

Observation

- Whole class instruction on the carpet
 - Robert has trouble staying still
 - Robert calls out for attention
 - Robert is sent to timeout
- Questions directed to all students
 - Robert answers correctly
- Chart work - individual
 - Robert complains he does not have time to finish
- Why Mosquitoes Buzz in People's Ears
 - Robert does well spreading out around the room
 - Answers another question about what happened in the book
- Robert thrives off attention and seeks attention through his behavior

Classroom Observation

The lesson I observed was a continuation of the lesson from the previous week on different genres. This lesson was the introduction of folktales as a genre. Ms. P started by calling the class's attention with the rain stick. She then asked the students to join her on the rug with their reading notebook and a pencil. She opened with an activating question that reviewed the previous genres the students had learned, including realistic fiction and poetry. They reviewed the key points of each genre and then she introduced the folktale genre. To engage the students she continued to ask them questions throughout the opening and chose different students to answer. She also kept the class engaged by giving them different questions to answer in their reading journals. As a final activity before reading an example of a folktale, she asked students to add the folktale genre to the chart they had been making from previous days. The students helped Ms. P complete the class chart by using shared writing and writing characteristics of folktales.

During this part of the lesson, Robert was halfway engaged but was having a rough day behavior wise. He does well with the class questions and usually wants to give an answer, but he also has an issue with goofing off with some of the other boys in the class. I noticed that when Ms. P asked the students to complete their genre chart Robert became frustrated and started complaining that he did not have time to finish the chart. He then refused to even try to complete the chart because he felt like he was behind.

During the next part of the lesson Ms. P read the folktale Why Mosquitoes Buzz in People's Ear. Allowing students to spread out around the room and on the carpet was helpful for Robert to pay attention. She stopped to check the students' understanding throughout the book and called on Robert for one of the questions. One thing I have observed about Robert is that he

often behaves only to seek attention. This attention seeking behavior plays out in different ways depending on the day, sometimes acting like the “perfect” student to please the teacher and other times acting out wanting to receive attention. This lesson he chose the misbehaving route and was sent to time out in the middle of the lesson. I saw that he did a pretty good job listening from timeout and responded well to being away from the distracting behavior of others.

For ELT time of the reading lesson we conducted reading centers, which included guided reading, independent reading of folktales, and a letter writing center. This time was organized into specific groups that the students already knew and rotated through each group at the count of a timer. Robert joined the rest of the group and immediately sought special attention from me to read with him. As we read together he did well with full attention and enjoyed reading the book with me. I did not notice too many words that he did not know but his fluency was pretty shaky. I am curious to know if he comprehends what he reads or if he is mostly concentrated on sounding out the words. One question Ms. P and I have been talking through is how best to respond to Robert’s attention seeking behavior. We decided it could be seen as an advantage with one on one reading instruction, but when it is resulting in misconduct we decided it is best to not give attention to him. Ms. P has done a great job of explaining how and why she does a lot of the things she does with reading instruction, but I am wondering how she handles a wide range of reading levels in her classroom. She shared with me her running records on each student, but I would like to discuss how she uses assessments like those to come up with reading plans for each student.

The next day I conducted the reading workshop instruction and noticed similar behaviors in Robert. He thrived off of attention throughout the lesson but when left alone for too long he became distracted and possibly frustrated. Although the class did a really good job paying

attention and staying engaged while I taught, I did want to ask Ms. P some of her strategies to include the whole class and keep all of the students engaged. When one student acts out or continues to answer out of turn, I am curious how to handle those issues while keeping the lesson going. When I addressed these questions with Ms. P she explained to me how Robert does not respond well to delayed reward. In his behavior plan they are working on things he can work for short term that will keep him on task throughout the day. Ms. P also explained how ignoring the wrong behavior and praising the good behavior usually works well with students like Robert. I feel that I have a lot to learn from my mentor teacher and she is so excited for me to work with Robert and come up with strategies that work for him. I am excited to watch the progress of Robert throughout the semester and pick out some of the strategies that work for readers such as Robert.

Elementary Reading Attitude Survey

School _____ Grade 2nd Name Robert

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.

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?



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.

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.

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?



Elementary Reading Attitude Survey Scoring Sheet

Student Name Robert

Teacher _____

Grade 2nd Administration Date 2/3

Scoring Guide

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

Recreational reading

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

Raw Score: 24

Academic reading

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

Raw Score: 31

Full scale raw score (Recreational + Academic): 55

Percentile ranks: Recreational

..... Academic

..... Full scale

Attitude and Interest Survey

I chose to do the Reading Attitude Survey with Robert in order to find out what his current feelings about reading are. I felt that this survey would be easy and fun for him to take, and the questions would be helpful in creating an improvement plan. I chose to assess Robert after he finished his morning work and before morning meeting. At this time students are still coming in the classroom and getting ready for the day, so it was a perfect time to have his full attention. Also, this is normally a slightly chaotic time with some of our boys, including Robert, so this allowed him to stay occupied and not disrupt the other students. Even eliminating one of the boys from the five others we have on behavior plans helped the classroom order tremendously. I noticed Robert enjoyed the attention and the other students had less to get them off task.

When giving the Garfield Reading Survey, I first explained to Robert what we would be doing and that this was one of the "special assignments" we would be doing together this semester. He was excited to receive the attention. We read the directions together and talked about what the different Garfield faces represented. He then read the questions out loud and answered on his own. I made comments in between some of the questions and dialogued with Robert about his feelings. It was very interesting to hear what he enjoyed and what he did not; many of the answers were not what I expected.

I was able to ask Ms. P_____ a couple of questions concerning Robert's feelings towards reading. I asked her what she thinks gets him excited to read and what she thought was the best plan for improvement. She explained that Robert enjoys attention and when he is given one on

one attention in reading, or any subject, he does fantastic! He does really well in guided reading groups when he is given a chance to read aloud and share his thoughts, but he gets upset when expected to read on his own. She also informed me that she has him reading slightly below grade level books on his own and grade level or higher when he reads with her and in guided reading. I also asked her if she had done any reading attitude assessments before and how she implements them into her lessons. She explained that she had not done a formal test but she does pick up a lot of the students' interests through talking to them. She keeps a large binder that documents all of their assessments and anything that she has learned about the students that she feels will be helpful to specifically teaching them. She tries to consider these ideas when she picks out books for them or topics that they will cover in class.

After seeing the results of the assessment, I feel that I will be able to better interact and instruct Robert. Although some of his answers seemed to contradict themselves, I was able to see that he does enjoy reading in school and even likes to read at home in his free time. What I feel like I need to do now is foster that enjoyment of reading and encourage him to keep finding books that he enjoys to take home and read to his parents or siblings. I also believe that as he finds books that he enjoys as well as continues to build confidence in his ability to read and decode words, reading on his own will become less of a challenge. I am excited to help Robert find topics that interest him and books he enjoys reading. I feel this will greatly improve his reading comprehension and fluency, and as a result, his reading level.

Reading Record

Name: R

Age: 2nd

Date: 2/10

Text: The Skating Twins

Level: 20

R. W: 147

Accuracy: 97%

S.C. Rate:

Page	This story is about the twins Nick and Sarah and how they look for a safe place to skate.	E	S.C.	Errors MSV	Self-corrections MSV
2	<p>✓ "I'll race you back to our place,"</p> <p>✓ said Nick to his sister, Sarah.</p> <p>✓ He sped off down the path</p> <p>✓ on his skates.</p> <p>✓ As he raced along, he looked back</p> <p>✓ to see where Sarah was.</p>				
3	<p>✓ Suddenly, Nick lost his balance</p> <p>✓ and fell into Mrs. Miller's garden.</p>				
4	<p>✓ Sarah started to ^{stared} laugh. "Look what you did</p> <p>✓ to Mrs. Miller's flowers!" she said.</p> <p>✓ "Help!" said Nick. ^{her → here} "Here she comes."</p> <p>✓ "And here comes Dad, too," said Sarah.</p>	1		MSV	
5	<p>✓ "Sorry, Mrs. Miller," said Nick.</p> <p>✓ "I didn't mean to run over your flowers."</p> <p>✓ ^{skates → skating} "No more skating out here,"</p> <p>✓ said Dad. ^{well → we'll} "Come on. We'll go to the park</p> <p>✓ and you can skate there."</p>		1	MSV	MSV
6	<p>✓ When they arrived at the park,</p> <p>✓ Sarah and Nick ran across the grass</p> <p>✓ to a big wide path. They were just about</p> <p>✓ to put on their in-line skates when Dad said,</p> <p>✓ "Look! You can't skate here either!" ^{either → either}</p> <p>✓ Sarah and Nick were very disappointed.</p>	1	1	MSV	MSV
Total		5	4	225	444

Running Record and Miscue Analysis

I chose to do a running records and miscue analysis to assess Robert's progress and his current reading level. I used a running records form that was given to me by Ms. _____ which is one that the school uses in all of their grade levels. The book Robert read was The Skating Twins and it is a level twenty book. This is on grade level but Ms. _____ says that Robert is right on the bubble of below and on grade level. She was curious to see how he did with a book this level.

I conducted the assessment during reading workshop and extended learning time. During this time the rest of the class was completing their persuasive advertisement posters, so the room and hallway were relatively quiet. We went into the hallway with the group of students who had earned their name on orange or blue for the day. This provided a great atmosphere to conduct the running records with Robert and he did not feel like he was missing out on anything.

Before conducting the running records, I asked my mentor teacher how she prefers to conduct the running records and what things she was looking for specifically with Robert. She usually lets the student read through the book once to his/her self and then asks the comprehension questions given on the back of the running records sheet. She records what they say and checks to see if they have answered each part of the questions fully. The next step is to have the student read a few of the pages given on the front of the assessment sheet and complete an error analysis record. For Robert, she mostly wanted me to just assess what level he is on and how he has improved from the beginning of the semester.

As I completed the running records assessment with Robert, I noticed he definitely enjoyed the one on one attention but he grew a little restless towards the end when he saw that other students were completing their posters. I encouraged him throughout the assessment and learned a lot through listening to him read. He became frustrated when he did not know a word and then wanted to be done, but when he was able to read the words he enjoyed it. His comprehension was fairly good from what I could tell but I would like to ask Ms. _____ a little more about how to evaluate that part of the assessment.

This assessment allows me to see where Robert is on an independent level of reading. I can identify what books he needs to read as well as challenge him without giving him books that are on his frustration level. I also am able to look at what words specifically he is struggling with and create minilessons and activities that will allow him to improve his word decoding and phonemic awareness. As he begins to increase his vocabulary and fluency, his comprehension will follow closely behind. I believe this running record is a great start to getting Robert on grade level and see his reading greatly improve!

THE BASIC SIGHT WORD TEST, PART 1

Name _____ Date _____

1. by at a it
2. in I be big
3. did good do go
4. all are any an
5. had have him drink
6. its is into if
7. ask may as am
8. many cut keep know now
9. does goes going and
10. has he his far
11. but jump just buy
12. black kind blue find
13. fast first ate eat
14. help hot both hold
15. brown grow bring green
16. four every^{over} found eight
17. from make for made
18. around funny always because
19. long let little look
20. away again after about
21. * cold^{could} can could clean
22. full fall five fly
23. before best better been
24. live like laugh^{large} light
25. her here how hurt hunt
26. down done draw don't
27. give get gave got
28. came carry call come

Sight Word Assessment

For my fourth assessment I decided to conduct a sight words assessment. As I talked with my teacher about the results I have found when assessing Robert, I asked her what her suggestions were for further assessments. She introduced me to a sight word test that her professor recommended. It consisted of twenty- eight lines front and back with four sight words on each line. These words were, according to her professor, the essential words a student needs to know in order to succeed in reading. I chose to try out this assessment because I felt that it would allow me to see where Robert was with recognizing sight words and would allow me to identify common mistakes made throughout the words.

I carried out this assessment with Robert in the hallway at two desks. The rest of the students were working in their reading centers and I pulled out one student at a time to test them on their sight words. The hallway provided a mostly silent atmosphere where I could accurately hear the words being said by the student and the student could concentrate on the words in front of him/her. Robert was the first student I pulled out into the hall and I introduced the assessment as a fun game to see how smart he was and how many words he knew. This created a good level of seriousness and low pressure for Robert to accurately show the words he knew.

Robert did very well following directions and going through the sight words. He stayed mostly focused and seemed to enjoy the test from what I could tell. He became a little restless when I showed him that we had another page to go through, but he turned it into a competition to see if he could improve how many words he got right compared to the front page. I noticed as he

got more comfortable with the words he would start to speed up. Then when he came to a word he did not know or stumbled over he would start over and slow down.

I asked Ms. _____ how she hopes to use the results to these assessments and she said that she would like to create flashcards and different word games for the students to play based on the words they missed. She also was curious to see how students' results correlated to their reading levels. We also discussed how the results of these tests would allow us to see if there were common words every student was missing or if there were certain sounds that needed to be worked on. It was a really neat assessment to do while reading through the phonics tutorial about sight words. I believe knowing where the students are with their sight words will be very influential in developing a plan to improve their reading comprehension and fluency.

Phonological Awareness Syllable Blending

Student's Name: _____

Date: _____

Student's Score: _____

MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Practice Items: Help the student identify syllable blending with the following practice items. Create additional practice items as needed.

ro bot : "robot"

out side : "outside"

Test Items: Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly. Create additional lists as needed.

1. black board ✓

2. rain bow ✓

3. pop corn ✓

4. side walk ✓

5. pen cil ✓

6. hon ey ✓

7. pic ture ✓

8. pa per Popper

9. riv er ✓

10. can dle ✓

Number correct 9

Total possible 10

Phonological Awareness Rhyme Production

Student's Name: R

Date: 2/24

Student's Score:

MASTERED REMEDIATE

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

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

sun... *fun*

cat... *hat*

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

1. pain *vain*
2. cake *dake*
3. hop *sop*
4. see *key*
5. dark *fark*
6. candy *sandy*
7. fun *sun*
8. hair *bear*
9. row *so*
10. sip *kip*

Number correct 10

Total possible 10

Phonological Awareness Rhyme Identification

Student's Name:

Date:

Student's Score:

MASTERED REMEDIATE

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

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

sit bit

boy chair

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

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

Number correct 10

Total possible 10

Assessment #5

For my fifth assessment I decided to try the Phonological Awareness- Syllable Blending assessment. This assessment deals with students putting different syllables together to make one fluent word. I was curious how Robert would do with this and see how he did with hearing the different parts of the words. I felt that I had not tested Robert on many phonological awareness tests and I wanted to see how he did with individual sounds. I administered the assessment to Robert in the hallway, as I have seen that he concentrates better and enjoys the attention. The rest of the class was participating in independent reading and running records assessments so it was an ideal time to take Robert away. I told him that we were going to do some fun things with words and say words in a funny way. He really enjoyed it and actually seemed to let go of some of his anger and acting out behavior for a while.

I asked Robert how he felt about syllables and he seemed fairly confident in his ability. I broke up each word into syllables and paused in between the syllables while pronouncing the word. Robert and my interaction was much more light hearted and less serious than ones have previously been. I tried to make him see that the assessment could be fun and a way to challenge him with new words and ideas. He responded well and was pleased with how he did and expressed that he wanted to do more things like the syllable assessment.

After assessing Robert and starting to think through what lessons I could create for him, I asked my teacher some of her ideas. She expressed a need for more practice with reading in general and with sight words and recognition. I then asked her if I could work in my lesson for

Robert as a small group during reading workshop so that other students could benefit from the extra help. She was beyond willing and thought it would be a great idea to incorporate some extra reading lessons into our center work. I think that although I am creating the lesson based on Robert's needs, almost all of the class will be able to benefit from the extra instruction. I am excited to try some ideas out and see how they work!

46/56

R ~~at the end~~

1 fan

18 What - 2

2 pet

19 cot - 2

3 Dig

20 Night

4 Mob

21 chape - 2

5 chunk

22 Storm

6 Rope

23 Barin

7 Sled

24 fold

8 Blad - 2

9 camp

10 shine

11 cent - 1

12 drink

13 then - 1

14 Dish

15 Stick

16 Brave

Primary Spelling Inventory

Name Robert Grade 2nd Date _____

	Beg/ end sounds	Diagraphs	Blends	Short Vowels	Nasals	CVCe	Long vowels	r-and-l controlled	Correct word
1. fan	<u>fan</u>			<u>fan</u>					
2. pet	<u>pet</u>			<u>pet</u>					
3. dig	<u>dig</u>			<u>dig</u>					
4. mob	<u>mob</u>			<u>mob</u>					
5. chunk		<u>chunk</u>			<u>chunk</u>				
6. rope						<u>rope</u>			
7. sled			<u>sled</u>						
8. blade			<u>blade</u>			<u>blade</u>			
9. camp					<u>camp</u>				
10. shine		<u>shine</u>				<u>shine</u>			
11. sent					<u>sent</u>				
12. drink			<u>drink</u>		<u>drink</u>				
13. thin		<u>thin</u>							
14. dish		<u>dish</u>							
15. stick			<u>stick</u>						
16. brave						<u>brave</u>			
17. dream							<u>dream</u>		
18. wait							<u>wait</u>		
19. coat							<u>coat</u>		
20. night							<u>night</u>		
21. chirp								<u>chirp</u>	
22. storm								<u>storm</u>	
23. barn								<u>barn</u>	
24. fold								<u>fold</u>	
Feature Scores	Beg/end Sounds	Diagraphs	Blends	Short Vowels	Nasals	CVCe	Long Vowels	r-and-l controlled	Correct Word
	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	

Total Spelling Score

1st Quarter ____/56 2nd Quarter ____/56 3rd Quarter 46/56 4th Quarter ____/56

Assessment #6

The final assessment I decided to give to Robert was the Primary Spelling Inventory. After assessing Robert in the previous assessments and talking to Ms. _____, I decided that I wanted to see how Robert did with spelling some of the words at his grade level. This test was one that Ms. Pizarek gave me which the students have taken one time previously. I administered this test to the whole class but stood with Robert as he took the assessment. We interacted a little bit before starting the test and I was able to encourage Robert to try his best and show us he was a fearless speller.

I, as well as my mentor teacher, was interested to see how Robert did on this spelling inventory. Before we gave the assessment I discussed with Ms. _____ the progress we have seen in Robert and also the areas he still needed improvement. I asked her if they had worked on syllable blends or words that have unique letter patterns. She said that she would love to see more work on syllable blends and working on word recognition for the unfamiliar words. I asked if she thought a flash card game would be helpful to improve Robert's reading level and comprehension. She agreed that for Robert as well as some other students, sight word games and flash cards would be very beneficial.

I think that the results of this assessment will allow me to see where Robert is at working with and understanding the sounds represent in each word. I think by seeing how he spells words will give us a clue as to how he sounds out words while he is reading. As I analyze his Primary Spelling Inventory, I will look at the beginning and end sounds, vowel sounds, digraphs,

blends, and word patterns. I am interested to use these result with some of the lessons I will conduct and see if this creates progress in Robert's reading.