

Field Experience
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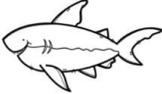
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The student of choice is a three year old boy whose language is fully developed but is unable to read or write.

Reading Interest inventory

Name Orion Williams

Color the picture if you would like to read a book about that item.

 Ghosts	 Fairies	 Cars and trucks	 Insects
 Sharks	 Cooking or Baking	 Dinosaurs	 Pets
 Outer space	 Superheroes	 Princesses	 Pirates
 Robots	 Monsters	 Wild animals	 Arts and crafts
 Dolls	 Boys	 Sports	 Girls

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Abbreviated Lesson Plan

Lesson: word identification	Date: 6/1/2020
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Learning objectives	Students would be able to identify key words in the book and identify letters within the key word.
Direct instruction	Show students the key words (square, circle, triangle, oval and rectangle), explain the meaning of the word and associate the word with the shape.
Materials	Picture book: Shapes and Color
Guided practice	Practice identifying the words and associating the words with the corresponding shapes.

Summary

The first session was done in a comforting fun setting for the student. In the first session I

took a simple picture book. The book was not one of interest but something he was able to work on. The book is called colors and shape. It is also an activity book for the child in which the child counts and identifies the shapes and color on each page. The book is simple, easy to understand, and a great source of storytelling through pictures. As mentioned above, Orion's language is fully developed and being that he was exposed to a lengthy period of schooling I expected him to have certain skills. I was expecting him to be able to read some words through word identification and be able to write. Upon assessment I observed he was unable to do either. This assessment built the ground work of what was needed to be done so that he can acquire some skills in those two areas. After the assessment was completed we began reading the book (I read while he listened). When the reading was completed he was asked to describe each page to the best of his ability, which he did a good job. Secondly we focused on word association and identification. During this part he was asked to identify the letters in the word triangle. I discovered that he reads the letters backwards. I was told by his mother that it is something he always does. Therefore, before moving forward I had to correct the behavior. At the end of the session we did a painting activating. This was just a fun incorporation into the session so that he could be excited for the next session.

Session 2

Running Record

<p>Book Title: Shapes and Color</p> <p>Date: __6/3/2020__</p> <p>Current Level: AA A B C D Next Level: AA A B C D</p> <p>Non reader-3k</p>	<p>Observations:</p> <p>_yes__ identifies/isolates words</p> <p>_yes__ points to each word</p> <p>_no__ identifies & continues pattern</p> <p>_yes__ uses picture clues to help with tricky words</p> <p>_yes__ attempts to sound out words tricky words</p> <p>_no__ rhymes:</p> <p>_no__ identifies sight words:</p>	<p>Anecdotal Observations:</p> <p>In the first session he learned triangle, rectangle, square, circle and oval. He did not learn how to spell it but rather identify the word and match it with the corresponding shape. In session 2 he was asked to identify the words on his own without my help. It was easy for him to identify the word when it was written inside the shape but difficult to identify when the word was by itself. When the word was by itself he tried sounding out the letters to form the words. When this strategy was unsuccessful I would point to the shape to give him a clue.</p> <p>The picture book contained a few sight words which I expected him to know and Identify but was unable to do so. I observed that he has the ability to verbalize the words but have no word recognition skills</p> <p>Next Steps:</p> <p>After conducting the observation the goal is to build on his word recognition skills and even expand on his vocabulary.</p>
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Abbreviated Lesson Plan

Lesson: word identification	Date: 6/3/2020
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Learning objectives	Students would be able to identify key words in the book and identify letters within the key word.
Direct instruction	Show students the key words (square, circle, triangle, oval and rectangle), explain the meaning of the word and associate the word with the shape.
Materials	Picture book: Shapes and Color
Guided practice	Practice identifying the words and associating the words with the corresponding shapes.

Session 3&4 Lesson Plan

Student Teacher/Intern:	Date: 6/8/2020 & 6/10/2020
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Check one: <input type="radio"/> 1 st Placement <input type="radio"/> 2 nd Placement		Formal Observation # 1-4:		
Unit Title: literacy		Age/Grade Level: 3/ PreK		
Lesson Title: Writing and analysis of Picturebook		Order in Learning Segment:		
Total # of Students: 1	# IEP Students: N/A	# ELL Students: N/A		
PREPARATION				
Context of the Lesson:				
<ul style="list-style-type: none"> The student will be able to write his name successfully through guided practice and will be able use his picture power to figure words and its meaning. 				
Standards to Address:				
<ul style="list-style-type: none"> <u>RF.K.1</u> 				
Academic Language and Language Demands:				
<ul style="list-style-type: none"> singular, plural, nouns, verbs and adjective 				
Assessment Plan: student will be assessed based on writing abilities of his letters and his ability to story tell with the use of pictures.				
Objectives	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge / Bloom's Taxonomy	
1. (CCSS:ELA) K1A	Follow written directions	Properly follow and understand directions when it comes to writing.	Apply, understand and remember	
2. (CCSS:ELA) K1B	Observation of text	Use frequently occurring nouns and verbs.	Apply, understand and remember	
3. (CCSS:ELA) K1C	Observation of text	Form regular plural nouns orally by adding /s/ or /es	Apply, understand and	

			remember	
Materials/Resources/Media Technology Needed:				
· picture book, paper, crayons and pencil				
INSTRUCTION AND ASSESSMENT				
Ti m e				
30 M I N S	Anticipatory Set · Review the lesson of the prior day and test prior knowledge and understanding of previous content.			

Minutes	GUIDED PRACTICE
30 mins	<ul style="list-style-type: none"> · With the guidance of the teacher the student will learn to write letters of his name that closely resemble the letter itself. · Through analytical questions the child will be able to analyze the text and know key aspects of the text.
Minutes	INDEPENDENT PRACTICE
15 mins	<ul style="list-style-type: none"> · The student will practice writing his letters on his own without the guided practice. · the student will practice his analysis of the picture book without guided questions to evoke analysis.
Minutes	CLOSURE
10 mins	<ul style="list-style-type: none"> · The student will retell the lesson based on his understanding.
Minutes	FURTHER INDEPENDENT PRACTICE AT HOME
1hour	<ul style="list-style-type: none"> · Parents need to work with the child to continue practicing his writing. Parents will also use a different picture book so that the child can develop his picture analysis abilities.

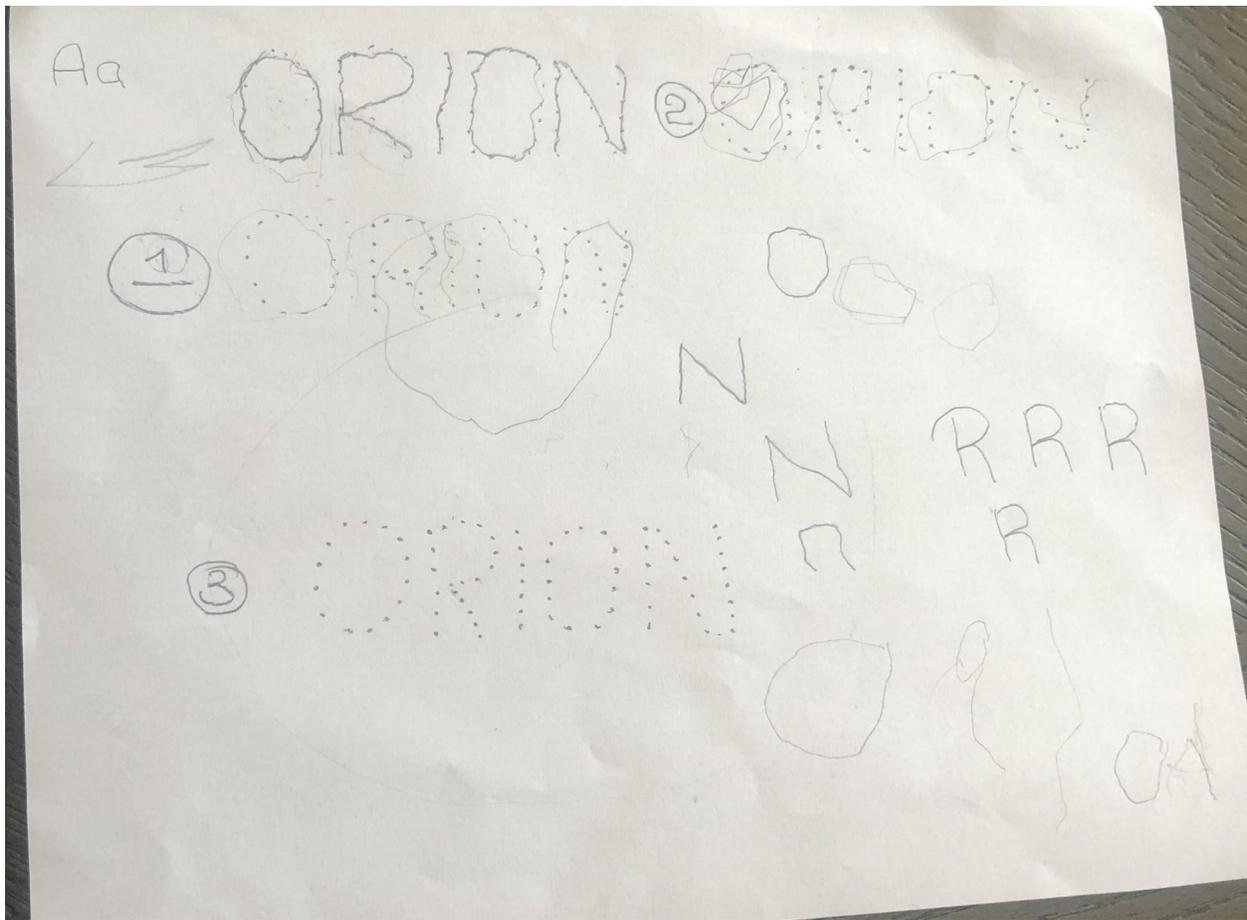
Session 3 Summary

Session 3 included learning to write his name, identification of letters, analogy, and coaching. I thought of these categories as a first basis in introducing literacy for a non reader. The goal is for him to be proficient in these areas so that he would be ready for 3-K. This first part of the lesson was identifying letters. In the first session I observed he had difficulty identifying Q and R. as a result we worked on knowing, identifying and distinguishing between capital and common letters. Children material tend to capitalize the letters or only show a word with capitalized letters. It was important for him to distinguish between the use and learn properly that he cannot write the words using all capital letters.

In the book it has the word **SQUARE** but the author would ask “how many squares do you see.in such case i distinguish between the two and explain the difference between the two. It

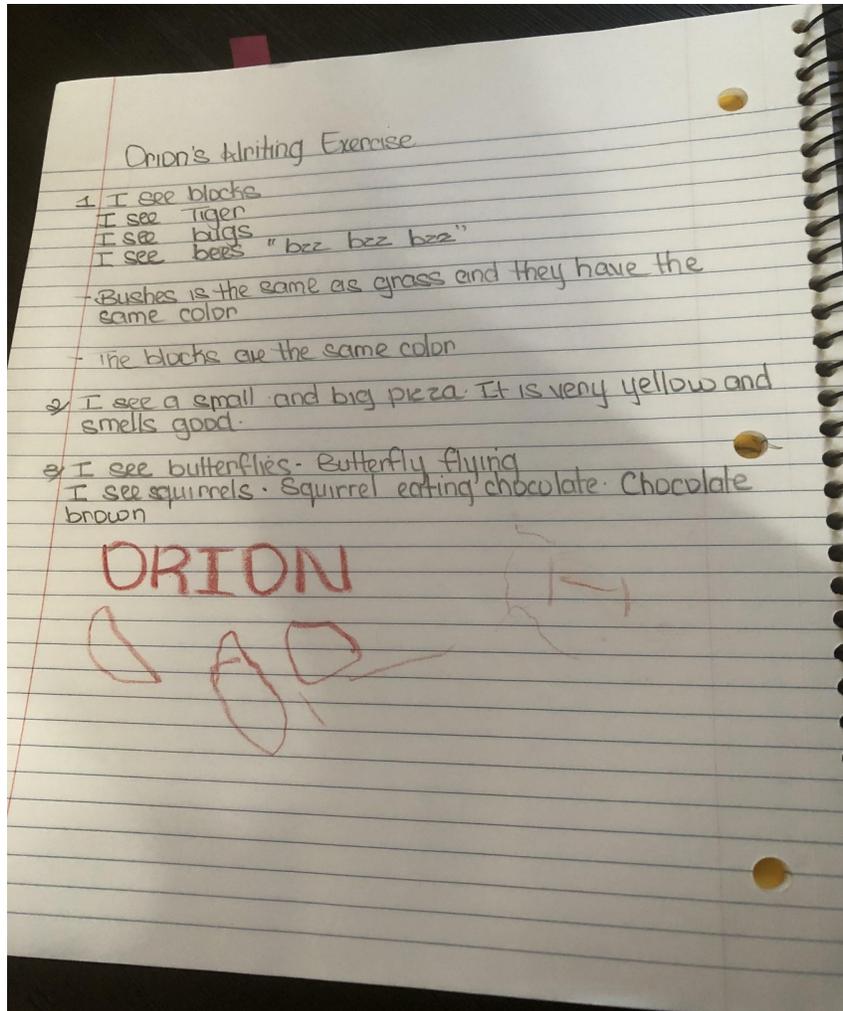
is important for him to know it is singular and plural so that he can correctly answer the question and even have a better understanding of what he is being taught.

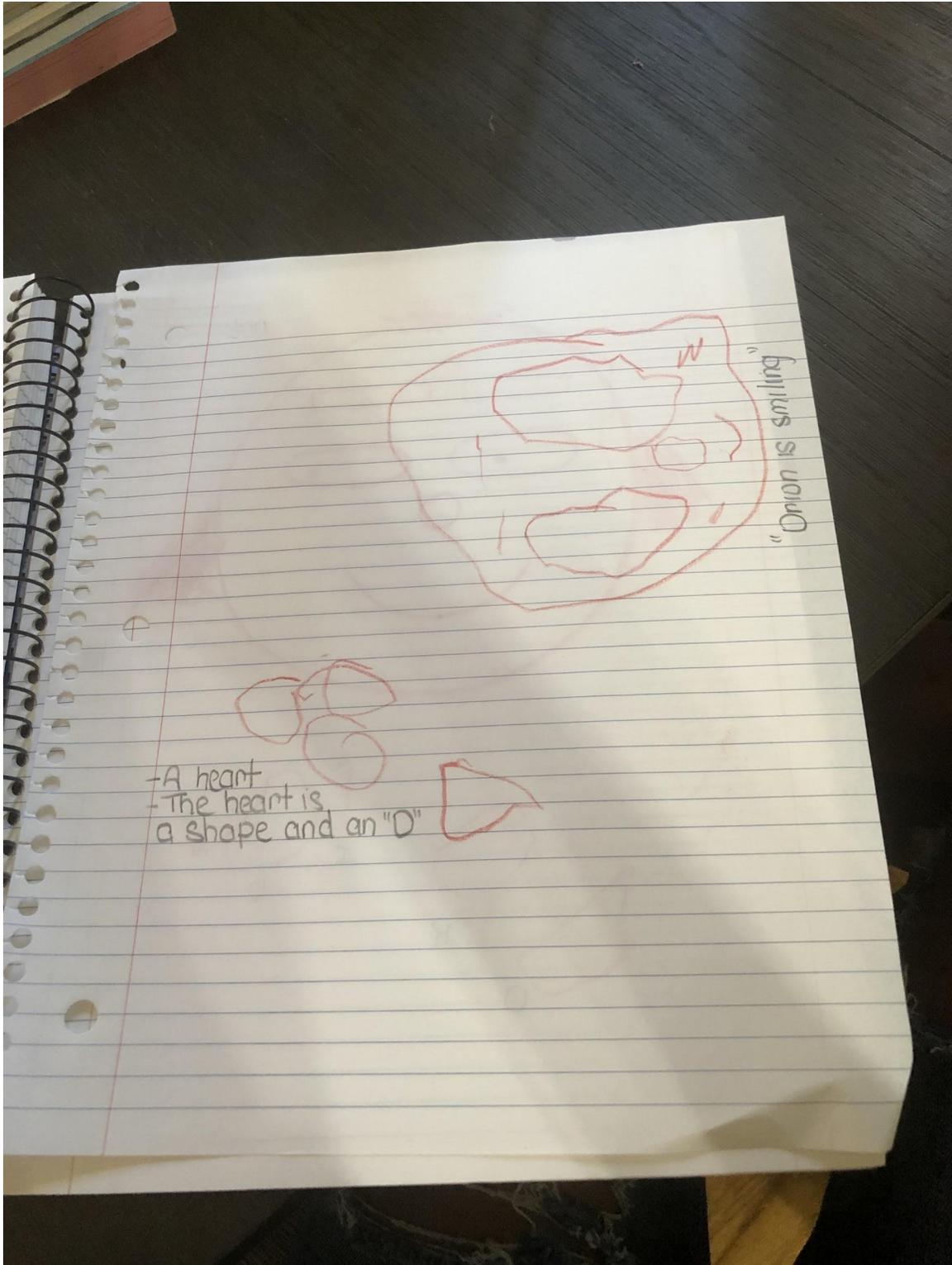
This tutoring session consisted of a lot of coaching which is done through scaffolding especially with learning how to write. This session was his first writing. Instead of learning to write the letters of his name. I could not find the writing book so I improvised and created the dotted letters on my own. The picture below is the first writing exercise. For number one I held his hand and we traced it. Number 2 he did on his own and number 3 he wanted to write on his own without tracing. The writing in the bottom right corner is him writing on his own with no guidance.



Session 4 Summary

Session 4 was based upon comprehension of the book and his storytelling ability. In this session I read the story to him and then asked him to tell me what he sees in the picture. Being that he cannot write, I wrote what he said in his own words. Below is a picture of the writing exercise that was done using the book Shapes and Colors. The second picture is an activity he did on his own. During this session I observe that Orion has the needed vocabulary to construct sentences and even express his thoughts and ideas. He did well analyzing the picture and stating what he saw.





Abbreviated Lesson Plan

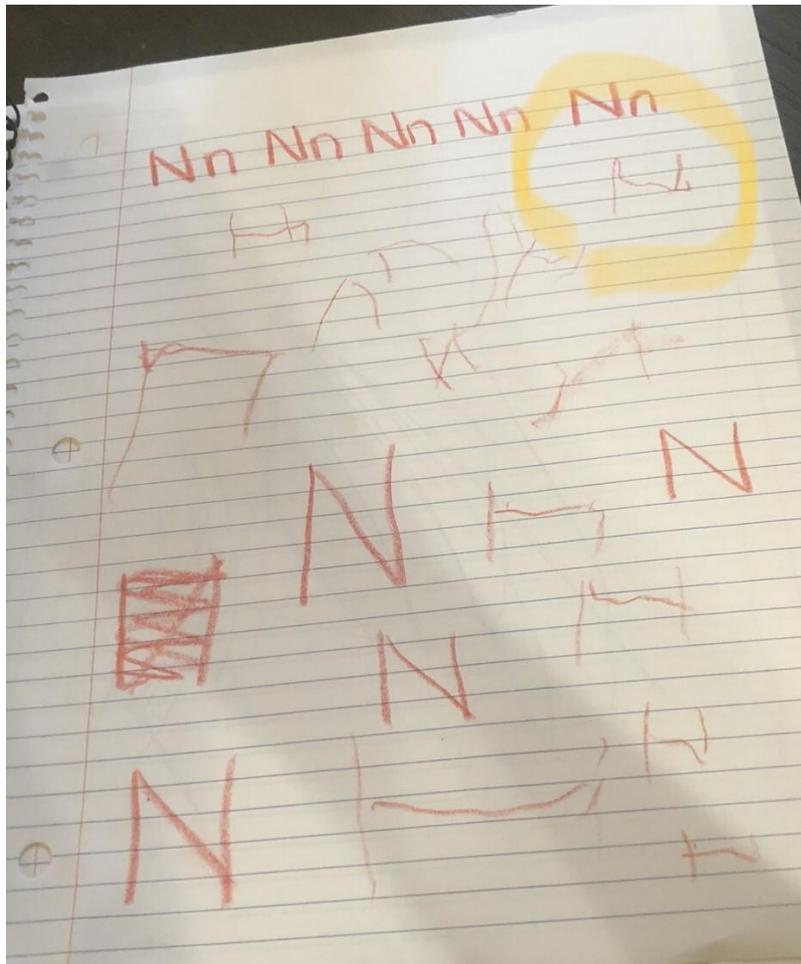
Lesson: word identification	Date: 6/15/2020
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Learning objectives	Students would be able to correctly write N and show significant progress in writing his name.
Direct instruction	Implementing strategies that would aid in the successful writing completion.
Materials	Paper and pencil or crayon
Guided practice	Practice writing the letter N and overall writing his name.

Summary

In session 5 we worked on writing and how to form the letter in both capital and common.

Below is the writing acting that was done and the progress that was made. The focus of this exercise was writing **N** in its capital form being that he had already grasped the concept of writing a common **N**. His writing shifted between a capital and common **H** as shown below. He came to a point of realization and even said it looks like **H**. to successfully get him to where **I** implemented my own letter writing strategy which actually worked. I explained that he should write one line down, then another line besides it, and then one line across connecting the top of the first line to the bottom of the second line. As he was writing on his own he kept saying one line down, one line down, and one line across. After a few tries of using this method he successfully wrote **N** as circled below.



Picture Book[

