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AUTHOR	Burman, Tiffany N.; Evans, Deborah C.
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ABSTRACT

This report describes an action research project designed to improve reading skills of first grade students. The targeted population consisted of two elementary classrooms located in a small, rural Mid-Western town. The problem of difficulty memorizing reading vocabulary words was documented through parent and student surveys and a document analysis including classroom assessments and reading checklists. Analysis of probable cause data revealed that the majority of students exhibited non-mastery of reading vocabulary words. Library visitation and vocabulary word reading practice were areas of concern as indicated by parental surveys. Library visitation was also an area of concern as indicated by student surveys. Analysis of the literature review revealed phonics, whole language, Four-Blocks, multiple intelligences, and increased parental support as possible solutions. The researchers focused on the solutions of increasing parental support and the use of multiple intelligences in the classroom. Post intervention data showed an increase in reading skills. With the implementation of multiple intelligences and increased parental involvement, students demonstrated a substantial gain in mastery of reading vocabulary words. Appendixes contain parent and student surveys; a document analysis report sample, and multiple intelligences activities. Copyrighted selections included are: "Activities to Support the Tacit Use of the Intelligences"; "Activities to Support the Strategic Use of the Intelligences"; "Activities to Support the Aware Use of the Intelligences"; and "Activities to Support the Reflective Use of the Intelligences" (from "Seven Pathways of Learning" Tucson, Arizona: Zephyr Press, 1994). (Contains 45 references, 4 tables, and 3 figures.) (Author/RS)

IMPROVING READING SKILLS THROUGH MULTIPLE INTELLIGENCES AND INCREASED PARENTAL INVOLVEMENT

Tiffany N. Burman
Deborah C. Evans

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This report describes an action research project designed to improve reading skills of first grade students. The targeted population consisted of two elementary classrooms located in a small, rural Mid-Western town. The problem of difficulty memorizing reading vocabulary words was documented through parent and student surveys and a document analysis including classroom assessments and reading checklists.

Analysis of probable cause data revealed that the majority of students exhibited non-mastery of reading vocabulary words. Library visitation and vocabulary word reading practice were areas of concern as indicated by parental surveys. Library visitation was also an area of concern as indicated by student surveys.

Analysis of the literature review revealed phonics, whole language, Four-Blocks, multiple intelligences, and increased parental support as possible solutions. The researchers focused on the solutions of increasing parental support and the use of multiple intelligences in the classroom.

Post intervention data showed an increase in reading skills. With the implementation of multiple intelligences and increased parental involvement, students demonstrated a substantial gain in mastery of reading vocabulary words.

SIGNATURE PAGE

This project was approved by

Susan Scarver Cheryl Carper
Advisor

Sheila Wright, Ph.D.
Advisor

Beverly Gulley
Dean, School of Education

To Michael – Thanks for all of your support, kindness, and patience. I couldn't have done this without you!

To Debby – My good friend and grad. school partner. We made it! Thanks for all that you have done for me. I couldn't have done this without you!

Appreciation, thanks, and love to my three men that helped with this successful journey. Original Jim, you did a lot more than your share and never complained. Jim, you were patient as you taught me how to use this modern invention called a computer. Jon, you kept the troops fed when I couldn't even find the kitchen. Guys, I wouldn't have made it without your support and understanding!

And to my partner Tiffany, I couldn't have done this alone. My research partner has become a dear friend.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students in the targeted first grade classrooms exhibit difficulty memorizing reading vocabulary words, which interferes with their reading ability. Evidence for the existence of the problem includes surveys of parents and students and a document analysis including classroom assessments and reading checklists.

Immediate Problem Context

This study was conducted at a site in an elementary school district in a small, rural, Mid-Western town. The brick, single story building was built in 1958. The school has a small concrete play area for basketball hoops, playground equipment, and a large grass field. Originally the building contained kindergarten through eighth grade classrooms. Due to the 1987 consolidation the site was vacant for several years. Later the building was leased to another institution to serve students with behavior disorders. As a result of increased enrollment the school reorganized and reopened in 1997 with three pre-kindergarten, three kindergarten classrooms, and five first grade classrooms. The total school enrollment is 292 students. Of this number 82.2% are White, 1.4% African American, 15.1% Hispanic, and 1.4% Asian/Pacific Islander. Students with limited English proficiency includes 2.7% of the total population.

Student school attendance rate is 95.3% and the mobility rate is 14.5%. Approximately 0.4% of the population experience truancy and the percent of low-income families is 12%.

The faculty and staff consist of 38 members, ten of whom are classroom teachers and the remaining number are administrators and support staff. All of the classroom teachers are women and have an average teaching experience of 12 years. Sixty percent have obtained a bachelor's degree and 40% have their master's degree in the field of education. In addition to the core curriculum, the faculty also provides a variety of services in the areas of speech, learning disabilities, occupational therapy, physical therapy, English as a Second Language, social work, reading, music, art, and physical education. There is also a health clerk on staff five days a week.

Classroom Demographics

Classrooms A and B are both self-contained, first grade rooms that include students that are mainstreamed for learning disabilities and limited English proficiency. The core curriculum in the traditional classrooms focus primarily on small and whole group instruction in reading, math, science, social studies, spelling, and handwriting. Each class goes to art, music, and library on a weekly basis and attend physical education class daily. A reading specialist, social worker, speech therapist, physical therapist, and nurse provide services as needed. Each classroom is furnished with an on-line computer, overhead projector, carpeting, and long tables instead of desks. Books, magazines, puzzles, games, manipulatives, classroom pets, and a variety of educational materials are available for free time.

In classroom A, there is one certified teacher and teacher assistant. Some of these students receive services from the special education teacher. In classroom B, there is one certified teacher and some students receive ESL services.

The District

The three buildings in the district include an early learning center (pre-kindergarten through first grade), an elementary school (second through fourth grade), and a middle school (fifth through eighth grade). The district is located in a rural area surrounded by three large municipalities. The total enrollment is 1,176 students. Of this number, 292 are enrolled in pre-kindergarten through first grade, 386 in second through fourth grade, and 498 in fifth through eighth grade. The district employs 151 employees, 63 of whom are teachers.

The school district is overseen by a superintendent and each building has a principal. The middle school has a full time Dean of Students. The early learning center has a head teacher and houses the curriculum director.

The operating expenditure per student allocated by the district is $4,573. The instructional expenditure per student is $2,636. The total expenditure for the district is $5,924,544. According to the 2001 State School Report Card, the percentage of those monies spent on education is 76%, the percentage allocated for operations and maintenance is 7.4%, and the percentage used for transportation is 8.1% .

The Surrounding Community

The site is based in a small village that services two family oriented communities. The Park District offers a wide variety of activities, including a community pool, classes, field trips, and sports activities.

According to the 1990 and 2000 Census, the total population in community one is 576. The median age is 36 with an average family size of 3.15. It has a total of 204 housing units. Homeowners comprise 84.3% of the population, while 15.7% are renters. The median home value is $82,200 with the average household income of $38,208.

According to the 1990 and 2000 Census, the total population in community two is 6,350. The median age is 33.5 with the average family size of 3.17. It has a total of 2,387 housing units. Homeowners comprise 65.4% of the population, while 34.6% are renters. The median home value is $88,300, with average household income of $35,375.

The local fire and police departments provide fire safety and drug awareness programs. The site is used for Park District winter sports activities including floor hockey, basketball, wrestling, and aerobics. Local businesses are partners with the school and parent teacher association. Many restaurants provide incentives for reading programs and give a percentage of their profits to the district. A non-profit corporation sponsors an annual dinner and auction which provides financial support and scholarships to the district.

National Context of the Problem

Lack of literary skills in American school children has been a concern for many years. In 1955, Rudolph Flesch alarmed the American public with his study titled, *Why Johnny Can't Read*, which focused on the lack of basic reading skills in children (Ponnuru, 1999). The outcome of a longitudinal study conducted by the National Institute of Child Health and Human Development at the National Institute of Health stated that almost 20 percent of American children experience difficulty learning to read (Lyon, 1996). Early detection and intervention are essential in decreasing reading problems (Pfeiffer, Davis, Kellogg, Hern, McLaughlin & Curry, 2001). If the problem is not resolved in the elementary years, it will have an impact on high school success. Reading is the foundation of all school subject areas and mastery of science, math, and history are unrealistic expectations without comparable reading ability. A recent survey revealed that only 40% of adolescents are able to read and understand high school texts (Farber, 1999). Despite extensive research, the illiteracy problem continues in America.

Phonics is a traditional, reading instruction method using letter-sound relationships, while teaching phonetic and decoding skills (Parker, Hancock, Stallings, & Davenport, 1977). Systematic decoding is taught and applied when reading unfamiliar words. The focus is on word parts rather than the entire word. Children are taught to breakdown reading into small components (letters) before reading sounds, words, and sentences which decrease fluency and comprehension (Curtis, 1997). Phonics is unnatural, for our speech does not consist of separate sounds in words (Lyon, 1996). In a recent study, only 18 of the 45 phonic generalizations are useful and are affected by regional pronunciations (Clymer, 1996). Phonics is most beneficial to auditory learners because they learn best from what they hear and may have a negative effect on children with other learning styles. When used alone, phonics based reading programs are unsuccessful.

Whole language is another traditional, reading method based on entire words rather than words parts. The focus is on meaning and fluency, not phonetic rules. Students are encouraged to use context clues rather that sounding out words. This literature based method uses repetition and relies on prior experience. Decreased reading and spelling accuracy may be a concern with whole language learning (Curtis, 1997). There is a negative correlation between spelling and the usage of whole language. Phonics instruction enables the student to read fluently with understanding and the ability to write and spell effectively (Flood, Medearis, Hasbrouk, Paris, Hoffman & Stahl, 2001). Curtis further stated that whole language is most beneficial to visual learners because their strength is in recognizing words and word sequences (1997). This method may have a negative effect on children with different learning styles. When used alone, whole language reading programs are unsuccessful.

One of the biggest challenges teachers face is the absence of parental support (Garcia, Torrence, Skelton, Andrade, 1999). Parental involvement is key to a child's success is school. A lack of value for education may be conveyed by uninvolved parents. When a parent values education it is likely the child will as well. A parent is the child's first teacher. A strong supportive home environment is essential to a child's success in school (Riley, 2000). A child's knowledge and capabilities may determine how successful they will be in the future (Dickinson, 1992). Children need to be introduced to books early on, even before the school years. Riley further stated that only 48% of parents of young children read to them daily. The effects of uninvolved parenting include low academic performance and self-esteem and poor social skills. Strong schools and students can only exist when parents are involved.

Low reading scores continue to be a problem in America. Phonics and whole language reading instruction are not effective when used in isolation. Parental involvement is crucial to the reading success of the child. Enough time and research has been spent on determining the best reading instruction method. Are we asking the wrong question? Perhaps it is not how a child is taught but how he learns.

CHAPTER 2

PROBLEM DOCUMENTATION

Probable Evidence

The teacher-researchers collected data for a baseline assessment. For the academic component, the researchers designed a kindergarten vocabulary words checklist. To determine parental support and reading attitudes, a survey was administered to the targeted, first grade students. A survey regarding parental awareness of student behavior was administered to parents.

The teacher-researchers conducted a kindergarten vocabulary words checklist to 27 first grade students the first week of September 2002. The checklist consisted of 24 words previously introduced in kindergarten and was designed to access word recognition skills. The kindergarten vocabulary words are the foundation for the initial reading book introduced in first grade. It is assumed these words are mastered prior to first grade instruction. The results were recorded on a document analysis sheet created by the researchers.

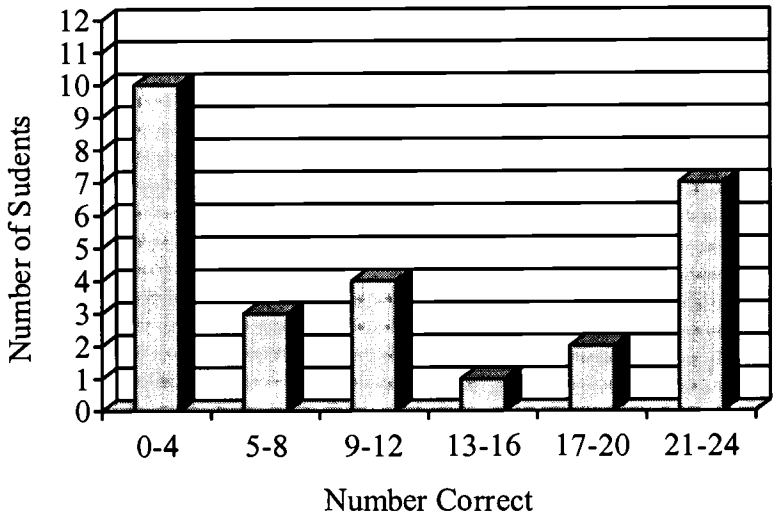


Figure 2.1. Number of students and number of vocabulary words correct prior to intervention.

Figure 2.1 shows the number of students and number correct on the reading vocabulary checklist. Ten students scored within the 0-4 range, three students scored within the 5-8 range, four students scored within the 9-12 range, one student scored within the 13-16 range, two students scored within the 17-20 range, and seven students scored within the 21-24 range. Mastery was determined by the researchers to be above 70%. Sixty percent of students scored between the 0-16 range which represents non-mastery of reading vocabulary words. Thirty-three percent of students scored between the 17-24 range which represents mastery of reading vocabulary words.

The teacher-researchers conducted a pre-intervention parent survey (Appendix A) to 20 first grade parents the first week of the study. The survey consisted of six questions and was designed to assess parental awareness of students' reading behavior.

Table 2.1

Number of Parents Responding to Frequency of Students' Reading Habits Survey Prior to Intervention

Response Items	Always	Frequently	Sometimes	Never
Reads to child	7	11	2	0
Child looks at books	7	12	1	0
Practices reading vocabulary words	2	10	7	1
Visits the library	2	4	11	3
Attends parent conferences	19	1	0	0
Reads weekly newsletters	19	1	0	0

n = 20 first grade parents

Results of the survey indicate that the majority of parents read to their child, went to parent/teacher conferences, and read the weekly newsletter (See Table 2.1). The parents also indicated that their child looked at books without assistance. Library visitation and vocabulary word reading practice were among the areas of concern noted by the researchers.

The researchers also conducted a pre-intervention survey (Appendix B) to 27 first grade students at the beginning of the study. The survey consisted of four questions with a yes/no format and was designed to determine student reading attitudes.

Table 2.2.

Number of Students' and Frequency of Survey Responses Prior to Intervention

Response Items	Yes	No
Are you read to at home?	19	8
Do you look at books by yourself?	26	1
Do you practice the reading vocabulary words at home?	24	3
Do you go to the library?	18	9

N = 27 first grade students

The results of the survey indicate the majority of students practiced vocabulary words, were read to, and were exposed to books at home (See Table 2.2). Library visitation was an area of concern noted by the researchers.

Based on the scores in Figure 2.1, it is evident there is a need to improve reading skills. The majority of students have not mastered the reading vocabulary words. The results of Table 2.1 indicate areas of parental involvement including reading vocabulary words practice and library visits are concerns. Table 2.2 results indicate there is no major concern regarding student reading attitude and parental support.

Probable Cause

First grade students exhibit difficulty memorizing reading vocabulary words, which interferes with their reading ability. Educators of today face several obstacles with reading instruction including lack of parental support, ineffective teaching methods, and inability to meet students' needs. Recent concerns have been prompted by the lowest reading scores since 1988 when Illinois Goal Assessment Program (IGAP) testing began (Heartland Institute, 1997).

In 1996, Illinois School Superintendent Joseph A. Spagnolo criticized current teaching methods for the lowest reading scores in the history of IGAP testing. He urged a return to phonics instruction instead of whole language (Heartland Institute, 1997).

A parent is a child's first teacher. Dickinson (1992) stated that, "Skills and abilities that children bring with them into school may well determine how successful their lives will be," (p. 51). Parents agree their role is important, yet less than half read to their young children daily. Kessler-Skylar and Baker (2000) noted that parent involvement is a major factor in a child's success in school. According to the U.S. Department of Education (1999), reading ability can be determined by the parental attitudes, values, and environment. Exposure to books, enriched vocabulary, library access, and limiting television viewing are factors listed that influence success. In today's society, non-traditional families are the norm. According to Garcia et al. (1999), finances, single-parent homes, children's age, and parental education influence home involvement. In *ERIC Review*, Greene (2000) reported that home and school environment effect reading achievement. She further listed different stress factors such as divorce, relocation, and poverty that influence reading readiness. Jesse (2002) wrote communication between parents and teachers is a barrier that exists limiting parental involvement.

Current ineffective teaching methods produce inferior reading abilities in children. It was noted in *The Reading Teacher* (1998) that outdated teaching practices are still in today's Classrooms, many of which are inadequate teaching today's diverse student population. Foorman, Francis, Fletcher, Schatscheider, and Mehta (1998) wrote not all instructional strategies have the same effect on children and inadequate reading instruction produces below average readers that may never read at grade level. Mantzicopoulos and Neuharth-Pritchett (1998) stated academic requirements do not correlate with students abilities.

Reading problems plague many classrooms in the United States. Lyon and Moats (1997) stated that 20% of the U.S. population have difficulty reading and lack of decoding skills is the biggest factor limiting reading comprehension. According to *The Reading Teacher* (1998), children are expected to perform beyond minimum standards of literacy. Pfeiffer et al. (2001) wrote children need to master early reading skills in their first years of schooling. Pfeiffer et al. (2001) also stated failure to assist children early may produce dropouts and unsuccessful adults.

Teachers today face the difficult challenge of meeting individual student needs. Rimm (1997) noted underachievement is a major problem in the United States. This problem can be caused by teachers providing inadequate challenges in the classroom. She further stated children who received constant help from others were expected to do less, had lower self-esteem, and were often left behind. Carbo (1996) wrote that only one third of the children in the U.S. can read at levels that ensures success in school and in today's society. Teaching approaches may not meet the needs of the student. Carbo further stated that the wrong teaching approach may impede a child's ability to read. According to Greene (2000), there is not one method of teaching reading that is best for all students. Lyon (1996) reported that young children with limited exposure to oral and written language are at risk for reading failure. Lyon further noted poor decoding skills, lack of comprehension, and inability to recognize letter sound relationships are problems influencing student achievement. Greene (2000) wrote a child learns to read by example. If a parent enjoys reading the child is more likely to read. Lyon further stated 10-15% of students with learning disabilities do not graduate from high school. Farber (1999) wrote that government resources neglect funding for secondary student literacy programs.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The primary goal of first grade educators is to increase reading achievement in students. According to Garcia et al. (1999), a survey conducted by the National Parent Teacher Association revealed parental involvement is a major factor influencing academic success. Researchers have also explored a variety of reading instruction methods including phonics, whole language, Four-Blocks, and multiple intelligences. A review of the four reading methods identified in this study follow.

Phonics utilizes letter-sound relationships and decoding skills. Yopp and Yopp (2000) noted that phonemic awareness was a significant base for reading success and recommended that it be taught in pre-kindergarten and kindergarten. Phonological awareness is a prerequisite for beginning readers. According to Bock (2000), "Learning to read involves gaining the understanding that the letters on a page stand for the individual pieces of sound and speech. Some children will develop reading difficulties unless they are explicitly taught this relationship" (p.3). According to Bock, 20% of children need phonics instruction in order to read successfully. Opitz (1998) reported using children's literature that focuses on language sounds develops phonemic awareness. Groff (1998) stated phonics instruction prepares young students for rote memorization of words in their oral vocabulary. Developing decoding skills early in a

child's education promotes comprehension. Foorman et al. (1998) wrote decoding is a necessary skill for reading mastery. In 1996, Illinois School Superintendent Joseph A. Spagnolo criticized current teaching methods for the lowest reading scores in the history of IGAP testing (Heartland Institute, 1997). He urged a return to phonics instruction instead of whole language.

Whole language reading instruction emphasizes emersion in literature and word meanings. It encourages children to use language in ways that connect to their culture and lives. Invented spelling is a component of whole language for younger children. Curtis (1997) stated whole language provides a better understanding of the text and is a more interesting and creative approach to reading. She further noted whole language classrooms tend to teach the process of reading, and the "sounding out" of words (phonics) is not used. Children are encouraged to decode each word through context. According to a recent article in *Education Week* (2002), the focus in whole language classrooms is the process rather that the final product. It was also stated that an overemphasis on rules and rote learning may be stifling and children may view language arts instruction laborious. Cromwell (1997) stated, "Supporters of the whole language approach think children's literature, writing activities, and communication activities can be used across the curriculum to teach reading" (p.1). Gunderson and Shapiro (1998) reported students in whole language classrooms seem to develop spelling, grammar, vocabulary, and punctuation skills as well or better than students in more traditional classrooms. Weaver, Gillmeister-Krause, Vento-Zogby (1996) wrote whole language teaching and learning is supported by research. According to Neuman (1985) students in a whole language program learn through open-ended, complex language use. Cunningham and Hall (1997) reported good readers can identify the most frequent words as sight words and use context clues to check if what they have read makes sense.

The Four-Blocks framework for reading instruction consists of four components (blocks) including Guided Reading, Self-Selected Reading, Writing, and Working with Words. A major element of the program is the word wall. The purpose of the Guided Reading Block is to expose children to a variety of literature, teach comprehension, and teach children to read material with increasing difficulty. In the Self-Selected Block, students are given the opportunity to select literature of their choice, improve fluency and read independently. Cunningham, Hall, and Cunningham (2000) stated writing is a method children learn how to read. The first thing children read is often something they wrote themselves. During the Writing Block, children engage in various writing activities including writing, editing, illustrating and sharing. In the Working with Words Block, the students read and spell sight words and learn decoding patterns enabling them to spell other words.

All children learn in different ways. Cunningham, Hall, and Sigmon (1999) stated using the Four-Blocks method enables teachers to meet the diverse needs of children, acknowledge individual differences, and support whatever learning style a child has. The authors also reported the Four-Blocks framework produced better readers according to research data in several states. Their research findings showed a combination of instructional methods resulted in improving reading scores regardless of students entering literacy skills.

Gardener's psychological theory of multiple intelligences is based on scientific research ranging from psychology, anthropology, and biology. He conceived the idea that people have eight multiple intelligences including musical-rhythmic, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, verbal-linguistic, and logical-mathematical abilities. Gardner (1999) stated that using the multiple intelligences approach in the classroom can be extremely beneficial. Teachers can address topics in different ways to stimulate the eight

intelligences. Chapman (1993) reported the multiple intelligences approach gives teachers the ability to individualize learner outcomes. Teachers can create individualized learning plans which support intelligences students can develop. She also suggested the multiple intelligences approach allows teachers to differentiate instruction for special needs students. According to Stone (2002), recognizing the eight multiple intelligences can help students promote their individual strengths. Instead of asking, "How smart is this child?" a better question may be, "How is this child smart?" (Stone, 1992). Children who are given the opportunity to explore all of their eight intelligences become well rounded individuals. Parents and teachers should identify a child's strengths and help them to develop their weaknesses.

By using Gardner's eight intelligences in the classroom, students are able to display their strengths and interests. Burke (2000) suggested to meet the needs of diverse learners, teachers should create lessons and assessments that give students choices. Guillaume (1998) listed several ideas that teachers could use to increase reading achievement. Some of these include providing hands-on experiences, read alouds, visuals, writing experiences, and building on students' prior knowledge. Larkin (2001) used various approaches such as reading, writing, speaking, listening, and drama during reading instruction. In 1990, the results from two research studies on multiple intelligences proved beneficial in improving language arts skills. Campbell (1990) explored the third grade students reactions to a multiple intelligences instructional model. The results included increased skills and positive behavior and attitudes. Murphy and McLaughlin (1990) used auditory, tactile, and kinesthetic methods to teach spelling. They observed an increase in spelling accuracy of frequently used words and improved handwriting.

In a recent issue of *Educational Leadership*, Carbo (1996) listed six different reading styles that recognize students' various strengths and weaknesses. Different reading methods and material demand different reading strengths of the learner. She further stated that if a mismatch occurs between the student and approach, the instruction may actually hinder the child's progress in reading. Carbo also noted that "Our reading instruction must be so powerfully effective that it reaches through to the intelligences and learning capacity youngsters do have" (p.13).

Lack of parental support may be a teacher's greatest challenge. A child's home environment affects reading achievement. According to Garcia et al. (1999), factors that influence parental involvement are school size, single-parent homes, children's ages, and parental education. Greene (2000) stated children should be ready to read before they enter school. She further noted the primary negative environmental factor influencing reading achievement is poverty. The parents main priority is providing food and shelter not experiences to foster reading readiness. According to The U.S. Department of Education (1999), home factors affect how well and soon a child reads.

Boston (2000) listed several reading strategies and helpful hints parents can use with their Children. Reading to your child, listening to your child read, give books as gifts, and practice literacy skills as you would practice a sport or musical instrument were included in this list. According to *The Reading Teacher* (1998), parents can foster early reading and writing readiness By participating in activities such as cooking, making grocery lists, visiting the library, talking about favorite books, and writing letters to relatives and friends. Opitz (1998) wrote a letter to parents with suggestions on how to help their child with phonemic awareness at home. He suggested that parents and children read for enjoyment, practice rhyming, and dramatize a story.

Opitz also created a list of children's books appropriate for young readers to develop this skill. Jesse (2002) listed many parental involvement strategies that teachers can use in their classrooms. Some of these include greeting parents, providing a volunteer room, transportation, translation services, and babysitting. He also included suggestions to improve involvement of low income parents such as conduct parenting classes, provide adult education classes, and teach parents specifically how to help their child. Parents and school are both responsible parties in student learning. According to The National Campaign for Public School Improvement (2002), a learning compact is required to receive Title 1 funds. This affects over half of the public school students in the United States. This compact is a voluntary agreement between home and school that defines goals and responsibilities.

Many different instructional methods are utilized in today's classrooms including phonics, whole language, Four-Blocks, and multiple intelligences. Research shows lack of parental support hinders student ability. Teacher researchers are further exploring student growth in reading achievement through the use of multiple intelligences and increased parental involvement.

Project Objective and Processes

As a result of incorporating multiple intelligences into reading instruction and increased parental involvement, during the period of September through December 2002, the students in the targeted first grade classes will increase reading accuracy of vocabulary words.
Growth was measured in the study by surveys of parents and students and a document analysis (including classroom assessments and reading vocabulary word checklists).

Process Statements

To accomplish the project objective, the following processes were necessary.

1. Create materials and develop strategies to increase parental involvement (Opitz, 1998).
2. Create multiple intelligence lessons that reinforce the reading vocabulary words (Burke, 2000).

Project Action Plan

Week One

- Administer Parent Survey on parental awareness of student reading behavior (Appendix A)
- Administer Student Survey regarding parental support issues and reading attitudes (Appendix B)
- Administer kindergarten reading vocabulary word checklist
- Record results on document analysis record (Appendix C)

Week Two

- Introduce vocabulary words (give, likes, one, this)
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice

Week Three

- Introduce vocabulary words (on, they, what, you)
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice
- Send materials home containing reading suggestions for parental support (Appendix D)

Week Four

- Introduce vocabulary words (does, her, look, there)
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice

Week Five

- Introduce vocabulary words (be, could, down, see)

- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice
- Send materials home containing reading suggestions for parental support (Appendix D)

Week Six

- Review of unit words introduced thus far
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Administer unit test
- Administer reading vocabulary checklist
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice

Week Seven

- Introduce vocabulary words (no, out, ride, small)

- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice
- Send materials home containing reading suggestions for parental support (Appendix D)

Week Eight

- Introduce vocabulary words (saw, two, very, want)
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice

Week Nine

- Introduce vocabulary words (away, good, into, put)
- Exercise for words
- Create word wall books

- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice
- Send materials home containing reading suggestions for parental support (Appendix D)

Week Ten

- Introduce vocabulary words (about, again, around, use)
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson
- Administer weekly reading selection quiz
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice

Week Eleven

- Review of unit words introduced thus far
- Exercise for words
- Create word wall books
- Implement multi-sensory lessons
- Implement multiple intelligence lesson

- Administer weekly reading selection quiz
- Administer unit test
- Record results on document analysis record (Appendix C)
- Send home classroom newsletter including new vocabulary words with suggestions for home practice
- Send materials home containing reading suggestions for parental support (Appendix D)

Week Twelve

- Forward Parent Survey on parental awareness of student reading behavior (Appendix A)
- Administer Student Survey regarding parental support issues and reading attitudes (Appendix B)
- Administer reading vocabulary checklist
- Record results on document analysis record (Appendix C)

Week Thirteen

- Analyze data taken from surveys and Document Analysis Report
- Write thank you notes to participants
- Distribute thank you notes

Methods of Assessment

To document students' reading achievement and parental support, the following methods of assessment were used: surveys and a document analysis. Two surveys were used to gather information from parents and students. The parent survey focused on awareness of student reading behavior. The student survey was designed to provide the researchers with data regarding parental support issues and reading attitudes. The document analysis included a review of students' work on classroom assessments and reading vocabulary words.

Parent Survey

A survey (Appendix A) was administered to 23 parents and/or guardians by the researchers in September and again in December. The survey included six questions each with four possible answers targeting parental involvement. These were forwarded to parents and/or guardians in a home/school folder along with a cover letter briefly explaining the purpose of the survey. The surveys were brought back to school by the students and placed in a data collection bin located in the researchers' classroom. The survey was designed to assist the researchers with understanding parental awareness of students' reading behavior.

Student Survey

The survey (Appendix B) was also administered to 27 first grade students at the targeted elementary school in September and again in December. The survey included four questions with two possible answers each targeting reading attitudes and parental support. The researchers read each question and students responded by circling either a frog (yes) or a butterfly (no). The survey was designed to assist the researchers with data regarding parental support issues and reading attitudes.

Document Analysis Report

The researchers used the Document Analysis Report form (Appendix C) to review students' work on classroom assessments and reading vocabulary words. The document analysis was conducted throughout the study beginning in September and ending in December. The researchers reviewed the work of 27 first grade students at the targeted elementary school. A brief description of the work included in the analysis follows.

- Classroom Assessments

  The researchers reviewed the results of students' performance on unit tests and weekly quizzes focusing on comprehension, vocabulary, phonics, listening, writing, and study skills. Study carrels were utilized during the implementation of classroom assessments to ensure student privacy.

- Reading Vocabulary Words

  The researchers reviewed the results of students' mastery of the reading vocabulary words before, during, and after the interventions. The reading vocabulary words were introduced on a weekly basis prior to a story selection. The words were reinforced throughout the story.

Researchers' reflections on student performance were recorded on the Document Analysis Report following each assessment. The purpose of the report is to assist the researchers with data regarding students' reading achievement.

Participation in the study was completely voluntary and participants could withdraw at any time. All information gathered was kept confidential and stored in locked file cabinets in the researchers' classroom.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

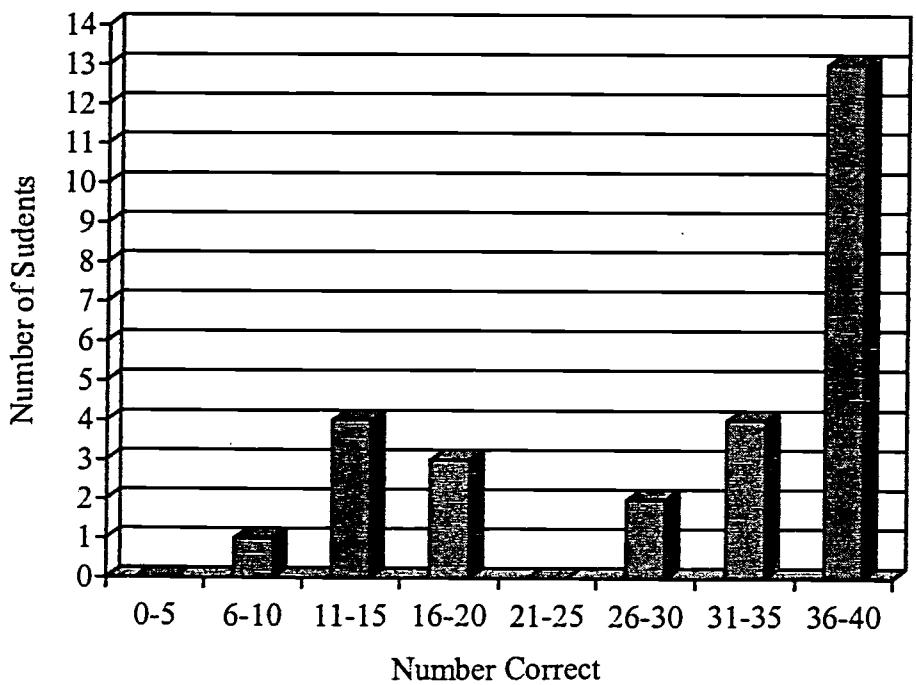
The objective of this project was to increase reading accuracy of vocabulary words. Growth was measured by parent and student surveys and a document analysis which included classroom assessments and reading vocabulary word checklists. The implementation of multiple intelligence activities and increased parental involvement were selected to affect the desired changes.

Prior to the beginning of the school year, supplemental instructional materials were collected, purchased and designed by the researchers. Supplemental materials published by outside sources were purchased and used in conjunction with district curriculum. The researchers developed packets for parents containing information to help foster reading skills. The packets also contained activities to support the use of multiple intelligences. These informational packets were sent home bi-weekly. Vocabulary word activity checklists were created to accompany weekly word lists. Samples of these informational packets and activity checklists can be found in Appendix D.

Multiple intelligence activities were incorporated into weekly lesson plans to meet the variety of students' needs. Each child learns in a unique way. By using multiple intelligences, the researchers were able to build individual strengths and develop weaknesses. Activities highlighting each intelligence can be found in Appendix E.

A kindergarten reading vocabulary word checklist consisting of 24 words was administered in early September to 27 first grade students. The checklist was used to determine mastery of words prior to first grade reading instruction. A reading vocabulary word checklist consisting of 40 words was given in October. It included kindergarten and words introduced in weeks one through five.

Presentation and Analysis of Results

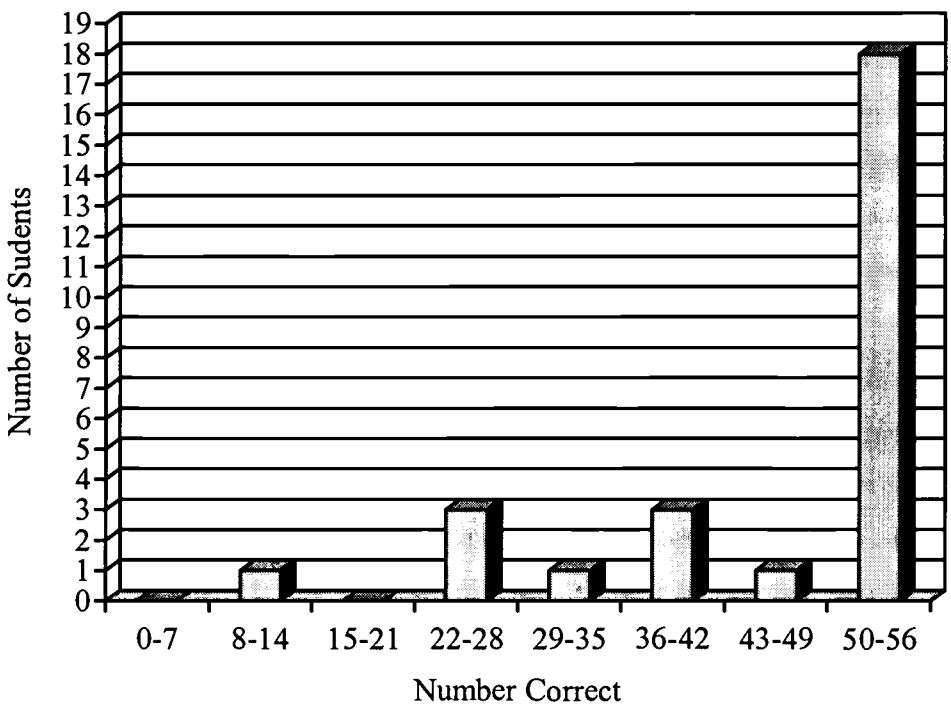


N = 27 first grade students

Figure 4.1 Number of students and number of correct vocabulary words correct during intervention.

Figure 4.1 (pg.28) shows the number of students and number correct on the reading vocabulary checklist administered in October. One student scored within the 6-10 range, four students scored within the 11-15 range, three students scored within the 16-20 range, two students scored within the 26-30 range, four students scored within the 31-35 range, and thirteen students scored within the 36-40 range. Mastery was determined by the researchers to be above 70%. Thirty percent of students scored between the 0-25 range which represents non-mastery of reading vocabulary words. Seventy percent of students scored between the 26-40 range which represents mastery of reading vocabulary words.

A comprehensive reading vocabulary word checklist consisting of 56 words was administered in December.



N = first grade students

Figure 4.2 Number of students and number of correct vocabulary words after intervention.

Figure 4.2 (pg.29) shows the number of students and number correct on the reading vocabulary checklist administered in December. One student scored within the 8-14 range, three students scored within the 22-28 range, one student scored within the 29-35 range, three students scored within the 36-42 range, one student scored within the 43-49 range, and eighteen students scored within the 50-56 range. Mastery was determined by the researchers to be above 70%. Thirty percent of students scored between the 0-42 range which represents non-mastery of reading vocabulary words. Seventy percent of students scored between the 43-56 range which represents mastery of reading vocabulary words.

Weekly quizzes were given to the students throughout the study. Each quiz consisted of ten multiple choice questions testing reading vocabulary words and story comprehension. Unit exams were administered by the researchers during week six and week twelve. Each exam tested reading vocabulary words, phonics, comprehension, listening, and writing skills.

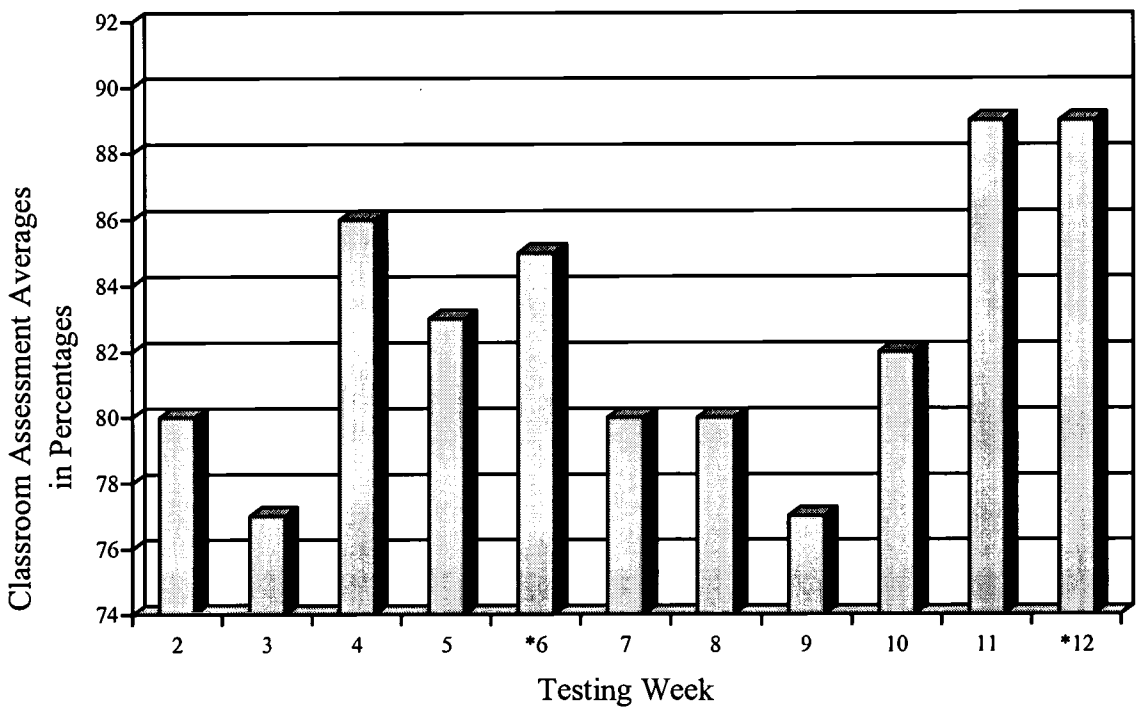


Figure 4.3. Students' scores on weekly quizes and unit tests.
* Unit Test

Figure 4.3 (p.30) shows the average scores of 27 students on weekly quizzes and unit tests. The scores were rounded to the nearest whole number. They ranged from 77% to 89%. Due to academic concerns and administrative request, five students received modified tests during weeks eleven and twelve. Tests were modified by eliminating one response from each multiple choice question.

Parental surveys were sent home in September and December. The survey consisted of six questions and was designed to assess parental awareness of students' reading behavior.

Table 4.1

Number of Parents Responding to Frequency of Students' Reading Habits Survey Post Intervention

Response Items	Always	Frequently	Sometimes	Never
Reads to child	8	8	2	0
Child looks at books	11	6	1	0
Practices reading vocabulary words	10	5	3	0
Visits the library	3	5	9	1
Attends conferences	17	0	1	0
Reads weekly newsletters	17	1	0	0

n = 18 first grade parents

Results of the survey indicate that the majority of parents read to their child, practiced reading vocabulary words, read the weekly newsletter, and attended parent conferences. The parents also indicated that their child looked at books without assistance. Library visitation was the area of concern noted by the researchers.

Student surveys were administered to 27 first grade students in September and December. The survey consisted of four questions with a yes/no format and was designed to determine student reading attitudes.

Table 4.2.

Number of Students' and Frequency of Survey Responses Post Intervention

Response Items	Yes	No
Are you read to at home?	21	6
Do you look at books by yourself?	26	1
Do you practice the reading vocabulary words at home?	27	0
Do you go to the library?	16	11

N = 27 first grade students

Results of the survey show the majority of students practice reading vocabulary words, were read to, were exposed to books at home, and went to the library. There were no areas of concern noted by the researchers.

Conclusions and Recommendations

Based on the presentation and analysis of the data regarding reading skills, the students showed a marked improvement in reading vocabulary words. Student scores on pre-intervention vocabulary word checklists show only 33% of students mastered the vocabulary words. Student scores on post-intervention vocabulary word checklists show 70% of students mastered the vocabulary words.

The weekly and unit test scores were consistent throughout the study. The weekly and unit tests were designed to assess student mastery of reading comprehension, phonics, writing, vocabulary, and listening. Due to the testing format, these assessments were not a true indication of reading vocabulary word mastery. The vocabulary words were not tested in isolation.

Five students were given modified tests during weeks eleven and twelve. The teacher-researchers noticed a slight increase on assessments scores during those weeks. Open House/ Parent Night occurred Thursday evening of week three, and Halloween festivities were Thursday of week nine. The teacher-researchers felt these activities and a Friday test schedule may have adversely affected test results during those weeks.

Based on the presentation and analysis of the data regarding parental involvement, a significant increase was noted by the teacher-researchers. As previously noted, the only area of concern was library visitation. To help foster reading skills and increase library visitation, the researchers suggest providing parents with a library brochure. The brochure should contain helpful information such as library hours, available services, location and how to obtain a library card. After analyzing student pre and post surveys on reading behavior, no significant change was noted. The teacher-researchers believe the desire to please influenced students' responses. Due to this, the teacher-researchers would not recommend using student surveys as evidence of reading behaviors.

The comparison of pre and post scores proved that the use of multiple intelligences and increased parental involvement made significant change in reading vocabulary word scores. The researchers recommend educators use a variety of multiple intelligence activities in reading instruction. A further recommendation is to provide parents with specific, reasonable home strategies to promote reading skills.

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Appendices

Appendix A

Parent Survey

Parent Survey

Circle one response for each of the following items.

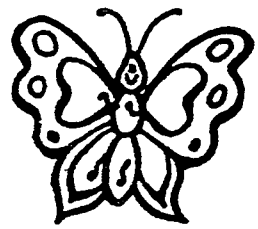
	Always	Frequently	Sometimes	Never
1. I read to my child.	1	2	3	4
2. My child looks at books without my assistance.	1	2	3	4
3. My child practices reading vocabulary words at home.	1	2	3	4
4. My child visits the library.	1	2	3	4
5. I go to parent conferences.	1	2	3	4
6. I read the weekly newsletters.	1	2	3	4

Appendix B

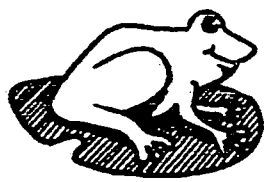
Student Survey

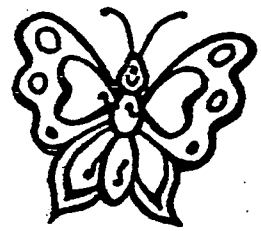
Student Survey

1. Are you read to at home?

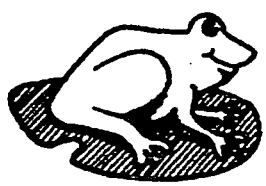


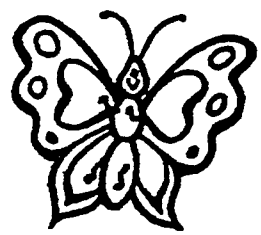
2. Do you look at books by yourself?



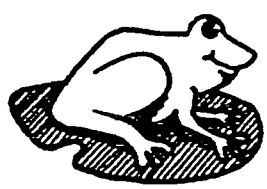


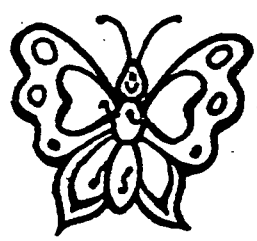
3. Do you practice the reading vocabulary words at home?





4. Do you go to the library?





Appendix C

Document Analysis Report Sample

Document Analysis Report

Participant # ____

Researcher A ____
Researcher B ____

Classroom Assessments

Date	Assessment Tool	Score/ Comments

Reading Vocabulary Words

Date	Vocabulary Words (unit)	Percentage/ Comments

Appendix D

Samples of Parental Information Packets
Sight-Word Activities Letter and Suggestions

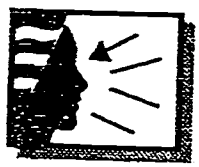
Dear Parents,

Did you know that children develop reading skills long before being introduced to written language? Playing with and practicing oral language helps children become better readers. In fact, phonemic awareness—the ability to differentiate and manipulate letter sounds—is critical to beginning reading development. Help your child become a better reader by practicing phonemic-awareness activities at home.

- Draw your child's attention to the sounds of his or her language with silly songs and poems. Include favorites such as *Down by the Bay* by Raffi, *If You're Happy and You Know It* by Nicki Weiss, *Sing Hey Diddle Diddle: 66 Nursery Rhymes with Their Traditional Tunes* by Beatrice Harrop, and *Six Sick Sheep: 101 Tongue Twisters* by Joanne Cole.
- Read and reread stories that play with language. Some excellent books include *There's a Wocket in My Pocket* by Dr. Seuss, *Silly Sally* by Audrey Wood, and *More Spaghetti, I Say!* by Rita Gelman.
- Have your child listen to and chant along with stories on tape. Make your own tape of songs and stories for your child to enjoy.
- Substitute and delete letters from common words to create your own silly sayings. For example, substitute *T* for *N* to change *Tommy eats tuna* to *Nommy eats nuna*. Celebrate Silly Word Day by speaking in rhyme or by greeting family members, replacing the first letter of their names with the letter of the day, such as *Faula* for *Paula*.

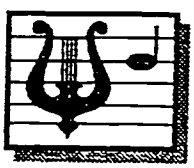
Bodily/Kinesthetic Intelligence

Bodily/kinesthetic intelligence would be seen in operation if I gave you a typewriter, with no markings on the keys, and asked you to type a letter. If at some time in your life you learned how to type, your fingers would "know" the keyboard and would likely be able to produce the letter with little or no effort at all. The body knows many things that are not necessarily known by the conscious mind, for example, how to ride a bike, park a car, catch an object, or maintain balance while walking. Bodily/kinesthetic intelligence also involves the ability to use the body to express emotions and thoughts (such as in dance or body language), to play an athletic or sporting game, to invent a new product, and to convey ideas (such as charades, mime, and drama).



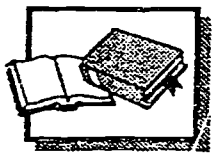
Intrapersonal Intelligence

Intrapersonal intelligence is the introspective intelligence. Intrapersonal intelligence allows us to be self-reflective, that is, to step back from ourselves and watch ourselves, almost like an outside observer. As far as we know, we are the only creatures gifted with such an ability. Intrapersonal intelligence involves a knowledge about and an awareness of the internal aspects of the self such as feelings, thinking processes, self-reflection, and intuition about spiritual realities. Both self-identity and the ability to transcend the self are part of the functioning of intrapersonal intelligence. When we experience a sense of unity, have an intuition about our connection with the larger order of things, experience higher states of consciousness, feel the lure of the future, and dream of unrealized potentials in our lives, it is the result of our intrapersonal way of knowing.



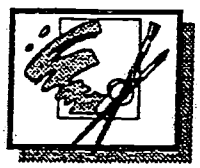
Musical/Rhythmic Intelligence

We use our musical/rhythmic intelligence when we play music to calm or to stimulate ourselves. Many of us use music and rhythm to maintain a steady rhythm when jogging, cleaning the house, or learning to type. Musical/rhythmic intelligence is involved when you hear a jingle on the radio and find yourself humming it over and over throughout the day. This intelligence is active when we use tones and rhythmic patterns (instrumental, environmental, and human) to communicate how we are feeling and what we believe (for example the sounds of intense joy, fear, excitement, and loss), or to express the depth of our religious devotion or the intensity of our national loyalty.



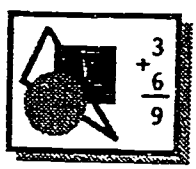
Verbal/Linguistic Intelligence

We use our verbal/linguistic intelligence when we speak to each other, whether through formal speech or informal conversation. We use this intelligence when we put our thoughts down on paper, create poetry, or simply write a letter to a friend. Verbal/linguistic intelligence is involved in storytelling and creating, in all forms of humor that involve such things as plays on words, in the unexpected ending in a joke, and in various funny twists of the language. This intelligence is involved in any use of metaphors, similes, and analogies, and, of course, in learning proper grammar and syntax in speaking and writing.



Visual/Spatial Intelligence

Visual/spatial intelligence can be seen in its purest form in the active imagination of children involved in such things as daydreaming, pretending to make themselves invisible, or imagining themselves to be on a great journey to magical times and places. We employ this intelligence when we draw pictures to express our thoughts and feelings, or when we decorate a room to create a certain mood. We use it when we use a map successfully to get someplace we want to go. Visual/spatial intelligence helps us win at chess, enables us to turn a blueprint on paper into a "real" object (for example, a bookshelf or a dress), and allows us to visualize things we want in our lives (for example, new curtains or wallpaper, a successful speech, a trip, a career change, or an award).



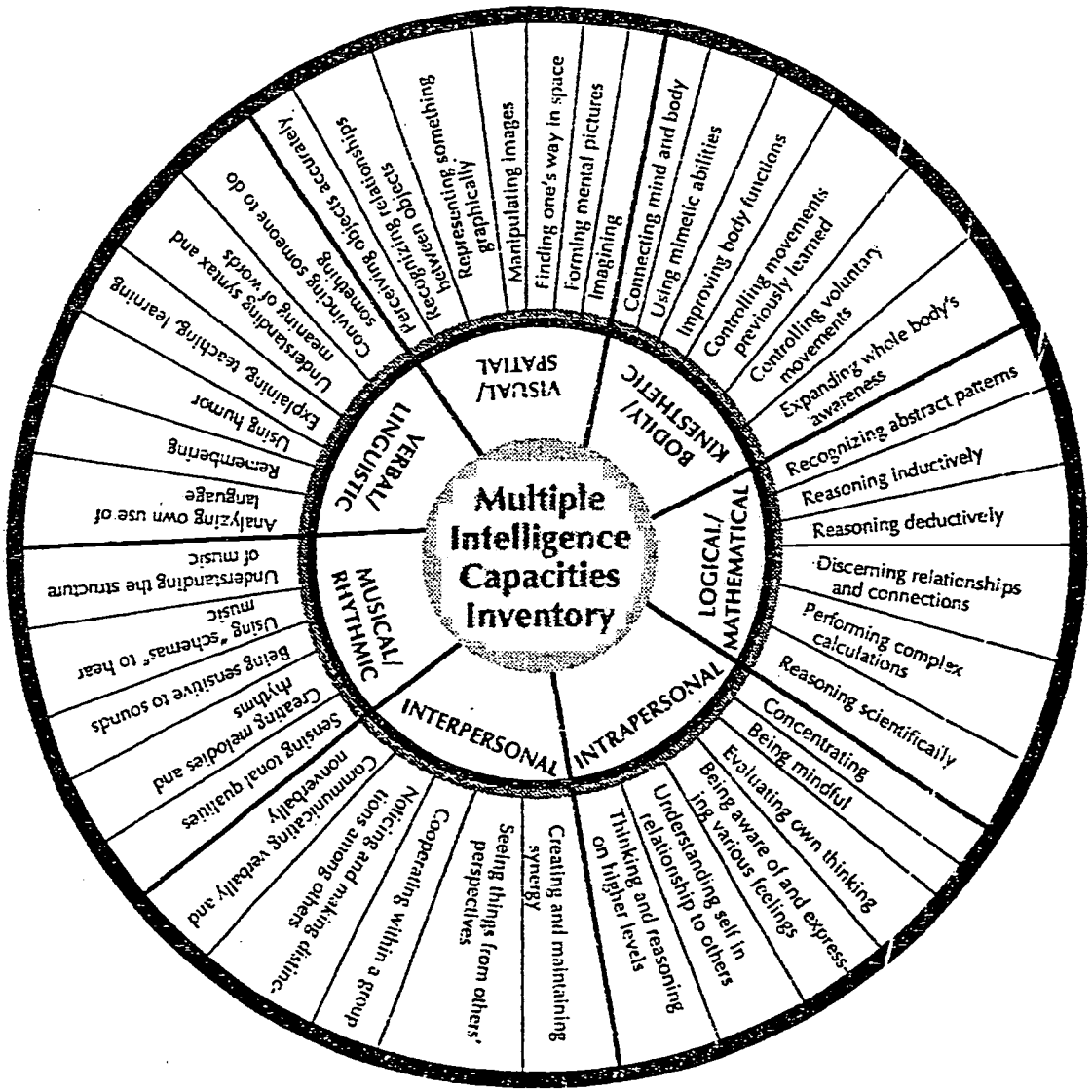
Logical/Mathematical Intelligence

You can see logical/mathematical intelligence in operation most clearly when you are involved in a situation that requires problem solving or meeting a new challenge. This intelligence is often associated with what we call "scientific thinking." We use our logical/mathematical intelligence when we recognize abstract patterns, such as counting by twos or knowing if we've received the right change at the supermarket. We use it when we find connections or see relationships between seemingly separate and distinct pieces of information. Logical/mathematical intelligence is responsible for the various patterns of thinking we use in our daily lives, such as making lists, setting priorities, and planning something for the future.

Interpersonal Intelligence

We experience our interpersonal intelligence most directly whenever we are part of a team effort, whether it be a sports team, a church committee, or a community task force. This intelligence utilizes our ability to engage in verbal and nonverbal communication and our capacity to notice distinctions among ourselves, for example, contrasts in moods, temperament, motivations, and intentions. Interpersonal intelligence allows us to develop a genuine sense of empathy and caring for each other. Through our interpersonal intelligence we can "stand in another's shoes" and understand another person's feelings, fears, anticipations, and beliefs. This person-to-person way of knowing is the one through which we maintain our individual identity, but we also become "more than ourselves" as we identify with and become a part of others.

Multiple Intelligence Capacities Inventory Wheel



Dear Parents,

Before your child can learn to read, he or she needs to understand the connection between sounds and letters. Teaching your child to say and write the ABCs is not enough. Children need to hear and practice letter sounds as they see and write the symbols. Use the following activities to help your child associate sounds to written language.

- Have your child trace letters on multi-sensory surfaces such as cloth or sand. Ask him or her to say the corresponding sound as each letter is written.
- Construct letters using various materials such as macaroni, clay, or pipe cleaners. Have your child say the corresponding sounds as he or she feels each letter.
- Place magnetic letters on the refrigerator for your child to practice letter names and sounds, form words, and/or create messages.
- Have your child match letters to objects in and around the house. For example, place a plastic letter *B* on a bed, *T* on a table, and *F* by a flower.
- Draw your child's attention to letters and words in his or her environment, such as signs, cereal boxes, toy boxes, and menus.

Dear Parents,

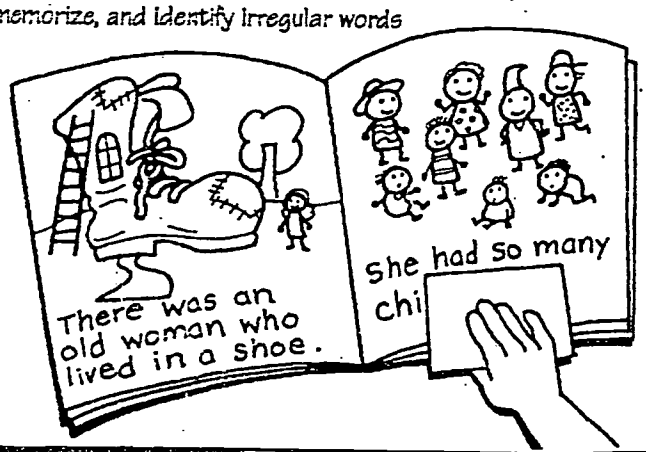
As your child enters the wonderful world of reading, share in the enthusiasm and excitement by reading to him or her regularly. Your child will treasure these special times together, and you will be helping him or her become familiar with the sounds of the English language. Use the following tips as you read aloud and share favorite stories with your child.

- Select stories both you and your child will enjoy, such as those pertaining to a favorite hobby or sport. Include silly rhymes, chants, and tongue twisters for extra fun.
- Encourage your child to predict what comes next by looking at pictures or listening to word clues. For example, Jack and Jill went up the ____.
- Point out letter sounds in words as you read. Highlight words that have a specific phonetic sound, such as those that contain the /b/ sound. Have your child identify rhyming words aloud as you point to them in the story.
- Look for words with similar letter patterns (flow–er, pow–er). Have your child think of additional words with the same sound patterns.
- Dramatize your voice as you read. Your child will delight in hearing words "come to life." Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Dear Parents,

Parent involvement plays an important role in any child's academic success. You can help your child become a better reader by encouraging him or her to read to you regularly. Use the following simple techniques to guide and support your child's reading development.

- Select a specific time each night to read with your child—one that is free from interruptions. This will help your child understand and appreciate the importance of reading regularly.
- As your child reads aloud, give him or her sufficient time to "sound out" unfamiliar words. Offer hints and suggestions before saying the word. For example, looking at initial and final consonant sounds, trying short vowel sounds before using long ones, looking at other words in the sentence to see what makes sense.
- Be patient and supportive while your child reads. Allow time for him or her to self-correct and reread mispronounced words. Oftentimes, children will recognize mistakes as they continue to read the rest of the sentence.
- Break unfamiliar words into syllables so your child can focus on one syllable at a time. Use your hand or a paper strip to cover up extra syllables as your child sounds out each part.
- Point out and review phonetically-irregular words that do not follow conventional pronunciation, such as *two*, *was*, or *enough*. Have your child practice, memorize, and identify irregular words in context.



How Readers Figure Out Words They Don't Know

1) Look at the picture.
2) Think what the story is about.
3) Reread.
4) Get their mouth ready.
5) Look for smaller words inside of the word they don't know.
6) Use the letter sounds.
7) Reread, listen to make sure the word makes sense, looks right, and sounds right.

A Helpful Guide for Reading With Your Child... Prompts to Foster Strategic Reading

A) When your child makes a good guess at a word, say...
- Yes, that makes sense, but...
- That was close...

B) When your child reads correctly, say...
- How did you know that word was...?
- Great reading!

C) When your child gets the correct word after you have helped, say...
- You're really thinking about what you're reading.
- What did you notice?

D) When your child makes a reading mistake, but then corrects it, say...
- That made sense.
- You found your tricky spot.
- How did you fix that?

September 19, 2002

Dear Parents,

Each week we will be sending home a paperback book for your child to practice reading. These books are a part of our reading series. They contain decodable words and the sight words. Here are some techniques to guide and support your child's reading.

-As your child reads aloud, give him or her sufficient time to "sound out" unfamiliar words. Offer hints and suggestions before saying the word. For example, try looking at beginning and ending consonant sounds, ask what sound does the vowel make, try short vowel sounds before using long ones, look at other words in the sentence to see what makes sense and check to see how long the word is.

-Be patient and supportive. Allow time for your child to self-correct and reread words.

-Reread the selection together or take turns reading different pages.

-Point out and review the sight words.

-Discuss the story events, characters and setting.

-Have fun!

Thanks for your support!

Sincerely,

First Grade Teachers

Dear Parents,

Attached is a list of activities to help your child learn the weekly sight words. We hope these suggestions are fun and beneficial! After completing the activities please sign and return by Friday. Thanks for your support!

Sincerely,

Miss Burman
Mrs. Evans

Name _____ Date _____

Sight-Word Activities

Draw an X beside each activity that you complete.

- ☐ Read the words and clap each syllable.
- ☐ Sort the words by beginning sounds.
- ☐ Use each word in a sentence.
- ☐ Read the cards, mix them up, and then read them again.
- ☐ Sort the words by vowels.
- ☐ Read the words softly. Then read them more loudly.

Comments: _____

Family member's signature: _____

Use cereal, raisins, etc... to spell each word.

Find words in newspapers or magazines (circle or highlight them).

Write out each word, cut into pieces and put back together (word puzzles).

Use markers, crayons, or paints to write out words.

Create a memory game with words.

Play "Bang" game with words. (directions attached)

****Some more creative ways to help your child learn the vocabulary words.

Bang Game

Write the sight words on note cards or paper. It would be a good idea to use all of the words introduced so far this year and the kindergarten words. Write the word "Bang" on several note cards. Put all of the words and "Bang" cards into a box or bag. Each player takes a turn by pulling out a card and reading the word. The player gets to keep the word card after he/she reads it. Your child may ask for help if he/she doesn't know the word. If a player pulls out a card that says "Bang", he/she has to put back all of the cards he/she has collected. Keep playing until all (or most) of the sight words are gone. The player with the most words is the winner!

Name _____ Date _____

Sight-Word Activities

Draw an X beside each activity that you complete.

- ☐ Create a memory game with words.
- ☐ Find words in newspapers or magazines (circle or highlight them).
- ☐ Use markers, crayons, or paints to write out words.
- ☐ Write out each word, cut into pieces and put back together (word puzzles).
- ☐ Use cereal, raisins, etc... to spell each word.
- ☐ Play "Bang" game with words. (directions attached)

Comments: _____

Family member's signature: _____

Name _____ Date _____

Sight-Word Activities

Draw an X beside each activity that you complete.

- ☐ Practice writing words in shaving cream.
- ☐ Write words out on paper.
- ☐ Think of words that rhyme with each.
- ☐ Spell each word out loud and clap after each letter.
- ☐ Put words in ABC order.
- ☐ Echo read words with a partner.

Comments: _____

Family member's signature: _____

Appendix E

Multiple Intelligences Acivities

Multiple Intelligences Activities

Visual-Spatial Intelligence Activities

* create word wall books
* alphabet cooperative (children work in groups to spell sight words)
* eat your words (creating words with different foods)
* design flash cards
* use stamps, chalk, rainbow crayons, and magnetic letters to create words
* trace bubble print words
* word puzzles

Musical Intelligence Activities

* march around the words
* "Hot Vocabulary Word" game (played like hot potato with music)
* create rhythms to spell words

Interpersonal Intelligence Activities

* word puzzles
* write postcards to fellow first grade students
* alphabet cooperative (children work together in groups to spell words)

Intrapersonal Intelligence Activities

* write postcards to fellow first grade students
* journaling

Naturalist Intelligence Activities

*natural alphabet (using items from nature to create words)
* eat your words (using natural foods to create words)

Verbal-Linguistic Intelligence Activities

* create word wall books
* use magnetic letters, stamp pads, and rainbow crayons to create words
* making words activity
* word puzzles
* write words with chalk on playground

Logical-Mathematical Intelligence Activities

* count the number of letters in words
* recognize patterns in words
* create word wall books
* use bar graphs to show number of letters used in words

Bodily-Kinesthetic Intelligence Activities

* exercise for words
* making words activity
* alphabet cooperative (students work in groups to spell words)
* eat your words (create words with different foods)
* "Hot Vocabulary Word" game (like hot potato with music)
* march around the vocabulary words
* use shaving cream, pudding, magnetic letters, and stamp pads to create words

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Signature: Tiffany N. Burman Deborah C. Evans

Printed Name/Position/Title: Tiffany N. Burman Deborah C. Evans
Student/FBMP

Organization/Address: Saint Xavier University
3700 W. 103rd St. Chgo, IL

Telephone: 708-802-6219 FAX: 708-802-6208

E-Mail Address: crannell@sxu.edu Date: 4/7/03

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