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# Literacy in Kindergarten: Using the Montessori Method in Combination with the Daily 5 Model

An Action Research Report  
By Andrea Nydegger

Literacy in Kindergarten: Using the Montessori Method  
in Combination with the Daily 5 Method

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Advisor \_\_\_\_\_ Date \_\_\_\_\_

## Abstract

This action research project was conducted to investigate the impact of merging the literacy program *The Daily 5* with the Montessori Method of reading instruction. This project was intended to study the independent reading stamina of the students. It was conducted in a public Montessori School with kindergarten aged students from an early childhood classroom. There were 13 students participating, six girls and seven boys. Pre-assessment data was gathered in the forms of a parent survey and a baseline student reading assessment. Student stamina was recorded on a daily log and student reflections were recorded once a week. After the project was complete, the parents and students were surveyed for final reflection. The results show that when students are able to choose their own books, their stamina for reading improves. More research needs to be done to investigate the impact of the other four areas from the Daily 5 model in combination with Montessori Literacy.

Early childhood literacy is commonly regarded as the basis for children's school success. Several definitions of literacy exist. The National Center for Educational Progress defines literacy as both task-based and skills-based (Zelinka, 2010). The task-based (conceptual) definition of literacy is the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. The skills-based (operational) definition of literacy focuses on the knowledge and skills that one must possess in order to perform these tasks. These skills range from basic, word-level skills (such as recognizing words) to higher-level skills (such as drawing inferences from text). They reason that as information and technology have increasingly become dominant in our society, the skills needed to function successfully have gone beyond reading. Literacy has come to include an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

I am investigating the impact of merging the literacy program *The Daily 5*, developed by Gail Boushey and Joan Moser (2006), with the Montessori Method of reading instruction with my kindergarten aged students. The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. In his dissertation entitled, *Examining the Nature of Literacy Activity in Public Montessori Classroom*, David Shilt stated that reading comprehension was not an area that Dr. Montessori addressed in her teachings. He wrote, "Perhaps it is not surprising that Montessori did not advance a comprehensive approach to teach comprehension given that this is an

instructional area in which many educators in the current educational community feel as though they lack a firm grasp” (p.175). I began to wonder, would using the Daily 5 Method be an effective way to provide additional instruction to the Montessori Method?

The early childhood section of the Montessori language curriculum targets skills that are prerequisites for conventional reading and writing, including skills associated with expressive language, receptive language, visual discrimination, and print familiarity (Shilt, 2009). The early language section also describes how to create classroom environments that provide children with abundant exposure to oral and written language. To provide experiences relevant to written language, teachers are encouraged to stock reading corners and other classroom areas with broad assortments of books and to equip classrooms with writing centers that hold a variety of writing utensils and other writing supplies. The curriculum directs teachers to provide relevant oral language experience by encouraging children to recite their own stories, to enact roles in dramas, and to participate in games that encourage careful listening. Dr. Montessori also designed particular activities that target auditory discrimination and visual discrimination. For instance, some activities that target visual discrimination require children to sequence a series of objects or images (e.g., a series of pictures depicting a child putting on and tying a shoe).

The Daily 5 Method of Literacy is a management style rather than a curriculum and compliments the Montessori Method well. The “5” refers to the Five Literacy Choices that students have to complete each of in their daily work cycles:

1. Read to Self – The best way to become a better reader is to practice each day, with books you choose, on your just-right reading level. It soon becomes a habit.

2. Read to Someone – Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the larger community.

3. Work on Writing – Just like reading, the best way to become a better writer is to practice each day.

4. Listen to Reading – We hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers.

5. Word Work – Correct spelling allows for more fluent writing, thus speeding up the ability to write and get your thinking down on paper. This is an essential foundation for writers (Boushey & Moser, 2006, p. 11).

My question for this study is: will merging the Daily 5 model with Montessori literacy practices improve independent reading stamina with kindergarten students in a Children's House Classroom? The students I am working with for this study are enrolled in my classroom as kindergarten aged students. I teach in a public Montessori school located in the Pacific Northwest. With parental consent, there are six girls and seven boys participating. Of those 13 students, one student was assessed to be a Pre-Emergent Reader. Four students were assessed to be Emergent Readers. Four students were assessed to be Beginning/Developing Readers. One of the students was assessed to be a Progressing/Early Independent Reader. Three students were assessed to be Transitional/Developing Independent Readers (TPS Conversion Chart, 2013).

One of the most powerful pieces to increasing student stamina is giving them the freedom to choose what they read themselves. From the Educational Leadership Journal

article entitled *Every Child, Every Day* it states, “The research base on student-selected reading is robust and conclusive: Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read. In a 2004 meta-analysis, Guthrie and Humenick found that the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read (Allington & Gabriel, 2012). This is the cornerstone of the Daily 5 model and the main focus of instruction I plan to give to my students for this action research project.

For this study, I restructured one part of the day, creating a block of time for “Read to Self” when students only practice their “good fit books” that they have self-chosen. I have created a daily work plan for the students that outline the Daily 5 expectations for literacy using the Montessori Materials. I will document the process daily with anecdotal notes, logs, and use an Individual Reading Inventory assessment to record their initial reading level, and again at the end of the study to graph their progress. I also plan to use weekly student surveys/reflections to gauge the students’ ownership of their learning development. The main goal would be to increase the students’ reading abilities in the area of stamina by allowing them to select their own leveled books.

### Description of Research Process

In order to assess the effect of combining the Montessori Method of Literacy with the Daily 5 model, I devised various methods of data collection to validate the results. I applied several strategies that included both quantitative and qualitative data. My data collection sources included: (1) pre-study and post-study parent surveys, (2) a kindergarten language assessment, (3) daily reading stamina log, (4) student read aloud to the group, and (5) student conferring worksheet/reflection.

My action research plan was to collect data for the first six weeks of the 2013-14 school year. I collected initial baseline data from the students then I began instruction using the Daily 5 model. Next, I implemented a time of day to focus on building individual reading stamina, and conferenced with each child once a week. Time wise, my plan worked out very well with the first three weeks of school focusing on intake and instruction and in the third week moving into tracking and reflection. The fifth week of the study was scheduled to complete final assessments and send home the post-study parent survey.

My pre-study parent surveys went out to families at our back to school night along with the informed consent forms (Appendices A and B). The families were able to read the details of my study, reflect on whether they wanted their student to participate or not, and fill in the parent survey prior to the first day of school. 100% of my 13 kindergarten students' families chose to participate and returned the parent survey the first week of school. There were no English Language Learners enrolled in my class.

For the initial assessment of baseline reading data, I worked with the students' one-on-one over the course of the first full week of school. In the area of English

Language Arts Standards, I used the following assessment based on the Common Core State Standards (CCSS) Reading Foundational Skills (RF) Competencies:

- Print Concepts
  - CCSS.RF.K1d: Recognize and Name All Upper and Lower Case Letters
- Phonological Awareness
  - CCSS.RF.K.2a - Recognize and Produce Rhyming Words. The directions I gave to the student were, “Two words rhyme when they sound alike at the end. I’m going to say two words; tell me if they rhyme or do not rhyme. Listen carefully. [Demonstration] - Fan/man...yes, those words rhyme. Here are your next words...” For the assessment I used the following sets of words: *bear/chair, run/sun, dog/door, table/fable, coat/jacket, and card/man*.
    - I asked the students to produce a word that rhymed using the directions: “I’m going to tell you a word and I want you to tell me a word that rhymes with it. Listen carefully.” [Demonstration item] - A word that rhymes with pot is ...hot...OK, here is your first word...” I assessed the students using the words *cat, fun, mice, tree, car, and hair*.
  - CCSS.RF.K.2b: Count, pronounce, blend, and segment syllables in spoken words. I gave the directions, “I am going to say a word, and I want you to clap for each part or beat. Listen carefully. [Demonstration] - Summer is ‘clap...clap’ for two parts sum/mer. OK, here is your first word...” I

assessed the students using the words *kite*, *computer*, *toothbrush*, *cupcake*, *table*, and *basket*.

- CCSS.RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words. I gave the directions, “I will say the sounds of a word. You say what the word is. Listen carefully. [Demonstration] - ‘/Win/ /ter/’ ... the word is winter. OK, here is your first word...” I assessed the students using the following words: /rain/ /bow/, /pop/ /corn/, /hot/ /dog/, /rab/ /bit/, /can/ /dy/, and /pea/ /nut/.
- CCSS.RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) I gave the directions: “I am going to say a word. I want you to tell me all of the sounds you hear in the word. Listen carefully. [Demonstration] - If I say ‘Sam’ you would say..... /s/ /a/ /m/. OK, here is your first word...” I assessed the students using words *gum*, *feet*, *top*, *wood*, *mad*, and *bug*.
- Phonics and Word Recognition
  - CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). I used the first 50

Fry High Frequency sight words, stopping the assessment if the student did not recognize five words in a row (Myers, 2013).

Based on these assessments I was able to level my students. One of the students was a “Pre-Emergent Reader,” which meant that the student knew less than half of the alphabet, and had little phonemic awareness. Four students were assessed to be “Emergent Readers,” which meant that they recognized at least three quarters of the alphabet, understood that print carries a message, used directionality, matched voice to print (one to one matching with finger), used picture clues heavily, could distinguish beginning sounds, and could recognize a few sight words. Four of the students were assessed as “Beginning Readers,” which meant that they recognized all of the alphabet sounds, understood the concept of word, could track print, and could recognize at least 10 sight words. One of the students was assessed as a “Progressing Reader,” which meant that the student could quickly and automatically identify approximately 25 sight words, was equipped with the knowledge necessary to begin independently decoding and begin the comprehension process, could read text with a simple sentence structure, and beginning to be comfortable discussing reading. Three of my students were assessed as “Transitional Readers,” which meant that they knew 50 – 100 sight words, could orchestrate decoding and comprehension strategies, could recognize word families in isolation and in text, enjoyed reading longer and more complex text, and engaged in conversations about what they read. For these Transitional Readers, I gave them an additional assessment using an Individual Reading Inventory which required them to complete an oral reading passage while I took a running record, and followed up with comprehension questions.

Once the students were leveled, we began incorporating the Daily 5 expectation of the Read-to-Self period the second full week of school. The students were given instruction and modeling about how to pick a “good fit book,” which are the books that students can read with 99% accuracy (Boushey & Moser, p.29). The first week of instruction focused on why it was important to learn to read. This instructional design was taken directly from the book *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2006).

The first lesson was done in the format of a question and answer session which covered what we were doing (becoming independent) why we were doing this (to become better readers) and how were we going to do this (practice). Some of the student responses to the question “Why should we become better readers?” were: to get smarter, to gain knowledge, to read harder books like my sister, and to understand the world better. Once we had defined why it was important to read independently, we talked about three different ways to read a book: read and talk about the pictures, read the words, and retell a previously read book.

The next day the lesson was about how to choose a “good fit book” which was taken from *The Daily 5* pages 31-32; it used shoes to demonstrate the concept of a good fit. Showing the students some of my own shoes we discussed how some shoes were a good fit for my interests, like walking or hiking, and others were not a good fit because they were too big or were for an activity I was not interested in like bowling. The authors of the *Daily 5* tell us, “Just like the way our shoes reflect our interests, it is important we pick books that interest us’ (page 31). Students were each given a book bag to keep their weekly selections of books in. Students were guided to “go shopping” for two to three

“good fit books,” which meant choosing from the book bin with their individual level marked. They also chose one or two books from any level that they were interested in.

After a full week of instruction on the importance of practicing reading, choosing interesting “good fit” books, learning strategies on how to read books and reading and decoding text, students began a daily read-to-self period. The students who were not yet reading were retelling familiar stories or reading the pictures. Each student chose two to three of their leveled readers, plus one or two books that they were interested in. We focused one half-hour a day on this independent reading instruction and practice. I created a Daily Stamina Log (Appendix C) to record students focus on their self-chosen books.

My initial plan to track the individual amount of time each student was able to remain focused on a chosen book turned out to be too complicated to manage. As a result, I modified my plan and stamina log and began tracking focused reading in terms of percentages during the third week of school. I set a timer for six minutes and asked the students to read to themselves for the entire time. When I noticed them lose focus, I recorded this with a check mark in the stamina log. No checkmarks equaled 100% of focus, one checkmark equaled 75% of focus, two checkmarks equaled 50% of focus, three checkmarks equaled 25% of focus, and four checkmarks equaled no focus. The idea was to increase their reading stamina time by one minute each week ultimately having the students read for 12 minutes by the last week of the study. This turned out to be too high of an expectation, so the timed reading stayed at six minutes for the duration of the project.

Students were directed to spread around the room to optimize their focus on the books chosen and not to interrupt one another's reading. The students wound up spending too much time finding a place to sit, arguing over who sat next to who, and other miscellaneous distractions. In the second week I assigned seating so as to minimize their interaction with one another and create a space in which they could better pay attention to reading their own books.

Each week the students had to pick one of their leveled books and read it out loud to the group. I showed their books on the document camera and Smart Board while the students read the text from a "reader's chair" using a microphone. The students were staggered so that three or four of them would read each day. The day after their read aloud, those students went "book shopping" for new good fit books and interesting books to practice the following week.

The student reflection data was managed in the form of an individual conference with me within a few days of their read aloud and recorded information on the Reading Conferring Sheet (Appendix D). This form was to record my observations from the week, including the instructional technique I had given each student. The students were asked to name two things that they liked about the book they read aloud, which were recorded. The student also had to name one thing that they did well with their reading and one thing they needed to work on to improve.

After four weeks of collecting data, a parent-student post survey was sent home for families to give feedback on their child's interest in reading, and I compiled the data I had collected.

### Analysis of Data

In order to answer the action research question “Will merging the Daily 5 model of reading with Montessori Literacy practices improve independent reading stamina with kindergarten students in a Children’s House Classroom?” I collected data from five sources: (1) pre-study and post-study parent surveys, (2) a kindergarten language assessment, (3) daily reading stamina log, (4) student read aloud to the group, and (5) student conferring worksheet/reflection. I began with looking at the Parent Pre-Survey forms, which were anonymously turned in during the first week of school. Next I compiled the initial student reading assessment information into a graph to show the independent reading level of each student. Once our daily “Read-to-Self” time began I kept a reading stamina log of each student’s focus and averaged those numbers at the end of each week. The students read aloud to the group once a week, using the document camera to show the pictures and text, during which time I took anecdotal notes. Within a day or two of their reading aloud to the class, I conferred with the students to record their reflections about their reading for the week.

The Parent Pre-Survey (Appendix B) included eight questions designed to help understand the literacy experiences of the students at home.

<u>Question</u>	<u>Yes</u>	<u>No</u>	<u>Unsure</u>
1. Your child is able to take part in singing songs and repeating rhymes.	13	0	0
2. Does your child show interest in books?	13	0	0
3. After reading a story, is your child able to answer basic comprehension questions such as: where did the story	13	0	0

take place, who were the characters, what was the sequence of the story, and what was the problem in the story and how was it solved?			
4. Does your child know all of the letters and sounds the letters make?	9	4	0
5. Is your child independently reading?	8	5	0
6. Does your child know common sight words?	10	3	0
7. Does your child check out books from the library?	7	5	0

In addition to the yes and no questions the parents were asked how often they read with their children at home with the answers reflecting:

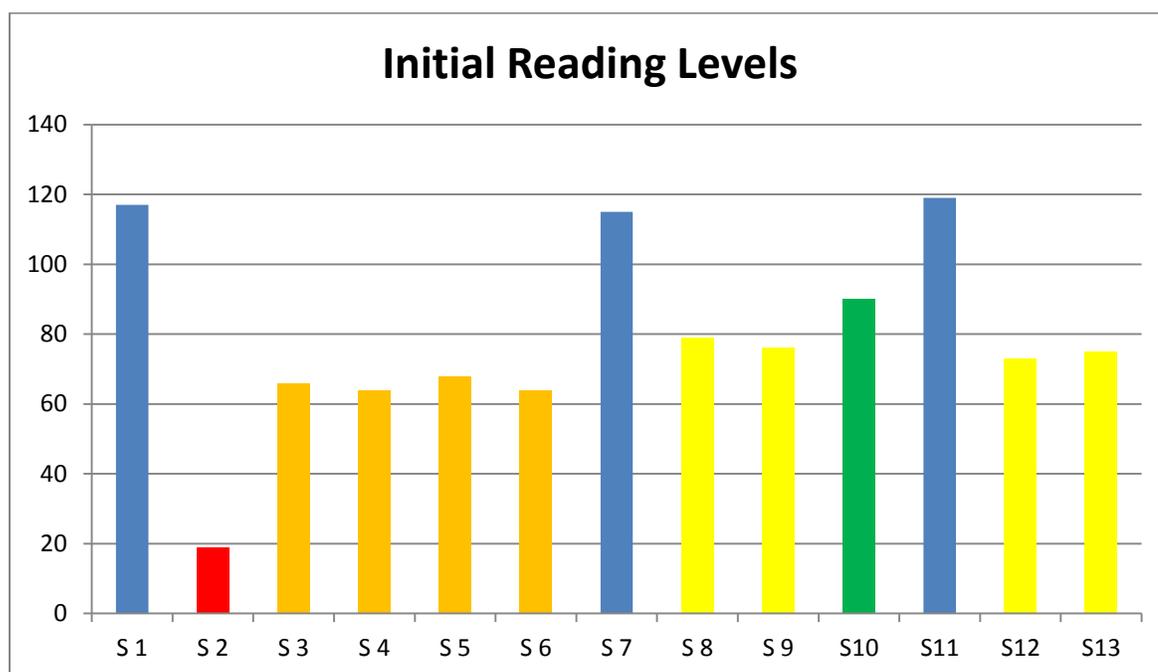
Table 2	
<i>Frequency</i>	
Every Night	7
Multiple Nights a Week	4
Once a Week	2
Never	0

From looking at Table 1 and Table 2, I was able to see that the families participating were predominantly supportive of literacy practices in the home. According to Erika Burton's blog through the Edutopia website, "Parent involvement in early literacy is directly connected to academic achievement. Children need parents to be their reading role models with daily practice in order to navigate successfully through beginning literacy skills (Burton, 2013).

Within the first week of school each student was given a literacy evaluation that assessed the following areas: recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate and pronounce the initial, medial vowel, and final

sounds in three-phoneme words; letter names; isolated letter sounds; read common high-frequency words by sight. This information allowed me to level my students into the Fountas and Pinnell developmental reading levels.

In the following chart, the rank of 100 equals the end of year kindergarten benchmarks and correlates to First Grade Level; Fountas and Pinnell Level E, and Developmental Reading Assessment (DRA) Level 6-8, and the Lexile Range 190L.



*Bar Graph 1. Initial Reading Levels. This graph shows what reading levels the students were placed.*

Red = below end of year standards

Orange/Yellow = approaching end of year standards

Green = meeting end of year standards

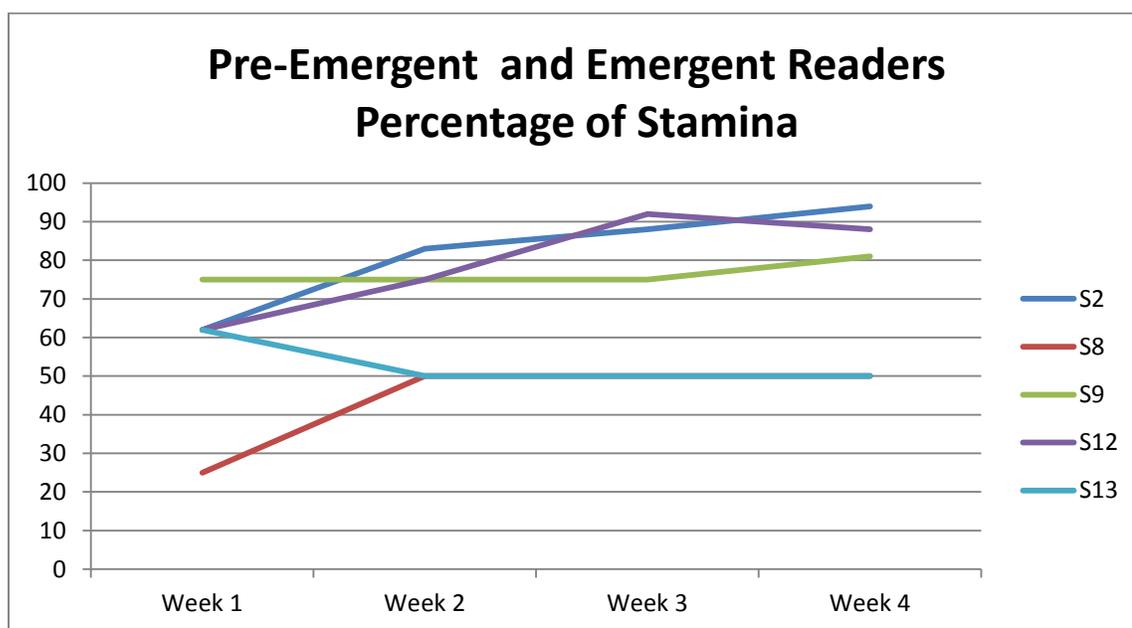
Blue = exceeding end of year standards

Students scoring between a 0 and 60 were leveled as “Pre-Emergent Readers.” As summarized in the previous section, one of the students was defined as a “Pre-Emergent Reader” identified with the color red, four students were defined as “Emergent Readers” identified with the color orange, four students were defined as “Beginning Readers” identified with the color yellow, one student was defined as a “Progressing Reader”

identified with the color green, and three students were defined as “Transitional Readers” identified with the color blue.

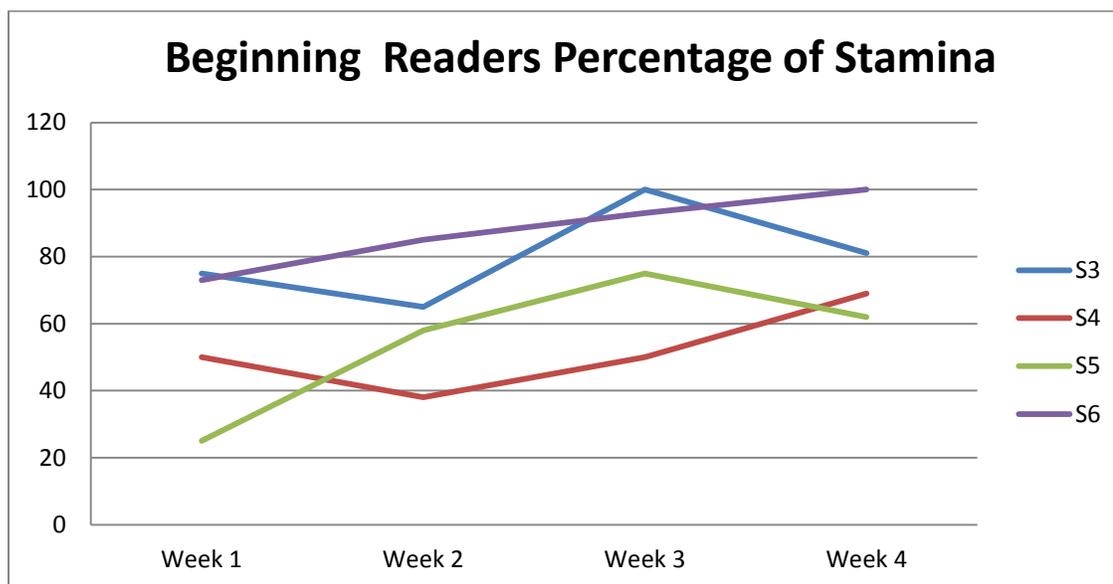
After a full week of instruction on the importance of practicing reading, choosing interesting “good fit” books, and learning strategies on how to read books and reading and decoding text, students began a daily read-to-self period. Students were directed to spread around the room to optimize their focus on the books chosen and not to interrupt one another’s reading. In the second week of this research the students were assigned seating so as to minimize their interaction with one another and optimize their focus. A timer was set for 6 minutes and the goal was for students to focus on their own books during the entire time. Using the reading stamina log (Appendix B,) I scanned the room every minute and a half and made a check mark next to any student if that was not focused.

Based on the log the following results were gathered:



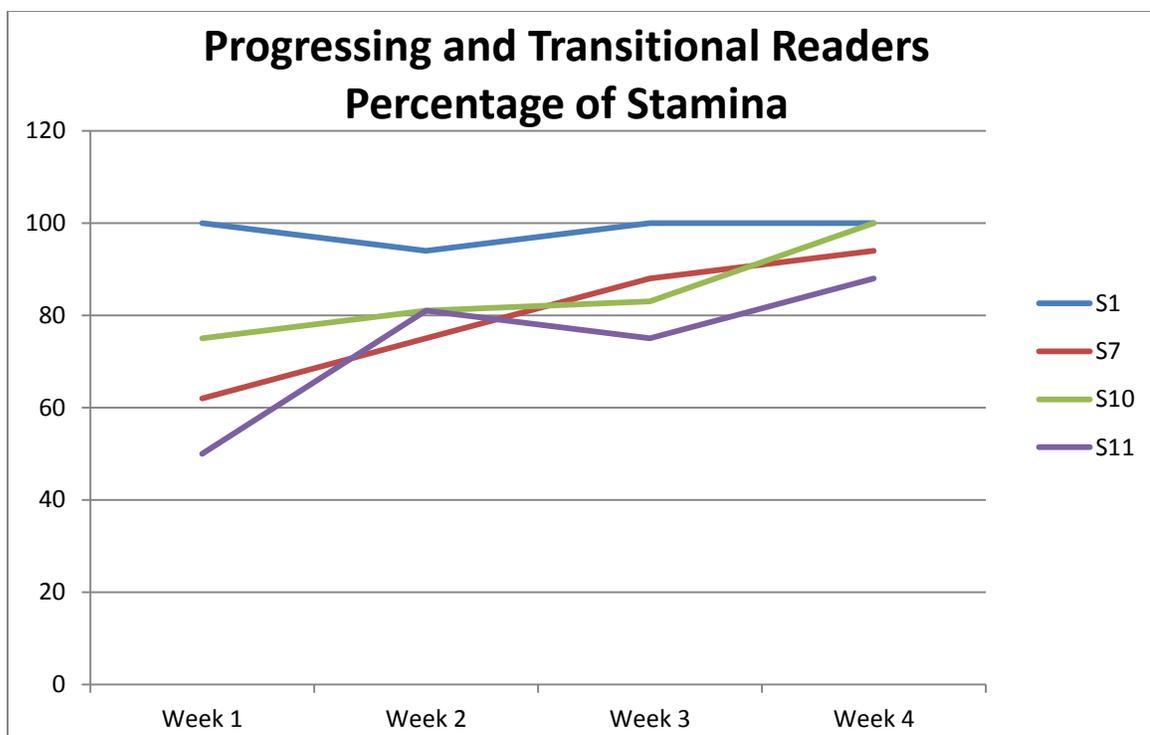
*Line Graph 1.* Pre-Emergent and Emergent Readers Percentage of Stamina. This graph shows the stamina for five emergent readers over the course of four weeks.

This graph shows that the majority of pre-emergent and emergent readers did improve their stamina with instruction. Student number 2 came into the program with no letter recognition and low phonemic awareness. This graph shows that his focus is high and his interest in becoming a reader is high as well. From this graph only student 13 dropped in percentage of focus. It is important to note that his attention in class is often distracted as well.



*Line Graph 2. Beginning Readers Percentage of Stamina. This graph show shows the stamina for four beginning readers over the course of four weeks.*

This graph shows that all of the beginning readers did improve their stamina from Week 1 to Week 4 along with instruction. Student 4 was given one on one instruction after week two to choose books that he was interested in so that he could increase his stamina, which did improve his focus.



*Line Graph 3. Progressing and Transitional Readers Percentage of Stamina. This graph shows the stamina for four beginning readers over the course of four weeks.*

This graph shows that the transitional and probable readers either improved their reading stamina or maintained an already high percentage of focus. These students came into the program reading independently and this is reflected in their higher focus.

Analyzing this data, one can see that the majority of students' reading stamina did increase. Student focus in kindergarten is tricky to define and track. Day to day things interrupted their focus, such as needing to use the bathroom or having a runny nose. However, this information was still valuable to me as it helped guide my instruction with those students who were not successful focusing on their books during the read-to-self period of the day. Working with the distracted individuals, I guided their choice of books toward selections that would be more interesting to them, and helped them to figure out a

place in the classroom that would be less distracting (for example, away from a good friend).

Every week students chose one of their books to read aloud to the group. The students were staggered so that three or four would read aloud Monday through Thursday. Using the document camera, the chosen book was displayed on the Smart Board and the student in the reader's chair would either read the words or retell the story from memory. The next day those students would go "book shopping" again for new books to practice. During the time that the students were reading aloud I was making anecdotal notes to guide my individual instruction in the coming week. For example, one student, who was having difficulty focusing during the six minutes of silent reading, was also having trouble with remembering the story on his read aloud day. I guided him to choose books that were more interesting to him so that he would be more likely to focus on the book, and I read it aloud with him two or three times before he read again in front of the group.

The day after the students read aloud I met with each one to confer on their reading practice for the week (Appendix C). This form was where I recorded my observations and took dictation of the student reflections. Students were asked to name one thing they liked about the book they read aloud, one thing they did well as a reader that week, and one thing they need to work on in the future week. See Appendix E.

Once the study period had concluded, a Parent and Child Post-Survey was sent home to gauge how families were feeling about student reading after the implementation of the Daily 5 method.

Table 3			
<i>Results of Parent and Child Post-Survey</i>			
<u>Children's Question</u>	<u>Yes</u>	<u>No</u>	<u>Comments</u>
1. Do you like to look at books and read all by yourself?	12	1	
2. Who else reads books to you?			Responses included: mom, dad, teacher, sister, grandparents
3. What is one or two of your favorite books?			Responses included: <i>Trash Trucks, Silver Skates, Fly Guy, The 12 Dancing Princesses, Homer, Fancy Nancy, Wocket in my Pocket, Dinosaur Days</i>
<u>Parent's Question</u>			
4. Have you noticed an increase in your child's interest in reading at home since September?	11	2	Responses included: "His choice of books has changed. He is also choosing more challenging books to read." "She has an interest in picking new books and going to the library." "She wants to read Raz-Kids all night. Also I think she is retaining the information she is reading more." "He is becoming more aware of letters in signs and on packages."

### Action Plan

The chief goal of this action research project was to determine if merging the Daily 5 model of reading with Montessori Literacy practices improves independent reading stamina with Kindergarten students in a Children's House classroom. I do think using the Daily 5 model is an effective learning tool and compliments the Montessori model of literacy very nicely. The research led me to understand that I was improving

student motivation as much as stamina throughout the process. Teaching students how to choose their own good-fit books increased their interest in what they were looking at during the silent reading period.

The timing of my action research project was perfect because my school district was shifting its literacy model to one more aligned with the Daily 5 practice. A large part of their support to teachers was providing 400 leveled trade paperbacks to set up a classroom library for students to choose from. At the district wide “kick off” to this program our superintendent said:

The purpose of a classroom library is to have a variety of leveled books on hand for readers of all ability in your classroom and to teach them the habits of mind that accompany the reading habit. We still need our other libraries, school libraries and public libraries, to reinforce other resources available for a good book selection and to reinforce students’ ability to select “just right” books in a different setting. Individual bookbags, a reading log, places for returned books are all related to the rituals and routines of the independent reading component. In order for reading to improve STUDENTS HAVE TO READ and they have to see you reading (Santorno, 2013.)

During my six week study, the students were able to master choosing books that were a good fit for them and ones that they were interested in. Allowing students to make choices with their selection of books motivated them to want to read. Two of my students were not actually reading by the end of the study, but their interest and focus on their books was just as strong as those who were able to read the words. This data provided insights that will inform my future teaching practice. I plan to continue to use

this set time of the day throughout the rest of the school year to carry on improving students focus on independent reading. The students' confidence in themselves and their reading abilities seemed to increase week by week. The long term goal is to have the kindergartners independently reading for 20 minutes a day by the end of the school year.

The next area of focus is to teach student strategies that they can use when reading independently to improve accuracy and comprehension. I want to help students know what to do when they come to an unknown word. They need to be taught what good readers do (make connections, ask questions, visualize, make inferences, synthesize information while reading, and determine importance).

My principal and other members of the district have been excited to hear about this action research project. I have been invited to share my findings at a staff meeting and plan to invite our Literacy Instructional Facilitator to also attend. It has been expressed to me that creating independent readers in kindergarten is something that is not easy to do, but I have found that this process of student ownership motivates even the youngest student to read.

One of the district implemented outcomes for this school year is to use effective instructional practices that will create a literate culture and environment using classroom libraries, conferring, and student ownership along with student engagement strategies. Using the Daily 5 model in combination with Montessori Language work is an excellent way to meet this outcome. It lays a solid foundation for reading independence in kindergarten.

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Appendix A  
Informed Consent Form  
*Authorization for a Minor to Serve as a Research Participant*

Dear Parents,

I will be conducting a study in our classroom to determine the effect of merging the Daily 5 Literacy Model with the Montessori Reading Method. I am writing to ask permission to use the data I collect from your child during this process. Participation in this study involves only regular classroom activities. You may contact me at any time regarding your child's participation. My phone number is (253)571-6823. Mrs. Bond, our school principal, has approved this study.

I am the only person who will have access to the data collected in this study. Your child's participation in this project is strictly confidential. Only I will have access to your child's identity and to information that can be associated with your child's identity.

The purpose of the study is to investigate the impact of merging the reading program The Daily 5, developed by Gail Boushey and Joan Moser, with the Montessori Method of reading with my kindergarten students. Both methods are student led and target the child's own reading level.

The Montessori Method of reading is very effective in terms of word building and phonetic reading. The Daily 5 is effective reading stamina, fluency, sight word retention, and evidence of comprehension. The two programs will complement each other. I would like to restructure certain parts of the day, finding a block of time for "Read to Self" when students practice the reading books that they have self-chosen. I want to create a daily work plan for the students that outline the Daily 5 expectations for literacy using the Montessori Materials. I want to document the process daily with anecdotal notes, logs, and use an Individual Reading Inventory assessment to record their initial reading level, their mid-study level, and at the end of the study level to determine their progress. I also plan to use weekly student surveys/reflections to gauge students' ownership of their learning progress. The main goal would be to increase students' reading abilities in the areas of stamina with secondary goals of increasing fluency, accuracy, and comprehension.

Use of data from your child is voluntary. You may contact me at any time if you do not wish to have your child's data included in the study.

Thank you for your time,  
**Mrs. Andee Nydegger**

Please check the appropriate box below and sign the form.

- I give permission for my child's data to be used in this study. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.
- I do not give permission for my child's data to be included in this project.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Appendix B  
Parent Pre-Survey

Instructions: This survey is an opportunity for you to consider the literacy experiences of your child at home. I will use the information you provide to anonymously as data for my action research project. PLEASE DO NOT PUT YOUR NAME ON THE SURVEY.

1. Your child is able to take part in singing songs and repeating rhymes.    Yes    No

2. Does your child show interest in books?                      Yes    No

3. How often do you read to your child at home?

Every night  
Multiple times a week  
Once a week  
Never

4. After reading a story, is your child able to answer basic comprehension questions such as: where did the story take place, who were the characters, what was the sequence of the story, and what was the problem in the story and how was it solved?

Yes                      No                      Not Sure  
Comment:

5. Does your child know all of the letters and the sounds the letters make?                      Yes    No

6. Is your child independently reading?                      Yes    No  
At what level, would you say?

Not Sure  
Beginning (3 letter phonetic words)  
Progressing (sounding out and knows some sight words)  
Advanced

7. Does your child know common sight words?                      Yes    No

8. Does your child check out books from the library?                      Yes    No

How often?

## Appendix C

### Reading Stamina Log

Week \_\_\_\_\_ Time \_\_\_\_\_

Name	Monday	Tuesday	Wednesday	Thursday	Average
Student 1	r	s			
Student 2			r	s	
Student 3		r	s		
Student 4		r	s		
Student 5	r	s			
Student 6	s			r	
Student 7	r	s			
Student 8			r	s	
Student 9		r	s		
Student 10	s			r	
Student 11	s			r	
Student 12			r	s	
Student 13			r	s	

No marks = focused on book 100% of the time

√ = focused 75%

r = read aloud

√√ = focused 50%

s = shopping day

√√√ = focused 25 %

√√√√ = focused < 25%

Appendix D

Reading Conferring Form

Name \_\_\_\_\_

Goals

\*

\*

Strengths

\*

\*

Date	Observations	<u>Student Reflection</u> 1) one thing they liked about book 2) one thing they did well 3) one thing to work on

## Appendix E

Date	Student	Teacher Observations	Student Reflection
9/27	S1	Title: <i>The Duckling and the Chick</i> Level F -Good focus during Read to Self -Confident with text decoding -Loud voice and clear expression	1) remembers reading it at her old school 2) focused well on the Danny Books 3) choose harder book
9/30	S7	Title: <i>Danny and Abby Play Hospital</i> Level E -Good focus during Read to Self -Spent good amount of time choosing new books to practice -Needs to speak louder during read aloud	1) liked Danny being silly 2) looked at the pictures to help figure out the words 3)read the words faster
9/30	S5	Title: <i>Mouths</i> Level A -Difficulty focusing on book during Read to Self -Chose 3 books with very few pages and words -Seemed proud to read the book aloud -Needs to be challenged more	1) it was my favorite 2) read good 3)focus on book that I'm practicing; move away from someone who is bothering me
10/1	S3	Title: <i>Danny and the 5 Little Pumpkins</i> Level C -Did not read words accurately -Used memory recall for each page of text -Enjoys working on reading practice	1) Danny made me laugh! 2) at the end of the book, when I said, "Boo" and surprised everyone 3)use different strategy to figure out the words
10/3	S2	Title: <i>Over/Under</i> Level A – simple 2 word text -Does not recognize letter names or sounds -Focus on reading is consistently high -Wants to be a reader	

Appendix F  
Parent and Child Post-Survey

Instructions: This survey is an opportunity for you to consider the literacy experiences of your child at home. I will use the information you provide to anonymously as data for my action research project. PLEASE DO NOT PUT YOUR NAME ON THE SURVEY.

Ask your child the following questions:

1. Do you like to look at books and read all by yourself?    Yes    No

2. Who else reads books to you?

3. What are one or two of your favorite books?

Parent Responses:

2. Have you noticed an increase in your child's interest in reading at home since September?

Yes    No

Comment:

Thank you for your time!