

Western Governors University Teachers College
Capstone Template

Teaching Portuguese Phonics to American 1st graders Using Videos and Games

Priscila Furlanetto

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Abstract

This quantitative-oriented action research aimed to investigate the impact of technological tools, such as videos and games in helping Portuguese Dual Language Immersion (DLI) first grade students from an Elementary school in Utah learn how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics). In order to do that, the teacher/researcher applied a written/oral pretest to her first graders, implemented videos and games to the Portuguese phonics during ten consecutive lessons, and finally applied a written/oral posttest to the same participants. The numerical data collected through Portuguese phonics pre and posttests were analyzed by the teacher/researcher through descriptive statistics that proved that the mean of the participants' scores increased 8.8 points (pretest: 81.6 and posttest: 90.4) and their scores' range decreased 16 points (pretest: 44 and posttest: 28).

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Chapter 1 - Topic and Problem

Topic

This quantitative-oriented action research study aims to investigate the impact of technological tools, such as videos and games in helping Portuguese Dual Language Immersion (DLI) first grade students from an Elementary school in Utah learn how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

The highlighted students struggle in learning Portuguese phonics because it is their first year learning this language, so the students have no prior knowledge about it. At the same time, they are also learning how to read and write in their native language (English) as well. As learners are still becoming familiar with the letters and sounds of both languages, this process can be slower and more difficult compared to first graders that only learn English.

According to Wang (2018), 'effective phonics instruction is important because letter-sound knowledge is the foundation needed to build up reading and writing abilities'. Literacy is an essential key to students' success, since it can limit academic, economic, social, and even emotional success in school and in later life (Pikulski, 2002). Therefore, reading and writing skills are required not only in the academic area, but also in life, since they provide learners ways to make connections and reflect on the world around them. They promote opportunities for learners to become critical thinkers, problem solvers, and life-long learners as well.

The role of this teacher/researcher is finding ways to make the Portuguese Phonics teaching process more effective for her DLI first grade students. Thus, she decided to think about what kind of technological tools she could use to guarantee the success of her phonics instructions, in a way that learning could be achieved by every learner. After some research, she decided to

choose two of many technological tools available, videos and games. These tools were chosen because they are appropriate for the age of the research participants, they are fun (enhancing motivation), and they can be reproduced at school or at home according to the teacher's and the learners' needs.

Problem Statement

Portuguese Dual Language Immersion first graders from an Elementary School in Utah struggle in learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

Problem Background and Causes

This action research takes place at a Dual Language Immersion Program from an Elementary School in Utah. The teacher teaches Portuguese to American 1st graders. The main challenge for Portuguese DLI first graders during the school year is learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

Based on these assumptions, it is important to understand more about the instructional setting of this research study. The highlighted first graders learn Portuguese during half of the day, and English during the other half of the day at school. This means they are learning phonics in English (their native language) and in a foreign language, Portuguese. This is the first year that these students are at school all day long, so they are completely new to the school environment in general. They do not have prior knowledge about languages and their concepts, and neither a geographic awareness about the places where the target language is spoken. Besides, it is also the first year of Portuguese learning, so they have no entry level skills related to the target language as well, with one exception, a Brazilian-American student.

Having this instructional setting in mind, we have to highlight two very relevant facts. First, the advantage of learning a foreign language, since it can contribute to learner's improvement of other skills as memory, critical thinking, problem solving, social, communicative, etc. 'Numerous researches have shown that bilingualism has cognitive benefits on the bilinguals beyond the acquisition of a foreign language (...) there is abundant evidence of other cognitive benefits of bilingualism, such as in creativity (expressed in divergent thinking or flexibility of thought and working memory performance' (Jiang et al, p.2, 2016).

Second, the complexity of this process, since it requires more from the learners who, in this specific situation, are learning how to read and write in two different languages simultaneously. Fraser Lauchlan wrote that 'if learning a language is indeed a miraculous feat, then for bilingual children the achievement of learning two languages at the same time is even more miraculous, and will no doubt present some challenges along the way' (p.17, 2014).

In order to find ways to make the Portuguese phonics teaching process more effective to her DLI first grade students, the teacher/researcher decided to research technological tools that could help her be more successful during her phonics instructions. She followed three steps to choose a technology resource (Amorin, 2019): first, she looked at the students' strengths, current performance, weaknesses, environment, task, and tools. The second step was analyzing and choosing technological tools (videos and games) that would help each student to accomplish her goals with Portuguese phonics. Finally, the third step was developing a research project in order to implement the chosen technological tools to her phonics classes and measure its impact.

Research Questions

How will the use of technological tools, such as videos and games impact Portuguese DLI first graders learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics)?

Topic and Problem Conclusion

Therefore, this research project is relevant because intends to explore technological tools that help DLI first graders learn Portuguese phonics in a more effective way. This subject plays a very important role in the learning process of reading and writing, essential life skills. This research project will also allow the teacher/researcher to be less limited by using multiple ways to present information, to explore interaction between students, and to promote motivation in learning.

Chapter 2 - Review of the Literature

Overview of the Literature

For the purpose of this study, the teacher/researcher identified three main topics for the review of the literature. First, ‘teaching phonics in the primary grades’, since this subject is connected to the instructional problem of this study. Second, the practice of ‘teaching phonics in the Dual Language Immersion setting’ that is also related to the teacher/researcher’s teaching setting. Third, ‘technology as a tool to help instructions in Dual Language Immersion programs’, as a way to learn more about technological resources and how they can help teachers with instructional problems in the classroom.

Teaching phonics in the primary grades

According to Wang (2018), ‘effective phonics instruction is important because letter-sound knowledge is the foundation needed to build up reading and writing abilities’. Literacy is an essential key to students’ success, since it can limit academic, economic, social, and even emotional success in school and in later life (Pikulski, 2002). Therefore, reading and writing skills are required not only in the academic area, but also in life, since they provide learners ways to make connections and reflect on the world around them. They promote opportunities for learners to become critical thinkers, problem solvers, and life-long learners as well.

Having this concept in mind, it is possible to say that phonemic awareness, the conscious understanding that a word is composed of a series of sounds, is the child's foundation skill in word analysis. Initial teaching of phonics should be explicit. Children should be taught to work directly with sounds and corresponding letters (Shaffer et al, 2000). Based on this assumption, teaching students how to read in the primary grades is essential for their academic success in subsequent grades. According to Ehri et al (2018), a central aim of early instruction is to establish foundational

knowledge that includes letter names and sounds, phonemic awareness, and their application in reading words and text. But how do teachers accomplish that? What are the obstacles that teachers face while teaching phonics to primary grades?

Cunningham (2017) claims that the first thing is related to best practices that presents some real obstacles for teachers when delivering their phonics instruction. The first obstacle is that teachers are not always aware of current best practices. The phonics instructional materials that many schools use are sometimes left overs from the 'Reading First era' when an hour a day could be devoted just to phonics instruction. The goal was for students to read simple texts with a lot of decodable words, instead of the more rigorous texts we expect students to read today. Another obstacle in teaching phonics is the myth that the test scores will be raised more if the instruction looks like the test versus using best practices to teach the ability being tested.

For all the reasons quoted above, the teacher who is teaching phonics has to be aware that 'reading involves actively making sense of the text, and working out the meaning of unfamiliar words and images as word attack skills and contextual clues, it requires the active participation of the reader' (Rapetsoa, p.59-60, 2017). According to Prince (2015) , word attack is the reader's ability to sound out letters and/or words to determine specific phonics elements that the reader may be struggling with. It is also related to make predictions, visualize, ask and answer questions, retell and summarize, etc. Thus, according to this scholar, we can conclude that the value of sounding out words, which can be observed in phonics activities cannot be underestimated. For this reason, 'word attack skills' is a strategy that can help teachers develop the learner's reading skills, since this is a competency in decoding of words or sounding out words in a certain cognitive level that enhances comprehension.

Teaching phonics in the Dual Language Immersion setting

If teaching phonics to native English speakers is known as a challenge to teachers, this process can be even more complex when the students are learning how to read and write in two different languages: their native language (English) and a foreign language. This is what happens at Dual Language School settings. Thus, this process requires more from the learners who, in this specific situation, are learning two different languages simultaneously. Lauchlan (2014) wrote that 'if learning a language is indeed a miraculous feat, then for bilingual children the achievement of learning two languages at the same time is even more miraculous, and will no doubt present some challenges along the way' (p.17).

González-Carriedo et al (2018) describes in his research how DLI programs in the USA work. According to him, there are 458 schools in the United States implementing two-way DLI programs. In these programs, language and content are taught concurrently. DLI programs fall within the category of enrichment programs in the sense that they aim to add a second language to the students' linguistic repertoire, obtaining a positive cross-cultural attitude, and reaching an academic achievement at or above grade level as well.

Thus, learning a foreign language can contribute to learner's improvement of other skills as well as memory, critical thinking, problem solving, social, communicative, etc. 'Numerous research have shown that bilingualism has cognitive benefits on the bilinguals beyond the acquisition of a foreign language (...) there is abundant evidence of other cognitive benefits of bilingualism, such as in creativity (expressed in divergent thinking or flexibility of thought and working memory performance' (Jiang et al, p.2, 2016).

The immersion approach is seen as more than an additive in bilingual education. It claims that learning a second language does not hinder students' learning in their first language, but

instead, adds to their first language ability. Using the foreign language as the sole instructional medium, the immersion approach presumably advances student learning of knowledge in the content areas in the regular school curriculum (Huang et al, 2011).

Based on these assumptions, Lindholm-Leary (2001) claims that content and literacy instruction in bilingual and immersion education programs have always assumed this interdependency across languages. According to the interdependency hypothesis, reading instruction in one language would result in literacy skills in the second language, in addition to a more advanced linguistic and conceptual proficiency. Furthermore, surface characteristics, such as oral fluency or the writing system (orthography), would develop separately, whereas cognitive/academic proficiency would be common across languages. Thus, while one would have to learn the particular sound/symbol relationships in reading in a second language, one would not have to learn strategies for how to make meaning from text. As a consequence, this common underlying proficiency enables the transfer of cognitive/academic, literacy-related skills across languages.

Technology as a tool to help instructions in Dual Language Immersion programs

According to González-Carriedo et al (2018) in today's digital age, an expectation has been placed on teachers and schools to incorporate technology into instruction (...). Technology has also been the focus of attention in bilingual education programs. Then, technology can be a tool to support active learning of the four main language skills, such as listening, speaking, reading, and writing. It has been affirmed that good teaching requires the presence of the following elements: (a) representation of concepts using technologies, (b) pedagogical techniques that integrate technology to teach content, (c) knowledge about the complexity of content concepts and how

technology can help teach those concepts, (d) knowledge about students' prior knowledge, and (e) knowledge about how technologies can be used to build on existing knowledge.

Therefore, the application of technology in the DLI classes can solve practical instructional problems as helping teachers teach phonics, for example. However, according to Simonsson (2004), the extent to which teachers use technology depends on their beliefs and attitudes towards technology as well as on their perceptions about the use of these tools in the classroom.

That being said, Amorin (2019) presents teachers three steps that help teachers to choose a technology resource to use in their classrooms. The first step is looking at the students' strengths, current performance, weaknesses, environment, task, and tools. The second step is analyzing and choosing the technological tools that would help each student to accomplish the proposed instructional goal. Finally, the third step is developing a research project in order to implement the chosen technological tools and measure its impact with the learners.

The research of Liu et al (2002) focused on technology and teaching languages revealed that the use of visual media was very successful for a second-language acquisition, such as vocabulary growth and reading comprehension, resulting in increased achievement scores. Macaruso et al (2011) also found out through researching studies that students exposed to the use of instructional technology obtained significantly better phonological awareness and developed better phonic skills than students who were not exposed to it.

Summary

In summary, the highlighted themes in this literature review helps the teacher/researcher to have a broader understanding about the importance of phonics in primary grades and how to explore this subject in her Portuguese first grade DLI teaching setting, which presents matters related to bilingualism and cross-cultural understandings. Also, it warrants the researcher's

knowledge on the use of technological tools in the classroom in order to help her answer this research study question.

Chapter 3 - Research Methodology

Research Design

This research study is conducted by the teacher/researcher using her own Portuguese DLI first grade students as participants. For this reason, this is a quasi-experimental quantitative-oriented action research. It is considered an action research because the highlighted research practitioner is applying a cyclical ongoing process that aims immediate changes in her instructional setting; quasi-experimental because the researcher is studying her own group of learners; quantitative-oriented because the results will be based on descriptive statistics (pre and posttest scores).

The instructional unit on Portuguese phonics will be taught in 10 days (one hour a day). The teacher/researcher will create and use technological tools, such as videos and games, based on the official basal Portuguese phonics manual, to help DLI first graders correlate sounds with letters or groups of letters in an alphabetic writing system in Portuguese.

The videos will be created by the teacher/researcher. They will count on attractive visual resources, such as colors, fonts, and pictures. They will also provide the students sound resources (Brazilian-Portuguese native voice recorded) in order to listen and repeat letters and groups of letters that need to be learned each day. At some point of each video, there will be an entertaining resource to reinforce the letter or groups of letters that is being learned by the learners, such as songs, poems, stories, part of movies, etc. There will be 43 videos in total, a video for each chapter of the basal Portuguese phonics manual, although for this research project we will explore only ten of them (from vowels, to letter P). Another advantage of having these videos is that they can be uploaded to the teacher/researcher's website, where students can access them from home, practicing the learned letters and groups of letters as a homework.

The games will be created by the teacher/researcher. She will use the memorize.com software that allows teachers to create games for memorization. It is free and very simple to use. The idea is creating games that help DLI first graders memorize the phonics content learned each day as an extra assessment, since the basal Portuguese phonics manual counts on a written practice page for every letter or groups of letters. In this highlighted software, there are different exercises models for the games, such as flashcards, matching, multiple-choice, etc. It also counts on resources, such as voice recording, and pictures adding to the game formats. This way, students can use the Ipads available in the classroom to play a game that will reinforce the phonics concept learned each day. Another advantage of having these games is that they can be uploaded to the teacher/researcher's website, where students can access them from home, practicing the learned letters and groups of letters as a homework as well.

In order to measure how the use of technological tools, such as videos and games impact Portuguese DLI first graders learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics), the teacher/researcher will administer a pre and posttest (descriptive statistics/quantitative method). The tests will be created by the highlighted teacher based on the English phonics tests model. The researcher will follow the schedule as shown in table 1:

Table 1
Portuguese DLI First Grade Students' Phonics Scores Analysis

Days / 1 hour a day	Content that will be taught
Pretest	<ul style="list-style-type: none"> • The pretest (25 questions/score:100) will be at the school conference room. • The teacher will conduct individual tests/oral and written. • Students will have the a printed test, a pencil and an eraser. • The teacher is planning on 150 minutes to test all 30 of her students (5 minutes per student). • The teacher's class assistant will teach the other students in the class while the teacher/researcher is in this function.
Day 1	Unit 1: Vowels: A
Day 2	Unit 2: Vowels: E
Day 3	Unit 3: Vowels: I
Day 4	Unit 4: Vowels: O
Day 5	Unit 5: Vowels: U
Day 6	Unit 6: Putting the vowels together
Day 7	Unit 7: Nasal vowels (A+ ~ / O + ~)
Day 8	Unit 8: The consonants
Day 9	Unit 9: Letter T (ta/te/ti/to/tu/tao)
Day 10	Unit 10: Letter P (pa/pe/pi/po/pu/pao)
Posttest	<ul style="list-style-type: none"> • The posttest (25 questions/score:100) will be at the school conference room. • The teacher will conduct individual tests/oral and written. • Students will have the a printed test, a pencil and an eraser. • The teacher is planning on 150 minutes to test all 30 of her students (5 minutes per student). • The teacher's class assistant will teach the other students in the class while the teacher/researcher is in this function.

At the end of this research project the teacher will be able to measure each students' progression by their individual scores pointing the range (the difference between the largest and the smallest value), as well as to calculate the progression mean (average) of the class as a whole.

Research Questions

How will the use of technological tools, such as videos and games impact Portuguese DLI first graders learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics)?

Participants

First Grade students who are the participants in this research are part of the Dual Language Immersion Program from an Elementary School in Utah. As you can see in the Table 2, all of the learners are Americans (some with dual citizenship), their average age is between 5 and 6 years old, and from a privileged social class. These first graders learn Portuguese during half of the day, and English during the other half of the day at school.

This is the first year that these students are at school all day long, so they are completely new to the school environment in general. They do not have prior knowledge about languages and their concepts, and neither geographic awareness about the places where the target language is spoken. Besides, it is also the first year of Portuguese learning, so they have no entry level skills related to the target language as well, with one exception, a Brazilian-American student.

Usually, these students are enrolled in the DLI (Dual Language Immersion) program because their parents are aware of the importance of learning a foreign language, and how this second language can contribute to their children's improvement of other skills, such as memory,

critical thinking, problem solving, social, communicative, etc. Thus, parents also play an important role in this context. More detailed information is shown in Table 2:

Table 2
Analyzing Learner Characteristics

Information Categories	Learner Characteristics
1. Demographics	<ul style="list-style-type: none"> Total of students: 30. Age: 5 and 6 years old. Race: 26 students are white Americans, 1 Hispanic-American, 1 Asian-American, 1 Brazilian-American and 1 African-American. Social Class: mostly upper and middle class.
2. Entry skills	<ul style="list-style-type: none"> Most learners can speak their native language (English) clearly. A few students present speech issues that will have to be improved with the school Speech-language pathologist's help. One student is a Brazilian-American and knows some Portuguese.
3. Prior knowledge	<ul style="list-style-type: none"> Most of the learners do not understand the concept of a foreign language, and do not have geographic knowledge about where this language is spoken.
4. Attitude towards content	<ul style="list-style-type: none"> Most of the learners have a very positive attitude towards learning Portuguese as a foreign language. They seem apprehensive about Portuguese itself, since it is a language that they do not have any knowledge about. At the same time, they show excitement for facing a new challenge. It seems that when parents talk about this new language learning situation at home, students have a more positive and confident attitude towards it.
5. Special needs diagnosed students	<ul style="list-style-type: none"> There are special needs diagnosed students in this classroom as well: 1 autistic, and 1 ADHD.

Data Collection Instruments and Methods

A pre and a post-writing/oral assessments will be used to evaluate the Portuguese DLI First graders skills on correlating sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics) before and after the implementation of technological tools (videos and

games) during ten hours of Portuguese phonics classes. The tests will be created by the highlighted teacher based on the English phonics test model used by her first grade English partner as we can see below:

- Section 1: 4/word dictation/spelling, based on the sounds students have learned.
 - Section 2: 4/Matching the word with its respective picture.
 - Section 3: 4/ completing the letter that is missing as the teacher says it.
 - Section 4: 4/ completing the group of letters that is missing as the teacher says it.
 - Section 5: 4/writing down the word according to the picture.
 - Section 6: 5/ reading the words or the sentences to the teacher.
- Total of questions: 25
 - Total score: 100
 - Type of tests: oral and written
 - Material: printed copy of the test, eraser, and pencil.

Both pre and posttests will be applied by the teacher/researcher to each student individually, since there are oral and written sections in the tests as we can see above. The oral and written questions in the pre and posttests are linked to the Portuguese phonics content that students are struggling in mastering.

In order to protect the learner's privacy, the teacher will schedule the school conference room to have the tests there. She will also have to count on her class assistant to teach her other students while she is conducting the individual tests. She is planning on spending 5 minutes per student/test, a total of 150 minutes for all the pretests and 150 minutes for all the posttests.

Data Security and Confidentiality

The data that will be collected from this research study will be private and confidential. Students' names and information will be assigned a code number. All the research information gathered by the teacher/researcher will be kept in a place where only the highlighted teacher can access. At the end of this study, all information used will be destroyed. Learners' names will not be released in anyway. Data will be calculated by the combination of many separated items.

Summary

In summary, this quantitative-oriented action research applied to a Portuguese DLI first grade class will measure through a pre and a posttest, the impact that the use of technological tools, such as videos and games, have on the participants' learning process on how to correlate sounds with letters or groups of letters in an alphabetic writing system in Portuguese.

Chapter 4 - Results

Results Overview

The results of this research study were very positive and significant. Based on the student's scores from a pre and a posttest (written and oral test with 25 questions each) the teacher/researcher was able to measure the impact that the use of technological tools, such as videos and games had on her DLI first graders in learning Portuguese phonics. At the end of the research study, the mean of the participants' scores increased 8.8 points (pretest: 81.6 and posttest: 90.4) and their scores' range decreased 16 points (pretest: 44 and posttest: 28).

Data Analysis

The numerical data collected through Portuguese phonics pre and a posttest were analyzed by the teacher/researcher through descriptive statistics. She compared the student's scores before and after the technological tools (videos and games) implementation. At the end of this research project the teacher was able to measure each students' progression by their individual scores pointing the range (the difference between the largest and the smallest value), as well as to calculate the progression mean (average) of the class as a whole. The pretest and posttest collected data is shown in table 4:

Table 4

Portuguese DLI First Grade students' Pretest and Posttest Phonics Score

STUDENTS	PRETEST	POSTTEST
1	92	100
2	68	80
3	76	88
4	96	100
5	92	100
6	60	72
7	88	96
8	84	96
9	76	88
10	88	92
11	92	100
12	96	100
13	92	100
14	84	96
15	64	76
16	96	100
17	88	92
18	92	100
19	100	100
20	80	92
21	88	96
22	80	88
23	92	96
24	68	80
25	64	76
26	96	100
27	68	80
28	72	84
29	60	72
30	56	72

Based on the data above the teacher/researcher analyzed the mean as shown in table 5:

Table 5

Portuguese DLI First Grade students' Mean Phonics Score

	Pretest	Posttest
Mean	81.6	90.4

As we can see in the table above, the mean in the pretest was 81.6. After ten hours of Portuguese phonics instructions using videos and games, the teacher/researcher applied the posttest to the same students and the achieved mean was 90.4. This means that there was an 8.8 improvement (average went up) in the learner's progress in learning Portuguese phonics.

Based on the data from table 4 shown before the teacher/researcher analyzed the range of the participants' scores as shown in table 6:

Table 6

Portuguese DLI First Grade students' Range Phonics Score

	Pretest	Posttest
Range	44	28

As we can see in the table above, the difference between the largest and the smallest grade (range) has also changed after the video and games implementation in the Portuguese phonics classes. The pretest range was 44, and after the posttest the achieved range was 28. Thus, there was 16 point decreased between the largest and the smallest students' grades after the posttest was applied.

Answers to the Research Questions

The purpose of this research study was to answer the question: ‘How will the use of technological tools, such as videos and games impact Portuguese DLI first graders learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics)?’. In order to have the answer the teacher/researcher had to apply a pretest for her learners to have an initial number that could be compared to the posttest scores, after the videos and games were used during ten consecutive classes.

As we could see in the ‘Data Analysis’ part of this paper, there was a significant improvement in the student’s scores, especially in those learners whose grades were lower than 80 (benchmark). Although there are still students lower than the required benchmark, their improvement was remarkable as shown in table 7:

Table 7
Portuguese DLI First Grade students’ below benchmark progress in phonics before the videos and games implementation

STUDENTS	PRETEST	POSTTEST
2	68	80
3	76	88
6	60	72
9	76	88
15	64	76
24	68	80
25	64	76
27	68	80
28	72	84
29	60	72
30	56	72

* Benchmark: 80

Therefore, 11 students who were considered below benchmark retained the Portuguese phonics content better after using the videos and games as tools for memorization of the letters and group of letters/sounds in Portuguese. The students who were considered at benchmark or above, also showed significant improvement as shown in table 8:

Table 8

Portuguese DLI First Grade students' above benchmark progress in phonics before the videos and games implementation

STUDENTS	PRETEST	POSTTEST
1	92	100
4	96	100
5	92	100
7	88	96
8	84	96
10	88	92
11	92	100
12	96	100
13	92	100
14	84	96
16	96	100
17	88	92
18	92	100
19	100	100
20	80	92
21	88	96
22	80	88
23	92	96
26	96	100

* *Benchmark: 80*

In general, the videos and the games positively impacted all the Portuguese DLI first grade students because they were an interactive way to draw the learner's attention, they had very good

timing, they were fun, and they counted on songs that helped the learners with the letters and group of letters/sounds memorization. Also, the fact that the students could have access to these tools at home through the teacher/researcher's website gave them additional time to be in touch with the target language, practicing the letters and group of letters/sounds learned each day at school.

The use of technological tools, such as videos and games impacted Portuguese DLI first graders learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics) in a very positive way. This statement can be proved by the pretest and the posttest scores gathered by the teacher/research in the beginning and at the end of this research study that were analyzed with descriptive statistics as shown in table 9:

Table 9

Portuguese DLI First Grade students' Mean and Range Phonics Score

	Pretest	Posttest
Mean	81.6	90.4
Range	44	28

As we can see above, the mean of the Portuguese DLI First Grade students went up 8.8 points and the grade range decreased 16 points. Based on these results, we understand that the use of technological tools, such as videos and games had a positive and significant impacted on the participants of this research study.

Chapter 5 - Discussion and Conclusion

Overview

This quantitative-oriented action research study aimed to investigate the impact of technological tools, such as videos and games in helping Portuguese Dual Language Immersion (DLI) first grade students from an Elementary school in Utah learn how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

In order to do that, the teacher/researcher applied a written/oral pretest to her first graders, implemented videos and games to the Portuguese phonics during ten consecutive lessons, and finally applied a written/oral posttest to the same participants. The numerical data collected through Portuguese phonics pre and posttests were analyzed by the teacher/researcher through descriptive statistics. Thus, she was able to measure each students' progression by their individual scores pointing the range, as well as to calculate the progression mean (average) of the class as a whole.

As a final result the numbers showed that the mean of the participants' scores increased 8.8 points (pretest: 81.6 and posttest: 90.4) and their scores' range decreased 16 points (pretest: 44 and posttest: 28).

Problem Solutions

Portuguese Dual Language Immersion first graders from an Elementary School in Utah struggled in learning how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

This problem was solved with the implementation of videos and games during ten consecutive classes to help the learners memorize the letters, group of letters/sounds in the target language, Portuguese. Overall, the videos and the games had a positive impact on all the Portuguese DLI first grade students, since they were very dynamic, fast, fun, and they also counted on songs that helped the learners memorize the content without putting much effort on the learning process. Additionally, the fact that the students could access the videos and the games at home through the teacher/researcher's website gave them additional time to be in touch with the target language, practicing the letters and group of letters/sounds learned each day at school.

For the reasons quoted above and based on the final results of this research study 'the participants' scores increased 8.8 points (pretest: 81.6 and posttest: 90.4) and their scores' range decreased 16 points (pretest: 44 and posttest: 28)', it is reasonable to say that the use videos and games had a significant impact on the Portuguese DLI first graders phonics learning process.

Strengths and Weaknesses

As every research study, this also had its strengths and weaknesses as shown below:

Strengths:

- The numerical data gathered provided the teacher/researcher precise results.
- The data analysis process was fast and it did not consume much of the researcher's time.
- Applying a quantitative-oriented action research was useful for studying 30 students.

Weaknesses:

- Creating the videos and the games was time consuming for the teacher/researcher.

- Finding time to apply the pre and posttest individually with each student was very difficult.
- The produced knowledge of this research study was very general and it did not give the teacher/research an opportunity to analyze other aspects that maybe impact the learner's performance, such as local situations, contexts, and individual matters.

Influential Factors

During this research study process everything went really well. The teacher/researcher was very aware that while applying the pre and posttest she should be neutral, not allowing any kind of bias to interfere in the research process. She meticulously created the tests in order to really measure her learner's knowledge of Portuguese phonics. The only thing that she believes that could be different is with student number 19. As this student is a Brazilian-American, she has more knowledge about the target language. For this reason, she got 100 in her pre and posttest. It seems that she did not have any improvement because the tests were most likely very easy for her. If the teacher/researcher had thought about this specific student before the tests, she could have given her a test with the same content, but that would have a higher level of difficulty.

Further Investigation

As it is possible to notice in the lesson plans created by the teacher/researcher for this research study (Appendix A), besides using videos and games as part of the class instructions, she also used a lot of kinesthetic strategies to teach her Portuguese phonics classes. For this reason, it would be very interesting to investigate how the use of kinesthetic strategies (body movements) impact Portuguese DLI first graders learning on how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics).

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Appendix A

Lesson Plan #1 Title: Vowels: A

Performance Objective: Watching an instructional video about vowel A in Portuguese, first graders will fill out ‘Vowels: A/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- [The alphabet video.](#)
- [The vowels song.](#)
- [Instructional video about Vowels: letter A.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Vowels: letter A.](#)
- [Assessment sheet – Vowels: letter A.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.

- The teacher will ask the students if they remember the vowels in Portuguese.
- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Vowels: A.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to each new word that appear in the video.
- In pairs, students will sound out the new letter/sound learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have ‘vowel A’ in its structure. They also have to make letter A kinesthetic movement every time they sound out this vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color’. Then, the teacher will say a word and they have to repeat it hitting each other’s cushions when sounding out the vowel A in the word. The teacher will ask the students to find another partner from time to time, or even change the partner’s color combination. She will sound out all the words the students learned through the instructional video in order to practice them.
- Students will complete the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter A handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel A.
- The learners will independently play the game/ Vowels: letter A using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (letter A) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new word that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Vowels: letter A) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘Vowels: letter A’ at home by accessing the teacher’s website and watching the ‘Letter A’ instructional video with their parents as homework.

- Students will practice ‘Vowels: letter A’ at home by accessing Jogos/Game: ‘Vowels: Letter A’ and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne’s Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Vowels: letter A) in a linear and clear way. It opened the possibility to draw students’ attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student’s performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #2 Title: Vowels: E

Performance Objective: Watching an instructional video about vowel E in Portuguese, first graders will fill out ‘Vowels: E/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Vowels: letter A.
- [Instructional video about Vowels: letter E.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Vowels: letter E.](#)
- [Assessment sheet – Vowels: letter E.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review vowel letter A learned last class asking students about the sound and the words they can remember that have A as a letter/sound.
- The teacher will play the letter A video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Vowels: E.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to each new word that appear in the video.
- In pairs, students will sound out the new letter/sound learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have ‘vowel E’ in its structure. They also have to make letter E kinesthetic movement every time they sound out this vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color’. Then, the teacher will say a word and they have to repeat it hitting each other’s cushions when sounding out the vowel E in the word. The teacher will ask the students to find another partner from time to time, or even change the partner’s color

combination. She will sound out all the words the students learned through the instructional video in order to practice them.

- Students will complete the Portuguese phonics manual activities with the teacher's help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter E handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel E.
- The learners will independently play the game/ Vowels: letter E using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (letter E) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new word that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Vowels: letter E) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘Vowels: letter E’ at home by accessing the teacher’s website and watching the ‘Letter E’ instructional video with their parents as homework.
- Students will practice ‘Vowels: letter E’ at home by accessing Jogos/Game: ‘Vowels: Letter E’ and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne’s Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Vowels: letter E) in a linear and clear way. It opened the possibility to draw students’ attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student’s performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #3 Title: Vowels: I

Performance Objective: Watching an instructional video about vowel I in Portuguese, first graders will fill out ‘Vowels: I/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Vowels: letter E.
- [Instructional video about Vowels: letter I.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Vowels: letter I.](#)
- [Assessment sheet – Vowels: letter I.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review vowel letter E learned last class asking students about the sound and the words they can remember that have E as a letter/sound.
- The teacher will play the letter E video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Vowels: I.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to each new word that appear in the video.
- In pairs, students will sound out the new letter/sound learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have ‘vowel I’ in its structure. They also have to make letter I kinesthetic movement every time they sound out this vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color’. Then, the teacher will say a word and they have to repeat it hitting each other’s cushions when sounding out the vowel I in the word. The teacher will ask the students to find another partner from time to time, or even change the partner’s color

combination. She will sound out all the words the students learned through the instructional video in order to practice them.

- Students will complete the Portuguese phonics manual activities with the teacher's help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter I handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel I.
- The learners will independently play the game/ Vowels: letter I using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (letter I) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new word that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Vowels: letter I) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘Vowels: letter I’ at home by accessing the teacher’s website and watching the ‘Letter I’ instructional video with their parents as homework.
- Students will practice ‘Vowels: letter I’ at home by accessing Jogos/Game: ‘Vowels: Letter I’ and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne’s Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Vowels: letter I) in a linear and clear way. It opened the possibility to draw students’ attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student’s performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #4 Title: Vowels: O

Performance Objective: Watching an instructional video about vowel O in Portuguese, first graders will fill out ‘Vowels: O/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Vowels: letter I.
- [Instructional video about Vowels: letter O.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Vowels: letter O.](#)
- [Assessment sheet – Vowels: letter O.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review vowel letter I learned last class asking students about the sound and the words they can remember that have I as a letter/sound.
- The teacher will play the letter I video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Vowels: O.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to each new word that appear in the video.
- In pairs, students will sound out the new letter/sound learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have ‘vowel O’ in its structure. They also have to make letter O kinesthetic movement every time they sound out this vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color’. Then, the teacher will say a word and they have to repeat it hitting each other’s cushions when sounding out the vowel O in the word. The teacher will ask the students to find another partner from time to time, or even change the partner’s color

combination. She will sound out all the words the students learned through the instructional video in order to practice them.

- Students will complete the Portuguese phonics manual activities with the teacher's help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter O handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel O.
- The learners will independently play the game/ Vowels: letter O using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (letter O) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new word that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Vowels: letter O) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘Vowels: letter O’ at home by accessing the teacher’s website and watching the ‘Letter O’ instructional video with their parents as homework.
- Students will practice ‘Vowels: letter O’ at home by accessing Jogos/Game: ‘Vowels: Letter O’ and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne’s Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Vowels: letter O) in a linear and clear way. It opened the possibility to draw students’ attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student’s performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #5 Title: Vowels: U

Performance Objective: Watching an instructional video about vowel U in Portuguese, first graders will fill out ‘Vowels: U/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Vowels: letter O.
- [Instructional video about Vowels: letter U.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Vowels: letter U.](#)
- [Assessment sheet – Vowels: letter U.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review vowel letter O learned last class asking students about the sound and the words they can remember that have O as a letter/sound.
- The teacher will play the letter O video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Vowels: U.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to each new word that appear in the video.
- In pairs, students will sound out the new letter/sound learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have ‘vowel U’ in its structure. They also have to make letter U kinesthetic movement every time they sound out this vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color’. Then, the teacher will say a word and they have to repeat it hitting each other’s cushions when sounding out the vowel U in the word. The teacher will ask the students to find another partner from time to time, or even change the partner’s color

combination. She will sound out all the words the students learned through the instructional video in order to practice them.

- Students will complete the Portuguese phonics manual activities with the teacher's help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter U handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel U.
- The learners will independently play the game/ Vowels: letter U using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (letter U) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new word that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Vowels: letter U) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘Vowels: letter U’ at home by accessing the teacher’s website and watching the ‘Letter U’ instructional video with their parents as homework.
- Students will practice ‘Vowels: letter U’ at home by accessing [memorize.com/Game: ‘Vowels: Letter U’](https://www.memorize.com/Game:Vowels:LetterU) and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne’s Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Vowels: letter U) in a linear and clear way. It opened the possibility to draw students’ attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student’s performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #6 Title: Putting the vowels together

Performance Objective: Watching an instructional video about ‘putting the vowels together’ in Portuguese, first graders will fill out ‘Putting the vowels together/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Vowels: letter U.
- [Instructional video about Putting the vowels together.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Putting the vowels together.](#)
- [Assessment sheet – Putting the vowels together.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review vowel letter U learned last class asking students about the sound and the words they can remember that have U as a letter/sound.
- The teacher will play the letter U video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Putting the vowels together.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement to add the vowels/words that appear in the video. (Ex: O + I – using the arms to make the shape of an O, the signal of a plus, and the shape of an I.). Then they will tell the teacher what word they built: ‘Oi’. (this is ‘Hi’ in Portuguese). Then, the teacher continues playing the video to check with the students if they are correct.
- In pairs, students will sound out the new group of letters learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have two combined vowels in its structure. They also have to make the kinesthetic movement every time they build the word. While the students work on this activity, the teacher will walk around and check if they are performing as expected.

- In pairs, the learners will work with their colored cushions that now have vowels stuck on them. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner to build a word. Then, the teacher will call each group and ask them: ‘what word did you build?’. The students will have to show their cushions and sound out the word they built.
- The teacher will ask the students to find another partner from time to time in order to build different words with different vowel combinations.
- Students will complete the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will independently play the game/ Putting the vowels together using the Ipad available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (Putting the vowels together) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to each new vowel combinations that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Putting the vowels together) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice putting the vowels together at home by accessing the teacher's website and watching the 'Putting vowels together' instructional video with their parents as homework.
- Students will practice putting vowels together at home by accessing Jogos/Game: 'Putting vowels together' and playing it with their parents as homework.

Teacher's website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne's Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Putting vowels together) in a linear and clear way. It opened the possibility to draw students' attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student's performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #7 Title: Nasal Vowels (A + ~/ O + ~)

Performance Objective: Watching an instructional video about ‘nasal vowels’ in Portuguese, first graders will fill out ‘Nasal Vowels/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Putting the vowels together.
- [Instructional video about Nasal Vowels.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Nasal Vowels.](#)
- [Assessment sheet – Nasal Vowels.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review ‘putting the vowels together’ learned last class asking students about the sound and the words they can build putting the vowels together.
- The teacher will play the ‘putting the vowels together’ video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Nasal Vowels.
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement every time a nasal vowel (A + ~ or O + ~) appears in the video.
- In pairs, students will sound out the new group of letters learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have nasal vowels in its structure. They also have to make the kinesthetic movement every time they build a word with a nasal vowel. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions that now have vowels and the nasal vowel accent (~) stuck on them. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner to build a word with a nasal sound. Then, the

teacher will call on each group and ask them: ‘what word did you build?’. The students will have to show their cushions and sound out the word they built.

- The teacher will ask the students to find another partner from time to time in order to build different words with nasal vowels.
- Students will complete the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will independently play the game/ Nasal Vowels using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (Nasal Vowels) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to every time a word with nasal vowel appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (Nasal Vowels) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice nasal vowels at home by accessing the teacher's website and watching the 'Nasal Vowel' instructional video with their parents as homework.
- Students will practice nasal vowels at home by accessing Jogos/Game: 'Nasal Vowels' and playing it with their parents as homework.

Teacher's website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne's Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Nasal Vowel) in a linear and clear way. It opened the possibility to draw students' attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student's performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #8 Title: The consonants

Performance Objective: Watching an instructional video about ‘consonants’ in Portuguese, first graders will fill out ‘Consonants/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Nasal Vowels.
- [Instructional video about Consonants.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Consonants.](#)
- [Assessment sheet – Consonants.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review ‘nasal vowels’ learned last class asking students about the sound and the words they can build with nasal vowels.
- The teacher will play the ‘nasal vowels’ video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: The Consonants (she will have to select only the parts with the group of letters, since the video is very long. The students will be able to watch everything at home).
- The students will watch the video (two times), listen and repeat it out loud. They are encouraged to create a body movement for each consonant that appears in the video.
- In pairs, students will sound out the new group of letters learned. The teacher will model the activity. They have to look at their Portuguese phonics manual and tell each other the words they have just learned that have nasal vowels in its structure. They also have to make the kinesthetic movement every time they sound out a consonant. While the students work on this activity, the teacher will walk around and check if they are performing as expected.
- In pairs, the learners will work with their colored cushions that now have vowels, nasal vowel accent (~), and consonants stuck on them. The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner to build a word with a consonant.

Then, the teacher will call each group and ask them: ‘what word did you build?’. The students will have to show their cushions and sound out the word they built.

- The teacher will ask the students to find another partner from time to time in order to build different words with consonants.
- Students will work orally on the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will independently play the game/ Consonants using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (The Consonants) one last time. They will listen and repeat it out loud. They are encouraged to create a body movement to every consonant that appears in the video.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (the consonants) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice the consonants at home by accessing the teacher's website and watching the 'The Consonants' instructional video with their parents as homework.
- Students will practice the consonants at home by accessing Jogos/Game: 'The Consonants' and playing it with their parents as homework.

Teacher's website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne's Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (The Consonants) in a linear and clear way. It opened the possibility to draw students' attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student's performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #9 Title: Letter T (TA, TE, TI, TO, TU, TAO)

Performance Objective: Watching an instructional video about ‘Letter T’ in Portuguese, first graders will fill out ‘Letter T/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Consonants.
- [Instructional video about Letter T.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Letter T.](#)
- [Assessment sheet – Letter T.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review ‘the consonants’ learned last class asking students about the sound and the words they can build using them.
- The teacher will play ‘The Consonant’ video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Letter T.
- The students will practice ‘letter t’ combination with vowels (ta, te, ti, to, tu, tao) in pairs clapping their hands as the teacher is going to model. They will also have to sound out these group of letters aloud while clapping hands.
- In pairs, the learners will work with their colored cushions to keep practicing ‘letter t’ combination with vowels (ta, te, ti, to, tu, tao). The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color.’ Then, the students have to repeat ‘letter t’ combination with vowels (ta, te, ti, to, tu, tao), hitting each other’s cushions when sounding out them. The teacher will ask the students to find another partner from time to time, or even change the partner’s color combination.
- Students will complete the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter T handwriting in the Portuguese phonics manual. They can also color the pictures related to letter T.
- The learners will independently play the game/ Letter T using the I pads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (Letter T) one last time. They will listen and repeat it out loud.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (letter t) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘letter t’ at home by accessing the teacher’s website and watching the ‘Letter t’ instructional video with their parents as homework.
- Students will practice the consonants at home by accessing Jogos/Game: ‘Letter T’ and playing it with their parents as homework.

Teacher's website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne's Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Letter T) in a linear and clear way. It opened the possibility to draw students' attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student's performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Lesson Plan #10 Title: Letter P (PA, PE, PI, PO, PU, PAO)

Performance Objective: Watching an instructional video about ‘Letter P’ in Portuguese, first graders will fill out ‘Letter P/Assessment’ independently scoring 90% out of 100%.

Resources or Materials Needed:

- The alphabet video.
- The vowels song.
- Instructional video about Letter T.
- [Instructional video about Letter P.](#)
- [Portuguese phonics manual \(De A a Z\)/activities.](#)
- [Portuguese phonics manual \(De A a Z\)/handwriting.](#)
- Colored cushions for each student.
- Pencils.
- Erasers.
- Crayons.
- [Game – Letter P.](#)
- [Assessment sheet – Letter P.](#)

Time: 1h/ Portuguese Phonics

Step 1: Pre-Instructional Activities: (5 minutes)

- The teacher will review the alphabet in Portuguese with the learners. They will tell her all the letters.
- In the sequence, the teacher will play the alphabet video. Students can listen, repeat, and also sing the song at the end.
- The teacher will ask the students if they remember the vowels in Portuguese.

- Students will sound out the vowels with the kinesthetic movements the teacher taught them before.
- The teacher will play the vowels song in Portuguese and the students will sing and practice the kinesthetic movements every time they sound out a vowel in the song.
- The teacher will review ‘letter t’ learned last class asking students to sound out letter t combination with vowels (ta, te, ti, to, tu, tao). She will also ask students if they remember words that have the learned combinations.
- The teacher will play ‘Letter T’ video. Students must listen, repeat, and sing the song at the end.

Step 2: Content Presentation: (30 minutes)

- The teacher will play (two times) the instructional video: Letter P.
- The students will practice ‘letter p’ combination with vowels (pa, pe, pi, po, pu, pao) in pairs clapping their hands as the teacher is going to model. They will also have to sound out these group of letters aloud while clapping hands.
- In pairs, the learners will work with their colored cushions to keep practicing ‘letter p’ combination with vowels (pa, pe, pi, po, pu, pao). The teacher will give instructions: ‘prepare your cushions, raise your cushions, find a partner with the same cushion color.’ Then, the students have to repeat ‘letter p’ combination with vowels (pa, pe, pi, po, pu, pao), hitting each other’s cushions when sounding out them. The teacher will ask the students to find another partner from time to time, or even change the partner’s color combination.
- Students will complete the Portuguese phonics manual activities with the teacher’s help.

Step 3: Learner Participation: (15 minutes)

- The learners will practice letter P handwriting in the Portuguese phonics manual. They can also color the pictures related to vowel P.
- The learners will independently play the game/ Letter P using the Ipads available in the classroom.
- The teacher will explain, guide, and monitor the activity.
- Learners will show the teacher their scores in the game. They can also ask her questions in situations where they can not move up to the next game level.
- The teacher will ask the students to comment about the game they played. (Ex: I liked because.../ I did not like because.../ My score was...)
- The students will watch the instructional video (Letter P) one last time. They will listen and repeat it out loud.

Step 4: Assessment: (10 minutes)

The teacher will hand out the assessment sheets. The students will have to fill out sections 1 to 6. Total questions: 25. Total score: 100.

Step 5: Follow-Through Activities:

In order to guarantee that learners can transfer the new information (letter p) acquired through the instructions exposed in this lesson plan, the teacher will count on the Follow-Through activities:

- Students will practice ‘letter p’ at home by accessing the teacher’s website and watching the ‘Letter P’ instructional video with their parents as homework.
- Students will practice the consonants at home by accessing Jogos/Game: ‘Letter P’ and playing it with their parents as homework.

Teacher’s website: <https://prissy212004.wixsite.com/dliportuguese1grade>

Lesson Plan Summary:

This lesson plan was designed based on Gagne's Nine Events of Instruction. The instructional strategies used here were prescriptive, and it allowed the teacher to start exploring Portuguese phonics (Letter P) in a linear and clear way. It opened the possibility to draw students' attention, work on their motivation towards the learning content, and use entertaining materials to guarantee content retention. Also, the main learning theory here applied was *Behaviorism*, since the learners were exposed to different strategies that drove them to the memorization of the taught content. This way, the teacher could guide the student's performance, providing them feedback through the whole process, ensuring that they can transfer the phonics content learned in the classroom to their lives out of the school context.

Appendix B

1st grade Portuguese Phonics – Pretest

Nome: _____

Data: _____

I. Ditado:

1. _____
2. _____
3. _____
4. _____

II. Ligue:

5. Aranha



6. Elefante



7. Ilha



8. Uva



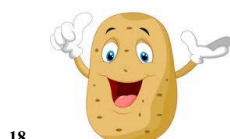
III. Escute a palavra que a professora diz e, na sequencia, complete com a letra que falta:

9. B _ N _ N _
10. _ V _
11. _ ND _ O
12. _ SP _ LHO

IV. Escute a palavra que a professora diz, e na sequencia, complete com o grupo de letras que falta:

13. _ _ TU
14. PA _
15. _ TETA
16. PA _

V. Escreva a palavra de acordo com a sua respectiva figura:



VI. Leia as palavras para a professora:

21. ELE
22. OI
23. AU
24. EI
25. EU

1st grade Portuguese Phonics – Posttest

Nome: _____

Data: _____

I. Ditado:

- 17. _____
- 18. _____
- 19. _____
- 20. _____

II. Ligue:

21. Aranha



22. Elefante



23. Ilha



24. Uva



III. Escute a palavra que a professora diz e, na sequencia, complete com a letra que falta:

- 25. C _ B _ N _
- 26. _ V _
- 27. G _ T _
- 28. _ SP _ D _

IV. Escute a palavra que a professora diz, e na sequencia, complete com o grupo de letras que falta:

- 29. TA _
- 30. _ TO
- 31. PATE _
- 32. PA _ GA _

V. Escreva a palavra de acordo com a sua respectiva figura:



VI. Leia as palavras para a professora:

- 21. ELEFANTE
- 22. ARANHA
- 23. ILHA
- 24. OVO
- 25. UVA

Appendix C

Informed Consent

Student (K–12) Classroom Research

Western Governors University - Teachers College

Master of Education, Learning and Technology

Priscila Furlanetto

Teaching Portuguese Phonics to American 1st graders Using Videos and Games

Introduction

Priscila Furlanetto, an undergraduate student researcher in the Teachers Master of Education, Learning and Technology of Western Governors University, wishes to conduct a research study for the purpose of determining the impact of using computer technology tools, such as games and videos when teaching Portuguese phonics to a Dual Language Immersion first grade class. Approval of the Sunrise Elementary School (K-6) principal to conduct this study was obtained prior to this announcement. By signing this consent form, parents or legal guardians agree to allow their child to participate in the study. Any data collected will be reported as part of a group; individual student names will not be used.

Description of the Project

This quantitative-oriented Action research study aims to investigate the impact of technological tools, such as videos and games in helping Portuguese Dual Language Immersion (DLI) first grade students from an Elementary school in Utah learn how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics). A pre and a post-writing/oral tests will be used to evaluate the Portuguese DLI First graders skills on correlating sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics) before and after the implementation of technological tools (videos and games) during ten hours of Portuguese phonics classes. The tests will be created by the highlighted teacher based on the English phonics test model used by her first grade English partner.

Benefits and Risks of the Study

Some first graders can experience anxiety about using the Ipads in the classroom if they are not familiar with this technology yet. They can also feel anxious while completing the pre/posttest individually with the teacher. However, all anticipated risks to participate in this study are minimal and no greater than those which are normally encountered in normal daily classroom activity. The teacher/researcher will seek to minimize the anxiety risks by providing detailed information on using the Ipads during the Portuguese phonics classes. Learners will also be informed that their performance in these classroom activities will not influence their grades.

It is possible that the participants will benefit from this research study by learning more clearly how to use the Ipads (techonology knowledge) and by having a better understand of how to correlate sounds with letters or groups of letters in the Portuguese alphabetic writing system (phonics). The study may help the teacher/researcher and other foreign language teachers acquire additional teaching technological tools to facilitate the teaching/learning process.

Confidentiality

The data that will be collected from this research study will be private and confidential. Your child's name and information will be assigned a code number. All the research information gathered by the teacher/researcher will be kept in a place where only the highlighted teacher can access. At the end of this study, all information used will be destroyed. Your child's name will not be released in anyway. Data will be calculated by the combination of many separated items.

Voluntary Participation

Portuguese phonics is part of the DLI first grade curriculum. Based on this information, all first graders are expected to participate fully in these classroom activities. If you decide that your child will not participate in the study, he/she will not be required to complete the data gathering instruments from this research study, such as the pre and the posttest.

Withdrawal

Participants may withdraw at any time from non-regular classroom instruction and will not be penalized for nonparticipation. To withdraw from the study, the parent or participant must notify the researcher. Parental or legal guardian consent as well as school principal or district administrator permission must be granted in order for the student researcher to gather data for the purposes of their research project. Participants or their parents can request that their individual results be excluded from the final report. Grades/enrollment will not be impacted in any way as a result of withdrawing from this study.

Questions, Rights, and Complaints

Participants and their parents/legal guardians have a right to view the results of the study. If you have questions about this study, please contact me by calling (520) 224-0043 or email pfurla1@wgu.edu.

If you have questions about your rights, unresolved questions, or complaints pertaining to the study, contact the WGU IRB Chairperson by email: irb@wgu.edu.

Consent Statement

By signing this document, the administrator grants permission for student data collection and all reporting necessary for this study.

By signing this document, the parent/legal guardian grants permission for their child to participate in the study and has the opportunity to have his or her questions answered.

Student participants will be informed of the research purpose and activities and will be asked for their assent to participate upon parental approval.

School Administrator Signature
Sunrise (K-6) Elementary School Principal
Title of Administrator
Derek Beer
Typed/Printed Name
10/14/2019
Date

Parental/Legal Guardian Signature

Typed/Printed Name

Date

Student Signature (Assent)

Typed/Printed Name

Date