

“On Beyond Hickey”

A.: girl, LD, dyslexic with spelling problems, bright, motivated, multilingual family
(Spanish, English, Hebrew)

Grade	Meeting	Content
5	<p>Two months into fifth grade mom realized she needed specialized help. Nov-Aug, started one lesson/week, increased to 2 /week March-July, Total: 43 meetings for school year</p>	<p>Hickey lessons 1-30</p> <p>Plus: Starting in May also made grammar cards for class material on present and past progressive& simple, future; once reviewed for a class test.</p> <p>Lent videos (<i>Music Man, Shrek</i>)</p>
6	<p>October-first week July, 1/week</p> <p>Total: 28 meetings for school year.</p> <p>(Came in December to demonstrate for Hickey tutors’ class – went through her cards to show that learners really can do it, including rules.)</p>	<p>Hickey lessons: Finished through Lesson 50. Reached 36a (50-mtg mark, last new letter) in December. Started to spot-check reA.ng cards to save time (every fourth). Started reA.ng books in lesson, and between lessons at home, at Hickey lesson 36b oo:</p> <p>Books: <i>Green Eggs and Ham</i> <i>One Fish Two Fish Red Fish Blue Fish</i> (first she took it home, then we read it together after Hickey in lesson starting in April, for about 4 lessons) She loved the Wet Pet so I gave her a scanned copy. <i>Mr. Brown Can Moo, Can You?</i> <i>Oh Say Can You Say?</i> <i>I Can Read With My Eyes Shut</i> <i>Hop on Pop</i> <i>A Fly Went By</i> <i>More Spaghetti I Say</i> <i>Morris the Moose</i> <i>Morris Goes to School</i></p> <p>Videos: <i>Matilda</i> <i>Sound of Music</i> <i>Little Women</i></p> <p>January: To answer needs of books and school material, at Hickey Lesson 38 went out of order to teach ea (lesson 61) and “When two vowels go walking”, “I-before-e”, doubling, adding –ing spelling rules, “-er” rules. Taught her accordion method to prepare for “hachtava” (spelling test) (one of words was “thief”)</p> <p>Feb: At Hickey lesson 40 a, b, c: –ed (regular past verbs.) In class learning Past Irregular Verbs – we made “Happy Families” game (grouped by spelling pattern in past) to practice, accordion prep for quiz. Worked on making “riviot” cards for about 6 lessons (plus Hickey).</p>

		<p>She started keeping a Vocabulary Notebook for words from books.</p> <p>Last mtg: She wrote a story (at Hickey lesson 48)</p>																				
7	<p>Sept 9-end June</p> <p>Total: 28 meetings for school year.</p>	<p>We continued making Hickey white and yellow cards for letter combinations, sometimes out of order (depending on what she was learning in school or reA.ng) and checked them off the “Learner’s Checklist” as we did them.</p> <p>Her (and her mother’s) goals: Work this year on speaking, common sets of words.</p> <p>Agreed she would read English books 10 minutes per night.</p> <p>Made her weekly school schedule in English, with days of week, names of subjects.</p> <p>Grammar: Learned and reviewed V1/V2, Present/past/future simple and continuous (progressive), past irregular verbs. Positive and negative statement, yes/no question/ wh question, subject questions “Building Sentences” for quiz: Made a game using words on cardboard strips, color-coded by role in the sentence (adjective, subject, verb, object, time expression) Possessive pronouns – tables</p> <table border="1"> <thead> <tr> <th></th> <th>יחיד</th> <th>Single</th> <th>רבים</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>1st person</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd person</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd person</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Vocabulary games (using unknown words from books – we recorded a list as she read, then made a game): 9-squares matching game, bingo, crossword puzzle</p> <p>Assignments: List 10 words you want to remember from what you read. List –ed words, past irregular verbs from book as you read.</p> <p>Books: <i>Heidi</i> (Ofarim simplified classic level 1 – it was too hard; read up to end of Chapter 1 and went back to Beginning Reader picture books) <i>Arthur’s Pen Pal</i> <i>Arthur’s Campout</i> <i>Arthur’s Honey Bear</i> <i>Arthur’s Prize Reader</i> <i>Bread and Jam for Frances</i> <i>A Baby Sister for Frances</i> <i>A Birthday for Frances</i> <i>Best Friends for Frances</i></p>		יחיד	Single	רבים	Plural	1 st person					2 nd person					3 rd person				
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		<p><i>A Bargain for Frances</i> <i>Bedtime for Frances</i> <i>Amelia Bedelia</i> <i>Magic Man stories</i> <i>Thank You Amelia Bedelia</i> <i>The Little Princess</i> picture book and video <i>Wayside School is Falling Down</i> <i>Wayside School Gets a Little Stranger</i> Video/ DVD <i>Mad Hot Ballroom</i> <i>The Little Princess</i> French instructional video Electronic dictionary and games</p> <p>Special activities: Played Quiddler, I read her Rapunzel, Several debates on a chosen topic with another learner in a combined lesson (Beauty Contests, Cell phones in school).</p>
8	Sept – June	<p>Books: Read <i>Wayside School</i> over summer <i>Little House in the Big Woods</i> <i>Very Easy True Stories in the News:</i> read first story (Rara the Penguin) and last story (A Big Tip), did exercises <i>Easy True Stories in the News:</i> The Color TV's <i>The Secret Garden</i> (simplified Penguin) <i>Mallory vs. Max</i> <i>Felicity</i> (American Girl series) book 1 <i>Esther's Story</i> (for Purim) <i>Anne Frank</i> (simplified Penguin Level 4) for Yom Hashoa <i>All of a Kind Family</i> book 1</p> <p>Vocabulary/review games: Made a board game for Secret Garden. Board – 2 mtgs.; making game cards (including question and answer cards on book, challenges) and playing game - 3 mtgs</p> <p>Liberty's Kids interactive computer game on American Revolutionary War, writing a newspaper story. Wrote 6 newspaper stories of events using computer. To review vocabulary: made 14 families of words for Happy Families game, and played it. Went to see musical "1776" with a group of learners.</p> <p>Grammar and Assignments: Class reviewing present simple – write a text about giraffes. Practice past orally. V1/V2/ V3 for passive & perfect Phrasal verbs Present/past simple and progressive review Practice writing for book reports. "Fix up" sentences (spot the mistakes in sentences).</p>

D.: Mild dyslexia, motivated – often reads a whole book on her own in the week between lessons, an enthusiastic and talented reader (reads with expression, understands humor)

4	July (post-third grade summer-her mom realized that she didn't pick up reA.ng in third grade after a year) Sept-July weekly Total meetings for summer+year: 34	Hickey lessons 1-25a
5	Sept-June Total meetings for year: 26	Hickey lessons 26-48 At lesson 40 started reviewing every other reA.ng card. At lesson 36b (oo) started reA.ng books: <i>A Fly Went By</i> <i>Cat in the Hat Comes Back</i> Other activities: crossword puzzle, help with past irregular verbs for quiz in one of the last meetings.
6	end Oct-mid June Total meetings for year: 23	Hickey: continued teaching letter combinations, rules, and giving cards; check off checklist; went out of order according to words encountered in reA.ng. Reviewed only the hard cards and dictated every fourth. ReA.ng non-Hickey: started “unsheltered” reA.ng with <i>Very Easy True Stories in the News</i> – Units 1-6 Then she was ready to move on to: Books <i>Arthur's Campout</i> <i>Arthur's Prize Reader</i> <i>A Baby Sister for Frances</i> <i>Magic Treehouse: High Tide in Hawaii</i> (read to p 60, too hard) <i>Little Women</i> Ofarim simplified classics; + wrote a dialog <i>Heidi</i> Ofarim simp. classics +1-1 ½ p essay <i>Around the World in 80 Days</i> (read over summer) Videos: <i>Little Women</i> <i>Heidi</i> <i>A Little Princess</i> Other activities: Techniques for reviewing for school tests. Prepared “Happy Families”, bingo, concentration games with past irregular verbs, vocabulary words. Cardboard sentence building to practice different verb tenses.
7	mid Oct-June Total meetings for year: 24	Hickey: continued teaching letter combinations, rules as needed, checking off the list. Books

		<p><i>Alice in Wonderland</i> Ofarim simplified level 3 and picture book versions; wrote a “breakthrough” essay (after which we reviewed use of do/doesn’t/didn’t and I/my/me) <i>Oliver</i> simplified classics + made a movie poster casting famous actors as characters from book for school book report. <i>The Secret Garden</i> + she wrote a dialog between characters <i>Ann of Green Gables</i> <i>Emil and the Detectives</i> (boring, stopped in middle) <i>The Young King</i> Started reA.ng non-simplified books for English speakers: <i>Freckle Juice</i> <i>All of a Kind Family</i> book 1 <i>Charlotte’s Web</i> (she loved it so I got another book by same author) <i>Stuart Little</i> <i>Little House in the Big Woods</i> (took home for summer, read this and half of <i>Little House on the Prairie</i>) <i>Magic Tree House: Titanic</i> (over summer she took out and read library books) Other activities: based on books vocabulary, continued to review past irregular V1/V2 pairs. Continued to make games with vocabulary. Wrote a profile of a celebrity (she chose Emma Roberts). Reviewed for test: past simple: positive statement, negative, y/n, wh, and subject questions, vocabulary “to be” verbs. Played Quiddler, did a debate on cell phones in school.</p>
8	mid Sept- mid June meetings for year 20	<p>Books: <i>The Little Princess</i> (book and video) <i>Cinderella Story</i> <i>Freaky Friday</i> <i>A Billion for Boris</i> <i>The Clique</i> book 1 (too hard) <i>Felicity</i> (American Girls series) book 2 <i>Josefina</i> (didn’t really like it) <i>The Time Garden</i> <i>Holes</i></p> <p>Other activities: Reviewed past and present, progressive and simple, perfect tenses, V3, helped her prepare for tests. Made bingo game for vocab. <i>Liberty’s Kids</i> interactive computer game – 7 mtgs.</p>