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## Assessments

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### 1: OBSERVATION

Joe is a third grade little boy, in a class with 23 students 11 of which being boys, and 12 of which being girls. I observed Joe on Wednesday September 4, 2013 from 9:10am-10:00am. The class was working on a math lesson on reviewing rounding/comparing and adding/subtracting with 3 digit numbers. Joe is usually very fidgety and talkative during class time. At the beginning of the lesson he is sitting quietly in his seat paying attention, participating, and answering questions. I noticed that he gets upset very easily. They were reviewing a story problem that they worked on the day before and that day it had Joe's name in it, but this day, the teacher put another student's name in it. I heard him tell the students around him that that was supposed to be about him, then he put his head down and would not participate until they were done reviewing that story problem.

He is a very social little boy. Will talk to anyone, about anything (which is one of his problems). He seems to have trouble staying focused because he just wants to socialize. If he hears someone say something that interests him, he has lost focus of his work and is of talking to someone instead of working.

He pouts very easily. At one point during the lesson the whole class was being very rowdy, not doing their work, out of their desks, etc. So, my teacher took one minute of recess away from the whole class. Then Joe began pouting and got absolutely no work done. He rarely finishes his work.

When it came time for the independent work time of the lesson, he took a while to get started. Just sat there looking off into space, not doing anything. When he was told to do his work, he began reading his directions and problems out loud, I do not know if it was for comprehension, attention, etc. He would read a problem and say to himself, "I just can't do this." So, he sat there for even longer doing nothing. I asked him what the problem was and he told me, "I don't want to do work I can't do." I sat down with him and told him he could do it, he just needed to stay focused. I began walking him through

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the problems making sure he stayed focused, and lo and behold, he knew how to do each problem.

Once he saw that he could do each problem, he concentrated and took his time to get his work done. I could tell he became more confident in himself before the end of independent work time.

Being able to sit back and observe Joe really opened my eyes to his little quirks. I noticed a lot of things I would not have otherwise noticed. What I learned will help me tremendously with future assessments because I know now that he likes to be included (a lot), shuts down if he is not included, pouts very easily, has trouble getting started on his work, is not very confident, and just needs a little attention and help. I think I did well with the observation. When I saw that he was not working during independent work time, I couldn't sit back and let it happen so I had to get up and help him work through some problems.

I talked with my teacher about what I observed Joe doing. She said that he lives with his Grandma and lots of other cousins. I know because of that, he does not get much attention at home, and that is why he craves attention at school. She also said his Grandma is very tough about homework and always makes him do his homework, but complains that it takes him forever. So I know that he just needs an extra push to help him get started.

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## 2: READING ATTITUDE INVENTORY

This assessment was done at about 10:15am in the library alone, on September 11. I chose the Garfield survey to do with Joe because it seemed more fun, and relaxed. I felt like the other survey would make him feel like he was taking a test. Joe scored a 16 out of 40 (40%) on recreational reading, and a 30 out of 40 (75%) for academic reading, so the on the full scale he scored a 46 out of 80 (57.5%) for his feelings about reading in general. When I conducted the survey, we were in the Library sitting on the floor in a corner by ourselves. We began at 10:13 am and were done around 10:35 am. There was another class in the Library at the time, but they were fairly quiet and across the room. Joe was very into doing this assessment once he saw that Garfield was on it. He loves Garfield, especially the new movie that came out recently.

As we were doing the survey, I had Joe read the questions a loud to me and he circled his answers. I took notes on why he circled what, or anything he said during the survey. For the very first question about how he feels when he reads a book on a rainy Saturday, he put the very upset Garfield. When I asked him why he said he likes to play in the rain, not read a book. However, one question that surprised me in the recreational reading section was number 4 about how he felt about getting a book for a present. He put the slightly smiling Garfield, and when I asked him why he said he likes getting new books if they're good ones like the David books (like No, David! By David Shannon). The rest in the recreational section were either the mildly upset Garfield or the very upset Garfield, which is what I expected.

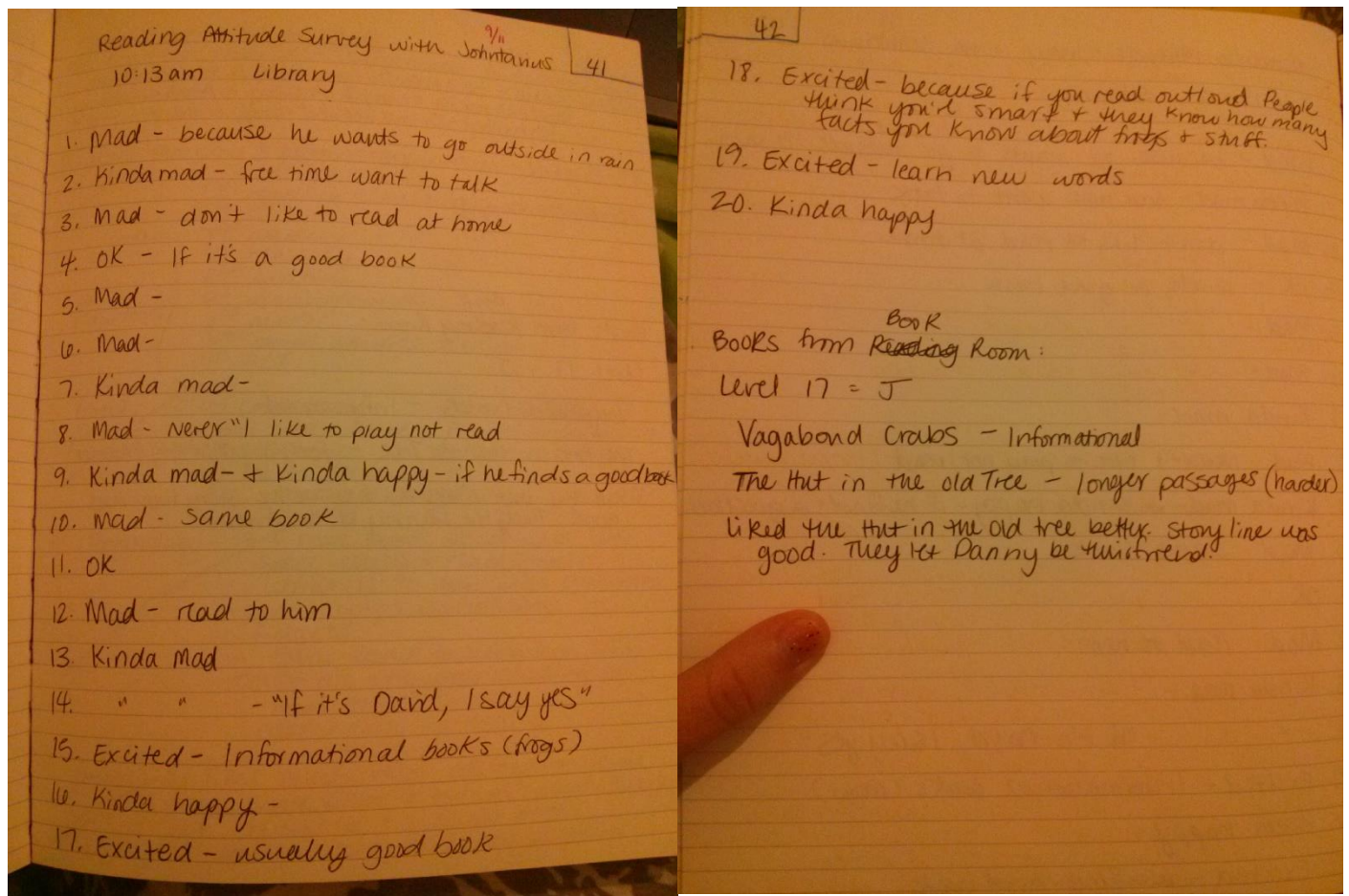
The Academic reading section really surprised me. The very first question in the academic reading section, number 11, which asks how he feels when a teacher asks him questions about what he read, he put the slightly smiling Garfield. I expected him to put the mildly upset or very upset Garfield. When I asked him why he chose that one he said it makes him feel smart. Another response that really surprised me was with question 15, which asked him how he felt about learning from a book. He responded with the happiest Garfield. He said he LOVES to learn from books, especially informational books (and yes, he used the vocabulary "informational" books). I was very surprised, but then I remembered a book he picked out at the Library a couple of weeks ago. It was a book all about Ponds and Rivers and the plants and animals that live around or in them. In my opinion, it was a very dry book. It had lots of little pictures and descriptions beside each picture. All it was about was learning the names of the plants and animals and learning about them. He loved that book and did not want to stop reading it when reading time was over. He responded with the happiest Garfield for number 18 also (about reading aloud in class). He said it makes him feel smart when his teacher asks him to read aloud in class and that then, everyone will know how many words and facts you know and they'll think you're smart. The last one that really surprised me was the question about using a dictionary (number 19). He chose the happiest Garfield and said that if you know how to use a dictionary, you can know anything, and learn new words, and may be not even have to go to school if you read the whole thing.

After completing this survey with Joe, I realize that he does like reading and learning, he is just a social little boy who wants to talk to everyone, and doesn't "have time" to read at home according to him. I now see that he is perfectly capable of concentrating and reading in school, no one has just ever sat down with him and made him concentrate. I feel as though he could be on a much higher reading level if he gave time to reading, and was allowed to read the types of books he likes, instead of having

to get books he has no interest in reading. He is interested in reading, but the books have to interest him.

Mrs. Mathers was equally surprised at the same answers I was. She said she doesn't think he has much confidence, or books at home to read. We plan on giving him some books to read at home.

Joe wanted to keep the actual Garfield survey, so all I have are pictures of the notes I took while he took the survey.



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### 3: RUNNING RECORD

This assessment was done in the library sitting at a table, with only 2 other people in there the whole time. It was about 10:15am on September 18, 2013. I decided to start with Joe on a third grade reading passage and either go up or down from there. The passage he read first was titled Joe Goes Fishing. He had a lot of trouble decoding the words in the passage, and then while answering the questions, he had to look back to the text for most of them, and he took a while to answer most of them. He did however, only miss one question. This shows that he has definite trouble with word recognition and decoding, however, that does not inhibit his reading comprehension.

Next I decided to give him a second grade reading passage to do. The passage was titled The Lost Babies. He had less difficulty decoding the words in the passage, even though he had 9 total miscues, 6 of those were the same word that he couldn't figure out how to pronounce and so I would say he only had 4. He had an easier time recalling the information in the passage when answering the questions, but he did miss one question. However, I would accredit this to the wording of question rather than his ability to recall information. The question was "What do you think Mrs. Rabbit did when she heard Mrs. Mouse's news?" I had to re-word this question so many times. The first time he answered, "She was very scared." He thought the news was that her babies were missing, not that they were found. "News" is mentioned nowhere in the story, in fact, Mrs. Mouse never tells Mrs. Rabbit she found her babies, it just says "Mrs. Mouse found them. The lost babies were safe at home." So I could conclude that Mrs. Rabbit doesn't even know her babies are at home safe, only Mrs. Mouse does.

I decided to do one last reading passage after this one because he was interested in reading them. I did a first grade reading passage titled "Paws Visits School." He breezed through this passage like it was one he memorized. He had a total of 5 miscues, however, 3 of those were a name (Anne) and 2 of those were leaving off the apostrophe s in Fred's. Yes, they are miscues, but not very significant at the same time. He did very well on answering these questions (he didn't miss any), and didn't have to refer back to the text once to answer them.

Overall I noticed that Joe has a difficult time decoding text that is supposed to be on his level. However, this never inhibits his ability to comprehend the text, which is shown through how many questions he missed.

When I spoke with Mrs. Mathers about his scores, she was not surprised at all. She said that he is not very motivated at all to read, especially at home, so he does not get much practice to increase his decoding and fluency. We both think we need to think up something to do to encourage him to become more motivated in turn, increasing his reading fluency. He could be on a fourth grade reading level, if he was just motivated to do so.



# RECORD SHEET Grade 3 Passage Reading

Form 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Directions 354-355  
Child's Copy 367

Background: Low  High

*Joe Goes Fishing*

One summer day, Joe wished he could go fishing, but he didn't have a fishing pole. Then he got a creative idea. He decided to make a fishing pole out of a stick, some string, and a paper clip for a hook. Using a shovel, he dug a hole in the dirt beside the pond and found some worms. After baiting the hook, Joe tossed the string into the pond and waited. Suddenly he felt a tug on the string. He quickly jerked the string out of the water. Joe was delighted to find he had caught a little fish.

- 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? (Joe wanting to go fishing; Joe making his own fishing pole.)
- F 2. ☒ What time of the year was it? (summer)
- F 3. ☒ What did Joe use for a fishing pole? (a stick)
- F 4. ☒ What did Joe use for a hook? (a paper clip) *safety pin*
- F 5. ☒ How did Joe get bait for fishing? (He dug for worms.)
- F 6. ☒ How did Joe feel when he caught a fish? (delighted)
- I 7. ☒ How long did Joe have to wait to catch a fish? (not very long)
- I 8. ☒ What did the tug on his string mean? (He had a fish on his hook.)
- E 9. ☒ What do you think Joe will do with his fish? (any logical response; take it home to eat; throw it back into the pond)
- V 10. ☒ What does "delighted" mean? (any logical response; pleased, joyful)

Total Miscues 10

Significant Miscues 5

Questions Missed 1

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

Retelling	
Excellent	Satisfactory
Satisfactory	Unsatisfactory
WPM	
6000	

Comprehension Scoring Guide		
Questions Missed	Level	
0-1	Independent	
2-4	Ind./Frust.	
5	Instructional	
6-9	Inst./Frust.	
10+	Frustration	

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# RECORD SHEET Grade 2 Passage Reading

Form 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Directions 354-355  
Child's Copy 365

Background: Low  High

*The Lost Babies*

It was getting dark outside. All the animal mothers were looking for their children. Mrs. Turtle found her babies near a tree. Mrs. Toad jumped in the weeds after she found her hungry children. Mrs. Fish found her babies by the rocks in the river. They were safe and happy. Mrs. Rabbit was very scared. She could not find her babies anywhere. She was afraid that a fox might find her babies first. She looked all over the forest. Mrs. Mouse helped Mrs. Rabbit look for her lost babies. Mrs. Mouse found them. The lost babies were safe at home.

- E 8224 (Grade 2) 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? (Mrs. Rabbit looking for her lost babies; lost babies)
- F 2. ☒ Where did Mrs. Turtle find her babies? (by a tree)
- F 3. ☒ Where were the baby fish? (by the rocks in the river)
- F 4. ☒ Who couldn't find her babies? (Mrs. Rabbit)
- F 5. ☒ What was Mrs. Rabbit afraid of? (that a fox might find her babies)
- F 6. ☒ Who found the baby rabbits? (Mrs. Mouse)
- I 7. ☒ What time of day did the story take place? Why? (any logical response; night)
- I 8. ☒ What do you think Mrs. Rabbit did when she heard Mrs. Mouse's news? (any logical response; went right home)
- E 9. ☒ Why would Mrs. Rabbit be afraid of a fox? (any logical response; it might eat her babies)
- V 10. ☒ What does "safe" mean? (any logical response; no danger; no harm; protection)

Total Miscues 9

Significant Miscues 6

Questions Missed 1

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

Retelling	
Excellent	Satisfactory
Satisfactory	Unsatisfactory
WPM	
6000	

Comprehension Scoring Guide		
Questions Missed	Level	
0-1	Independent	
2-4	Ind./Frust.	
5	Instructional	
6-9	Inst./Frust.	
10+	Frustration	

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# RECORD SHEET Grade 1 Passage Reading

Form 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Directions 354-355  
Child's Copy 363

Background: Low  High

*Paws Visits School*

Fred has a big black cat. The cat is named Paws. Fred took Paws to his small school. All of the children loved Paws. They all tried to pet Paws at one time. Paws was very afraid. She jumped out of Fred's arms and ran away. Fred looked all around but could not find Paws. Fred's friend, Anne, looked under the little table. Anne saw Paws under the table. Anne ran and told Fred where she saw Paws. Paws came out when she saw Fred. Fred hugged Paws tightly. Fred took Paws home and gave her some food to eat.

- E 7141 (Grade 1) 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? (Paws; a cat; a boy who takes his cat to school)
- F 2. ☒ What color was the cat? (black)
- F 3. ☒ What was the cat's name? (Paws)
- F 4. ☒ Why did the cat run away? (she was afraid)
- F 5. ☒ Who helped Fred find his cat? (Anne)
- F 6. ☒ Where did Anne find Paws? (under the table)
- I 7. ☒ How do you think Anne felt when she found Paws? (any logical response; happy, excited, glad)
- I 8. ☒ Why do you think Fred took Paws to school? (any logical response; to show the other children)
- E 9. ☒ Do you think Fred will take Paws to school again? Why? (any logical response; NO, because he was scared)
- V 10. ☒ What does "afraid" mean? (scared)

Total Miscues 5

Significant Miscues 0

Questions Missed 0

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

Retelling	
Excellent	Satisfactory
Satisfactory	Unsatisfactory
WPM	
6000	

Comprehension Scoring Guide		
Questions Missed	Level	
0-1	Independent	
2-4	Ind./Frust.	
5	Instructional	
6-9	Inst./Frust.	
10+	Frustration	

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#### 4: SYLVIA GREENE'S INFORMAL WORD ANALYSIS – READING (DECODING)

I noticed over the first few weeks of working with Joe, that his main trouble is lack of confidence and word decoding. I was doing some research on the internet of ways to help with decoding skills and ways to assess them and came across Sylvia Greene's Informal Word Analysis Inventory (can be found at [http://lincs.ed.gov/readingprofiles/PF\\_SG\\_All\\_Docs.htm](http://lincs.ed.gov/readingprofiles/PF_SG_All_Docs.htm)). I sent it to my mentor teacher and she agreed that I should do it with Joe, and in fact she has used it many times before with different students. There are two parts of Sylvia Greene's Informal Word Analysis Inventory - Reading (decoding) and Spelling (Encoding). I decided to use both sections, but to do each as a separate assessment since they both use the same words and I didn't want to overwhelm Joe in one sitting. We did this assessment in the library, we were the only ones in there, it was about 10:15am on September 23.

Prior to conducting the assessment I read the directions and it suggested to have the student just read the words going down the columns on the paper. I decided I would make flash cards instead and hold them up for Joe. Mrs. Mathers thought this was a great idea. There are two sets of words, Level 1 and Level 2. I wanted to do both levels to compare how well he did with each, which is another reason why I decided to make the Reading and Spelling two separate assessments.

While conducting the assessment he seemed to be having a lot of fun. I told him it was a game, and that when I held up a word he had to try his best to pronounce it and once he's figured out the pronunciation he has to tell me that was his final answer. He loved it. He did quite well with the first set of words. These words consisted of short vowel sounds, some long vowel sounds, and a few blends. Most were not difficult words and he got 30 out of the 39 words correct. I was very pleased with how well he did. Then we moved on to the second set of words and I told him before hand that these words were going to be more difficult, but I knew he could pronounce them as well as he did the first set. He did ok with these words. He had considerably more trouble pronouncing them. He got 23 out of 45 words correct with this set. The second set of words are words that he should be reading well in third grade. These words included vowel digraphs, long o in the form of -ow and -oe, long vowel sounds in general, -oi, -oy, -ou, silent consonants, r controlled vowels, L controlled vowels, soft c, soft g, and ph=f and gh=f. These words were considerably more challenging and they were harder for him to sound out and pronounce correctly, but he kept trying. He never gave up.

Next week I will be conducting the Spelling portion of this. I think it is important to do both reading and spelling because he may be able to read one word, but may not be able to spell it which would mean that he does not have a good understanding of that particular digraph, or dipthong.

Mrs. Mathers agrees that I should do the spelling portion also and she got a copy of my notes and plans on going over them thoroughly to see what exactly he needs help with in terms of phonics and word recognition, and going from there. I will be using the same teacher copy to conduct the spelling assessment so I will attach a copy of the teacher notes next week.

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## Sylvia Greene's Informal Word Analysis Inventory

### Directions:

#### Reading (Decoding):

1. Give the learner the "Learner Copy" of the inventory and explain that he/she should read the words aloud, going down each column.
2. As the learner reads the words, mark correct and incorrect responses next to each word on the "Teacher's Copy" of the inventory in the "Reading Column."
3. The responses recorded on the "Teacher's Copy" show the letter combinations that the learner knows (the correct responses) as well as those he/she does not know (the incorrect responses).
4. As a teacher, you can then plan instruction that targets the letter combinations that each learner does not know.

#### Spelling (Encoding):

1. To determine a learner's Spelling ability, reading aloud each word on the inventory and ask the learner to write down the correct spelling.
2. Use the "Teacher's Copy" of the inventory to record the responses in the "Spelling" column.
3. As a teacher, you can then plan instruction that targets the letter combinations and spelling patterns that each learner does not know.

### Informal Word Analysis Inventory - Level I - Learner Copy

fan	thin	hung
hag	wham	brag
Sal	rum	slot
ban	cup	snap
tad	log	strut
rig	mod	sprig
Sid	fen	runt

shin	met	Fisk
chat	quit	Luke
pitch	quack	file
latch	rank	rote
sack	link	nape
bath	Kong	Pete

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### Informal Word Analysis Inventory - Level II - Learner Copy

vain	gauze	mild
jay	jaw	cent
peek	knack	pace
beam	writ	cinch
roam	tight	cyst
mow	limb	gem
foe	sly	binge
hue	tie	gin
few	hark	gym
void	port	phase
soy	verb	tough
foul	firm	deaf
pow	curl	hunted
loop	pall	wished
hood	balm	slammed

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## Informal Word Analysis Inventory - Level I - Teacher's Copy

	Reading	Spelling		Reading	Spelling
fan	✓	fan	met	✓	met
hag	✓	hag	quit	✓	quite x
Sal	x	sow x	quack	✓	quack x
ban	✓	ban	rank	✓	rith x
tad	✓	tad	link	✓	lick x
rig	✓	rig	Kong	Kōng?	cog x
Sid	✓	Sid	hung	x	hug x
shin	x	shin	brag	✓	brag
chat	✓	chat	slot	✓	slot
pitch	✓	pieh x	snap	✓	snap
latch	✓	lach x	strut	✓	stnt x
sack	✓	sack	sprig	✓	srpig x
bath	✓	bath	runt	✓	runt x
thin	✓	fin x	Fisk	✓	fick x
wham	✓	wam x	Luke	✓	Luke
rum	✓	rum	file	x (fil)	fow x
cup	✓	cup	rote	✓	rote
log	✓	log	nape	x (nap)	nip x
mod	x	mod	Pete	x (pety)	pit x
fen	x	fine x			

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## Key to Individual Phonics Skills Assessed on Level I Inventory

	Skills		Skills
✓ fan	short a and consonants: f, n	met	short e
✓ hag	short a and consonants: h, g	quit	qu
x Sal	short a and consonants: s, l	quack	
✓ ban	short a and consonants: b, n	rank	nk
✓ tad	short a and consonants: t, d	link	
✓ rig	short i and consonants: r, g	Kong	ng
✓ Sid	distinguish between short a and short i	hung	
x shin	distinguish between short a and short i	brag	two letter initial consonant blends, br, sl, sn
✓ chat	ch	slot	
✓ pitch	tch	snap	
✓ latch		strut	three letter initial consonant blends, str, spr
✓ sack	ck	sprig	
✓ bath	-th	runt	two letter final consonant blends, -nt, -sk
✓ thin	th-	Fisk	
✓ wham	wh	Luke	final e: long u, i, o, a, e
✓ rum	short u	file	
✓ cup		rote	
✓ log	short o	nape	
x mod		Pete	
x fen	short e		

## Informal Word Analysis Inventory - Level II - Teacher's Copy

	Reading	Spelling		Reading	Spelling
vain	X	vian X	hark	✓	harcK X
jay	✓	Jay	port	✓	prot X
peek	✓	pek X	verb	✓	verb
beam	X	beem X	firm	X	form X
roam	✓	rom X	curl	✓	croI X
mow	✓	mow	pall	✓	pall
foe	✓	fow X	balm	X	bome X
hue	X	<del>hew</del> X	mild	X	mod X
few	✓	<del>few</del> X	cent	✓	cent
void	X	X	pace	✓	picex
soy	X	soew X	cinch	X	senck X
foul	X (flaw)	fawi X	cyst	X	syst X
pow	✓	paw X	gem	X	gym X
loop	✓	lop X	binge	X (begin)	benex
hood	✓	hood	gin	X	jine X
gauze	X	gose X	gym	✓	gym
jaw	X	jow X	phase	X (faw)	fase
knack	✓	nack X	tough	X (tawk)	tof X
writ	✓	rit X	deaf	X (f)	deaf
tight	X (tonght)	tied X	hunted	✓	hunted
limb	X (lamb)	lim X	wished	wished?	wished

linco.ed.gov/reading/profile/PF\_SG\_All\_Docs.htm

sly	✓	side X	slammed	✓	slamck X
tie	✓	tie			

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## Key to Individual Phonics Skills Assessed on Level II

	Skills		Skills
vain	vowel digraphs ai	hark	r - controlled vowels, ar
jay	ay	port	or
peek	ee	verb	er
beam	ea	firm	ir
roam	oa	curl	ur
mow	ow = long o	pall	l - controlled vowels, al
foe	oe = long o	balm	silent consonants, lk, lm
hue	ue, ui = long u	mild	ild, old words
few	ew = lon u	cent	soft c, ce
void	oi	pace	
soy	oy	cinch	ci
foul	ou	cyst	cy
pow	ow = ou	gem	soft g
loop	oo	binge	ge
hood	oo	gin	gi
gauze	au	gym	gy
jaw	aw	phase	ph = f
knack	silent consonants kn	tough	gh = f

linco.ed.gov/reading/profile/PF\_SG\_All\_Docs.htm

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writ	<u>w</u> r	deaf	ea = short e
tight	igh	hunted	-ed = ed
limb	mb , doubt bt	wished	-ed = t
sly	sounds of y	slammed	-ed = d
tie			

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## 5: SYLVIA GREENE'S INFORMAL WORD ANALYSIS – SPELLING (ENCODING)

As I mentioned in Assessment 4, for this assessment I used Sylvia Greene's Informal Word Analysis Inventory, except this time I used the Spelling (encoding) portion. This can be found at [http://lincs.ed.gov/readingprofiles/PF\\_SG\\_All\\_Docs.htm](http://lincs.ed.gov/readingprofiles/PF_SG_All_Docs.htm). I thought it would be interesting to compare the Reading (decoding) to his Spelling (encoding) and see if the problems line up or if there are inconsistencies. We were in the library sitting at a table, we were the only ones in there the whole time. It was at about 10:15am on September 25.

I read the word aloud to him and used it in a sentence, as he spelled it in my journal. For word set 1, he got 21 out of 39 right. Most of the words he got wrong while reading them, he also spelled wrong. However, every word with a qu- beginning, -nk ending, and -ng ending he spelled wrong.

For word set 2, he got 13 out of 45 right. These words are closer to the words he should know as a third grader. However, when I think about it, most of my students cannot spell very well. Fowler does not do spelling tests which I think hinders a lot of students from growing phonemically. He spelled the word jay correctly because that is his nickname. He has a lot of trouble with vowel digraphs, silent consonants, sounds of y, r - controlled vowels, when a c gives an s sound, soft g's, ph=f, and gh=f. Most words he missed reading he also missed spelling, however with both sets he missed quite a bit more spelling than reading. He enjoys reading with me, even if it is just reading and spelling words. He just needs a little extra attention. I think for my next assessment I will work on making some phonics games to play together to build his fluency.

Ms. Mathers wants me to complete my last assessment with him before we do anything. That way we can have 6 assessments to compare and use to guide our instruction with him. She agrees that he needs a lot of help with "cracking the code" and that is hard for a lot of students to do, but Joe should be getting better at it.

I've attached copies of my notes on this assessment and I also included the notes from my journal where I had Joe spell the words as I called them out.



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## 6: PHONICS GAMES – ROLL A RHYMING ALIEN (AND OTHERS) AND ROLL AND READ

For my last assessment I printed out the Fry Sight Words (it is 10 lists of 100 words each). Instead of having Joe just read a list of words again, I decided to make some fun games using these words, and have some little prizes he could win if he was trying his best. The first game is called roll and read. It is just a game board with the sight words on it (of varying difficulty), you roll the dice and whatever word you land on you have to say. If you say it correctly, you get a point. The other game is called Roll a Rhyming Alien (which I ended up doing several variations of: Roll a Reading Frog, Roll a Reading Rat/Mouse, and Rhyming Spongebob). In this game you have a dice with words on it. For the Roll a Rhyming Alien, I obviously did rhyming words. You have a dice with words on it, and a corresponding chart that tells you what to draw if you roll a word that rhymes with another certain word (it will make more sense if you look at the attachments). I tried to focus on vowel sounds because that is what he had the most trouble with. Roll a Rhyming Alien and Rhyming Spongebob used the same words, I did the alien one on Wednesday October 16 and the Spongebob one Monday October 21. The other two (Roll a Reading Frog, and Roll a Reading Rat/Mouse) also used the same words and I did the same thing, I did the rat/mouse on Wednesday October 16, and the Frog on Monday October 21).

He loved both of these games so much and was constantly asking me to play over and over.

The words I used for the Rhyming ones were: Certain, Oil, Lead, Laugh, Foe, and Knead (on the cube). On the chart they were: Read (which can rhyme with knead or lead - I wanted to see if he would catch this), Half (rhymes with laugh - I wanted him to discover the connection between the -gh (sometimes) and f sounds), Row (rhymes with foe - I wanted him to discover the connection between the -oe ending and the -ow(sometimes) ending), Curtain (rhymes with certain - working on digraphs), Speed (rhymes with knead or lead, same as read), and Boil (rhymes with oil - to show that the "rule" when two vowels go a walkin, the first one does the talkin, is not an absolute). All of the connections I wanted him to make, he did, and it was amazing! He had so much fun rolling the dice, saying the word and finding the word it rhymes with so he could draw part of his alien or Spongebob. He would tell me over and over "Wow, reading is easy and FUN!"

The Words I used for the "Reading" (Rat/Mouse and Frog) (really vowel sounds) ones: Idea, Leave, South, True, Plane, and Cause (on the cube, I just taped these words over the other words to use the same cube). The corresponding vowel sounds on the chart were: Long I (Idea), OW (South - to see the connection between "ou" and "ow"), Long E (Leave), OOO (True - to see the connection between "ue" and "ooo"), Long A (Plane), and AW (Cause - to see the connection between "au" and "aw"). Prior to beginning these two games we reviewed the vowel sounds I had on the chart so they understood the difference between the OW, OOO, and AW sounds. Again, I was amazed at how well Joe made every connection I wanted him to. It is like putting in a game format really made it click for him. Or more likely, just made it not seem like work.

Joe loved these game so much that he wanted to invite some friends to play with him, so Mrs. Mathers and I let him choose 2 friends to play with him and we did it during guided reading time. Each guided reading group ended up playing these games on Monday October 21. The whole class loved them, and Mrs. Mathers wants me to make more to use in the classroom.



I plan on continuing to use these games with Joe to build his phonemic awareness and help him move up in reading. I also plan on making a matching game to add to the games I have. I haven't thought through that one yet, but when I make it I will add it to this.

Mrs. Mathers and I are amazed at how Joe has just done a complete 180 since I started working with him. I am excited to see such a change, and excited that I will be in Mrs. Mathers's classroom next semester for student teaching so I can continue to help Joe grow as a reader.

