

Student Observation and Reflection

On Monday, February 4 at 9:00 AM in my Kindergarten field placement , Ms. _____, my mentor teacher, had me work with a group of about five students that I work with often in the class (and Katie, my focus student, is in that group). Prior to working with those 5 students, Ms. _____ gathered the class as whole on the front carpet and went over the word chunk “-ug” up on the board and then had students go back to their seats and write down words that end with that word chunk. The class is made up of 20 students, 12 of those students being girls and 8 of those students being boys. After the students wrote the words on their paper, she gave out new guided reading books to the students based on their reading levels and had that group of five students read the book out loud together to me. As I listened to them read, I noticed that Katie struggled on some of the words in the book. While the rest of the group read pretty quickly through the book Katie would stop and struggle on a word but would then just skip to the part that the other group members were at in the story. After we were done reading the book, I talked to Katie to see if she understood what the book was about (which she did for the most part), she just struggles with reading the bigger words, sounding out words, a little bit of reading comprehension, and needs to review sight words a little more.

When Ms. _____, my mentor teacher, does a writing/reading workshop lesson most of the class is sitting criss-cross on the floor paying attention, except for a few. Katie sits there attentively, making sure that she is paying attention because she wants to get her clip moved up. Katie is definitely a quieter student in the class, but is very lively and talkative around her friends in the class. She does not really

answer questions when the teacher asks them, but does understand what the assignment is and goes to her seat to complete it. She has a little trouble starting the assignments, but once she's given a little motivation Katie works hard to finish. Katie is from an English Language Learner of Hispanic background and has worked with an ESOL teacher in the past. She speaks English pretty well, but it has prohibited her from speaking very fluently while reading but she does her best to form the sentences that we are reading in books or forming the words for word chunks. One question I would ask my mentor teacher is whether or not Katie is working on work and reading at home or whether it is has been a hard transition from Spanish to English for her?

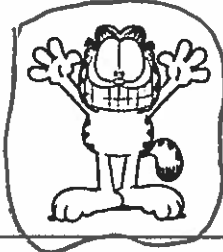
Since doing the observation, I have talked to Ms. _____ about Katie and the observation in general to receive some feedback. I asked my teacher whether or not Katie works on her fluency and comprehension at home. She said that Katie comes every day with her agenda signed by her parents, meaning she read her guided reading book to them at home. I asked Ms. _____ about Katie's transition from speaking Spanish to English and she said that from the beginning of the school year, Katie has improved a lot on her reading levels and has increased 2 reading levels on her running record. During fall semester parent-teacher conferences, Katie's parents (who speak only Spanish) informed Ms. _____ that Katie has been trying to help her younger sister who is in Pre-K on her English. From this, one can see that Katie is really trying her hardest to learn English and be fluent in this language and apply that to her reading skills. I cannot wait to see how Katie improves even more over the course of the semester.

Elementary Reading Attitude Survey

School _____ Grade K Name Katie

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



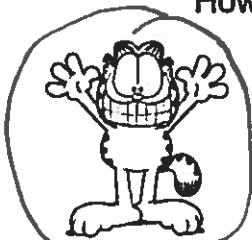
2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



Please circle the picture that describes how you feel when you read a book.

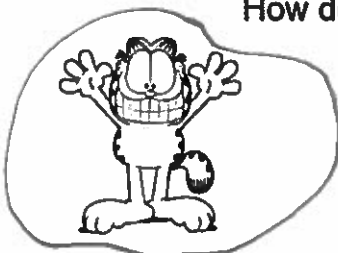
5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



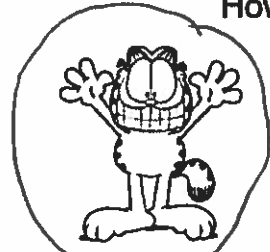
7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?



Please circle the picture that describes how you feel when you read a book.

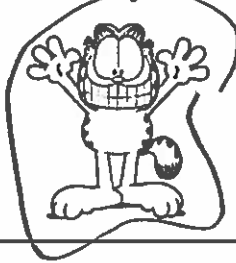
9. How do you feel about going to a bookstore?



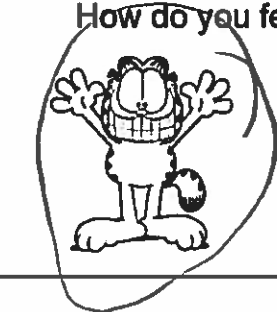
10. How do you feel about reading different kinds of books?



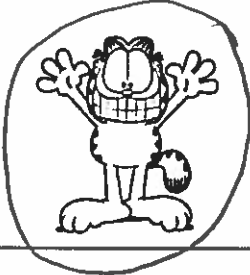











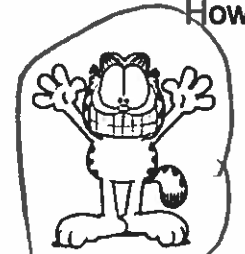



11. How do you feel when a teacher asks you questions about what you read?



12. How do you feel about reading workbook pages and worksheets?



Please circle the picture that describes how you feel when you read a book.

13.	How do you feel about reading in school?			
				
14.	How do you feel about reading your school books?			
				
15.	How do you feel about learning from a book?			
				
16.	How do you feel when it's time for reading in class?			
				

Please circle the picture that describes how you feel when you read a book.

17.

How do you feel about stories you read in reading class?



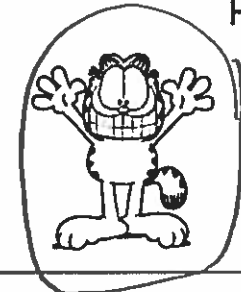
18.

How do you feel when you read out loud in class?



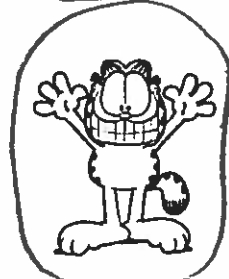
19.

How do you feel about using a dictionary?



20.

How do you feel about taking a reading test?



Elementary Reading Attitude Survey Scoring Sheet

Student Name Katie

Teacher _____

Grade Kindergarten Administration Date 2/11

Scoring Guide

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

Recreational reading

1. 4
2. 4
3. 3
4. 4
5. 2
6. 4
7. 4
8. 4
9. 4
10. 4

Raw Score: 37

Academic reading

1. 4
2. 4
3. 4
4. 4
5. 4
6. 4
7. 4
8. 2
9. 4
10. 4

Raw Score: 38

Full scale raw score (Recreational + Academic): 75

Percentile ranks: Recreational

..... Academic

..... Full scale

Reading Inventory

I met with Katie more towards the end of the day around 1:45 p.m. on February 11th. The students were having indoor recess, so I asked Ms. _____ my mentor teacher, if it would be okay to pull Katie out for a reading inventory. Katie and I sat outside in the kindergarten pod for the inventory where it was quieter and had fewer distractions. There was one other group sitting in a table outside, but besides that the hallway was clear and Katie was able to think as she and I read through the questions. Her demeanor before the survey was excited, but also nervous. I walked up to her at indoor recess and asked if she could step outside with me and I could tell she was confused why I was calling her out, almost like she thought she was in trouble. When we got outside and I explained to her what we were going to be doing, she was okay with the situation and seemed excited about filling out the inventory.

The assessment went great! Katie absolutely LOVES to read, so she was perfectly content circling a bunch of excited Garfield's because she has such a passion for reading. From the assessment, I could tell that Katie really enjoys reading on her own or during free time, or even at her home. Reading seems to be a big part of her life. Also seen in the inventory, Katie loves to read different kinds of books and even likes to read academic books assigned to her at school by Ms. _____. The part of the inventory that received an unhappy Garfield was the part asking if she is comfortable reading out loud in class. Katie is an ELL learner, and while she has progressed significantly in a positive direction, she still struggles with certain bigger vocabulary words and therefore doesn't like to read out loud as much

to the class. Overall, the ending score must have been pretty high because Katie really enjoys reading and was able to express her love for reading in this inventory.

My future plans with Katie include: to continue working with her, and hopefully seeing her reading level get significantly higher throughout the rest of the semester. Ms. _____ wants Kim and I to work with a group of 5 students each in multiple content areas and Katie is in my group of 5 students. Because of this, I get to see how Katie interacts with the work in other subjects taught throughout the day and how she learns. Ms. _____'s starting to have us keep a running record of our students, so we can see if they are able to move to a higher reading level.

This assessment is important because it allows the students to feel involved, not like they are just being asked questions and having to respond. This assessment allows for some form of discussion, but also uses pictures that capture young students' attention. I definitely learned how better to assess a student in a subject, and I can't wait to start using student surveys and reading inventories in my future classroom. It is a practical way to see where the student is at academic wise in the classroom. I definitely like the Garfield inventory for younger age students, because those students notice the pictures and usually would want to circle which Garfield expression best describes them. Assessments such as the Garfield one allows students to make some decisions on their own and really just listening to the question being read to them.

I talked to Ms. _____ the next day we were in the classroom, which was February 13th; to talk with her about the assessment I did with Katie and to get her thoughts on it. I showed her the Garfield sheets and what Katie circled, and Ms.

_____ definitely agreed that what Katie circled on the sheet was accurate. Ms. _____ informed me that over the course of the school year, Katie has grown a lot in her reading fluency and comprehension from where she used to be in August. Katie came into the classroom speaking primarily Spanish and has transitioned to speaking English and finding a love for reading in the process. I asked Ms. _____ how she chooses the books for Katie during guided reading. Ms. _____ said she bases Katie's book choices off of the information she gains in running records and also what she thinks the children will be interested in. Ms. _____ did say that Katie pays more attention to fun books that are read to the whole class during free times and at the end of the day more than she pays attention during guided reading or whole-group reading. After doing this assessment, I notice that Katie loves to read and loves to look at books and the illustrations in the books. I hope that Katie will only continue to love to read as she grows up and continues her education.

Reading Record

Name: _____

Age: 6

Date: 2/13

Text: At the zoo

Level: 2

R. W: 43

Level 2 by marching

Accuracy: 95%

S.C. Rate: 0

Page	This story is about a boy and his mom and their day at the zoo.	E	S.C.	Errors MSV	Self corrections MSV
2	"Come here!" said Mom.				
4	"Come and see the elephant."				
6	"Come here!" said Mom.				
8	"Come and see the bears."				
10	"Come here!" said Mom.				
12	"Come and see <u>have</u> the zebras."				
14	"Come and see the monkeys," said Mom.				
16	"Look at the monkeys." "Look at the baby monkey!"				
Total		2			

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

The mommy and boy look at ... elephants
at the zoo. (Had to ask questions to pull information
hard to retell.)

Questions to check for understanding (check if understanding acceptable)

1. Where did the boy and his mother go to see the animals?

Response: (to the zoo)

To the zoo



2. What were some of the animals that they saw?

Response: (elephant, bears, zebras, monkeys)

Elephants,
zebras, bears (looked in book for
bears).



3. Which animal do you think the boy liked best?

Response: (the baby monkey)

Baby monkey.

**Reading level**

Accuracy level:

$$\frac{43 - 2}{43} = \frac{41}{43} \% 95$$

Self-correction rate:

$$\frac{0}{0} = \frac{0}{0} = 1:$$

Reading level (with understanding):

Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

added in an extra word, had trouble
saying the word "baby" overall
read fluently and had very few
errors.

Teacher: _____

Date benchmark assessment completed: _____

Running Record

I really enjoyed doing the running record with my reading student, Katie.

Katie and I did the running record on February 13, ~~4~~ at 1:30 PM. We read "At the Zoo", which is a Level 2 book. Katie needs to be at a 3+ reading level by the middle of March. She started out reading the book very fluently and did not struggle with many words. She had some awkward pauses while reading the story, but for the most part she reads fluently for being an ELL learner. Another thing I noticed when she was reading the print was that sometimes she would pause because she was confused on the words, but then Katie would look at the picture for a clue on what the word could be.

The first mistake in her reading occurred on page 12, where she inserted the word "have" in between the words "come and". The only other mistake that Katie made was on the last page with the word "baby". She had trouble analyzing that word because when she looked at the picture for help, it was just a picture of a monkey but the word was "baby monkey". Overall, Katie read fluently.

After she was done reading, I asked her what the book was about and she somewhat struggled telling me what the text was about. I had to ask her more questions to pull answers out from her. When I asked specific questions, she was able to give the correct answers, except for one question, which she had to look in the book for clues to figure out the answer to my question. The question that she struggled with on the running record was... "What were some of the animals that they saw?" The answer was: elephant, bears, zebras, monkeys but Katie could only answer elephants and zebras without looking in the book for clues.

Overall she had 2 mistakes, which subtracted from the overall total of words in the books would be $45 - 2 = 43$ divided by the total number of words (43) for a total of 95% accuracy on her reading. She had zero self-corrections, so that did not factor into her reading level for "At the Zoo". Katie did good reading this book, but my mentor teacher says it is time to start giving her books with harder words in the print to really have her start sounding out the words and looking at the letters, not just looking at the pictures for clues. I plan on continuing to work steadily with Katie and her reading skills, by using these more challenging books that Ms. _____ is going to give her. I will help her with her phonological awareness and really learning how to sound out words with appropriate sounds. I will also start having her write down sight words that she is struggling with so she will know them faster and more fluently the next time she does a running record. I really enjoyed doing the running record because it allowed me to see and analyze Katie's mistakes and where the mistakes might have come from. It is also neat because she is an ELL learner and is learning to read more fluently as the school year progresses.

Phonological Awareness – Phoneme Isolation (initial)

Student's Name: Katie Date: 3/4

Student's Score: 9/10 → 90% **MASTERED** REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Practice Items: Help the student identify the initial sound of a word with the following practice items. Create additional practice items as needed.

dog – "The first sound that I hear in the word dog is /d/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

- | | | | |
|-----|-------|----------|--------------------|
| 1. | big | <u>✓</u> | /b/ |
| 2. | land | <u>✓</u> | /l/ |
| 3. | farm | <u>✓</u> | /f/ |
| 4. | apple | <u>✓</u> | /a/ |
| 5. | desk | <u>✓</u> | /d/ |
| 6. | ship | <u>✓</u> | /sh/ |
| 7. | man | <u>✓</u> | /m/ |
| 8. | help | <u>✓</u> | /h/ |
| 9. | then | <u>✓</u> | /th/ |
| 10. | truck | <u>x</u> | /t/ (<u>/k/</u>) |

Number correct 9

Total possible 10

Assessment #1 Phonological Awareness- Phoneme Isolation

For this assessment, I chose the Phonological Awareness assessment about Phoneme Isolation. I delivered the assessment to Katie at 1:15 PM on March 4th. The class had just come inside from recess and was about to start their science lesson. I pulled Katie aside and brought her over to where Ms. _____'s desk was to give her the assessment. The room was somewhat noisy since all the children were riled up from recess, so that could have factored into the score that Katie received. Katie did not seem too distracted by the noise but at some points she turned around to look at the rest of the class and see what they were doing.

Katie is an English Language Learner, and through my time working with her as my focus student and with the group of 5 Ms. _____ assigned me, I have noticed that the main thing she struggles with is really sounding out words. Because she has trouble sounding out words, she has trouble with reading fluently and getting through the text without pausing to try to figure out what a word is. Katie seems like she feels special that she gets to work with me sometimes separately from everyone else, so she did not mind too much when I pulled her aside to do the assessment. When we started going through the assessment, Katie flew through it and did not seem to get frustrated with the assessment I chose to give her. She seemed to have both a positive reaction to the assessment and me giving her it. Because she struggles with sounding out words and reading fluently, leading to limited reading comprehension, I decided to pick a phonological awareness assessment to work on her sounds of letters and how those sounds applies to the word being read. The first assessment I chose was "Phoneme Isolation", because it deals with just individual

sounds or blends of letters of just a single word, instead of jumping straight into hearing multiple words.

Katie read through a list of about 10 words and was instructed to name the initial sound of the words. For example: the initial sound in dog is /d/. Katie did a lot better than I thought she would do. She got 9 sounds right in a row, but she missed the 10th word, which was “truck”. The initial sound would have been /t/, and Katie thought the initial sound was /k/ because she heard that sound at the end of k. Overall, Katie did very great and I can’t wait to do another assessment for her.

Usually, Katie does struggle with sounding out words, but the more we practice words and sounds the better she gets and the more familiar she gets with the words that she is seeing. I showed Ms. _____ the assessment, and she just encouraged me to keep working with her on saying words and sounding out words. One thing Ms. _____ told me was to encourage Katie to take her time. She tries to rush through reading and other spoken activities, and told me that if she was going at a slower pace she might have taken more time to sound out the word “truck” and hear the /t/ sound instead of saying the /k/ sound. She is doing a better job as the semester progresses on sounding out words and really finding out how sounds go together to make a word. Next time, I will choose a harder assessment that is more challenging for her but I am glad I picked this assessment first so that I could see what initial base she has in sounding out words and listening for initial sounds.

Time = 12:35

Phonological Awareness – Phoneme Identification

Student's Name: Katie Date: 3/18

Student's Score: 8/10 MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

Practice Items: Help the student identify the same sound found in each word with the following practice items. Create additional practice items as needed.

cat, car, cap : "What sound is the same in all the words? I hear /c/ in all three words."
hop, sip, lap : "What sound is the same in all the words? I hear /p/ in all three words."

Test Items: Read the list of words and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

- | | | |
|-----|----------------------|---------------|
| 1. | fix, fall, fun | <u>✓</u> /f/ |
| 2. | me, milk, mom | <u>✓</u> /m/ |
| 3. | ship, shop, share | <u>✓</u> /sh/ |
| 4. | dig, dog, do | <u>✓</u> /d/ |
| 5. | fit, mat, lot | <u>X</u> /t/ |
| 6. | lip, flap, cap | <u>X</u> /p/ |
| 7. | chair, cheese, chalk | <u>✓</u> /ch/ |
| 8. | see, bee, me | <u>✓</u> /ee/ |
| 9. | like, click, sick | <u>✓</u> /k/ |
| 10. | fish, crash, dish | <u>✓</u> /sh/ |

Number correct

8

Total possible

10

Assessment #2

Phonological Awareness- Phoneme Identification

For the second self-selected assessment, I chose the Phonological Awareness assessment about Phoneme Identification. I delivered this assessment to Katie at 12:35 PM on March 18, ~~th~~. I gave the previous assessment to Katie in the classroom, and she seemed to get somewhat distracted so for this one I pulled her out into the kindergarten pod to work on it. Even though we were outside of the classroom, Katie still seemed to wiggle around and turn around to look at the people passing by which caused for some distractions. I would have to encourage her to focus, but overall working in the pod was a better choice of environment than working in the classroom.

Lately, when I have been working with Katie individually or in our small group of 5 at the table, I have noticed that her interactions with reading and writing assignments are not as positive as they used to be. She just does not seem as enthusiastic about reading as when she first took the Garfield Reading Inventory. My mentor teacher has started correcting her a lot on her writing during writing workshop, and I think that just makes her more frustrated to learn. When I asked to pull her aside to do the assessment, she seemed kind of annoyed with me but when I started the assessment... she flew through it. Even though she started out discouraged, she seemed to like the assessment because she realized it was not impossible for her to do.

I picked the assessment on Phoneme Identification because it seemed like it was a step up from the previous assessment we had done. On the previous assessment, Katie had to identify the initial sound in just one single word, whereas

in this assessment Katie had to identify the similar sound in a group of three words (overall there were ten sets of three words). For example: the word set is “fix, fall, fun” and Katie would have to identify the similar sound as being /f/. Another reason I picked this activity is because some sets of words had the similar sound at the beginning like with the /f/ sound, while other sets had the sound at the end, such as “lip, flap, cap”, so it was a little trickier to figure out. I also liked this assessment because it gave the student multiple words to look at to figure out the sound, not just one word.

When I did this assessment with Katie, she got 8 right out of 10 problems. She missed #5 (“fit, mat, lot”) and #6 (“lip, flap, cap”). The first one she said the sound was /f/ and the second one she just did not answer because she was confused. I think the reason she scored an 8/10 was because it was harder for her to identify the similar sound because the sound was at the end of the words, and it was harder for her to recognize the sound since she wasn’t hearing it straight off the bat. Overall, from coming from a Spanish speaking family, Katie did better than I thought she was going to. She is getting better at identifying sounds and letters.

For the third assessment, I think I will pick an assessment that is similar to Phoneme Identification but a little bit more challenging, but still includes identifying different sounds or sounding out letters. When discussing with Ms. _____ how the assessment went, she seemed pretty thrilled with Katie. I asked her how I could continue to work with Katie to help her progress... and her suggestion was to start using her knowledge of letter and sound identification and move towards learning blends and syllables.

Phonological Awareness – Phoneme Blending

Student's Name: Katie Date: 3/26

Student's Score: 8/10 = 80% MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to separate the sounds of a word and I want you to tell me what word it is."

Practice Items: Help the student identify how to blend phonemes with the following practice items. Create additional practice items as needed.

"/s/ /i/ /t/ is what word? SIT"

"/s/ /t/ /o/ /p/ is what word? STOP"

Test Items: Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

- | | | | |
|-----|-------------------------|----------|----------|
| 1. | /m/ /e/ | <u>✓</u> | (me) |
| 2. | /b/ /e/ /d/ | <u>✓</u> | (bed) |
| 3. | /h/ /a/ /t/ | <u>✓</u> | (hat) |
| 4. | /m/ /u/ /s/ /t/ | <u>X</u> | (must) |
| 5. | /sh/ /o/ /p/ | <u>✓</u> | (shop) |
| 6. | /p/ /l/ /a/ /n/ /t/ | <u>✓</u> | (plant) |
| 7. | /s/ /t/ /o/ /p/ | <u>✓</u> | (stop) |
| 8. | /f/ /l/ /ow/ /er/ | <u>✓</u> | (flower) |
| 9. | /l/ /u/ /n/ /ch/ | <u>✓</u> | (lunch) |
| 10. | /s/ /t/ /r/ /a/ /n/ /d/ | <u>X</u> | (strand) |

Number correct 8

Total possible 10

Assessment #3

Phonological Awareness- Phoneme Blending

For the third self-selected assessment, I picked the Phonological Awareness assessment on Phoneme Blending. I delivered the assessment to Katie at 1:45 PM on March 25, ~~11~~. Just like the previous week, it seemed like a good idea to pull Katie outside in the pod instead of staying in the classroom so as to provide fewer distractions. Unlike last week, no one passed by outside while we were doing the assessment, so Katie was able to fully focus. Since Katie's interaction with the assessment was more negative the previous week, I decided to inform her this week that we were going to take a little quiz, which made her more curious and open to doing it. She seemed more eager and excited to be pulled out of class, while the rest of class was doing their science assignment. We started the assessment, and it progressed along smoothly, but Katie did seem to find less enjoyment out of this week's assessment than the two before it because it challenged her more and she struggled on a couple of answers but overall her demeanor with working with me was positive and she did the assessment willingly.

I chose the assessment on Phoneme Blending because Ms. _____ wanted her to work on blends of letters and I knew it would be a step up from the assessments she had the past few weeks. This assessment listed ten different words (me, bed, hat, must, shop, plant, stop, flower, lunch, and strand). The assessment did not list out the word normally, but instead it listed it separated by separate sounds. For example, the word me looked like /m/ /ee/ on the paper. My role in delivering the assessment to Katie was to sound out each letter and she was to blend the letters together to form the correct word. The words on the assessment started out

easier, but when we got down to words such as must and strand, Katie struggled. I noticed it was even somewhat hard for me to give the assessment because I realized my sounds might be unfamiliar to Katie since she is of Hispanic background.

When I did this assessment with Katie, she got 8 right out of 10 problems. She missed #4 (/m/ /u/ /s/ /t/) and #10 (/s/ /t/ /r/ /a/ /n/ /d/). On #4, she said the word “most” instead of the word “must”. She got really close on this one; she was just off by one sound/letter. On #10, she just could not even put together the word “strand” and claimed that that one was too long. I think the reason she scored an 8/10 is because it is harder for her to recognize individual sounds when every single word is different and she had to blend the letters together. My sounds might sound different to her than what she is used to. She scored the same as last week, but seemed to improve on her speed and dedication this week.

When talking with my mentor teacher, Ms. _____ seemed to be impressed that Katie blended the words together so well. She did agree with me that this assignment was trickier because of Katie being ELL, but she seemed glad that Katie tried her best. I asked Ms. _____ what she wants me to do with Katie next and she wants me to continue to go through her sight words with her and encourage her to write down the sight words she doesn't know so that she will be more familiar with them and read more fluently. I will continue to work with Katie as the semester progresses on blending letters and syllables and reviewing sight words. She has already improved so much from where she began at the beginning of the semester when I first started working with her. She is becoming much quicker at recognizing certain sounds and associating them with certain letters.