extra practice time in the skills they will be tested on. Students in this project were at-risk students who needed extra practice to pass the tests. Research was reviewed that provided prototypes for the creation of learning modular DVDs. Finally, the ADDIE process was used to develop the entire project. Analysis of the skills the students needed was determined by parent questionnaires, data collected from kindergarten and a pre-test. Next the project was created using this information. Storyboards were written, photos were taken, and the DVD was created. The DVD contained lessons on Nouns, Verbs, Spelling, High Frequency Words, Vocabulary and Plurals. A parent meeting was held to talk about the importance of the DVD and how to use it. Students took the DVD home, watched the DVD and then took post tests on the various skills on the DVD.

The results of the posttests did demonstrate that students made growth in all areas. There was only one area that did not demonstrate a lot of growth and that was Vocabulary. The parents expressed appreciation of having the DVD to work with their students. The final conclusion of this project was that using DVD's as a way to help assist students with homework does work.

APPENDIX A  
INSTITUTIONAL REVIEW BOARD APPROVAL



Academic Affairs  
Research and Sponsored Programs • Institutional Review Board

October 10, 2008

Ms. Mary Kathleen Kreemeyer  
c/o: Prof. Eun-Ok Bae  
Department of Science, Math and Technology  
California State University,  
5500 University Parkway  
San Bernardino, California 92407

**CSUSB  
INSTITUTIONAL  
REVIEW BOARD**  
Expedited Review  
IRB# 08001  
Status  
**APPROVED**

Dear Ms. Kreemeyer:

Your application to use human subjects, titled, "A Special DVD Homework Project To Assist At Risk Students with Reading Practice" has been reviewed and approved by the Institutional Review Board (IRB). Your informed consent document is attached. This consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following requirements. You are required to notify the IRB of the following: 1) submit a protocol change form if any substantive changes (no matter how minor) are made in your research prospectus/protocol, 2) if any unanticipated/adverse events are experienced by subjects during your research, and 3) when your project has ended by emailing the IRB Coordinator. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu.

Your project is approved for one year from the letter approval date listed above. If your project lasts longer than one year, the investigator/researcher is required to notify the IRB by email or correspondence of *Notice of Project Expiry* or submit a *Request for Renewal* at the end of your approval and date. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 517-7518, by fax at (909) 517-7003, or by email at [mgillesp@csusb.edu](mailto:mgillesp@csusb.edu). Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,  
*Sharon A. Ward, Ph.D.*

Sharon Ward, Ph.D., Chair  
Institutional Review Board

SW/ing

cc: Prof. Eun-Ok Bae, Department of Science, Math and Technology  
(909) 517-3027 • Fax: (909) 517-7003 • <http://irb.csusb.edu/>  
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APPENDIX B  
PARENT AND STUDENT QUESTIONNAIRES

## Parent Questions

1. What kind of reader is your child?
  - a. Struggling reader
  - b. Second language reader
  - c. Average reader
  - d. Strong reader
  
2. How often does your child read books?
  - a. Many times a day
  - b. Once a day
  - c. Several times a week
  - d. Once in a while
  - e. Never unless I force them
  
3. Do you ask questions about a story you are reading to your child?

Yes      No
  
4. Do you ask your child what happened first, next, and last in a story?

Yes      No
  
5. Do you ask your child questions about a movie, or program you are watching?

Yes      No
  
6. Do you ask your child to describe things to you?

Yes      No

7. What do you think is the biggest problem for your child in the area of reading?

- a. Knowing how to read the words
- b. Understanding the vocabulary
- c. Understanding the questions
- d. Finding the details
- e. Knowing what comes first, next, and last in a story

8. Would you attend special training in helping your child learn to read?

Yes No

9. Would you use a DVD program that helped your child learn to read?

Yes No

Created by Mary Kathleen Kronemeyer 2008

Parent Exit Interview

1. How many times did your child watch the DVD?

¿Cuántas veces miro el DVD su niño? \_\_\_\_\_

2. What part of the DVD did your child like best?

¿Qué parte del DVD le gusto más a su nino?

\_\_\_\_\_

3. Do you feel that your child learned reading skills using this program?

¿Piensa que su niño aprendió estrategias de lectura usando el programa? \_\_\_\_\_

4. Would you like more programs like this?

¿Le gustaría mas programas com éste? \_\_\_\_\_

5. Comments/Comentarios:

\_\_\_\_\_

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Student Survey

Question:

We read stories and have to answer a question about the story.

Do you think this is hard?

What do you think makes this job so hard?

What could teachers do to make it easier to take these tests?

Do you need help with your homework?

Who helps you with your homework?

Which type of technology do you have at home?

Computer

\_\_\_with CD \_\_\_with DVD \_\_\_with Internet

Connection

Television \_\_\_with Video \_\_\_with DVD

Would you use any of these if they could help you become a stronger reader?

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Student Exit Interview

Did you watch the DVD?

How many times did you watch the DVD?

Which part of the DVD did you like best?

Do you think the DVD helped you learn better?

Would you like to use more DVD's like this?

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APPENDIX C  
STUDENT ASSESSMENTS

Spelling Pre/Post Test

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Created by Mary Kathleen Kronemeyer 2008



High Frequency Words Pre/Post Test

Name \_\_\_\_\_ Date \_\_\_\_\_

- |           |     |     |             |     |     |
|-----------|-----|-----|-------------|-----|-----|
| 1. socks  | ___ | ___ | 11. bird    | ___ | ___ |
| 2. animal | ___ | ___ | 12. winter  | ___ | ___ |
| 3. fall   | ___ | ___ | 13. snow    | ___ | ___ |
| 4. of     | ___ | ___ | 14. flowers | ___ | ___ |
| 5. pack   | ___ | ___ | 15. look    | ___ | ___ |
| 6. bugs   | ___ | ___ | 16. full    | ___ | ___ |
| 7. cold   | ___ | ___ | 17. spring  | ___ | ___ |
| 8. summer | ___ | ___ | 18. see     | ___ | ___ |
| 9. tree   | ___ | ___ | 19. walk    | ___ | ___ |
| 10. socks | ___ | ___ | 20. bird    | ___ | ___ |

Pre \_\_\_\_\_ / 20

Post \_\_\_\_\_ / 20

Created by Mary Kathleen Kronemeyer 2008

Nouns and Verbs Pre/Post Test

Name \_\_\_\_\_ Date \_\_\_\_\_

Noun and Verb Test

Read the sentence. Look at the underlined word. If the underlined word is a noun circle the word noun. If the underlined word is a verb circle the word verb.

1. The boots are green.  
noun          verb
  
2. The bird is blue.  
noun          verb
  
3. James runs around the playground.  
noun          verb
  
4. Girls like to write about princesses.  
noun          verb
  
5. The bug has black spots.  
noun          verb

6. The little boys counts to ten.

noun          verb

7. Children sing songs about animals.

noun          verb

8. My classroom has ten computers.

noun          verb

9. The kids in my class read 5 books a day.

noun          verb

10. I like to jump off the swing.

noun          verb

\_\_\_\_/10

Created by Mary Kathleen Kronemeyer 2008

Plurals Pre/Post Test

Name \_\_\_\_\_ Date \_\_\_\_\_

Plurals Test

Read the sentence. Look at the underlined word. Circle the word that goes in the blank in the sentence. Write the word you circled on the line.

1. The two \_\_\_\_\_ are green.

boot      boots

2. The \_\_\_\_\_ likes to fly.

bird      birds

3. They planted three \_\_\_\_\_ in their yard.

tree      trees

4. The teacher gave us a new \_\_\_\_\_.

pencil      pencils

5. We got to pet all the \_\_\_\_\_ at the Living Desert.

goat      goats

\_\_\_\_\_/5

Created by Mary Kathleen Kronemeyer 2008

Vocabulary Pre/Post Test

Name \_\_\_\_\_ Date \_\_\_\_\_

Vocabulary

Read the sentence. Fill in the circle next to the word that answers the question.

1. People love to play in the ocean in the

\_\_\_\_\_.

Summer

Fall

Winter

Spring

2. When do the leaves turn orange?

Summer

Fall

Winter

Spring

3. The time of the year when the plants begin to grow?

Summer

Fall

Winter

Spring

4. The four times of the year are called \_\_\_\_\_?

Summer

Seasons

Winter

Spring

5. You can build a snowman in the \_\_\_\_\_?

Summer

Fall

Winter

Spring

\_\_\_\_/5

Created by Mary Kathleen Kronemeyer 2008

Comprehension Pre/Post Test

Name \_\_\_\_\_

Date \_\_\_\_\_

Comprehension

Read the story to the students.

Answer the questions.

Little Hippo

Retold by Ms. Kathy

Once upon a time, there was a little hippo. He was playing in the mud. Everyone knows that hippos like to play in the mud.

While he was playing in the mud, a rhino came up to him and said, "You look ridiculous." The little hippo said, "But I like to play in the mud." The rhino said, "That is not why you look ridiculous. Look at your nose. If you do not have a beautiful horn like mine than you look ridiculous." With that the rhino walked off.

Little hippo got out of the mud and walked away. Little hippo felt very bad. Little hippo felt very sad. He



came to the lion who is king of the jungle. He asked the lion, "Do you think I look ridiculous?" The lion said, "Of course, you do not have a beautiful mane like mine, so you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he came to the leopard. He asked the leopard, "Do you think I look ridiculous?" The leopard said, "Of course, you do not have a beautiful spotted coat like mine, so you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he came to the elephant. He asked the elephant, "Do you think I look ridiculous?" The elephant said, "Of course, you have such tiny ears. If you do not have big, floppy ears like mine, you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he came to the giraffe. He asked the giraffe, "Do you think I look ridiculous?" The giraffe said, "Of course, you do not have a long, long, long neck like mine, so you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he came to the monkey. He asked the monkey, "Do you think I look ridiculous?" The monkey

said, "Of course, you do not have a tail to swing with, so you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he came to the turtle. He asked the turtle, "Do you think I look ridiculous?" The turtle said, "Of course, you do not have a shell to hide in like mine, so you look ridiculous."

Little hippo felt very bad. Little hippo felt very sad. He walked along until he saw a bird. Now everyone knows that little birds are hippo's friend. Little hippo asked the bird, "Do you think I look ridiculous?" The little bird said, "You do not look ridiculous, but if you do not have a beautiful voice like mine, tweet, tweet, tweet, then you sound ridiculous."

Little hippo felt so bad and so sad that he decided to go hide deep in the jungle where no one would have to see him again. He went to sleep and had a dream. In the dream he had everything he the animals said he needed. He had the mane from the lion, the spotted coat from the leopard, the big floppy ears of the elephant, the long neck of the giraffe, the tail of the monkey, the shell of the turtle, and the beautiful voice of the bird. He showed the other animals and they all started to laugh. He ran to the pond

to take a look. When he saw what he looked like it scared him so bad that he shook himself awake. He ran to the pond and looked inside. He was so glad to see that he was just what he was supposed to be, a big, fat, happy hippopotamus.

Read the story and answer the questions. Remember to use good test taking strategies. Read the title. Read the question before you read the story. Read the passage and then read the questions again. Find the answer to the question in the story.

Created by Mary Kathleen Kronemeyer 2008

Comprehension

Little Hippo

Name \_\_\_\_\_ Date \_\_\_\_\_

1. The Rhino told little hippo he looked ridiculous, so

Little Hippo \_\_\_\_\_?

- hid in the mud.
- felt sad.
- asked the other animals if he looked ridiculous.
- ran away.

2. Why did Little Hippo feel so bad?

- Because he was a hippo.
- The animals were mean to him.
- Because he thought he needed what the other animals had.
- Because he was muddy.

3. Which animal told Little Hippo that he did not look ridiculous?

- the lion.
- the bird
- the zebra
- the leopard.

4. When did Little Hippo really look ridiculous?

- in his dream.
- when he had small ears.
- when he did not have a spotted coat.
- when he was playing in the mud.

5. What does ridiculous mean?

- not having big ears and a long neck.
- being mean to others.
- very silly; deserving to be laughed at.
- being muddy.

\_\_\_\_\_/ 5

Created by Mary Kathleen Kronemeyer 2008

APPENDIX D  
HOMEWORK DVD

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