Initial Observation: Julio

Julio is a part of Mrs. Harvey's third grade class. Her class is made up of six girls and 12 boys. I did two observations with Julio. During the first, I interacted with Julio so I could get an idea of how he reads a loud. I did not interact with him during the second observation. I wanted to see how he behaved in the classroom.

Student Interaction and Observation: September 4

I observed Julio on September 4th. At 10:35 a.m. during partner reading time. Julio quickly found a boy partner to read to. I know that this boy was on a similar reading level and also is Julio's friend. The two friends chose to sit in the middle of the classroom. They sat elbow to elbow, knee to knee, just as they had been instructed. Julio chose to read *A Spy in the Whitehouse* by Ron Roy from his book box. *A Spy in the Whitehouse* is a 3.4 level book (Scholastic, 2013). Julio chose to lie down while reading. While reading, he did not use his finger to guide him. When he came across a word he did not understand, he would whisper as he sounded the word out. He did not ask for help.

At 1:32 p.m., during Extended Learning Time, I pulled Julio out to read again. This time, I took him into the hallway. He chose to read a Lance Armstrong autobiography. While he read, I noticed that Julio commonly mistook sight words. For instance, he mistook "the" for "his", and "on" for "in". Even when the mistaken word did not make sense in context, Julio continued to read until I prompted him to reread the sentence. When Julio came across words he did not know, he tried to sound the words out. He struggled with blending the sounds together, especially the middle sounds. He also struggled to decode consonant digraphs. Even after prompting, he could not identify

what sound "sh" represents. Julio skipped words a few times. Every time he did this I prompted him to go back and reread the passage. After he reread the sentence, he often self corrected his mistake.

Observation without Interaction: September 18th

I observed Julio on September 18th from 11:15-11:35. This is the classroom's writing time. The class was using pebblego.com to find information about a chosen animal for a web diagram. The students will later use these diagrams to create a research project. Initially, Julio had only written down two facts. In contrast, the female student next to him had already written 12 facts.

The table groups were newly arranged the day I observed him. He was sitting next to an outgoing female student and was easily distracted by her. He often looked at her computer, and showed her his progress seven times in the 20 minutes I observed him.

Julio's writing is sloppy. He does not add spaces between his words and I noticed that his writing slants downwards. He misspelled many words, even though he copied them straight from the computer. For instance, he wrote "rvier" instead of "river".

While Julio read information, he mouthed the words silently. After a few minutes of reading, he would transcribe the computer notes to his own. He had to refer back to the computer multiple times while writing words. By the time the lesson was finished, he had written down about six more facts.

Teacher Interaction

After my days observing Julio, I spoke to Mrs. Harvey about my findings. She confirmed that Julio skips sight words. She suggested that I work on these words with

him. She also agreed that he lacks phonics skills, most likely because Spanish is his first language. She told me that Julio reads at a second grade level.

She also mentioned that Julio will be receiving extra instruction from the reading coach, Mrs. Babcock. Julio is aware that he is below reading level and is excited to have extra help.

Reflection on Julio

After I observed Julio and spoke to Mrs. Harvey, I think that Julio would benefit from sight word practice as well as phonics review. Sight word practice would prevent Julio from skipping over these small words. In addition, I think Julio would benefit from phonics instruction. Phonics can aid Julio in sounding out words.

This assessment has helped me establish the foundation of work I will be doing with Julio. Watching him read has helped me identify his strengths and weaknesses. Both of these attributes are important to consider while I develop a plan for Julio. For instance, I know that phonics is one of Julio's weaknesses. I also know, however, that Julio is a rule-abiding student who wants to learn. This means that he will most likely be willing to learn what I want to teach him (willingness, after all, is half the battle).

Reading Attitude or Interest Survey

I assessed Julio September 18th, during reading time at 10:30 a.m. Julio scored a total of 57/80 on the Elementary Reading Attitude Survey. He scored 27/40 on the recreational reading and 30/40 on the academic reading section. After each question, I asked Julio to elaborate on his response. This revealed important information on Julio's reading preferences. The most reoccurring theme was that Julio enjoys reading for information. He loves to "learn new facts" and to look words up in the dictionary so that he can learn what they mean.

Julio does not like to read aloud in class because he "embarrasses himself". In addition, he does not like reading tests because he "might not know what a question means." Julio prefers to partner read because he likes to listen to his friend read aloud. He also enjoys it when I read with him. Julio told me that sometimes when he is reading close up text he gets a headache. This is potentially important information that I will keep in mind.

Mrs. Harvey shared with me that this past week Julio checked out a dense book on Abraham Lincoln and was able to retell important facts to her after reading it. She revealed to me that Julio scored in the bottom 1% on benchmark reading tests. She thinks it will be beneficial for him to review phonics with me and to review word attack skills with his Early Intervention reading teacher. She told me that lately, Julio has been participating more in class discussions and has been noticeably less afraid of public speaking. She does not know why, but it is an interesting development. I mentioned the headaches to Mrs. Harvey and she said she would possibly refer him to get his eyesight tested. We are both wondering if he is far-sighted.

This test has helped me understand Julio's reading style and preferences. I can now ascertain that Julio would enjoy using informational texts where possible in our lessons. I will try to integrate these as much as possible.

I also learned that Julio is cognizant that he struggles with reading. During my lessons, I will need to rebuild his reading confidence. I can do this by presenting valuable phonics lessons to help him figure out words and also by being supportive.

Luckily for me, Julio likes to read with me. So, I know that our pull out lessons will be regarded as a special treat as opposed to just singling him out. I hope to keep our relationship strong by being kind and understanding with him.

Lastly, I want to watch to see if Julio strains his eyes (squinting, moving the book back) while reading. This could offer a clue as to why he is getting headaches.

Miscue Analysis

Assessment Results

I assessed Julio on September 23rd at 10:30 a.m. in the third grade hallway. I used the "Grade 2 Passage Reading: The Lost Babies". I chose to do a grade two assessment after speaking to Mrs. Harvey and learning that Julio is on a second grade level.

Julio made 6 total miscues, 5 of those being significant miscues. His miscues were as follows:

1. Toad → could not identify (significant)
2. The → said was (significant)
3. Weeds → skipped entirely (significant)
4. She → said the (significant)
5. her → said the (significant)
6. Animal → Said animals, but self corrected (not significant)

Considering Julio's miscues, it can be ascertained that this is an instructional/frustration level of word recognition for him. Julio missed one of the comprehension questions. The question was, "What do you think Mrs. Rabbit did when she heard Mrs. Mouse's news?" Julio answered that Mrs. Rabbit responded that she would "help Mrs. Mouse find her babies". Considering Julio's overall success with comprehension, this is an independent comprehension level for him.

Mrs. Harvey first noted that Julio's mistakes are mainly on two lines of text. We both wondered if perhaps Julio grew too comfortable with reading and made an error and then paid closer attention, or maybe he got nervous after initially missing a word. She was impressed with his comprehension score. She said that he most likely missed question number eight because it involves inference, a higher-level skill. Luckily for Julio, he will still be reviewing inferencing skills in third grade.

I think that Julio missed most of his words in an isolated area because he became nervous after he could not identify the word "toad". It is like he thought the passage would be easy until he ran into a word he did not know. After his initial error, it took him a sentence to regain composure. I think that many of the mistakes are indicative of stress because he identifies the same sight words correctly later in the text.

It was interesting that Julio comprehended the text so well. He barely had to refer back to the text at all after I asked him each question. So, although Julio stumbled a little with the reading portion, he still understands what is going on. This evidence further supports my plan to review phonics. I will also consider adding a sight word review onto his focus lessons as well. I do not think I need to review comprehension strategies.

RECORD SHEET

Form 1

Grade 2 Passage Reading

Name _____   Date _____

combined words (margin note, rotated)

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

Background: Low |——+——| High

The Lost Babies

It was getting dark outside. All the animals (SC)
mothers were looking for their children. Mrs.
Turtle found her babies near a tree. Mrs. Toad
jumped in the woods 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)

Margin notes: "animals are looking / going to initiate?"; "inferencing is low"; "mom's"; "'I will help you find your babies'"

Total Miscues: 6   Significant Miscues: 5   Questions Missed: 1

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./Frust.	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./Frust.
5+	Frustration

366   Chapter Six   Comprehension

Phonics Assessment

Assessment Results

   I administered the Literacy First Process Phonics Survey Assessment at 10:00 am on October 1st. This assessment tests the students overall phonics knowledge. It starts with the most easy phonics skills and progressively gets harder. I assessed him in the third grade hallway, a space often used for one-on-one time and devoid of distractions. Julio was confident during the assessment. He believes he is capable, which is a valuable trait to possess. Julio's scores are as follows. Reflection on his scores are listed under the reflections subcategory. Note that the ratio is the letter/word identified correctly to total number of words/letters.

1. Capital letter names: 26/26
2. Lowercase letter names: 18/21
    Errors: Read j as i, h as y and q as d
3. Consonant Sounds: 19/21
    Errors: Made the b sound for d, made the w sound for y
4. Consonant Digraphs: 5/5
5. Short Vowel Sounds: 4/5
    Errors: Said ah for e
6. Short Vowel Sounds
    Real words: 5/5
    Nonsense words: 4/5
    Errors: Pronounced wog with long o
7. Short Vowel Sounds with Consonant Digraphs
    Real words: 5/5
    Nonsense words: 3/5
    Errors: Pronounced chot as chelot, pronounced retch as reach
8. Short Vowel Sounds with Consonant Blends
    Real words: 5/5
    Nonsense words: 1/5
    Errors: Pronounced stram as scream, frip as flip, cruz as crazy, plek as plepe
9. Vowel + e
    Real words: 3/5
    Errors: Pronounced fade as fab, tune as turn
    Nonsense words: 1/5
    Errors: Pronounced rafe as frim, cude as cue, gove as give, bine as hih
10. Vowel Diphthongs & Digraphs: 14/20

Errors: Pronounced paid as pap, root as rope, bay as day, suit as shirt, head as hard, tie as tit

11. R- and L- Controlled Real words: 5/5
Nonsense words: 1/5
Errors: Pronounced burk as durch, flar as flatter, mirt as mit, rolt as rolgt
12. Prefixes: 5/5
13. Suffixes: 3/5
Errors: Pronounced nation as normal, closest as closed
14. Multi syllabic Words: 2/6
Errors: Pronounced combination as completed, calculate as cluded, entertain as entered, refreshment as refreshed

(Project Central, 2003)

Mrs. Harvey noted that Julio displays some dyslexic characteristics, however not enough to cause concern. She said many students have minor dyslexia. She said that she thinks the best plan of action for Julio is to practice high frequency words and how to tackle complicated words. She provided me with a list of high frequency words. She advised me to assess Julio on his high frequency words first. Then, I will choose five words each Monday to focus on. I will make note cards for Julio of the five words. We will practice breaking apart and blending the word back together, noting its phonemes. Then, Julio will take the note cards with him to practice. On Wednesday, I will assess Julio again on those five words (plus words from other weeks). Mrs. Harvey specified that I should continue to help Julio on Wednesday until he can reach a 100% on his assessment. A 100% requires Julio to read the words quickly as sight words. Mrs. Harvey then said she would try to assess Julio again on Friday to ensure he is retaining the sight word knowledge.

I will administer to Julio a high frequency word assessment soon, and then identify words he struggles with. We will then practice those words weekly. Overall, this assessment further shows me how much Julio struggles with phonics skills. He struggles

especially with the nonsense words, which demonstrates that he has a low working

understanding of phonics rules. He identifies real words better because he has been

exposed to them many times, making them sight words to him.

Name: Julio   Date:

1. Capital Letter Names

B ✓	A ✓	I ✓	S ✓	C ✓	D ✓	F ✓	E ✓	P ✓	
L ✓	R ✓	Z ✓	J ✓	U ✓	H ✓	G ✓	W ✓	X ✓	
V ✓	Y ✓	N ✓	O ✓	K ✓	M ✓	T ✓	Q ✓		26/26

2. Lowercase Letter Names

| r ✓ | o ✓ | n ✓ | l ✓ | m ✓ | y ✓ | t ✓ | w | k ✓ | p ✓ | z ✓ | |
| c ✓ | d ✓ | p ✓ | t ✓ | j ⊘ said i squinted | g ✓ | k | a Y | x – | q | 18/21 |

3. Consonant Sounds

| m ✓ | s ✓ | f ✓ | l ✓ | r ✓ | n ✓ | h ✓ | v ✓ | w ✓ | z ✓ | c | |
| b d | c ✓ | d ✓ | p ✓ | t ✓ | j ✓ | g ✓ | k ✓ | y w | x ✓ | | 19/21 |

4. Consonant Digraphs

| sh ✓ | ch ✓ | th ✓ | ck ✓ | qu ✓ | /5 |

5. Vowel Sounds

| i ✓ | e Xan | a ✓ | o pause ✓ | u pause ✓ | 4/5 |

6. Short Vowel Sounds

| hit ✓ | pot ✓ | but ✓ | mat ✓ | let ✓ (real) | 5/5 |
| fip ✓ | saf ✓ | vem ✓ | rup ✓ | wog woa (nonsense) | 4/5 |

7. Short Vowel Sounds with Consonant Digraphs

| chip ✓ | then ✓ | match ✓ | shop ✓ | luck ✓ (real) | 5/5 |
| shum ✓ | gick ✓ | chelot chot | thap ✓ | reach retch (nonsense) | 3/5 |

8. Short Vowel Sounds with Consonant Blends

| stop ✓ | trip ✓ | clap ✓ | dress ✓ | truck ✓ (real) | 5/5 |
| glod ✓ | scream stram | tip frip | crazy cruz | pepe plek (nonsense) | 1/5 |

42

9. Vowel + e

fade (ah)	joke ✓	mile ✓	keep ✓	tune (real) ~~turn~~		3/5
leem ✓	rafe (fom)	cude (cue)	gove (gve)	hine (nonsense) (bih)		1/5

10. Vowel Diphthongs & Digraphs

paid pap	boat ✓	toy ✓	root (ope)	few ✓
bay day	saw ✓	row ✓	meat ✓	high ✓
foot ✓	boil ✓	weight ✓	suit Srors	found ✓
head nasa	glue ✓	cry ✓	tie tit	eye ✓ 14 /20

11. R- and L- Controlled

dirt ✓	smart ✓	bold ✓	corn ✓	turn ✓ (real)	5/5
burk (dorch)	flar (flatlet)	zorp ✓	mirt Mit	rolr (idig) (nonsense)	1/5

12. Prefixes

under ✓	inside ✓	replay ✓	exit ✓	dislike ✓	5/5

13. Suffixes

sitting ✓	nation (normal)	closest (closed)	careful ✓	nearly ✓	3/5

14. Multisyllabic Words

cupcake ✓	bookmark ✓	combination completed	
calculate cluded	entertain entered	refreshment refreshyd	26

Phonics Skill	Student's Score	Possible Score	Skills Mastered
Capital Letter Names	26	26	
Lower Case Letter Names	18	21	
Consonant Sounds	19	21	
Consonant Digraphs	5	5	
Vowel Sounds	4	5	
Reading and Phonetic Decoding			
Short Vowel Sound	9	10	
Short Vowel with Consonant Digraph	8	10	
Short Vowel with Consonant Blends	6	10	
Vowel + e	4	10	
Vowel Diphthongs	14	20	
R- and L- Controlled	6	10	
Prefixes	5	5	
Suffixes	5	5	
Multi-Syllabic words	3	6	

(Project Central, 2003)

High Frequency Words Assessment

Assessment Results

At 2:20p.m. on October 14, 2013 I administered to Julio an assessment of 3rd Grade High Frequency Words. As usual, I administered this in the third grade hallways because there are minimal distractions. Julio was very confident during this assessment. He actually seemed a little bit overconfident. As shown in the below evidence, I only administered the first column of words for times sake.

Julio made 6 miscues out of 35 words. His miscues were as follows:

-Read among as along

-Read began as beginning

-Read bring as bringing

-Read cried as could

-Read early as easy

-Read instead as incentive

Teacher Interaction

After looking at the results, Mrs. Harvey noticed that Julio knew many third grade sight words. The words he did not know were not any more difficult than the others, it is just clear that those words are exempt from his sight word knowledge. These words can transition into sight words with practice.

Reflection

I think Julio knew that this list was a sight word list. He rushed through the words and got many right. He got too confident, however, and misread words that he clearly does not know as sight words yet. Had he been reading a passage, he might have

attempted to sound these words out. However, since he assumed that he knew all the

words, he sped through them and simply guessed on some. Julio clearly needs to practice

sight words. This can be done with flash cards or just more exposure to authentic texts.

High Frequency Words—Individual Record, p. 2

Name: _____ Age: ____ Date: _____ Grade 3

Recording form for ____ Word Reading ____ Word Writing

List 1–B	Child's Attempt — Check if correct or write substitution		Child's Attempt — Check if correct or write substitution		Child's Attempt — Check if correct or write substitution
among	along	kind		wasn't	
animal		knew		watch	
around		learn		wish	
asked		leave		myself	
became		letter		yourself	
began	beginning	listen			
bring	bringing	lived			
build		lives			
couldn't		long			
cried	could	looking			
dinner		making			
doing		mean			
draw		money			
dream		next			
early	easy	nothing			
earth		passed			
easy		stand			
everyone		state			
everything		still			
filled		such			
front		talk			
getting		teach			
group		teacher			
having		than			
heard		that's			
heart		think			
high		those			
himself		throw			
hurt		told			
idea		took			
inside		true			
instead	incentive	trying			
keep		turned			
kids		wanted			
killed		warm			

INDIVIDUAL RECORD—HIGH FREQUENCY WORDS • 49

Assessment Results

At 10:00am on October 21st, I administered the Phonological Awareness Skills

Test to Julio. I assessed Julio in the hallway where distractions were limited. This

assessment is intended for Kindergartners-First graders and tracks the growth of

phonological awareness in students. I only administered certain sections. Some sections, I

believe, were too confusing for Julio. In the introduction of the assessment, it states that

mastery requires less than 3 mistakes on each section. Julio achieved mastery in 7/8

sections. He was very easy to work with during this assessment. He took time to think

before answering, which shows me that he most likely took the assessment seriously.

Julio's mistakes in each section are listed below. The sections are in order from

Kindergarten to Second grade.

> ➢ Rhyme Recognition: Said top did not rhyme with hop
> ➢ Rhyme Production: Said cake (given) rhymes with fate, said dark (given) rhymes
>   with night
> ➢ Syllable Blending: All correct
> ➢ Syllable Deletion: All correct
> ➢ Phoneme Isolation of Initial Sounds: Said the first sound in the word farm is /b/
> ➢ Phoneme Isolation of Final Sounds: Said the final sound in same is /n/, said the
>   final sound in tooth is /f/
> ➢ Phoneme Deletion of Initial Sounds: All correct
> ➢ Phoneme Substitution: When asked to replace the first sound in man with /k/, said
>   came.
> ➢ When asked to replace the first sound in well with /f/, said wef. When asked to
>   replace the first sound in bed with /r/, said rock.

Mrs. Harvey was most interested in the phoneme substitution section. She did not

understand why Julio was unable to replace the first sound in the word. She seemed

concerned because this is a second grade skill that is not practiced in third grade. The

only section Julio did not master was final one, which is the hardest. This signals to me

that he is only a grade level behind on phonological awareness. I think it would benefit

him to practice with word play by read aloud rhyming books and playing rhyming games.

This would build his phonological awareness skills and offer him that final push to the

third grade level.

child that you are going to say a word, and he/she is to tell you a word that rhymes
he answer can be a **real word or a nonsense** word. Ask the child to tell you a word that
with sit. Possible answers include *hit, fit, mit, pit, dit,* and *jit.* Put a check in the box to
ght if the child answers correctly. Write down the child's answers on the lines provided.

1. pain ☑ _fane_   4. see ☑ _dee_

2. cake ☑ _fake_   5. dark ☑ _narm_

3. hop ☑ _top_   6. candy ☑ _nandy_

Total _____   ✓

Syllable Blending

Tell the child you are going to say a word in a funny way. The job of the student is to put
the parts together and say the whole word. Give these examples, pausing between syllables:
out–side (outside), ro–bot (robot). Have the child say the sample words normally. Then do the
following words and put a check in the box to the right if he/she says them correctly.

1. pen - cil   ☑
2. rain - bow   ☑
3. pop - corn   ☑
4. black - board   ☑   ✓
5. side - walk   ☑
6. pa - per   ☑

Total _____

Syllable Segmentation

Tell the student that you are going to say a word and then break it into parts, or syllables.
First say *rainbow* normally. Clap out the two parts in *rainbow* while saying each part. Then push
up a chip as you say each syllable. Read each of the following words and ask the child to push
up a chip while saying each syllable. It is not necessary to clap the syllables again unless the
skill needs to be retaught. Put a check in the box to the right if the child does it correctly.

1. sometime (2)   ☐
2. basket (3)   ☐
3. bedroom (2)   ☐
4. fantastic (3)   ☐
5. maybe (2)   ☐
6. helicopter (4)   ☐

Total _____

Reproducible   — 95 —

Tell the student you are going to play a game with words where one part of the word is left out. For example, *sunshine* without *shine* is *sun*. Ask the student to say *airline* without *air*. He/she should say *line*. Using the words below, tell the student to say the syllable to leave off. Use this sentence structure: "Say (down)town without down." Put a check in the box to the right if the student deletes the correct syllable.

1. (down)town   town   ☑
2. (in)side   side   ☑
3. for(get)   for   ☑
4. bas(ket)   bas   ☑
5. af(ter)   af   ☑
6. (skate)board   board   ☑   ✓

Total _____

Phoneme Isolation of Initial Sounds

Tell the child you are going to say a word, and he/she is to tell you the first sound of that word. Ask the child what the first sound is in the word *top*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the first sound correctly.

1. big   /b/   ☑
2. land   /l/   ☑
3. farm   /f/   ☑ b
4. apple   /a/   ☑   ✓
5. desk   /d/   ☑
6. ship   /sh/   ☑

Total _____

Phoneme Isolation of Final Sounds

Tell the child you are going to say a word, and he/she is to tell you the last sound in the word. Ask the child what the last sound is in the word *pot*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the sound correctly.

1. pick   /k/   ☑
2. ran   /n/   ☑
3. fill   /l/   ☑   ✓
4. bug   /g/   ☑
5. same   /m/   ☑ n
6. tooth   /th/   ☑ k

Total _____

18

...se word, for example, /s/ /i/ /t/ is sit, and /s/ /t/ /o/ /p/ is stop. Read each word in segmented ...ion. Put a check in the box to the right if the student says the whole word correctly.

1. /m/ /e/   me   □
2. /b/ /e/ /d/   bed   □
3. /h/ /a/ /t/   hat   □
4. /m/ /u/ /s/ /t/   must   □
5. /sh/ /o/ /p/   shop   □
6. /p/ /l/ /a/ /n/ /t/ plant □

Total _____

Phoneme Segmentation

Tell the student that you're going to play a game with all the sounds in the words below. As an example, show the student the three sounds in *dime*. Push up a chip for each sound you say—/d/ /i/ /m/. Ask the student to try it with the word *hat*. Read each of the following words and ask him/her to push up a chip for each sound. Put a check in the box to the right if he/she does it correctly.

1. in (2)   □
2. at (2)   □
3. name (3)   □
4. ship (3)   □
5. sock (3)   □
6. chin (3)   □

Total _____

Phoneme Deletion of Initial Sounds

Tell the child you will be playing a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Ask the child to say *can* without /c/. The answer is *an*. Read each word below and tell the child the beginning sound to leave off. Put a check in the box to the right if the child does it correctly.

1. (s)un   un   ☑
2. (p)ig   ig   ☑
3. (m)op   op   ☑   ✓
4. (n)eck   eck   ☑
5. (b)at   at   ☑
6. (t)ape   ape   ☑

Total ___·___

19

row	☐	
...t/	tray	☐
3. grou/p/	grew	☐
4. sea/t/	sea	☐
5. ba/k/e	bay	☐
6. in/ch/	in	☐

Total _____

Phoneme Deletion of First Sound in Consonant Blend

Tell the student to make new words by taking the first sound off a consonant blend. Example: The word *crow* without /k/ is *row*. Ask the student to say *still* without /s/. The answer is *till*. Do the following words with the student and put a check in the box to the right if he/ she does it correctly.

1. Say *clap* without /k/.
2. Say *stop* without /s/.
3. Say *trust* without /t/.
4. Say *black* without /b/.
5. Say *drip* without /d/.
6. Say *smile* without /s/.

lap	☐
top	☐
rust	☐
lack	☐
rip	☐
mile	☐

Total _____

Phoneme Substitution

Tell the child you will be playing a very different game with sounds of words. You are going to ask him/her to take off the first sound of a word and replace it with another sound. Example: Replace the first sound in *pail* with /m/. The new word is *mail*. Ask the child to replace the first sound in *top* with /h/. The answer is *hop*. Ask the child to do the same with the rest of these words; if he/she answers correctly, put a check in the box on the right.

1. Replace the first sound in *man* with /k/.
2. Replace the first sound in *pig* with /d/.
3. Replace the first sound in *sack* with /l/.
4. Replace the first sound in *well* with /f/.
5. Replace the first sound in *bed* with /r/.
6. Replace the first sound in *shop* with /ch/.

can	☒ came	
dig	☑	
lack	☑	✗
fell	☐ wet	
red	☒ rock	
chop	☑	

Total _____

— 11 —

20

LLED 3425 Lesson Plan Format Template

BACKGROUND INFORMATION FOR READING LESSON ON	
Student Name: Julio	Lesson Date: 10/30/13
Group Setting: Whole class	Student Grade Level or Age: 3rd
Lesson Title: Fantastic Fossils!	
Organization of Lesson: 6 girls: 14 boys, 8 ELLs, 8 gifted students	
Statement of Purpose: In four days, students will create a book that contains skeleton notes about fossils, rocks, minerals and soil.	

OBJECTIVES –
1. ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
2. ELACC3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

MATERIALS –
1. Magic books (class set)

2. Skeleton notes (class set)

3. Glue (class set)

4. Markers/crayons

5. Pencils (class set)

PROCEDURES –
1. **Opening-** Students will be given 3 post it notes. On the first post it, students will write what they know about fossils. On the second post it, students will write what they want to know. Students will leave the third post it blank. They will fill this in during the closing.

2. **Mini Lesson-** Teacher will describe magic books and pass them out. Teacher will then pass out skeleton notes and direct the students where in the book to paste the skeleton notes. The skeleton notes are sentences from the book that have key facts left blank.

3. **Work Time-** Teacher will read aloud <u>Fossils</u> by Katie Mcgough. Teacher will emphasize key words with her tone to ensure students write them down. After that, students will work with table group and check their skeleton notes.

4. **Closing-** Students will fill in their last post it note with something they learned. Students will draw a picture of a fossil in the appropriate place of their magic book when done.

DIFFERENTIATION:
-Mixed level grouping: Students have chance to help those below their reading level, and students who need help can get it from the students with a higher reading level.
-Repetition: Teacher will repeat important sentences for students who struggle with listening skills.
-Co-teaching- Co-teacher can assist students who need help
   -If co-teacher is not there, teacher can assign peer tutor

ASSESSMENT:
-Skeleton notes will be collected
-Higher order thinking questions will be posed to ensure comprehension:
-How are fossils created?
-Where are fossils created?
-How long does it take for a fossil to form?

Reflection

The third grade, block three, team developed a four-day review unit on

fossils, soils, minerals and rock (standards S3E1, S3E2). The students created magic

books during this week (September 30th- October 4th, during Science time at

1:00p.m.) They created skeleton notes for the first three days and Friday (we did not

have science Wednesday) and put them into the magic book. The above lesson plan

shows the activity for September 30th. Then, they drew a soil diagram and included

soil skeleton notes on the large pull out picture.

This was an ideal project for Julio. First of all, it included his favorite genre: informational literature. Secondly, it required him to actively listen to the reader and fill in words when prompted. His table groups checked his incorrect spelling.

While teaching, I learned that science is a natural curiosity for children because it surrounds them. All of my students had seen soil, rocks, and minerals, so they naturally absorbed information about it. Julio responded especially well. He was interested in the topic, so he more readily paid attention and took more time perfecting his magic book. His magic book was done well. He listened intently to the book, so he easily filled out the blanks in his skeleton notes. Some of the key words were spelled wrong, but his group members helped correct them.

Even if students had not necessarily seen the topic in real life, they still listened intently. For instance, the students knew more than I did about fossils although they had never seen one. During recess the day of our fossil lesson, I brought in a collection of fossils and the students spent their recess time looking, touching, smelling and asking questions about the fossils. Julio stared wide-eyed at the fossils, and even attempted to read the scientifically worded explanations on the box. It was amazing to see him so passionate about learning.

I hope that after this lesson Julio has stronger fluency. He listened to the read aloud and had his skeleton notes to follow along with so that he could listen to reading. He also filled in words himself, so he practiced writing as well. Finally, he had his classmates to fix his spelling, so he worked on spelling.