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TE 846

2/20/19

Literary Case Study

Background:

For my Literacy Case Study, I am working with a student, Jay, who is in my 3rd grade classroom. Currently, Jay is working at a kindergarten reading level. He is very shy and doesn't talk to nor interact much with the other students in class. His family speaks both Spanish and English at home. He has trouble with reading and writing. With his reading, he knows his letters, but only recognizes some sight words. With a lot of practice and repetition, he is able to read multiple words in a sentence, only when he is familiar with the reading. He also uses pictures to help him figure out the words.

I noticed his weaknesses very earlier on in the year. He has very low confidence levels with his any Language Arts materials, whether it is reading or writing. I recognized this because he often does not want to share his work with other classmates and when he turns in his work, he makes sure he puts it at the bottom of the bin where no other student can see his work. On spelling tests he will turn in his paper with an x next to every word, knowing that they are spelled incorrectly.

Additionally, I did 8 weeks of intervention with him so that he could be RCTed for special and additional assistance. From looking at his record, he has always been at a fairly low level, as well as being retained in 1st grade. At times, he even has some difficulties with taking notes and writing down the words and sentences I write on the board. From his records, there are no visual problems; he does not have nor need glasses.

Topic/Focus:

The main topic of focus for Jay will be phonological awareness. McKenna's *Assessment for Reading Instruction* describe phonological awareness as "the awareness of the sounds that comprise spoken words – is a prerequisite for children to learn to decode" (McKenna, 2015, p.15). Within this topic – I wanted to pre assess Jay in a few different categories to figure out what I wanted to emphasize on with my lessons. Phonological awareness is comprised of many elements such as learning sounds to create words; in addition to removing or adding sounds, rhyming and much more. Phonological awareness is the start of the building blocks to fluency, comprehension, and success within reading and writing.

Assessments:

Within my first assessment I picked multiple sections from the Abecedarian Reading Assessment (Watts & Wren, 2002). I first gave the phonological awareness score sheet A that included rhyming perception and phoneme identity – perception. I only administered list A on both. Jay got a 7/10 on rhyming as well as a 7/10 on phonemes. Within the rhyming section he was able to accurately show which words rhymed; however, he also said words that sounded similar still rhymed. For example, he said "yes" that the words green and grain rhymed. Although, he was able to understand the rhyming with words that only switch by one letter or sound, such as hill and pill, without hesitation.

As for phoneme identity – perception, he got 7/10. He was able to acknowledge many beginning and ending sounds; however, had some trouble with the sounds in the middle of the words. I noticed that his understandings of some vowels are mixed up, as well as some

consonants, such as z or s. Within his vowel understanding he was not able to gather neither the /oo/ sound nor the /ee/ sound in several words. (See artifact 1)

After an additional week, I gave list B of the scoring sheet of the Abecedarian Reading Assessment for both sections. Since the first list went fairly well, I decided to see if he could do the list that was a bit more demanding and difficult. This sheet was, again, on rhyming and phonemes. Jay received a 7/10 on phonemes and 8/10 on rhyming. It seemed that words he sees more often were easier to decipher than words he was unfamiliar with. Even though there wasn't significant progress, there was still progress nonetheless. He also sounded more confident with scoring sheet B. Since he has trouble reading basic sight words still, I read the questions aloud and marked the scoring sheet on my own.

In addition to finishing the first Abecedarian Reading Assessment, I also tried Bruce's Word Analysis Test (Bruce, 1964) – I wanted to see his initial progress and then give the test toward the very end to see what information he has gained. From this test, I noticed that he was able to figure out words where there were deletions at the beginning and end of the words, but not in the middle of the word. With many of the words, I could tell he was trying to think about what the word looked like and how to spell it. He scored an 18/30 within nearly all of his mistakes being deletions within the word, not at the beginning or end. It seemed difficult for him to imagine the word and figure out the sounds when taking any letters or sounds from the middle. It was much easier for him to think about a sound at the beginning or end. On some of them, he paused for a bit of time and I could tell that he was making some guesses on a few of the words. To resolve this and see if he is more successful, I plan on having each letter on tiles through my lesson and physically pulling out the letter so he can see the letter being removed. I will also be

adding letters in so that we can practice both addition and deletion in the process. Visual representations seem to help him understand the material better. (See artifact 2)

Another assessment that I gathered information was for a spelling inventory (*Words Their Way*, 2004) to see where he was at in his spelling progress. As Samuels & Farstrup's *What Research Has to Say about Reading Instruction* indicate, "recognition of spellings that happens within the visual word form area seems to be the only component of the reading process that belongs exclusively to the domain of print as distinct from the domains of language..." (Samuels & Farstrup, 2011, p.8). Since he is at a kindergarten level in reading I gave him a kindergarten spelling list. He correctly spelled 4 out of 8 words correctly. Since he was at such a low level, I did not administer the full test. Given his background information and extremely low self-esteem, I wanted to make sure he did not get too discouraged at the very beginning. He often knows when he not doing well on an assignment because much of what completes is based on guessing. (See artifact 3)

I noticed a pattern with the words that he spelled incorrectly. For example, he spelled "fan" as "fun," "pet" as put," and "dig" as "dog." It seems like he needs additional assistance with his vowel sound recognition. Even though this spelling inventory wasn't supposed to help me within my main topic area, it might allow me to think about other options and assessments that will now be more catered to his needs with this additional information. In assessing several different content areas, it allows me to look at what we want to focus more direct instructional lessons on. (See artifact 4)

Therefore, when addressing the assessments from above, I have outlined the goals I would like to accomplish with Jay. Under the topic of phonological awareness, in the

subcategory of phonemic awareness, I wanted to focus on sounds and adding and deleting those sounds to create words which will also help the spelling and further reading concepts.

My main goals throughout working with him are to help him improve his vowel recognition and understanding middle sounds in words. I would also like to practice practicing his sounds of both vowels after perfecting it by looking at a combination of both vowel and consonant sounds, and adding and deleting those sounds to create new words. At that point, these two goals will ultimately help him to use both vowels and consonants to form other sight words. Once he gets these two basic ideas down, then he will have more continued success like a domino effect. Gambrell and Morrow's *Best Practices in Reading Instruction* reinforce this idea, stating to "provide students with scaffolded instruction in phonemic awareness, phonics, fluency, and vocabulary to support the development of deep comprehension" (Gambrell and Morrow, 2015, p. 22).

Lessons:

For my first lesson, I chose to do a tile letter matching activity. First we practiced identifying the letters and then with the sounds. I asked Jay to figure out the sound that matched with the letter. I made sure to use visuals and manipulatives, such as the letter pieces to move around and pick up. I have learned that Jay is a more of a visual learner so allowing him to see the letters instead of telling him helped a great deal. First I taught him the sounds, then we worked together to identify them, then he tried on his own. Once we were able to practice, I put his skills to the test. I gave him a practice worksheet where he was able to look at the picture and find the correct short vowel sound. Many of his mistakes from the pre-test and prior knowledge of his work in my class, vowels were shown as something that he needed additional help with.

All of the examples had vowels in the middle of the word, which reinforced the second portion of this goal, which was the understanding sound that are in the middle of the word and not just limited to the beginning and ending sounds of words. I made sure to start off with a simplistic worksheet that way he would stay engaged and his success might motivate him to continue to strive towards his goal. Keeping this in mind, I picked a worksheet with multiple choice answers so that Jay could look at all the possible options, look at the picture, and decipher the correct spelling of each word with the accurate vowel recognized in each.

After identifying the vowels with the letter manipulatives (tiles,) I gave him a chance to work on the first worksheet starting with the picture of the can. He was able to correctly identify 9 of the 12 pictures. If he asked questions, I would provide some assistance. There are some pictures that I'm not sure if he understood; such as the picture of the fig. I'm not sure how accurate his answering was if he could not accurately identify what the picture was of. After I saw his answers and what he needed additional assistance with, I brought out the tiles again for more practice. We looked at words that we could spell from the tiles and I would ask Jay if he could tell me the sound of letters. This time we switched roles and I no longer told him what sound the letter made. I wanted to see how much he could retrieve from our earlier lesson. Then I gave him the second short vowel sounds worksheet, where he again, scored 9 out of 12. There are a few pictures within this worksheet that I could see that might be conflicting which might have altered his scoring. Overall, he was able to achieve this score with little to no help from me this time. (See artifact 5 & 6)

For a mini lesson (in between my main lesson 1 and 2), I brought the tiles back out to practice the two main elements I want him to improve on. Since I want to make sure his long term memory retrieval successfully has vowel recognition in it, I made sure to start the lesson off

with understanding of vowel sounds and reinforcement from our last lesson. During this time, I also asked him to spell different words with the letter tiles to see what knowledge he gained throughout our practices. Once I felt like we had spent a sufficient time on that process, I started to make the sounds and then I wanted him to tell me what the word was.

After, I gave him a worksheet on middle sounds. He needed to identify the correct vowel letter relevant to the picture next to the word. With this worksheet, he correctly identified 7 out of 10 of the middle sounds. I noticed that he was making similar mistakes time from time. For example, there was a picture of a map from the first lesson to this mini lesson. In the first lesson, he did not get the correct spelling of “map,” picking the option which spelled “mud.” In the second lesson he spelled “map” as “mup.” With this information, I noticed that he has a difficult time understanding the u sound; especially given that he put the letter u as “put” instead of “pot” on another portion of his work. (See artifact 7)

Before I moved on any farther, I went over different words that have the vowel u in the middle of the word. With addition practice, I gave him another worksheet which required him to be a bit more independent. It only gave the picture and no other additional consonants with it. He had to identify the correct short vowel in the middle of the word. Overall, he accurately answered 7 out of 9 pictures with the correct vowel recognition in the words. To make sure he had the correct understanding of each picture, after he circled the letter, I also asked him to tell me what each picture showed. The corner left picture, he told me that it was a “blender” which was not the correct identification of the “mixer” but with his misunderstanding, he did pick the correct vowel for the word he thought it was. (See artifact 8)

For lesson 2, I decided to use the vowel sounds to create words using the same tiles from the previous lesson. I told Jay that I needed more help creating words, making it into more of a

game for him. I started off with showing the vowel letters and asking what sound they make. I wanted to make sure that this information was in his long term memory and could be recalled and retrieved easily. We had to go over two of the vowel sounds again. Once we had revisited those vowel sounds, he was able to remember each of them. We then began working on small sight words with these vowels in the middle of the words. He had been doing fairly well identifying the sight words, so I continued with my second goal and object of the second lesson; adding and deleting sounds from words. I used the example, “car” and then added a “t” to it. He was able to correctly pick up on that in no time. Later on in the lesson, I had the word “cat” and then added the “r” in the middle. It took him much longer to identify the same word we had just gone over several minutes ago. We then took it letter and sound by sound. When we were able to do that, with hesitation, he got the correct word. With a similar structure to lesson one, I first gave an example of what I was looking for, we worked together to solve the words, then I asked him to show me what we had done – hoping that he would be able to do it on his own. There were a couple of moments of struggle where he would look at me with confusion and I would provide additional assistance. When I thought he was ready, I gave him a worksheet with pictures to help add sounds to words, letters, and sounds. He was able to identify several, but also did not know the name of the object in the picture to one of them, which made for an incomplete answer. (See artifact 9)

Within each of these lessons, they encompass several standards from CCSS, for him to be successful at his level. Since Jay is at a familiar low level, I thought about the goals that I wanted for him and how that could align with the standards. With using the following goals that I had chosen he should be able to be successful in a few more standards under phonological awareness that corestandards.org outline such as “CCSS.ELA-LITERACY.RF.K.2 Demonstrate

understanding of spoken words, syllables, and sounds (phonemes).” as well as “CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words” (English Language Arts Standards, 2019).

As for the final assessment, Jay and I revisited the Abecedarian Reading Assessment, specifically looking at the second portion of phoneme identity – perception. This part of the assessment is where I noticed some of the vowel sounds were ignored, in addition, from the evidence from the spelling. After we worked on our lessons, Jay scored a 10/10 on the first part and a 9/10 on the second. All of the vowel questions he had gotten wrong on his pre-assessment he was able to accurately correct on this post assessment. When I gave him this assessment again, he seemed happy to see something familiar, most likely, realizing, that he now has more knowledge about the questions being asked. (See artifact 10)

Reflection:

Overall, I believe that Jay increased his knowledge in both goals and will ultimately be able to be more apt to achieve his future goals, especially following common core standards. As I was talking about the lessons, there would be a few changes I would make to each. For example, I found myself looking at some of the pictures in each worksheet and thinking that some of the pictures were too ambiguous for an elementary school student to figure out if they were not exposed to the thing that was in the picture. One example of this was with the picture of the fig. I would not expect many of my students to know what that is or if they do, what it looks like. In addition, on the final worksheet there was a picture of a mixer but Jay had confused that with a blender. In this case, he correctly related the vowel to the word, but had the wrong understanding of the picture. Personally, I would give want to give him the point for that

because he was able to justify his answers with the pictures that were shown and what he thought they represented.

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Artifacts:

Lesson Plan 1: Phonological Awareness – Vowel Sounds & Middle Sounds

Subject: Language Arts

Duration: 30 minutes (during reading intervention small group time)

Lesson Objectives: Student will be able to identify and hear vowel sounds of words, improving and furthering their phonological awareness.

CCSS Standards:

CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Materials: Pencil, letter tiles, and worksheet (paper)

Background: After viewing the pre-assessments – student needs additional resources on help on basic vowel sounds. These vowel sounds in the middle of sight words are basic building blocks to successfully accomplish phonological awareness. Once the student has accurately achieved understanding of all vowel sounds, spelling, writing, and reading with also improve.

Opening: “Today we are going to play a fun game where you look at these tiles and tell me what sound they make! Then I will need your help in using those sounds.” The teacher practices the vowels a, e, i, u with the student several times, showing the letter and saying the sound to them. Then, the teacher checks to see if the student is recalling the information.

Middle: The teacher points to different letters and asks the student what sound they make. The teacher may help when the student is uncertain and can go over any forgotten sounds of vowels again.

Conclusion: Finally, the teacher mixes the vowels up again and asks another time. This time, the teacher should let the student use only what they know to identify the sounds of the letters. Once the student has sufficiently been able to recognize the sounds, the teacher may form small sight words. Since the student has a strong idea of consonant sounds and is now practicing their vowel sounds, putting both together will solidify this idea.

Assessment: After the teacher teaches the sounds, practices one on one with the student, gives the student an opportunity to use what they know, correcting any errors; now the student will complete the worksheet assessment. The assessment uses visual representations, such as pictures to identify the vowel letter missing to form the sight word. “Now I would like you to show me what you learned – use the correct vowel, filling in the blank to make the word, match the picture.”

Lesson 2: Phonological Awareness – Adding & Deleting Sounds

Subject: Language Arts

Duration: 30 minutes (During reading intervention small group time)

Lesson Objectives: Student will be able to identify middle sounds and any add other sounds to preexisting words to create new words.

CCSS Standards:

CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Materials: Pencil, letter tiles, and worksheet (paper)

Background: After the previous lesson with vowel sounds and additional work on these concepts, during intervention time. This student needs to further their skills, seeing these vowels in words and using these sounds to create new words. Once they are able to create new words, this will improve their spelling as well as recognize other sight words within their reading.

Opening: “I have the tiles again here today and I need your help!” The teacher pulls out the vowel tiles asks the student, “Remind me what this letter sound makes?” going through all of the vowel sounds. Hopefully, those sounds have reached the student’s long term memory and he is able to successful recall that information. If he does not, go over it again until he able to remember on his own.

Middle: “Now we are going to practice making words like we did last time.” The teacher and student work together to say the correct individual sounds of the letters in the word, then putting it all together. The teacher may start off with basic three letter words with vowels in the middle to reinforce what lesson 1 touched upon. Once the student has got the hang of it, insert letters in the middle of the three letter words to create longer words to see if they notice the change.

Conclusion: “Now I would like you to give it a try! What letter and sound can you add to this word? What is that word? What letter can I take out?” Teacher allows the student to create words using new sounds. If the student has trouble thinking of the words, the teacher can assist by coming up with more words. If the student it stumped, the teacher may redirect them, helping to sound out each letter sound to form the correct word.

Assessment: The assessment will include using a combination of ideas learned throughout this lesson and previous ones. The student must look at the letters, know the sounds, and identify the pictures to figure out what the final word is. Pictures are placed at the beginning, middle, and end of words to practice adding multiple sounds to the words.

Artifact 1: Abecedarian Reading Pre - Assessment

Phonological Awareness - Score Sheet A

Student Name _____
Date _____

Rhyming Perception

List A:	Y / N	List B:	Y / N
1. PILL / HILL	<u>Y</u>	1. LUCK / TRUCK	<u>Y</u>
2. HEAD / NOSE	<u>N</u>	2. HAND / FOOT	<u>N</u>
3. GAME / NAME	<u>Y</u>	3. FINE / PINE	<u>Y</u>
4. LAKE / MAKE	<u>Y</u>	4. HOSE / NOSE	<u>Y</u>
5. MOON / SPOON	<u>Y</u>	5. SAME / GAME	<u>Y</u>
6. FEAR / FAR	<u>Y</u>	6. SNAKE / SNACK	<u>Y</u>
7. MOST / TOAST	<u>Y</u>	7. WEST / TEST	<u>Y</u>
8. BIKE / BAKE	<u>Y</u>	8. LAKE / LIKE	<u>Y</u>
9. GREEN / GRAIN	<u>Y</u>	9. SMOKE / SHOOK	<u>N</u>
10. SNAP / NAP	<u>Y</u>	10. BEND / END	<u>Y</u>

Total: 7/10 Total: 8/10

Phoneme Identity - Perception

List A:	Y / N	List B:	Y / N
1. Do you hear /s/ in SAND?	<u>Y</u>	1. Do you hear /s/ in SIT?	<u>Y</u>
2. Do you hear /m/ in GUM?	<u>Y</u>	2. Do you hear /m/ in HAM?	<u>Y</u>
3. Do you hear /s/ in CARD?	<u>N</u>	3. Do you hear /s/ in BEARD?	<u>N</u>
4. Do you hear /oo/ in GLUE?	<u>N</u>	4. Do you hear /oo/ in FLEW?	<u>N</u>
5. Do you hear /sh/ in SMELL?	<u>Y</u>	5. Do you hear /sh/ in PASS?	<u>N</u>
6. Do you hear /ee/ in PEEK?	<u>Y</u>	6. Do you hear /ee/ in GREEN?	<u>N</u>
7. Do you hear /m/ in RAIN?	<u>N</u>	7. Do you hear /m/ in TRAIN?	<u>N</u>
8. Do you hear /k/ in DAY?	<u>N</u>	8. Do you hear /k/ in GROW?	<u>N</u>
9. Do you hear /z/ in MAZE?	<u>N</u>	9. Do you hear /z/ in WISE?	<u>Y</u>
10. Do you hear /p/ in SPOON?	<u>Y</u>	10. Do you hear /p/ in SPILL?	<u>Y</u>

Total: 7/10 Total: 7/10

Artifact 2: Bruce's Word Analysis Test (Pre – Assessment)

Bruce's Word Analysis Test

Directions:

I'm going to say some words, and then I'm going to tell you to remove a sound. I want you to tell me what word remains when that sound is removed. For example, what word would be left if /t/ were taken away from the middle of *stand*?

Practice Items:

cut (remove the /k/) bright (remove the /r/) cried (remove the /d/)

Test Items:

1. stand (remove the /t/)	16. cold (remove the /k/)
2. jam (remove the /j/)	17. party (remove the /y/)
3. fairy (remove the /y/)	18. went (remove the /n/)
4. hand (remove the /n/)	19. frog (remove the /r/)
5. start (remove the last /t/)	20. near (remove the /n/)
6. nest (remove the /s/)	21. think (remove the /k/)
7. frock (remove the /f/)	22. plate (remove the /p/)
8. tent (remove the last /t/)	23. snail (remove the /n/)
9. lost (remove the /s/)	24. bring (remove the /b/)
10. nice (remove the /n/)	25. pink (remove the /k/)
11. stop (remove the /s/)	26. left (remove the /f/)
12. farm (remove the /m/)	27. card (remove the /d/)
13. monkey (remove the /k/)	28. spoon (remove the /p/)
14. spin (remove the /s/)	29. hill (remove the /h/)
15. fork (remove the /k/)	30. every (remove the /y/)

18/30

Source:

Bruce, D. (1964). An analysis of word sounds by young children. *British Journal of Educational Psychology* 34, 170.

Yopp, H.K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*, Vol. 23(2), 159-177.

Artifact 3: Spelling Inventory Pre – Assessment

Feature Guide for Primary Spelling Inventory

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Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name _____ Teacher _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT LATE	EARLY	LETTER NAME-ALPHABETIC			EARLY	WITHIN WORD PATTERN		LATE	SYLLABLES & AFFIXES		Words Spelled Correctly
			Beginning Consonants	Final Consonants	Short Vowels		Consonant Digraphs	Consonant Blends		Long Vowel Patterns	Other Vowel Patterns	
1. fan	f	n	a									
2. pet	p	t	e									
3. dig	d	g	i									
4. rob	r	b	o									
5. hope	h	p										
6. wait	w	t										
7. gum	g	m	u									
8. sled			e		sl							
9. stick			i	sh	st							
10. shine												
11. dream					dr							
12. blade					bl							
13. coach				ch								
14. fright					fr							
15. chewing				ch	cr				ow	ing		
16. crawl									aw			
17. wishes				sh						es		
18. thorn				th					or			
19. shouted				sh					ou	ed		
20. spoil					sp				oi			
21. growl									ow			
22. third				th					ir			
23. camped										ed		
24. tries										ies		
25. clapping										pping		
26. riding										ding		
Cells with 2 or more errors	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(56)	(2)

SPELLING STAGES:

☐ EARLY ☐ MIDDLE ☐ LATE

☐ LETTER NAME-ALPHABETIC

☐ WITHIN WORD PATTERN

☐ SYLLABLES & AFFIXES

☐ DERIVATIONAL RELATIONS

Words Spelled Correctly: /26

Feature Points: /56













Total: /82

Words Their Way Appendix © 2004 by Prentice-Hall.

Artifact 4: Spelling Inventory Word List

- 1) Fan
- 2) Pet
- 3) Dig
- 4) Rob
- 5) Hope
- 6) Wait
- 7) Gum
- 8) Sled

Artifact 5: Vowel Sound Worksheet with Lesson 1

Practice your short vowel sounds!		
Say the name of each picture below and then fill in the circle next to the correct word.		
1.  Ocat <input checked="" type="radio"/> Ocan Ocub	2.  Onet <input checked="" type="radio"/> Onip Onap	3.  Osup Osip <input checked="" type="radio"/> Oshell
4.  Omet <input checked="" type="radio"/> Omud Omap	5.  Oclap <input checked="" type="radio"/> Oclock Oclump	6.  Osuck <input checked="" type="radio"/> Ostop Oset
7.  Ohand <input checked="" type="radio"/> Ohen Ohunk	8.  Opad <input checked="" type="radio"/> Opet Opuck	9.  Ofat <input checked="" type="radio"/> Ofig Ofun
10.  Ocut Ocap <input checked="" type="radio"/> Oclip	11.  Owet <input checked="" type="radio"/> Owell Owin	12.  <input checked="" type="radio"/> Obus Obit Obop

9/12

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Artifact 6: Additional Vowel Sound Worksheet

Practice your short vowel sounds!

Say the name of each picture below and then fill in the circle next to the correct word.

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<p>1.</p>  <p>Odip Oduck <u>Odeck</u></p>	<p>2.</p>  <p>Osun Osent Osand</p>	<p>3.</p>  <p>Omock Omen <u>Omug</u></p>
<p>4.</p>  <p>Obug <u>Obag</u> Obeg</p>	<p>5.</p>  <p>Olip Olag <u>Oluck</u></p>	<p>6.</p>  <p>Onap <u>Onut</u> Onip</p>
<p>7.</p>  <p>Odock Odab <u>Odrip</u></p>	<p>8.</p>  <p>Oslim Oshin Osap</p>	<p>9.</p>  <p>Obat Obun Obig</p>
<p>10.</p>  <p>Olack <u>Olock</u> Olid</p>	<p>11.</p>  <p>Ochip Ocog <u>Ocab</u></p>	<p>12.</p>  <p>Owig Owest Owag</p>

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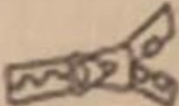


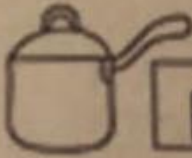


Artifact 7: Middle Sound Worksheet for mini-lesson

7/10

Middle Sounds

Name _____

Write the middle sound for each word.

	b A g		m U p
	h E n		n E t
	z I p		b I n
	c A w		p U t
	b U s		t U b

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Artifact 8: Short Vowels in the Middle Worksheet for mini-lesson

7/9

Date: _____

Short Vowels in the Middle

Look at each picture below. What sound does each vowel make? Circle the correct letter.

		
<input checked="" type="radio"/> o e a	<input checked="" type="radio"/> a u i	i <input checked="" type="radio"/> e o
		
a e <input checked="" type="radio"/> u	u <input checked="" type="radio"/> a o	e <input checked="" type="radio"/> i u
		
i <input checked="" type="radio"/> e a	<input checked="" type="radio"/> u a o	o u <input checked="" type="radio"/> a







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Artifact 9: Adding Sounds Worksheet with lesson 2

Name _____ Phoneme Addition/Deletion

Phoneme Addition

Do phoneme addition in each of the boxes. Say the name of the picture. Then add the phoneme provided to the beginning or the end of the picture to form a new word. Write the new word on the line.

<p>/s/ +  + /t/</p>	<p> + /t/</p>
<p>STRET</p>	<p>BELT</p>
<p> + /e/ + /t/</p>	<p>/h/ + </p>
<p>ET</p>	<p>HARM</p>
<p>/s/ + </p>	<p>/s/ + </p>
<p>SCAT</p>	<p>SPAN</p>

Artifact 10: Abecedarian Phonological Awareness Post – Assessment

Total: _____ Total: _____

POST TEST RESPONSES

Phoneme Identity - Perception

List A:	Y / N	List B:	Y / N
1. Do you hear /s/ in SAND?	<u>Y</u>	1. Do you hear /s/ in SIT?	<u>Y</u>
2. Do you hear /m/ in GUM?	<u>Y</u>	2. Do you hear /m/ in HAM?	<u>Y</u>
3. Do you hear /s/ in CARD?	<u>Y</u>	3. Do you hear /s/ in BEARD?	<u>Y</u>
4. Do you hear /oo/ in GLUE?	<u>Y</u>	4. Do you hear /oo/ in FLEW?	<u>Y</u>
5. Do you hear /sh/ in SMELL?	<u>Y</u>	5. Do you hear /sh/ in PASS?	<u>Y</u>
6. Do you hear /ee/ in PEEK?	<u>Y</u>	6. Do you hear /ee/ in GREEN?	<u>Y</u>
7. Do you hear /m/ in RAIN?	<u>Y</u>	7. Do you hear /m/ in TRAIN?	<u>Y</u>
8. Do you hear /k/ in DAY?	<u>Y</u>	8. Do you hear /k/ in GROW?	<u>Y</u>
9. Do you hear /z/ in MAZE?	<u>Y</u>	9. Do you hear /z/ in WISE?	<u>Y</u>
10. Do you hear /p/ in SPOON?	<u>Y</u>	10. Do you hear /p/ in SPILL?	<u>Y</u>

Total: 10/10 Total: 9/10

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