

Observation of Mentor Student

9.4

• Date: September 4th

• time: 11:10 - 11:25

• Book: Earrings

* read aloud by

- moved from group to be upfront next to tt.
- looking at book
- playing with arm
- looking around at classmates
- moving around
- playing with arm
- not responding to tt questions
- not engaging in read aloud
- answered to men having ears pierced (yes)
- licking his arm

- tt trying to get him engaged (hand on head)

- looking at book

→ answered question about book raised - has "awesome" posture (commented, wanted hand - responding more to comments, attentive)

called - Switches sitting position on knees to bottom on. - to one knee up and one down

- playing with/tying shoes
- up on knees, answering classmates' questions
- hands in pockets
- reading from anchor chart
- playing with cheeks
- making faces

- After - playing with shirt over head standing

- goes to seat as expected 2nd time w/ class

o
* x x x x
* x x x x

* Mr. tt really good at read alouds

* hand on head = know I am here
* can't interrupt to say something during reading.
* Specialist to help him
* busy body.

Observation of Student Reflection

The reason for this observation is to understand my student. I believe this first assessment was assigned so that we could specifically watch our student and get an idea of how he or she participates in the lesson. This assessment will be very helpful for my student because of his behavior and disruptive issues.

My observation this week with Jacob was very interesting. It took place on Wednesday, September 4th at approximately 11:10am and lasted until 11:25am. I decided to observe him during a read aloud of Earrings by Mr. _____. This was used as the mentor text to start the writing lesson on persuasive writing for the day. At the start of the reading, Jacob was sitting in the middle of his friends fidgeting, however, Mr. _____ quickly moved him to the front next to him so he would not distract his friends. Jacob seemed to be intently listening to the story; however, he was playing with his arm. He seemed to be picking at a scab or something, therefore, this had his primary attention. He often looked at his group of classmates sitting in front of him and then back to the story. As he continued to pick at his arm he was not answering or engaging in the questions Mr. _____ was asking. Mr. _____ then asked, "Do men have earrings?" and then Jacob got defensive and in a serious voice said yes in response to some classmates saying no. Right after answering the question he went back to his arm, however, he began biting it this time. Mr. _____ is really good at reading books aloud so he got very into the story, which kept the majority of the students attention. Mr. _____ then put his hand on Jacob's head to try and get him to pay attention to the story without interrupting the class' focus. This worked. Jacob then was paying more attention to the story and started answering the questions about the story that Mr. _____ was asking. Jacob raised his hand and was called on to answer a question. Next, Mr. _____ commented on how awesome Jacob's posture was because he was not laying down or bent over. Jacob continued to be engaged in the

story and was answering all the questions Mr. _____ asked and was frequently commenting on the story. He switched his seated position a few more times before realizing his shoe was untied. He then played with his shoelaces for a minute or so before tying them and getting his focus back to the story. Mr. _____ finished reading the story and then pulled out an anchor chart they had worked on before and Jacob was reading off of it, along with the rest of the class. While Mr. _____ was talking, Jacob was biting and playing with his cheek as well as making faces at the ceiling. Mr. _____ then went into his expectations about what they would do next and Jacob was playing with his shirt and pulling the top up over his head. Jacob then went to his seat quietly, meeting Mr. _____'s expectations, on the second time along with the class.

Reflecting over this observation, I feel like I learned a little about Jacob, however, it was certainly not enough. He moved around a lot, which means he is probably active and does not like to be sitting for long periods of time. This will help me when working with him for the focus lessons. I could move around with him while doing them, instead of always sitting at the same table. We could go to different areas of the school that will be new to him and comforting. Though I did see him move around a lot, I feel that an observation during a lesson while he is at his desk may have been a better option. The reason I think this is because I noticed that he moves around more while in his desk. There are also more things available for him to play with, such as pencils, a pencil sharpener, or his books. It seemed that Jacob was more distracted by things when he thought no one was paying attention directly to him. I think this because once Mr. _____ showed he was paying attention to him by putting his hand on his head, he was instantly more focused and engaged in the reading. The observation helped me learn how to focus on one student for a set amount of time. I had never done anything exactly like this before so I learned how to do it and I know when I am a

teacher I will have to do observations on all my students. I look forward to all the observations and assignments that I will have to do with Jacob this semester.

Even though this observation took place on Wednesday, I was not able to discuss my notes with Mr. _____ until Friday, September 6th. The conversation was exactly how I thought it was going to be. I shared my notes with Mr. _____ and he explained a lot to me about Jacob. He started off by telling me about his behavior issues and how he has a behavior specialist who comes in to talk with him and observe him in the classroom environment. When we got to the part about him putting his hand on Jacob's head, he explained to me about how important it is for him to know Mr. _____ is paying attention to him. Even though he can't stop the story to say something, the gentle touch is reassuring that he is there and can see him. Mr. _____ also explained that he has always been a very "busy body". Ever since day one, he has always moved around and been fidgety. I asked Mr. _____ how he handles this and he explained that he just lets Jacob know that he is there, close by, and that Jacob has his attention. We also had a conversation about the importance of seating arrangements in the classroom. He places the students around the room based on their individual needs and how much they may need his help. Mr. _____ started out the school year with the students in a U shape around the classroom so that he could be the center of the classroom and everyone could see him. He also did this so that each student was front row of learning. So far, I have learned so much from both Jacob and Mr. _____ and I look forward to learning lots more over the course of the semester.

Elementary Reading Attitude Survey

School _____ Grade 3rd Name J

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

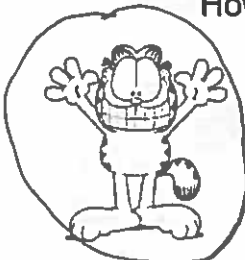
1. How do you feel when you read a book on a rainy Saturday?



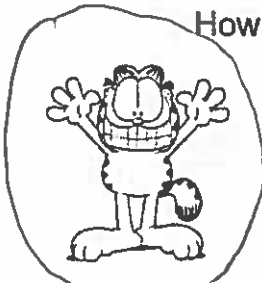
2. How do you feel when you read a book in school during free time?



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



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

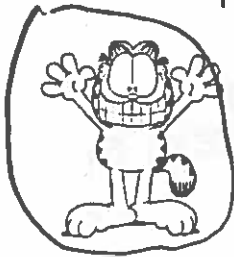


impaired
to indoor
recess -
rather
be in
computer

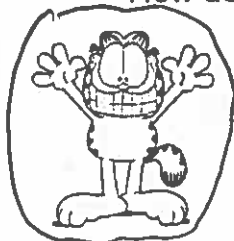
wants books
for birthday
& Christmas

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

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



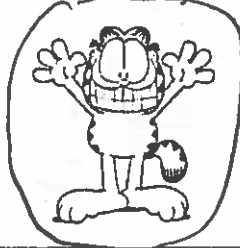
10. How do you feel about reading different kinds of books?



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



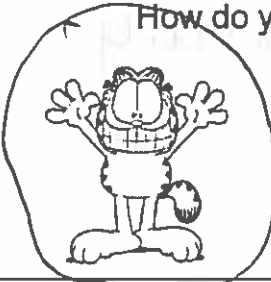



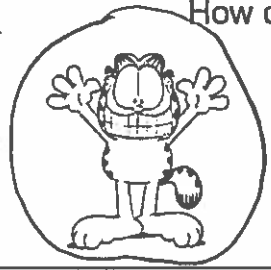











12. How do you feel about reading workbook pages and worksheets?



Books
a million

when not
sked 1st or
2nd, others
answer
what he
wanted to
say

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?			
				

loves to learn from books

knew what was for 2nd grade

so long and tiring

Elementary Reading Attitude Survey Scoring Sheet

Student Name "Jacob"

Teacher _____

Grade 3rd Administration Date 9/11/

Scoring Guide

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

Recreational reading

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

Raw Score: 33

Academic reading

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

Raw Score: 35

Full scale raw score (Recreational + Academic): 68

Percentile ranks: Recreational

69

..... Academic

81

..... Full scale

81

Reading Survey Reflection

I believe this assessment was assigned for Jacob to fill out a reading survey so that I can understand what he thinks about reading in general. This allows me to understand Jacob's background knowledge in correlation to reading and what we will be doing together.

I ended up giving Jacob the reading survey on September 9th, from 10:30am to 11:00am. I wanted to take Jacob to a quiet place where he could really think about the survey so I took him out of the classroom to the library. We sat on the floor in the corner by bookshelves and we just talked first. I asked him if he knew who Garfield was and he said he did. He said he had seen the cartoons as well as a movie or TV show with him in it. When I first showed him the survey he thought the expressions were funny. Though Jacob could indeed read the questions himself, I wanted to read them to him for the interaction aspect. For some of the questions we discussed them before moving on to the next one. There were a few distractions of younger children coming into the library using their iPads and looking for books, however Jacob stayed focused on me asking him the questions. For 17 out of 20 of the questions, Jacob answered that he was either the happiest Garfield or the slightly smiling Garfield. He didn't answer the very upset Garfield for any of the questions. For number four, Jacob told me that he loves to get books for his birthday and Christmas presents. For number seven, Jacob told me that he loves reading during summer vacation but that he does not want to do it the whole summer, he really likes switching off between reading, playing games, and going outside. For number eight, he told me that this made him think of him sitting in time out reading, rather than playing with everyone else. Number eleven was an interesting conversation. He told me that he likes when teachers ask him questions about what he read but that he likes to be asked first because if he is not, then other people take his answers. This is the reason that he chose slightly smiling Garfield.

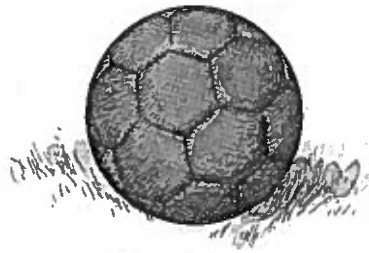
This experience was really good. I learned a lot about Jacob and what he likes and dislikes about reading. Since 17 out of the 20 were answered as smiling or happy Garfield, this tells me that Jacob really enjoys reading. It was good that he was not around friends or any other influences while taking the survey. I feel that because of that, he was able to be honest with me. As I plan my future lessons with Jacob, I think this helped me a lot. I feel that I know I can do reading lessons and not be worried about him being bored or getting off task. Due to his behavior issues, I feel that he really needs to be engaged in what he is doing in order to be focused and not be a distraction to his learning as well as his classmates'. There was a huge difference between this assessment and the previous observation. I believe this is because Jacob was able to focus solely on me rather than having people all around him as a distraction.

Following the conduction of the reading survey with Jacob, I talked to Mr. [REDACTED] about what he thought of the results. Mr. [REDACTED] was very aware that Jacob does love to read and that because of this he is on a high reading level. This is a 3rd grade class, but Jacob is actually at the end of the 3rd grade reading level. During this conversation, Mr. [REDACTED] told me that he would love it if I focused the lessons with Jacob on his reading. Working on comprehension and vocabulary, he could be on a 4th grade reading level by the end of the semester. Therefore, this is my goal. I will be reading more challenging stories with him and really questioning his comprehension throughout the reading. The one thing that Mr. [REDACTED] learned from this survey was that Jacob does like to be called on but he likes being called on to answer reading questions at the beginning of the answers. He wants to be able to give his answer before everyone else does so he has the opportunity to say exactly what he was thinking without others think he was copying them.

Running Record

The Game of Soccer

Text by Jenny Giles



Soccer is one of the most popular sports in the world today. It is played by two teams, each consisting of eleven players.

There is a goal and a goal line at each end of a soccer field. There are sidelines, which go along both sides of the field to meet the goal lines, and the ball must be kept within this area. A centerline divides the field into two halves, and each team defends its own half. At the same time, the players try to score in the other team's goal. One point is given for each goal scored. For the point to be given, the entire ball has to cross the goal line under the crossbar and between the posts.



Level 26

Reading Record

Name: JAge: 12 Date: Text: The Game of SoccerLevel: 26 R. W: 199Accuracy: S.C. Rate:

This nonfiction text is about the game of soccer and how it is played.

E

S.C.

Errors
MSVSelf-
corrections
MSV

Soccer is one of the most popular sports in the world today. It is played by two teams, each ^{SL}consisting of eleven players. There ^{is}are a goal and a goal line at each end of a soccer field. There are sidelines, which go along both sides of the field to meet the goal lines, and the ball must be kept within ^{the}this ^{center. SL}area. A centerline divides the field into two halves, and each team defends its own half. At the same time, the players try to score in the other team's goal. One point is given for each goal scored. For the point to be given, the ^{SL}[entire ball] has to cross the goal line under the crossbar and between the posts. The ball is round, and it ^{SL}is usually made of leather. It can be kicked, or played with the head, the legs, or the chest. Most players pass the ball up and down the field to each other with their feet. The goalkeepers are the only players who are ^{SL}[permitted] to touch the ball with their hands. ^{SL}A game of soccer lasts for ninety minutes. There is a short break at halftime, when the teams change ends.

Total

2

0

total miscues: 2 59.01

5 miscues - all wrong

Running Record Reflection

I think this assessment was assigned for us to get a better understanding of where our students are in reading. In order to work with them and further their understanding of reading, we needed to know where they are at the beginning of the process.

In order to do the running record, I took Jacob out into the hallway and sat at a table with him. I gave this running record to him during our reading period on September 23rd at 10:30am until 11:00am. We started out by discussing the topic a little bit and what he thought the story was going to be about based on the cover page. (It was a bunch of children running around kicking a soccer ball with a goal in the background.) I decided to use a passage from my mentor teacher because the packet from class only went up to third grade. Jacob is somewhere between the middle and the end of the third grade year reading expectations. Therefore, Mr. [REDACTED] wanted me to see if he has moved up anymore, so he wanted me to try a 4th grade passage. The passage I used was a level 26, which is either 2 or 3 levels higher than where Jacob was at the end of last year. The Game of Soccer was very interesting to both Jacob and me, so it made for an easy read. This passage is 199 words long. Of the 199 words, Jacob only had two errors, but had six self-corrections. First, instead of reading *are*, Jacob read *is*. Second, rather than reading *this*, Jacob read *the*.

After reading the passage, I then asked Jacob questions to make sure he understood what he read. Of these five questions, he did not miss any. (The italics are me talking to Jacob)

-How many players are in a game of soccer? There are 11 on each team. *So, how many are there total?* 22 total.

-Where should the ball go for a point to be scored? It needs to pass under the crossbar.

-Which player is allowed to catch the ball? The goalkeeper.

-How do you think a good goalkeeper can help his team? By blocking the enemy's kick.

-Explain why it is important for all members of a team to cooperate. Because if they don't, then they will lose and then they won't get a chance to kick the ball in the goal. So then they would lose.

I took Jacob into the hallway because I thought it would be really quiet out there, however, there was a class who was going to recess every few minutes. This was very distracting, however, we really did not have anywhere else to go because there was a class in the library. I feel that the people coming through every few minutes distracted Jacob from the text. I plan to do this in the future again to test to see if we are in a quiet setting if it will change the results. Through this assessment I learned that Jacob needs the reinforcement. He did not want to move on if he was not 100% sure of whether or not he got the correct word when reading. It was also evident that I made faces while I was thinking because he would question the faces I made. Jacob also seemed to reread sentences if he struggled throughout the particular sentence. So he wouldn't just struggle and then move on. He would go back to read the sentence he just struggled through in order to make sure he read it correctly, fluently, and got the correct understanding. I really liked this about his reading skills, other than the fact that it took up a lot more time. Jacob self-corrected himself many times and this shows me that he is really paying attention to what he is reading rather than just reading the words and moving on. Though he made the two errors, I really do not feel that they changed the meaning of the passage, therefore, he did not have any significant miscues in this passage.

Moving forward, I really want to focus on comprehension questions and working with him on what questions he should ask himself as he reads. I also feel that a focus on vocabulary would be a good one because although he can sound out the words, through his stretching strategy, I feel like there are words he is unsure of. Many of these words seem to be common ones.

My conversation with my mentor teacher this week was very brief but very insightful. I told him all about how Jacob did and what he struggled with. Mr. [REDACTED] explained to me that although he did have some errors, that the comprehension questions were the most important things. He did understand what he was reading and he was able to self-correct, meaning that he was paying attention to what was being read. Mr. Haley also explained how great it is that I am able to work with Jacob one-on-one and be able to help him exactly where he needs it.

Following this running record, I decided to do a few additional running records in order for me to really understand where Jacob is with his reading comprehension and fluency. These running records are on the following pages, behind the Game of Soccer record sheet.



Dodge Ball

David did not particularly enjoy gym. He actually wished he could avoid ever attending gym class. Because David was short, he always felt inferior to the other boys. Whenever teams were chosen, he feared he would be picked last. One day, however, David had a great experience. His coach brought out a dodge ball. David had never played this game. As he listened to the rules, his hopes began to rise. He knew he was short, but he was quick. He was not disappointed. The ball never did tag him. For the first time, he felt like a real winner!

RECORD SHEET

Form 1

Grade 3 Passage Reading

Name J Date _____

Teacher's Directions 354-355
Child's Copy 379

Background: Low |-----| High

Dodge Ball

David did not particularly enjoy gym. He actually wished he could avoid ever attending gym class. Because David was short, he always felt inferior to the other boys. Whenever teams were chosen, he feared he would be picked last. One day, however, David had a great experience. His coach brought out a dodge ball. David had never played this game. As he listened to the rules, his hopes began to rise. He knew he was short, but he was quick. He was not disappointed. The ball never did tag him. For the first time, he felt like a real winner!

[] = errors
sc = self correct

Total Miscues 3 Significant Miscues 2

E 8183 (Grade 3) Activating Background:

Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

- T 1. ☒ What is this story about?
(playing dodge ball; David in gym class)
- F 2. ☒ Why didn't David like to go to gym? *short*
(He felt inferior to the other boys.)
- F 3. ☒ What did David fear about teams in gym?
(He would be picked last.)
- F 4. ☒ What is a word used to describe David?
(short; quick)
- F 5. ☒ How many times had David played dodge ball before? (never; it was his first time) *one or zero*
- F 6. ☒ How did David feel about his time in the gym at the end of the story? (like a winner) *with prom*
- I 7. ☒ Why did David's being short probably make him not like gym? (any logical response; he couldn't jump as high as the others because of his short legs, etc.) *to look at*
- I 8. ☒ Why did David's hopes rise? (any logical response; he thought he might be good at dodge ball; he had a chance to prove he could be good at something in gym.) *short but quick*
- E 9. ☒ How did David's being quick help him to play dodge ball? (any logical response; when he was in the middle, he was able to move fast so the ball didn't hit him.)
- V 10. ☒ What does "dodge" mean? (any logical response; to move away from something)

Questions Missed 0

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0-1	Independent	0-1
2-4	Ind./Inst.	2
5	Instructional	3
6-9	Inst./Frustr.	4
10+	Frustration	5+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

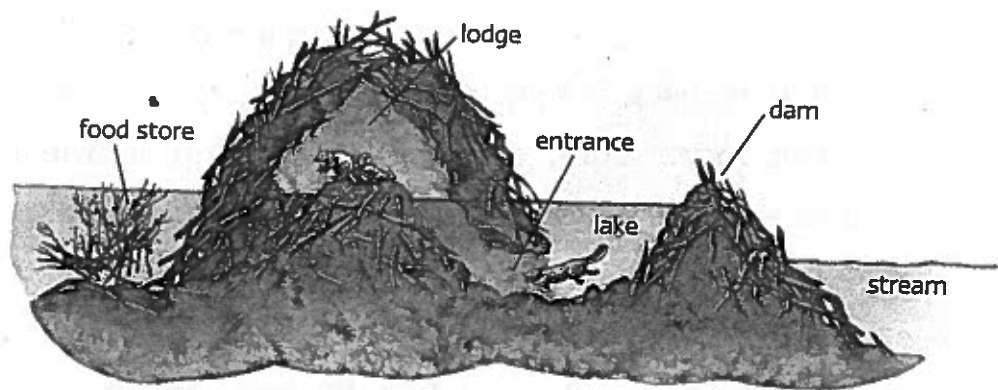
6000

Comprehension Scoring Guide	
Questions Missed	Level
0-1	Independent
1½-2	Ind./Inst.
2½	Instructional
3-4½	Inst./Frustr.
5+	Frustration

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Beavers

Text by Beverley Randell



Beavers are excellent swimmers. They have webbed hind feet, waterproof fur, and flat hairless tails. They can close their nostrils and stay under water for up to 15 minutes.

Adult beavers can be over a yard long. They have enormous front teeth for gnawing tree trunks. Beavers' teeth are strong and sharp, and keep growing throughout their lives. A beaver can chew through trunks that are half a yard across.

Reading Record

Name: J Age: _____ Date: _____
 Text: Beavers Level: 2B R. W: 200
 Text type: Informative Accuracy: _____ S.C. Rate: _____

This nonfiction text is about beavers and how they live.

E	S.C.	Errors MSV	Self corrections MSV
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Beavers are excellent swimmers. They have webbed hind feet, waterproof fur, and flat hairless tails. They can close their nostrils and stay under water for up to 15 minutes. ^{SC But} Adult beavers can be over a yard long. They have [enormous] frog ^{feet → SC} [teeth] for [gnawing] tree trunks. Beavers' teeth are strong and sharp, and keep growing throughout their lives. A beaver can chew through trunks that are half a yard across. Beavers build dams with the ^{tree} [trees] that they fell. When beavers start to make a new dam, they drag logs and branches into a stream, and ^{SC} bury the ends in stones and gravel. Then they pack more stones and mud around the logs to hold them [firmly] in place. Gaps are filled with smaller branches, waterweeds, and ^{are} mud. The stream spreads out behind the dam to make a lake. Then the beaver ^{SC} and its mate cut down more trees, and build an island in the lake. The ^{land} [island] is made of branches and mud. It is called a ^{SC} lodge. Inside the lodge, ^{SC} above water level, is a dry chamber where the beavers live and take care of their young. The only way out is through a tunnel with an underwater exit.

1
2

1
1

2

Allow student to finish reading the text.

Total

Words Read
By Student

1. between	often	every	few	might
carry	only	example	follow	many
change	other	often	many	follow
children	people	only	might	few
enough	picture	other	there	family
every	please	between	point	example
example	point	people	please	every
family	there	picture	only	enough
few	carry	please	people	children
follow	change	point	other	change
many	children	there	only	carry
might	enough	family	often	between

high frequency words

2. around house watch from group
 away idea around goes have
 because leave away idea here
 before thought because leave house
 being through before away thought
 found under being have through
 from very great because under
 goes watch group found very
 great thought have from watch
 group through here goes around
 have under house idea away
 here very found leave because

high frequency words

Fluency

Word Speed Practice

F.011.AM1c

3. which different answer laugh does
where could were learn down
when another what when important
what animal which where know
were always come along large
learn along could always laugh
laugh come different animal learn
large answer does another were
know along down answer what
important always important come when
down animal know could where
does another large different which

high frequency words

4. your myself yellow really near
 yellow move your round never
 would mountain almost sentence really
 why almost move should round
 who again myself about sentence
 while after near above should
 should above never after while
 sentence about move again who
 round while above almost why
 really who after mountain would
 never why again move yellow
 near would mountain myself your

high frequency words

Name: Jacob Date 1st Time: 10.1.10 Date 2nd Time: _____

Words Correct Per Minute

Try #1:

Page 1	<u>52</u> Words Read Correctly <i>(did not get to last word)</i>
Page 2	<u>54</u> Words Read Correctly
Page 3	<u>58</u> Words Read Correctly
Page 4	<u>60</u> Words Read Correctly

Fluency

Word Speed Practice

Sheets I used to record student.

explain

1.

between

often

every

few

might

carry

only

example

follow

many

change

other

often

many

follow

children

people

only

might

few

enough

picture

other

there

family

every

please

between

point

example

example

point

people

please

every

family

there

picture

only

enough

few

carry

please

people

children

follow

change

point

other

change

many

children

there

only

carry

might

enough

family

often

between

#1 = easiest #2 = hardest

Fluency

Word Speed Practice

F.O.I.I.A.M.I.c

3. which different answer laugh does
 where could ~~were~~ learn down
 when another want
 what animal which where know
 were always come along large
 learn along could always laugh
 laugh come different animal learn
 large answer does another were
 know along down answer what
 important always important come when
 down animal know could where
 does another large different which

We're
We are

skipped
went
back

Sight Word Fluency

The assessment I chose to do with Jacob was on his fluency of sight words. Most of the words are ones that he should have learned by the end of second grade. The way it was set up was there were four sheets with words on them and each sheet had 60 words. I set a timer to see how many words he could read correctly in one minute. The reason I chose to do this assessment is because while reading, Jacob often pulls a word out of the air to put in place of words that he does not know. Many of the words he does this with are words that he would not use in every day conversation. The word that he does this the most with is "example". Any time we come across this word, whether it is in a book or in an assignment, he always says "explains". I wanted to see if we focused on the words out of context if he could better read them, however, this was not the case. Also, I wanted to see what words he struggled with so that we could work on them and add them to his vocabulary.

I gave this assessment to Jacob on October 1, [REDACTED] during our reading block. Due to our 5-day unit, we switch the schedule around so our reading block fell at 1:00. This assessment took from 1:00pm to 1:30pm. In order to complete this assessment, I took Jacob out into the hallway. I really wanted him to be able to focus so I could get an accurate assessment. I did this assessment with just Jacob, rather than doing it with a small group or any other students. While sitting in the hallway at a table, I told him exactly what we were going to do and that I was going to time him. I told him that if he does not come to a word to just try his best and keep going because I was not going to be able to tell him the word until afterwards. We did each of the four sheets back to back and then once we completed all four, we went back through them together. I had him slow down and read me the words. While doing this, he got the same words incorrect that he did while reading them fast. As he misread the words this time, I went over the word with him. We stretched and broke down the words and compared it to the word he said in its place. On the first page, Jacob read

52 of the 55 words correctly. He did not get through all 60 of them in the minute. This page had “example” on it three times. On page two, Jacob got through all 60 of the words and read 54 of them correctly. On the third page, he was able to read all 60 words again and read 58 of them correctly. On the last page, he read all 60 words correctly. I plan to do this exact assessment one more time near the end of November to see if he really learned the words as we spent the time on them. Below are the words that he read incorrectly, as well as the word he put in its place.

Word on Page Vs. Word Read

Example – Explain (x3)

Watch – Witch

Away – Anyway

Being – Begin

Very – Every

Through – Thought

Away – Anyway

Were – We’re

What – Want

Overall, I think the assessment went very well. I was able to work with Jacob on words that he did not know, as well as see what he really did know. Although most of the words are very common, it was clear that he was looking at the word but just possibly rushing through and only looking at the first few letters in the word. It was also clear that Jacob was worried about what I was writing because as he was reading the words, he kept looking over at my sheet to see what I was writing and to see if he got any wrong. This could have also been the reason for him getting some words wrong because he was not fully paying attention to the upcoming words; instead he was looking at what I am doing. As I plan on doing this assessment towards the end of November, I may possibly add some words to it and take some out. The ones that he really knows, I feel like are a

waste of time so while reading with him in the upcoming weeks, I may pull words from his reading that are very common sight words.

Following this assessment, the next assessment we are going to do is practice sequencing a narrative. I want to work with Jacob to see if he can comprehend the order of a narrative. Though I do not know which narrative yet, this is something I know I want to do.

I spoke with Mr. [REDACTED] about Jacob's assessment on his fluency of sight words. Mr. [REDACTED] is very open to me working with Jacob and he is always happy to talk with me about the assessments. As I sat down to talk with Mr. [REDACTED] he explained that what Jacob does is very common for 3rd graders. He explained that when Jacob comes to a word he does not know, he looks at the first few letters and thinks of a word he does know that starts with those letters. For instance, if he comes across "distraction" in his reading, instead he will read "distance". When Jacob does this, he is able to keep reading quickly and if the teacher or his partner is not paying very close attention, they will not really notice. I did not think of this before Mr. [REDACTED] explained it.

Sequencing

Name: J

Date: 10.14

Title: Chester's Way By: Kevin Henkes

What happened at the beginning of the story? In the beginning Mr & Mrs. Costa met Chester and Wilson.

- ride bikes while using hand signals
- never throw snow balls at each other
- setting is the neighborhood.

What happened in the middle of the story? ^{problem} Then Lilly moved in. She had a mind of her own to put band-aids on arms & legs to look brave.

Solution → Scared bullies away.

Then...

What happened at the end of the story? They became friends & they did every thing together. Then...

Victor moved in

Sequencing a Narrative

I decided to give this assessment to Jacob because I wanted to know what he knows about the beginning, middle, and end of the story. I have only seen him working with this when he is writing his own story, but never when trying to read another story. Even from looking at what he writes in relation to this for his own story set up, he seems to struggle with what goes where in the story. The assessment has a box for each the beginning, the middle, and the end of the story for Jacob to fill in after we read the book. Once I developed the assessment, I had to choose the book to use and I chose *Chester's Way* by Kevin Henkes. The reason I chose this book was because although it is a picture book, it is complex with what is going on and when. I felt that because of his reading level he would be able to remember what happened throughout the story. Another reason I chose this book is because it does not seem to be very common so I thought it might be one he has not read.

I ended up giving Jacob this assessment on Monday, October 14, at approximately 10:15am because of our hectic schedules due to benchmarks and trying to squeeze other things into the school day. We went to the library so that it would be very quiet and we got lucky because there was not a class in there this time. It ended up just being us, the librarian, and 2 other people reading. Due to time constraints, I decided to read the story to Jacob. I also thought this may help him with paying attention, rather than just looking off into space. Prior to starting the reading, I asked Jacob about the cover of the story:

“What do you think this book is going to be about based on the cover?”

He explained, “I think it is going to be about a mouse who plays this game his way.”

“How do you know that is a mouse? Could it be a human?”

“No!! Because it has really big ears, a tail, and a lot of fur. Humans don’t have that!”

After having the conversation about the cover, I told him what he was going to do after we finish reading the story. I explained that he would need to fill in the three boxes, beginning, middle, and end, for the story. Then, we jumped into reading the story. As we read, he made comments about the pictures and about what the characters were saying and doing. At the end of the story, I handed him the assessment sheet for him to fill in. He started filling the assessment in order. While filling in the assessment, he did refer back to the story to see what happened.

For starters, in the future I would use a different book for this assessment. It was very complex and because of this, it was hard for him to pull out the beginning, middle, and end of the story. Although he was able to tell me what ideas go under the beginning, middle, and end, before we started reading, it was really hard for him to remember this as he was trying to write about the story. He struggled to remember what had happened. As I read Jacob the story, he really seemed to be following along and listening. He was fidgety but at the same time he was focused on the text. I feel that he liked the book but that it was not a favorite. I need to make sure for my lessons that I am using a text that he will enjoy, this way he will better focus and will want to read. Jacob seemed to want to talk about other things that were going on in his life, rather than what happened in the beginning, middle, and end of the story. He told me about his Aunt, I think, who is having problems with drinking and “bad things” and she is getting help with this. This really threw me off because it had nothing to do with the story; it seemed to be out of nowhere. But then I really thought about what he was really thinking about during my reading, and during the whole day in the classroom. I really thought he would focus on the beginning, middle, and end because he knew what the assessment was going to be. Once we finished the story, he looked at me and said, “Awe man! I forgot to think about the beginning, middle, and end as you read.” I was not really sure how to respond to this. I was so confused as to how he could have gone through that entire book and not have thought about the one thing I told him to think about before we started reading. Following this

assessment, I think I am going to give another assessment to see if Jacob understands how to compare and contrast two narratives. I have not seen this done by a student so it will be interesting to see. I am not sure of the books yet, but I plan to do two books that have the same story line with different events, or point of views.

Following this assessment, we are going to focus on comparing two narratives. I think it could be interesting to see if he can comprehend two easier narratives enough to truly compare and contrast them. For this next assessment I am planning to use two variations of the Three Little Pigs story for him to compare.

My conversation with my mentor teacher about the assessment with Jacob was very short due to meetings he had. However, I am very happy I did get to talk to him about it. He told me that it seems to be hard for 3rd graders in general to be able to pull the beginning, middle, and end of the stories they read. That they just want to “summarize” or say everything they can remember that happened in the story. This really made sense to me because this is exactly what Jacob was doing each time I asked him a question about the story. He also mentioned that Jacob does connect the stories to his own life very often that it is hard for them to just focus on one thing and stay there.

Comparing Two Narratives

Name J

Compare-A-Story

C.010.SS2

- Both first pigs build their house out of straws.
- 2d = sticks
- 3d = brick
- 1 pig 1 wolf
- both wolves are out side

How are they alike?

Story #1 The Three Little Pigs

Story #2 The True Story of the Three Little Pigs

How are they different?

The wolf blew the house down on purpose. He picks fairy turnips. 1st pig buys straw

The wolf's grand mother was sick. NO BS fairy turnip. didn't show how the house was builded

Comparing Two Narratives

I decided to do this assessment with Jacob because he needs work on his reading comprehension. Not only have I noticed this during other assessments, but my mentor teacher has stressed this to me as well. He is really good at reading and trying to figure out words, however, he struggles with being able to tell me what happened in longer stories. I feel that he gets distracted, with off the wall ideas. This is why I chose these two books to read with him. I feel that they are two that he will be interested in and want to follow along with. The books are *The True Story of the Three Little Pigs* and *The Three Little Pigs*. My mentor teacher has read *The True Story of the Three Little Pigs* before, so Jacob will be semi-familiar with it, just like he should be with the original story of the three little pigs.

Unfortunately, due to testing and other things that have been going on in the classroom, we have been left with less time to work with our students. However, we were able to find time on October 21, [REDACTED] at 10:30am for me to work with Jacob. I pulled him out for 30 minutes during their reading block, until 11:00am. We went out to a table in the hallway so that it would be quiet. Once we got out there, I told him what we were going to be focusing on and reminded him to pay attention to the similarities and differences as we read the books. Jacob wanted to read me the first book, *The Three Little Pigs*. Once he finished the book, I read *The True Story of the Three Little Pigs*, to him because we were running out of time. After we finished reading, we talked and he filled out the compare/contrast sheet. I had to pull some of the differences out of him, but for the most part he was able to tell me what was different between the two. He also was able to pull out the similarities between the two stories. Before he started writing, he did try and tell me the obvious things, such as they were both books, they were both squares, etc., rather than thinking about the actual stories.

How are they alike?

Both first pigs built their house out of straw

2nd = sticks

3rd = Brick

3 pigs and 1 wolf

Both wolves are outside

How are they different?

The Three Little Pigs

The wolf blew the house down on purpose

Apples, fair, and turnips

1st pig buys straw

The True Story of the Three Little Pigs

The wolf's grandmother was sick

No apples, fair, or turnips

Didn't show how the house was built

Overall, I feel that this assessment went really well. I was going to read both of the stories to Jacob, however, he insisted on really wanting to read the first one, *The Three Little Pigs*, so that is what we did. It was a little rough as we got started because Jacob did not want to focus, however, I feel that he was able to get his thoughts down on paper. He did remember a lot of both books and he could tell me what was similar between them but the differences were more challenging. He really had to think about what happened in the story, rather than just stating the obvious. It was really tough to keep Jacob's focus as well. He would be reading and then go off of something in the reading and "connect" it to something that he could think of. Many of them were really off the wall. When he went off topic, I kept telling him to continue reading, so he would go right back to reading and then off topic again. As he was reading, he read with really good emotion and voices. I had never heard him read like this but it was really good and entertaining. He based his voice off of the

pictures of the characters in the book. He tried to match them as best as he could and he stayed consistent with the voices for each character all throughout the story.

At the end of the day, I sat down and talked with my mentor teacher about Jacob's assessment and he had a lot to say. He explained to me that he gets distracted with many things, but reading and writing are the two most common subjects that he gets distracted in. My mentor teacher explained that he thinks that Jacob may have ADHD, however, nothing has been diagnosed. It is believed that the mom doesn't want him to be labeled as that; therefore, she is in complete denial about it. Also, Jacob and his mom live with the grandmother because the mom is really young. This could also play a role in the way Jacob is and why he isn't being tested for ADHD or anything. Starting next week, the new behavior plan will be finalized and put into place. Jacob has gotten a lot better with his behavior issues. I think that this has to do with him feeling more comfortable in the classroom as well as having the one-on-one time with me in the classroom. I make it a point to help him and be behind him when he starts getting distracted, so that I can redirect him. This afternoon, I rearranged the desks in the classroom in order help with some of the classroom management issues that have been going on. I am excited to see the new arrangement on Wednesday with the students in the desks. My mentor teacher is also going to try a new thing with Jacob. He is going to put a tape box on the floor around Jacob's desk and that will be his area. He can move around in that area all he wants, so he won't be able to bother anyone but himself. When the class moves to the floor, he will be able to sit in the box on the floor made out of tape. We discussed that this should help him with the visual aspect of staying in one spot. We will see how all this plays out with his behavior in the near future.

Following these assessments, I am going to continue to help Jacob with his reading comprehension. I am going to ask him questions about his reading and make sure that I am challenging him. I may do this same assessment again with shorter, simpler texts so that he can see

how similar that would be with this previous one. I look forward to the new behavior system as well as seeing his growth the rest of the semester.