

## Observation of Joseph

Time: 8:25-9:10

Reading:

When I first started observing Joseph we were in Reading time. We had 20 students, eight girls and twelve boys. The teacher began the lesson by telling the essential question for the day: How do pictures give clues about characters in a story? We then began to read *Bella Lost Her Moo*. The students were asked to look at the illustrations and make predictions about what the characters were going to do. During this time, Joseph played with his hair, his shoes, and was lounging in his carpet spot. The teacher then decided to write down each of the student's predictions. When she did this, she accidentally showed the students what their letter for the day was. Their letter was, I. Joseph then pointed out an "e" in the word "her". He said that it was a "sneaky e." The teacher responded saying that it was not a sneaky e because you can hear it in the word. A sneaky e would be in the word, like. You cannot hear the e in the word like; therefore it is a sneaky e.

After this they continue on with the story and other characters are introduced besides the cow. On one page there is a horse, a cow, a pig, and a sheep. Joseph points out as an observation that there is a "different colored cow" in reference to the horse. The teacher then points out that it is not a cow but a horse. As the class continues going through the book, Joseph goes back to playing with his hair. He plays with his hair four more times and starts playing with his shoe again.

Towards the end of the book, the teacher asks the class why they think the cow is talking to all of the animals. Joseph raises his hand to answer but does not get called on. He gets

reprimanded for sitting too close to the teacher and is asked to scoot back. He tries to answer another question by tapping the teacher on the leg and does not get called on.

#### Reading Workshop:

The teacher introduces reading workshop by saying that they are going to be talking about putting spaces between words when they are writing. The teacher then tells the class how well they have been doing in writing. She says that she was talking to another teacher about how impressed she was with them and tells the kids that the other teacher thinks that most of them are writing the way they should be writing in December. Joseph and the rest of the class get very excited over this news and start to cheer loudly. Joseph gets up on his knees to see what the teacher is talking about. She tries to quiet the class after they all start getting really loud. They have trouble getting quiet again. As they're trying to get quiet Joseph decides that it's time for him to talk, so he turns to his neighbor and begins talking.

Once the teacher gets back to her lesson she decides that she wants to choose three people to help her with this next activity. When she chooses the four, she picks out of can that has different popsicle sticks with each of the students names on it. When Joseph does not get chosen, he moans. For this activity, the teacher hands each of the helpers a word that belongs in the sentence. She puts them out of order so that the sentence reads, "I eat to like." She then asks the class which words need to be moved in order for the sentence to make sense. As the students are reading the completed sentence, Joseph claps out the sentence on another student's head. For every word he says, he hits the other student's head. At the end of the activity he starts the class clap for the volunteers. After that activity, they move to making sentences on the board. In this activity, Joseph is chosen to participate. He has to drag the words to complete the sentence. His sentence is, "I \_\_\_\_\_ to eat \_\_\_\_\_." He has to drag the words like and oranges to their

correct spot. He confuses like and oranges. Other students go after him dragging words to complete two more sentences.

After this the students are asked to read aloud the sentences, Joseph does not participate. He then gets up to tell the teacher that the girl sitting behind him keeps touching him. The teacher tells him to use his words and to solve it using his words. The teacher then moves to guided reading time. She tells the students to go get their book boxes and go back to their tables. Joseph goes to get the ABC puzzle instead. She asks him what he is doing and says that she told him to get his book box not the puzzle.

#### Guided Reading:

During guided reading, Joseph is not looking at his book. He is throwing his books around unless it is his turn to make predictions. The students in his group are all reading a picture only book and they are asked to tell a story with the pictures. He makes accurate predictions but does not stay focused when it is another group member's turn to make a prediction. When asked to turn to a certain page number, he cannot recognize the numbers and turns to a random page.

After my observation, I approached my teacher about my findings. She was very interested in finding out what I learned. During lunch I sat with her and we discussed how Joseph was having problems paying attention during our reading block. I told her that I noticed that he really loved using motion while learning. He tended to clap out all of the words while we were reading, either by tapping on his shoe, his head, or on a neighbor. She said that my observation was interesting but she was not sure how that could be implemented in a normal classroom day. She also said that his older sister had trouble learning as well. She then said that Joseph has trouble recognizing his letters. When asked what letter made the t sound he said a.

From this experience, I learned that it is very easy to overlook little behaviors, such as Joseph tapping out his sentences, as bored gestures. When first observing, I believed that Joseph was just fidgeting. I then started paying more attention to the movements and realized that he was trying to learn with his hands. He was tapping out the sentences. I also realized that he needs that constant hands-on learning and attention in order to keep his attention on an activity. It is also important to make sure you are keeping up with observations. Talking to my teacher allowed me to see that this is not abnormal behavior for Joseph.

Observing was no easy feat. It was extremely hard for me to focus only on Joseph for an extended period of time. I was tempted to focus on the class as a whole or on what the teacher was explaining rather than on him. It was also hard for me not to step in and correct behavior I was witnessing. Being a hands-off observer made it so that I could be more mindful of the environment and see how things played out. It is my personality to be proactive and this made me see the importance of letting things take their course. But, having time to observe brings to light the little details about a student. In my future class I am going to need to have those details on record so I can track progress. If a student is constantly having behavior problems, there may be something more to it than just behavior. If a student is having an RTI done, it is my job to make sure that I am keeping track of all activity going on with that student. The best way to do that would be by observing them. I feel that the chances of me being able to observe the same way that I did in this case are slim because I will probably not be blessed with another teacher in my room, nevertheless, being an active observer during small group time would be just as beneficial. I know there are other ways that observation can take place than just sitting in the back of the room paying special attention to one child.

### Attitude Interest Survey

Joseph scored a 51 raw score on the inventory. When I told my teacher that we had to do the survey, she asked me to do it during the guided reading center so that she would be able to complete the DIBLES testing outside of the class. So, instead of having a one-on-one time with Joseph I did the assessment with 2 different groups of five students. They were half and half on the girl to guy ratio.

After doing this survey I learned that it is very important to be very prepared. Looking back, it probably was not a great idea to have the survey on my computer with a larger group. They should have each had their own copy. If I were to do this again, I would make sure that it was with a smaller group, probably around two students. It was very difficult for me to have to go to each individual student and then keep the others engaged. This could have been sidestepped had I had copies for each one that they could answer on their own. I think that this assessment might have been a little elevated for kindergarten. They did not relate to many of these questions because they have not covered it in class yet. For example, how do feel about using dictionaries? That is rather outdated because not many people even use dictionaries anymore.

After the assessment is over, I went to my teacher to discuss my findings. What was really interesting was that Joseph said that writing was his favorite subject. This surprised his teacher because Joseph is not very productive during his writing time. He barely gets a sentence on his paper. She said that it was probably because he really enjoys drawing the pictures. She also said that even though he said that he likes books with words that he is not quite ready for them yet. After I told her that many of the students wanted to get new books, she said that there was a reason why they have to keep reading the same books.

## Concepts About Print

### Questions:

1. Show me the front of this book. Where is the title?

- Joseph showed me the picture instead of the title, but he did point/turn the book to the right reading position.

2. Show me where to start reading.

-Joseph said start at the top and he pointed to the left most part of the text.

3. Which way do I go now?

- Joseph knew that you move left to right.

4. I'm at the end of the line, where do I go now?

- Joseph pointed to the next line under the text. He knew the line sweep.

5. Point to the words as I read.

- Does not have voice to print recognition. He would randomly point to words instead of following along with his finger.

6. Does this sentence make sense? (Read correctly)

- Joseph said that the sentence was not read correctly because it did not match what he thought happened in the picture. He said (pointing to the picture) see he does this not what you said.

7. Does this sentence make sense? (Read incorrectly)

- Recognized that the sentence did not make sense, but he said it almost did. He could not answer why the sentence did not make sense.

8. Find an upper case letter on this page.

- Joseph pointed to an upper case M, but could not tell me what the letter was.

9. Find a lower case letter on this page.

- Joseph pointed to the letter t, but could not tell me what the letter was. He said that it was a letter a. The letter “a” was next to the letter t so it might have been a little confusing for him.

10. Show me one letter.

-Joseph was able to point to one letter correctly.

11. Show me one word by putting your fingers around the word. (I demonstrated what to do with your fingers)

- Joseph was able to show one word.

12. Show me the first letter of the word then the last letter of the word.

- Joseph was able to show me the first letter but could not find the last letter. He said that I was covering it up with me fingers, he then pointed to the last letter of the line.

This was a fabulous assessment! I absolutely loved giving it because it is very informal but you learn so much. For my assessment, I told Joseph that I was going to read him a story but he needed to help me by answering a few questions. We read *Llama Llama Red Pajama*. He was so excited to be able to go out into the hallway with me to read with me by himself. This was the first time that I was able to pull students to work with them. The process went smoothly because I had my questions sitting right beside me and I practiced beforehand.

Through this assessment I learned that Joseph is still in the emergent stage. He is not recognizing some of the basic print concepts as in where the title is. I believe this may be because so far this year he has not had books with text in them. He is used to reading the pictures only. He knows the appropriate flow of reading (from left to right, top to bottom) but he is not

able to follow along with his finger. This could very well be because he does not know his letters yet or the sounds that these letters make. Therefore, when hearing these words he has no frame of reference to base the voice to text connection. I think I am my next step with Joseph will be to start a letter intervention with him where we will sit and practice flash cards with all of the letters. Hopefully this will begin the recognition that he needs to begin the blending of sounds, which in turn will lead to the reading of words.

After the assessment I spoke with my mentor teachers about the Concepts About Print Assessment. She has never heard of it before so I went through step-by-step, telling her all of the questions and Joseph's responses. She was very interested in applying it to her class. She said that she is going to talk to the rest of the Kindergarten teachers to see if they would want to use it as a form of assessing where their students are. In regards to Joseph, she was very pleased with the idea of me starting a letter intervention with him. She said that she does not have time to do that sort of intervention with him and would be very happy if I could implement that for her.



## Letter Recognition Assessment Artifacts

Letter	9/25/15	9/30/15	10/11	10/22	10/3	10/14	10/18	10/14
A								
B								
C								
D								
E								
F								
G								
H								
I								
J								
K								
L								
M								
N								
O								
P								
Q								
R								
S								
T								
U								
V								
W								
X								
Y								
Z								
a								
b								
c								
d								
e								
f								
g								

Letter	9/25/15	9/30/15	10/11	10/22	10/3	10/14	10/18	10/14
a								
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e								
f								
g								
h								
i								
j								
k								
l								
m								
n								
o								
p								
q								
r								
s								
t								
u								
v								
w								
x								
y								
z								
Total	29	27	26	24	16	19		
Upper Case	16	15	13	9	11			
Lower Case	13	12	11	7	8			

I also had a set of flashcards that had individual letters on them. This is where I represented my data. The boxes that are colored in are the letters that he got correct.

## Letter Recognition Assessment

For this assessment, I made ABC flashcards to assess Joseph's recognition of his letters. The first time I assessed him for the first time on September 25<sup>th</sup> at around 9:15. I shuffled the upper case letters and then shuffled the lower case letters in a stack. I did this assessment because I wanted to see where Joseph was in his letter recognition. I feel that if he is to become a better reader he needs to recognize his letters before he can move on to

the sounds. My teacher agreed that it would be a great use of time to help him become more familiar with his letters.

I pulled Joseph out into the hallway and told him we were going to be working on recognizing his letters to become a better reader. We then sat and went through all 52 letters, upper case and lower case. When we finished going through them the first time, we went back over the letters that he did not get correct the first time.

He got 11 out of 26 of the upper case letters correct. He got A, B, C, F, K, O, Q, S, V, X, and Z correct. He got 8 out of 26 lower case letters correct. He got b, e, i, k, o, s, v, and x correct. It was really interesting because as we were going through the different letters, he would turn his head and say a letter that would be correct if the card were facing that way. For example, for H he would turn his head sideways and tell me the letter was I. He did this multiple times and I had to remind him that we were only looking at the letter the way it was facing on the card.

I believe this assessment will be very beneficial if we keep working on them repeatedly. I am planning on pulling him aside everyday I am in the class next week in order to improve his letter recognition. Once we become more familiar with the letters, my next step will be to work on sounds with him. This will help progress him to blending sounds, which will help in his reading skills.

I talked to my mentor teacher about my findings and she was excited that he was making progress, but still concerned with his lack of recognition. We went over his last record of letters and added the new letters that he knew. One good thing she said was that he is maintaining the letters that he knew when she tested him. My goal is that we will have all letters recognized by the end of next week.

## Letter Sounds Assessment Artifacts

Letter	9/25/15	9/30/15	10/1	10/2	10/3	10/4	10/9	10/14
A	✓	✓	✓	✓	✓	✓	✓	✓
B	✓	✓	✓	✓	✓	✓	✓	✓
C	✓	✓	✓	✓	✓	✓	✓	✓
D	✓	✓	✓	✓	✓	✓	✓	✓
E	✓	✓	✓	✓	✓	✓	✓	✓
F	✓	✓	✓	✓	✓	✓	✓	✓
G	✓	✓	✓	✓	✓	✓	✓	✓
H	✓	✓	✓	✓	✓	✓	✓	✓
I	✓	✓	✓	✓	✓	✓	✓	✓
J	✓	✓	✓	✓	✓	✓	✓	✓
K	✓	✓	✓	✓	✓	✓	✓	✓
L	✓	✓	✓	✓	✓	✓	✓	✓
M	✓	✓	✓	✓	✓	✓	✓	✓
N	✓	✓	✓	✓	✓	✓	✓	✓
O	✓	✓	✓	✓	✓	✓	✓	✓
P	✓	✓	✓	✓	✓	✓	✓	✓
Q	✓	✓	✓	✓	✓	✓	✓	✓
R	✓	✓	✓	✓	✓	✓	✓	✓
S	✓	✓	✓	✓	✓	✓	✓	✓
T	✓	✓	✓	✓	✓	✓	✓	✓
U	✓	✓	✓	✓	✓	✓	✓	✓
V	✓	✓	✓	✓	✓	✓	✓	✓
W	✓	✓	✓	✓	✓	✓	✓	✓
X	✓	✓	✓	✓	✓	✓	✓	✓
Y	✓	✓	✓	✓	✓	✓	✓	✓
Z	✓	✓	✓	✓	✓	✓	✓	✓
a	✓	✓	✓	✓	✓	✓	✓	✓
b	✓	✓	✓	✓	✓	✓	✓	✓
c	✓	✓	✓	✓	✓	✓	✓	✓
d	✓	✓	✓	✓	✓	✓	✓	✓
e	✓	✓	✓	✓	✓	✓	✓	✓
f	✓	✓	✓	✓	✓	✓	✓	✓
g	✓	✓	✓	✓	✓	✓	✓	✓

This is where I collected the information for my letter sounds assessment. If you look at the top of the chart, you can see where I start the sounds assessment. I used the same cards that were used for the first assessment with this assessment as well.

### Assessment #2 Letter Sounds

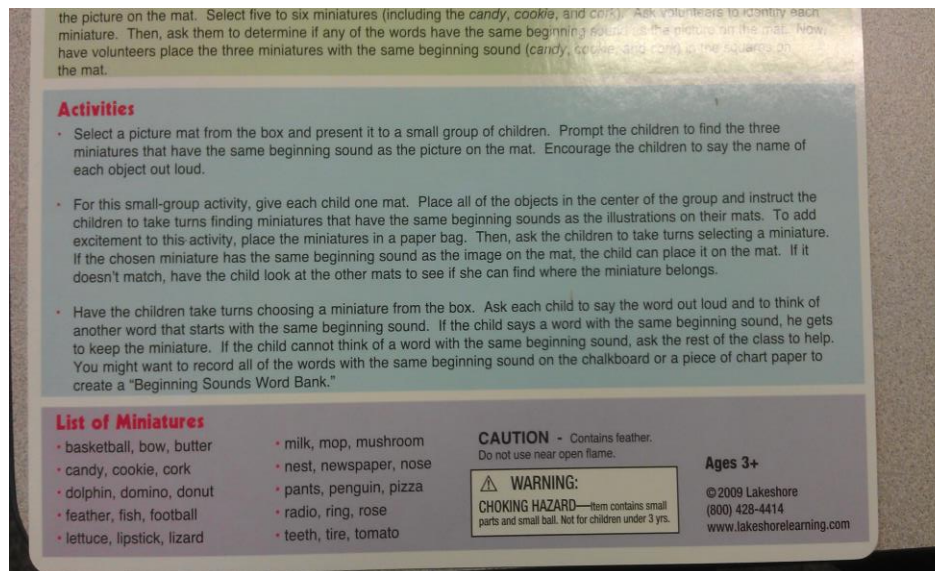
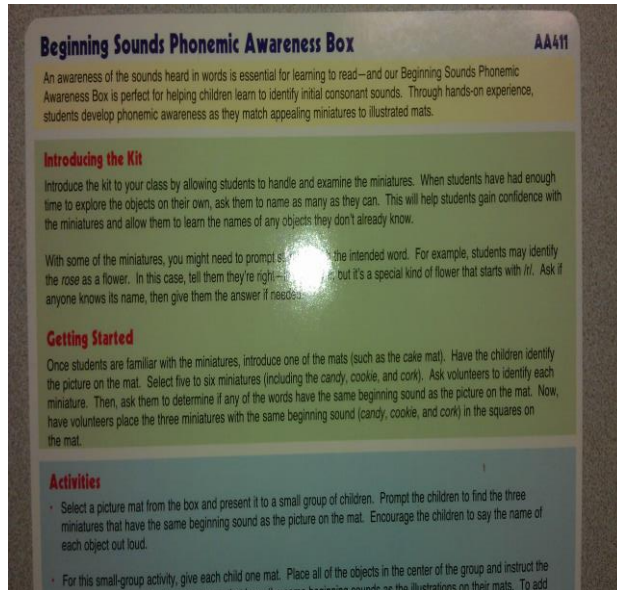
For my second assessment, I worked on sounds of letters with Joseph. We did this at around 9:15 on October 9<sup>th</sup>. We worked on sounds because he was progressing with his letter names. I am hoping that he will be able to progress quickly with his sounds so that he will start reading more efficiently. For this assessment I showed Joseph a flash card with a lower case

letter on it. I said, “This letter is \_\_\_\_\_. What sound does this letter make?” He would then tell me the sound.

His results were interesting. He got most of the letters that he already knew correct. He got 13 out of the 26 letter sounds correct (b, c, e, f, j, k, o, p, s, v, w, x, and z). Some of the time, I had to remind Joseph to tell me the sound not the name of the letter. For example, when I said, “This is an R what sound does an R make?” He would say the name R, R, R instead of rrrrr the sound. I would say again tell me the sound, not the letter, and he would still tell me the letter name. I thought this might be because he is still used to practicing his letter names with me, but after talking to my mentor teacher I learned that was not the case.

My mentor teacher said that Joseph always calls out the letter name instead of the sound on the ones he does not know. Every morning we watch a video that allows the students to practice their letters and the sounds that go along with their letters. She said that as he is singing the song he says the letter name instead of the sound. In order to prevent this from continuing, after each assessment I have decided to go over all of the sounds with Joseph. This will help him learn his sounds that he does not know and it will encourage him to stop using the letter names for the sounds. She also said that when she first assessed Joseph for his letter sounds he did not get one sound correct. Thankfully with my assessment, we see that he is now in the progressing stage with his sounds.

## Phonemic Awareness Assessment Artifacts



### Assessment #3 Phonemic Awareness

For this assessment Joseph and I worked on his Phonemic Awareness. We did this Wednesday, October 16, 2013 during reading center time, which is around 9:15 in the morning. My mentor teacher had a resource designed especially for phonemic awareness. The resource had a tray of pictures with three blanks underneath each picture. The student would then be given

four objects, three that match the beginning sound of the picture and one that does not. I decided to do this assessment with Joseph because my mentor teacher said that he needed the extra practice in order to succeed at Fast Forward a reading intervention plan that all of the students have to do.

We went into the hallway to do our assessment. I gave Joseph six different pictures total. I gave him turtle, pancake, rainbow, mouse, boat, and dinosaur. He did really well on half of the pictures. He had a hard time with rainbow, mouse, and dinosaur. For mouse, I gave him a mop, mushroom, milk, and a cookie. He had his mind set that cookie went with mouse. I asked him why he felt this ccc-cookie went with mmm-mouse and he said because they eat them. I believe that he was getting confused because we have been reading *If You Give a Mouse a Cookie*. He also had trouble with dinosaur for the same reason. I gave him a domino, dolphin, donut and a rose. Looking back I probably should have given him a different object because rose can be easily confused with flower. But, he said that rose went with dinosaur because dinosaurs eat flowers. I then had to explain to him again that we were looking for beginning sounds not anything else. He then decided that the domino went with dinosaur rather than rose. He also had trouble with rainbow but I think it was because he was distracted because the ring that I gave him fell off and he was trying to fix it rather than work.

I told my teacher the above information and after talking to my teacher she was not as concerned by Joseph's choosing the wrong object. She agreed that he probably was making outside connections but as long as he could correct it after a reminder then it was fine.