

Observation: Liam

I observed Liam during reading workshop on Wednesday September 4 from 8:05 to 8:30 in Mrs. Brown's kindergarten classroom. The class is made up of twenty-two students, which consists of eleven boys and eleven girls. Liam was sitting crisscross applesauce on the front row. All the students were gathered on the carpet in front of the smart board. I was observing diagonal from Liam so that I could see his whole body and his face. Mrs. Brown began the lesson "Daily Letter" by reviewing all the letters of the alphabet the students have learned thus far. Calling on individuals, she asked the students to identify the letter on the card she was holding up and its accompanying sound. When the students made the sounds, she encouraged the whole class to join in. This allowed her to individually test students while also keeping everyone involved. Liam was smiling the entire time and seemed to really enjoy making each sound. Liam paid attention the entire time and was ready when Mrs. Brown called on him. Unfortunately, Liam could not identify the letter "k" so his classmates had to help him out. Later, he was given another chance and was able to correctly identify the letter "x." I could tell he was proud of himself. After Mrs. Brown reviewed all the letters the students have already learned, she introduced the letter of the day, "i." Mrs. Brown told the students the letter can make two sounds and then asked them to identify words beginning with the letter "i." I was asked to record the list for the students, so I now began to watch Liam from the front of the room. As the students began to share words by raising their hands, I could tell that Liam was losing interest because he was no longer included the whole time. Liam did not volunteer any letters that started with "i," but he did echo his classmates responses occasionally.

As Mrs. Brown began to show the students pictures of words starting with "i" to see if they matched the ones on the list, a man came in to fix the flag. The students all became

distracted so Mrs. Brown stopped to have the children tell the man thank you and allowed them to explore the flag. After the man left, Mrs. Brown continued with her lesson. It was time for the whole class to practice making the two sounds that the letter “i” can make. At this point the student beside Liam had begun to rub Liam’s recently buzzed head. Liam nicely told him to stop and enthusiastically practiced his “i” sounds with the rest of the class. Mrs. Brown then showed the students how to write both a capital and a lowercase “i.” Liam copied Mrs. Brown’s hand motion in the air and continued to do so even once she had dismissed the class to practice writing both uppercase and lowercase letters. Liam moseyed over to his seat and slowly began to practice writing his letters. Mrs. Brown and I had to remind him to stay on task a few times.

Observing Liam was not only interesting, but beneficial. I have done many observations before, but never one that focused on just one student. I think it was easier to focus on just one student, and I think I did a good job of noticing the small details about Liam. I was able to see that Liam truly enjoys learning and understand the best learning environment for Liam. Liam was engaged when the whole class was involved with the learning; however he was more easily distracted when the learning was more individualized. Likewise, Liam preferred to practice his letter sounds with the group rather than individually. I have noticed that Liam is easily distracted by his neighbors or the supplies on the table when he is supposed to be individually working on an activity in his seat. I think that whole group instruction is the most beneficial for Liam. Unfortunately, this cannot always happen. When I told Mrs. Brown what I noticed she agreed that he seems to really enjoy things such as choral reading and practicing skills with the whole class. She also said that he usually does a good job of paying attention but sometimes becomes distracted if he does not understand a concept. Liam is an English Language Learner, but he does not require ESOL services. I am wondering if it is easier for Liam to comprehend the material

with a group than on his own. This could be why he tends to get distracted when working individually. By solely observing Liam for twenty five minutes, I was able to notice things about him and other students as well, that I may not have noticed otherwise. When I read a book to the class later that day, I chose to do a choral reading with the students since I knew that this would be beneficial for Liam and a few other students and fun for the rest of the class. I think that just observing students behaviors and tendencies is very important and should inform our decisions as teachers!

Elementary Reading Attitude Survey

I conducted the elementary reading attitude survey with Liam during breakfast (7:40 - 8:00 am) on Wednesday September 11th. Mrs. Brown thought that breakfast would be a good time to conduct the interview so that Liam would not miss any instructional time. I also thought this was a good idea, but I was little worried about the other students at the table being a distraction. I sat beside Liam and showed him the pictures of Garfield. He immediately smiled and kind of giggled, but he could not name Garfield. I explained that I would be asking him some questions about reading and that he should point to the very happy Garfield, happy Garfield, mad Garfield, or very mad Garfield according to what he felt. I changed the names of the Garfields to make them a little more understandable for Liam. Liam's recreational score was a thirty seven and his academic score was a twenty seven, giving him a total score of sixty four. Liam chose the happiest Garfield and the slightly smiling Garfield for all but three questions. Liam was not sure what a worksheet page, a dictionary, or a reading test was so he chose the mildly upset Garfield. Throughout the whole interview, Liam kept smiling and saying "very happy Garfield." After he chose the happiest Garfield seven times in a row, I reminded him that he could choose other Garfields if he wanted, but he just kept insisting that he loves to read. When we were done with the interview he told me about the books he has at home and the books he likes to read at school. We talked about his favorite book, which happens to be the only book he can actually read by himself called "I am Zoomer." Every page says the same thing so it is something that Liam can handle reading. I can see that Liam loves reading; he just cannot do it on his own right now.

Liam was very concentrated during the seven minute span of the interview. The students around us quietly talked to each other and when we were done they all wanted to do the interview. Liam was excited to tell them which Garfield he chose for each question. I agreed to

ask all the students at the table some of the questions if they ate their breakfast while we did it. So I asked the students at the table some of the questions and they all shared which Garfield they would chose and why. It turned out to be a great conversation, and I learned a lot about what each of those students thinks about reading. Liam shared more in depth information like the fact that he enjoys reading books with a lot of pictures and that he has a lot of books at home.

I talked to Mrs. Brown after the interview and told her the results. She was thrilled that Liam had such a positive reaction to reading, but not surprised. She said many of the students in her class enjoy reading, they just cannot do it on their own and do not always receive support at home. She told me that Liam especially enjoys when she does read alouds or when they are able to read with partners during reading workshop. Liam also likes to read to the class (to the best of his ability) when it is his turn in the author's chair.

Conducting this interview allowed me to learn more about Liam as a reader. Since the interview was all about reading, I was really able to observe Liam's opinion of reading. Liam loves reading. I was able to glean that Liam does not know what a worksheet, a dictionary, or a reading test are. However, this does not surprise me since he is only in kindergarten. I was able to learn that Liam enjoys reading both in school and at home. In the discussion after the interview, I discovered that Liam is exposed to print in his home because he has many books. When I did a read aloud during extended learning time, I noticed that Liam was very engaged in the reading just as Mrs. Brown said he would be. Mrs. Brown has asked me to work with Liam and two other students on learning the letters of the alphabet. I can use the knowledge I gained from this interview to try and make activities that relate to reading to help Liam with the alphabet, or use reading as a motivation for him to learn the letters of the alphabet. I was able to learn a lot about the other students sitting at the table just from the three or four questions I asked

them. For instance, I was able to determine who likes reading and who really does not like reading. I think conducting this inventory or a similar one with all students would be a great way to get you know your readers. The more you know about you readers, the better you can help them!

Elementary Reading Attitude Survey Scoring Sheet

Student Name Liam

Teacher Benedek

Grade Kindergarten Administration Date 9/11/13

Scoring Guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading	Academic reading
1. <u>4</u>	1. <u>3</u>
2. <u>4</u>	2. <u>2</u>
3. <u>4</u>	3. <u>3</u>
4. <u>4</u>	4. <u>3</u>
5. <u>4</u>	5. <u>3</u>
6. <u>4</u>	6. <u>3</u>
7. <u>4</u>	7. <u>3</u>
8. <u>3</u>	8. <u>3</u>
9. <u>3</u>	9. <u>2</u>
10. <u>3</u>	10. <u>2</u>
Raw Score: <u>37</u>	Raw Score: <u>27</u>
Full scale raw score (Recreational + Academic): <u>64</u>	
Percentile ranks: Recreational	<input style="width: 50px; height: 20px;" type="text"/>
. Academic	<input style="width: 50px; height: 20px;" type="text"/>
. Full scale	<input style="width: 50px; height: 20px;" type="text"/>

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Survey designed by Dennis J. Kear, Wichita State University

Concepts about Print Assessment

Since Liam is only in kindergarten, I chose to do the Concepts about Print assessment with him. I did the assessment on Wednesday September 18th during breakfast (7:40 -8:00 am) again so that he would not miss any instructional time. He was excited when I told him I had more questions to ask him. I chose the book *It's Halloween, Dear Dragon* by Margaret Hillert from Mrs. Brown's box of library books because it fit with all the questions I planned to ask, and I thought it would be a fun topic for Liam. I anticipated that Liam would know a lot about print since he expressed his love of reading and exposure to books during the interest survey and would only struggle with actually identifying specific letters and reading. I handed Liam the book by the spine and he immediately turned it the right way. I asked him what he thought the book would be about just by looking at. He said he thought it would be about a dragon and a pumpkin swinging on a broom. I thought this was a good prediction because the picture on the cover of the book was a dragon flying on a broom and a pumpkin smiling up at the dragon.

I asked Liam to find the front of the book. I was a little surprised when he opened the book and pointed to the title page because when I asked him to find the back of the book he turned the book over and pointed to the back cover. I am wondering if asking him to predict what the book would be about by just looking at it confused him. While the title page is not the front of the book, it is the first pages of the book, which shows that Liam has experience with print. Next I asked Liam to find a picture. He easily flipped to a page and pointed to a picture of a dragon, which he loved. I asked him to point to a letter and he pointed to the letter "L," which he incorrectly identified as "I," but he knew what a letter looked like. When I asked him to find a letter in his name he pointed to the letter "I" and correctly identified it. I then asked him to find a

word and he pointed the word “look.” When I asked him to find a sentence he got a confused look on his face and asked “what is a sentence?”

I opened the book to a page that had text on the left side of the page spread. I asked Liam where I would begin reading and he pointed to the first letter in the first word. I was expecting Liam to say because it is the first letter on the page, but he explained you would start there because you “can hear the sounds.” While Liam did not really give me the answer I wanted he did make a good point. He knows that you can hear sounds while reading. When I turned to a new page in which the text began on the right side of the page spread and asked him where I would start reading he pointed to the first word on the third row. He did know that you always start with the first word to the far left because we read from left to right. However, I am not sure why he pointed to the third line because he did not do this when the text was on the left side of the page spread. After this I was not sure if Liam would understand that we read a line and then drop down to the next line and start from the far left again, but he did. I read a sentence and then asked him what I would read next, he pointed to the first word on the next line below it.

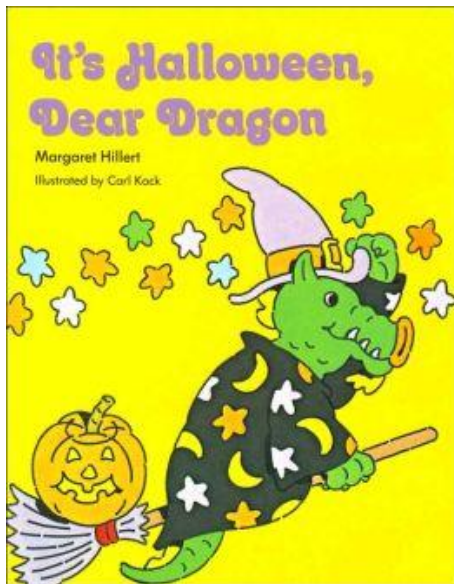
Finally, I read the sentence “father, father look what we have” to Liam. He said that this sentence made sense because it sounded like something he would say and it went along with the picture. When I read the sentence “you help us can something make,” he said that this sentence did not make sense because it sounded silly. After I covered the ten questions I came up with I asked Liam a few more questions since we had some extra time. I asked Liam to find a period on the page because Mrs. Brown has been encouraging them to end their sentences with periods. Liam easily pointed to a period. Then I asked him to find a question mark but he did not know what a question mark was. He also did not know what a page number was and just looked at the text and decided there were no numbers.

I told Mrs. Brown about everything I learned about Liam from the Concepts about Print assessment. She told me that she makes sure to expose her students to many different types of books as many times as possible throughout the day. She does many read alouds and always points to the words, so Liam has seen her read from left to right and then drop down to the next line. She also said that she has talked to her students about print and how to read a book. The words letter, word, and sentence are on the language arts word wall. There is also a picture depicting reading from left to right. Mrs. Brown said that while Liam cannot identify most letters or read yet he understands the concept of reading.

I was impressed with Liam's knowledge of print. While I did anticipate he would have some because of his expressed interest in reading, I did not think it would be as great as it was. I am glad I did this assessment with Liam because it shows me that once Liam masters his sounds and letters he will be ready to read. He already knows what to do. Since I know from the interest survey that Liam loves to read and I now know he has mastered many concepts about print, I will definitely try to incorporate reading and books into our small group time. We have been focusing on learning the letters and their accompanying sounds, but I could easily incorporate a book into our work and have Liam go on a scavenger hunt for letters. I could also have Liam make his own book as he learns the letters of the alphabet.

I think doing this assessment with every student in the class would be extremely beneficial. It would allow you to see what the students already know and what you need to focus on. It may also give you insight into what role print plays in their home. Chances are a student with many concepts about print has been exposed to print in the home. Likewise, students who know very little about print may never have been exposed to print. I think that concepts about print are important stepping stones to reading and writing and should be taught before or during

the process of learning to read and write. As I have seen Mrs. Brown do, it is easy to incorporate little things such as pointing to the words as you read them during a read aloud or having a book scavenger hunt in which students find letters, words, and sentences. While I did not really have the option to do a running record since Liam cannot read, I am glad I did the Concepts about Print assessment because it allowed me to learn even more about Liam as a reader!



The book I used for the CAP assessment.

Alphabet Assessment

From the observation, interest survey and concepts about print assessment, I have learned that Liam has a desire to read and enjoys being read to. When I first began my placement in Mrs. Brown's kindergarten class, Liam did not know any of his letters. This is most likely because he did not go to preschool like the majority of his classmates. He was able to write his name, very nicely I might add, but he could not identify any of the letters in his name. Over the last three weeks I have been working with Liam on recognizing letters of the alphabet. They have also been learning one new letter every day. In addition to classroom instruction, the students spend forty-five minutes a day on a computer program called Fast Forward, which also addresses letter names and sounds. I decided it would be appropriate to assess which lowercase and capital letters Liam now knows. I used the same cards Mrs. Brown uses when she assesses her students. I held up the letter card and asked Liam to identify the letter. I did capital letters first and then lowercase letters. The letters were in random order. I assessed Liam on Wednesday September 25th at breakfast (7:40 -8:00 am). While breakfast can sometimes be chaotic, Liam never lets this distract him from the task at hand. In fact, I think he enjoys the audience.

I predicted that Liam would know at least ten lowercase and ten capital letters and that most of the letters he recognized would be the same letters. I was pretty accurate in my prediction because Liam correctly identified fourteen capital letters and eleven lowercase letters and every lowercase letter he was able to identify he was also able to identify the matching uppercase letter. I was excited when Liam was able to identify this many letters! While we have got a long way to go, this is great progress for Liam. I noticed that many of the letters he was able to correctly identify have the same lowercase and uppercase form. For example, Liam was able to correctly identify lower and uppercase "c", "m", "o", "p", "w", "x", and "z". All of these

letters are written the same, just in a varying size. I think these are the easiest letters for Liam. Liam was also able to identify lower and upper case “a”, “l”, “q”, and “r”. Two of these letters are in his name, so he is used to writing them and we just learned the letter “q” today so it was fresh in his mind. I am not sure that Liam would remember “q” three days from now, but this is something I definitely want to find out.

I was a little surprised that Liam was able to identify capital “B”, “H”, and “I” but not their lowercase forms. While I know their lowercase forms look different, he seemed to know the capital forms immediately. I found it interesting that Liam gave me an answer for every letter. Instead of saying “I don’t know,” he always said a letter. In hindsight, maybe I should have told him he did not have to give an answer to every letter if he did not know it. He gave the answer “e” and “a” for a lot of letters. He was not able to identify “e”, but he did know “a”. This makes me wonder how well he truly knows the letter “a” if he is saying it for many other letters as well. Sometimes his guesses were close, like saying “i” for “j” and vice versa. However sometimes they were totally off like when he said “e” for “y.” Liam had good spirits the whole time and was thrilled when I told him to kiss his smart brain at the end.

Mrs. Brown was testing all the students on their letter and sound knowledge today, so she actually assessed Liam too. We got almost the same result. Mrs. Brown was beyond excited that Liam knew around half of the letters. She was so excited to talk to me about his progress and reminded me that she chose Liam to be my mentor student because she knew that he would be a great student to see progress in. She agreed with me on the fact that Liam has an easier time recognizing letters that are the same in their lowercase and uppercase form. She was a little concerned that he could not recognize all the letters in his name, but is confident that he will

soon master all the letters. She encouraged me to keep pulling him out during reading time and use my new insight to help him.

I thought about using one of the assessments from the cool tools file, but I thought seeing all the letters at once would be too much for Liam. This is why I decided to informally assess his letter knowledge by simply holding up a letter card and asking him to identify the letter. I think this informal assessment will be extremely beneficial in helping me help Liam master the alphabet. I now know which letters Liam knows immediately, which letters he identified but hesitated on, and which letters he was unable to identify. This will help me to see which letters I need to spend time working on with Liam. Liam has also expressed that he has been practicing his letters at home. By knowing which letters Liam needs extra work on, I can provide his family of a list of letters to help him with. This assessment was quick and easy to administer and was definitely worth doing. I think this is something that needs to be done on a regular basis until the student has mastered all their letters. Mrs. Brown assesses the students on their letters once or twice a week until they master them all. The majority of the twenty-two students are masters. There are only seven students who have not completely mastered the alphabet. I have no doubt that by the end of the second quarter; Liam will have joined the masters. While I think that not having a letter of the day anymore may hurt Liam, I know that Fast Forward and extra help from Mrs. Brown and I will give Liam the support he needs. I will continue to work with Liam on identifying both lowercase and capital letters. I think my next assessment will be which sounds Liam is familiar with because I have a feeling he will know some sounds, even though he may not know the letter name.

Alphabet Assessment Results:

a - yes	A - yes
b - a	B - a
c - yes	C - yes
d - b	D - h
e - a	E - a
f - i	F - l
g - e	G - j
h- a	H - yes
i - j	I - yes
j - e	J - i
k - i	K - j
l - yes	L- yes
m - yes	M - yes
n - h	N - e
o - yes	O - yes
p - yes	P - yes
q - yes	Q - yes
r - yes	R - yes
s - c	S - d
t -e	T - h
u -a	U - q
v - l	V - l
w - yes	W - yes
x - yes	X – yes
y - u	Y - e
z - yes	Z – yes

Sounds Assessment

For my previous assessment of choice, I assessed Liam on his alphabet knowledge. I thought the next logical step would be to assess his sound knowledge. I asked Mrs. Brown how she assesses the students on their sounds because I was not sure the best way to do it. She said she just uses the same alphabet cards (either lowercase or uppercase) she uses to assess their letter knowledge and asks them to make the sound the letter makes. I chose to use uppercase letters because Liam knew more uppercase letters than lowercase letters. I was interested to see if the sounds he knew were the same as the letters he knew or if they would be different. Similar to his alphabet knowledge, when I first started working with Liam he only knew a few sounds. I predicted that he would know at least ten sounds now.

I conducted the sounds assessment on Thursday October 3rd during breakfast (7:40 - 8:00 am). I have found breakfast to be the best time to assess Liam because he is focused and it does not interrupt instructional time. He saw the cards and was excited to tell me his letters again. When I told him this time he would be telling me the sounds he got even more excited. The cards were in a random order, and I told him to please make the sound the letter made. This time I remembered to tell Liam that if he did not know he could just tell me he did not know instead of guessing sounds he has already used. My prediction was close because Liam was able to correctly identify thirteen sounds. The thirteen sounds he was able to correctly identify were the sounds of the letters A, F, H, J, L, M, O, P, Q, S, V, X, and Z. Ten of the thirteen sounds were also letters he correctly identified during the alphabet assessment, which did not surprise me. What did surprise me was that some of the letters he knew immediately during the alphabet assessment, he was not able to identify the coordinating sound during the sound assessment. I noticed that Liam was able to identify sounds that are different, which is also true of letters. For

instance, he could not identify the sounds B, D, and P make because all three letters and sounds are somewhat similar. He also had a hard time with vowels. The only vowel he could identify the sound for was A. I think the consonant sounds are much more distinct and easy to remember.

I was impressed that Liam knew thirteen sounds. We recently started playing a “mystery letter” game that I came up with off the top of my head one day. I turn all the letters cards over. Liam and the two classmates that are usually working with us take turns picking up a mystery card. I try to get them excited by acting so curious about which letter they have. They have to tell us the letter and the sound and then we all repeat what they got. Liam is extremely interested in this game, and I think it has really helped him remember his letters and sounds. I think the next time we assess Liam on his alphabet and sound knowledge he will know close to twenty of each. I also think the computer program Fast Forward is helping him. Through this program, he gets daily practice with letters and sounds in addition to the time I spend working with him.

When I talked to Mrs. Brown about what I found, she was beyond excited! She said thirteen sounds was a big leap forward for Liam, but she was not surprised that he had made this progress. As she has told me many times before she knew Liam would be the type of student who just needed extra support and would progress quickly. Like me, she noticed that Liam was able to identify very distinct sounds and had trouble with his vowel sounds. This did not surprise her and she said many of her students who know all their letters and sounds still struggle with vowel sounds since they can sound more than one way. She suggested that since I now know which letters and sounds Liam does not know that I use this knowledge to help him learn them.

I think this assessment was beneficial because I now know the sounds that Liam knows immediately, the sounds he hesitated on but still correctly identified and the sounds he was unable to identify. This knowledge will allow me to make sure we focus on the sounds that Liam

needs help with. I made a list of the letters (lowercase and uppercase) and sounds that Liam does not know. I am going to use this list the next time we play the mystery letter game. I will purposefully use these letters in the game so that Liam can practice with the ones he is struggling with. Instead of spending time on the letters and sounds Liam already knows, I can make sure to focus on those that he needs extra support with. After conducting the alphabet and sound assessments, I can also see which letters Liam has totally mastered (lowercase, uppercase, and sound). This is an assessment that Mrs. Brown will continue to do with Liam and the rest of the class until they master all their sounds.

The students have been working a lot with rhyming words. They have also been working on picking out the sound that is different. For example, the students would pick from the following four pictures: duck, house, doll, and dish. Obviously, the answer would be house. I think it would be interesting to assess Liam in either skill. I have not decided which skill I will assess yet, but it will be one of the two. I think Liam may struggle to pick the sound that is different since he does not know all of his sounds.

Rhyme Identification and Production

After assessing Liam's alphabet and sound knowledge, I decided that assessing his rhyming skills would be an appropriate next step. Rhyming involves recognizing and producing similar ending sounds. While Liam has not mastered producing all his sounds yet he can recognize most of them. The students have been working on rhyming the last few weeks. When the class chorally repeats rhyming words I hear Liam participating, but I was not sure if he could do this on his own. So I decided to find out. Mrs. Brown has many rhyme matching games so I thought about using one of these to assess Liam. However, I decided to use the rhyme identification and rhyme production assessments from the cool tools folder instead. I thought these would be easy to administer. I also thought these would focus more on the sounds because he would not be able to see the words. He would have to depend solely on what he heard.

I assessed Liam on his rhyming skills at breakfast (7:40 – 8:00 am) on Wednesday October 16th. He knew I had questions to ask him when I brought my notebook to breakfast. He has learned that anytime I bring my notebook I am going to assess him. Thankfully, he finds it exciting. He never groans and is always ready to try his best. I administered the rhyme identification assessment first and then the rhyme production assessment. I predicted that Liam would be able to identify rhyming words better than he could produce them. I thought he would get at least seven out of ten on the rhyme identification assessment and five out of ten on the rhyme production assessment. The reason I thought seven is because many of the words on the list are not pairs we have used in class so I was not sure how he would do. Liam surpassed my expectations on the rhyme identification assessment and got nine out of ten correct. The only pair he missed was sand and hand. Liam said that sand and hand do not rhyme. I was surprised by this because he got all of the other nine pairs correct. Occasionally he would ask me to repeat the

pair, but for the most part he said yes or no immediately. While I thought that Liam would be able to identify rhyming words, I was impressed that he only missed one pair.

The rhyme production assessment was much more difficult for Liam. He was only able to produce two rhyming words. He was able to produce “rain” to rhyme with “pain” and “care” to rhyme with “hair”. I did not count “dop” as rhyming with “hop” because I do not think this is a word. However, he did match the ending sound which was good. While I knew that producing rhyming words would be more difficult for Liam I was surprised he struggled that much. I think a lot of it may have to do with the fact that none of these words have been used in class. The most common pairs Mrs. Brown uses her in class are house/mouse, cat/hat, snake/cake, goat/boat, and king/ring. I think if I had given Liam some of these words he would have been able to produce a word to rhyme with them. I have noticed that the whole class tends to have an easier time identifying rhyming words than producing rhyming words. Many of the rhyming games we have in the classroom require the students to match the rhyming words. Maybe we should add some games that make students produce rhyming words.

When I talked to Mrs. Brown about my findings, she was not surprised that identifying rhyming words was easier for Liam than producing rhyming words. She said that most kindergarteners have an easier time identifying rhyming words than producing rhyming words. She also said that practicing matching rhyming words (while it mostly focuses on identification) will help the student produce rhyming words at other times. Mrs. Brown was surprised that Liam was only able to produce two rhyming words. However, once she looked at the list she agreed that Liam would have done better with the common rhyming words we use in the classroom. Mrs. Brown will often call the students to line up by using silly rhyming names. For example she will call “Hayden” instead of “Jayden” and “Batyana” instead of “Tatyana.” The students find

this absolutely hilarious. She told me that she tries to do this at least once a week to remind the students that rhyming words have the same ending and that language can be manipulated and played with. I think having the students produce made up rhyming words might be helpful in emphasizing that words rhyme as long as they have the same ending sound.

I am glad I decided to use these assessments even though Liam did not do well on the rhyme production assessment. I think the fact that the words were words he was not as familiar with was a good thing. This allowed me to see what he actually knows and not just what he has memorized. These two assessments were quick and easy to administer, but they told me a lot. I now know that Liam can easily identify rhyming words, but he needs more practice producing rhyming words. I can now use this to my advantage and spend time helping Liam practice producing rhyming words instead of wasting time just identifying rhyming words. I can also incorporate rhyming words into other lessons. For example, while we are counting I could ask Liam to think of a word that rhymes with two. I think it would be a good idea to administer these assessments to the whole class. From there, we could divide the students into groups based on what their needs are. We could then provide games or activities that focus on that group of students' specific needs. I know Mrs. Brown assessed their ability to identify and produce rhyming words. I am not sure which words she used, but it might be nice to use these words that the students are not familiar with to see how much they truly know. I may suggest that she uses these assessments when she assesses the students again.

As for Liam, if I were going to continue to assess him, my next move would probably be to assess beginning sounds. For instance, can Liam identify the beginning sounds of common words like "cat" and "bus?" Accordingly I would give him a set of words and see if he could find

the beginning sound that is different. From there I could continue to assess Liam's phonemic awareness.

Phonological Awareness – Rhyme Identification

Student's Name: Liam Date: 10-16-13

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words. I want you to tell me if they rhyme or do not rhyme."

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sit – bit

boy – chair

Test Items: Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed – fed ☒ (yes)
2. top – hop ☒ (yes)
3. run – soap ☒ (no)
4. hand – sand ☒ (yes)
5. funny – bunny ☒ (yes)
6. girl – giant ☒ (no)
7. lid – hid ☒ (yes)
8. mess – yell ☒ (no)
9. full – fun ☒ (no)
10. skip – hip ☒ (yes)

Number correct 9

Total possible 10

10

Phonological Awareness – Rhyme Production

Student's Name: Liam Date: 10-16-13

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words)

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sun _____

cat _____

Test Items: Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

1. pain rain
2. cake came
3. hop dop
4. see seahorse
5. dark _____
6. candy can
7. fun done
8. hair care
9. row rope
10. sip v

Number correct 2

Total possible 10

11