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Word Study Assessment

ELD 307

3/11/14

Half of the school year is over and my co-op is pulling a few students every day to assess their reading, individually, during quiet time. After talking to my co-op and explaining this assignment with her, she advised me to take certain students that I might find interesting to assess on my own. I took a student and gave them the first test in the packet handed out to us in class. I read them all twenty-six words off of the *Feature Guide for Primary Spelling Inventory* test. After looking at the words and comparing them with the guide, I asked my co-op exactly what the tests mean. She explained to me how to read the test and to circle the areas that the student got wrong in the word. The student could have spelled the word wrong, but if the student got the certain parts in the word that the test was looking for right, then nothing was circled on the test and the student understands how to spell that word. The test is designed to get a grasp of where the students spelling stage is at. Based off of this test the teacher can begin instruction at the stage that the student is at.

After my co-op explained the test to me, she explained that the test given to us in class contained words that were too easy for her class’ spelling level. During her prep period she went to the library to get a more current version of the test. After realizing that it was that time of year to give the test to her whole class again, she had my partner in the field and I give it to the class. The class was split into two groups. Those who were at the average spelling level for third grade and those who were a little more advanced. My partner gave the test to the average level learners while I took a group of six to the library to give them a slightly more advanced version of the test. Afterwards my co-op had us grade the assessments for her. I picked a student at random that I would use for this assignment.

My student spelled the first six words correct. This means they are above the Emergent and Late Name-Alphabetic stage. This students errors began to appear on the seventh word. The word was *choke* and the student spelled it as *chock*. The next word spelled wrong was *grain* spelled as *grian.* The student also spelled *flight* as *flyte* and *crawl* as *crale.* The test shows that because this is where the student began to show trouble, that they are having problems with long vowels and other vowels. This student is in the *Within Word Pattern* in the middle stage. Since this is where the troubles began, my co-op explained that there is no need to continue to grade her test since they would not be able to spell any words beyond these correctly on the test. This student needs instruction on long vowels in order for them to be able to advance to the next stage.

If I were creating a lesson for this student I would first hold up a picture, of a cake for example, to the student. I will then ask the student to think of other words that sound like *cake,* or any other *a*-*e* words. I will list the words the student says on the white board. On the other side of the board I will list words the student has said that are not *a-e* words. I will continue this for *–ai* (nail), *i-e* (wide), *o-e* (choke), and *–ea* (least) words. I will explain to the student that these words sound the same but are spelled differently. After this the student will then read a story from the interactive storybooks on the Scholastic website. The book I chose, *Emily Elizabeth Goes to School*, allows students to choose a long vowel word that would end the sentence. For example, three sentences are listed,

1. Where will Emily Elizabeth sit?
2. She finds her desk.
3. Today they will learn about ?

The student then has three options to choose to fill in the blank (space, rain, or snails) to personalize their story. After the story the student will then play an interactive game also from the Scholastic website. The rules of the game are to flip the cards to reveal a word and to match that word with a different card that has a word that sounds similar (ex: globe will match with robe). I will have the student read every word out loud after they flip the cards.

If I were doing this lesson with more than one student I would then have them work in pairs and give each group a white board. I would have the students write down words they remember from the game then read them out loud with their partner. I will add any words that are not from the game but are correct to the white board list created at the start of the lesson. For an assessment I will have the students complete a worksheet where they need to come up with words of their own that have long vowels in them.

After this lesson and some practice, the student should be more familiar with long vowels and have a better understanding of how to spell words with long vowels in them. By their next spelling assessment, they should be advanced one more level.

**Long Vowel Lesson Plan**

**Rationale:**

* To become more familiar with long vowel sounds, words with long vowels in them, and how to spell long vowel words.

**Standards:**

* *[CCSS.ELA-LITERACY.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/)* Know and apply grade-level phonics and word analysis skills in decoding words.
* *[CCSS.ELA-LITERACY.RF.2.3.C](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/)* Decode regularly spelled two-syllable words with long vowels.

**Objective:**

* Students will be able to make *a-e, i-e, o-e, -ea*, and –*ai* words.
* Students will be able to recognize long vowel sounds by reading and listening to a story that highlights select words.
* Students will be able to identify words with long vowel sounds.

**Procedures:**

**Introduction**

* Hold up picture of a cake and ask students to think of other words that sound like *cake*.
* Ask students “What are some other words that sound like *cake*?”
* Write the words the students say on the white board.
* Separate words that are not long vowel words on the other side of the board.
* Continue this process for *i-e, o-e, -ea*, and –*ai* words. (There should be five columns of words on the white board).
* Have a discussion with students and explain that these words sound the same but are spelled differently.

**Middle**

* Have students read *Emily Elizabeth Goes to School* on the Scholastic website (<http://teacher.scholastic.com/clifford1/flash/story_4.htm>).
* Students will read the book out loud and choose a long vowel word from the options given to personalize their story.
* Students will then play a matching game on the scholastic website called *Concentration* (http://teacher.scholastic.com/clifford1/flash/concentration/index.htm)
  + Students will need to match words that sound the same.
  + Students will say these words out loud to practice hearing the difference.

**Closure**

* Have students break up into groups of two.
  + Each group will be given a white board, marker, and eraser.
  + The groups will then write down the words they remember from the game they played online.
  + The groups will then read their words to the class.
    - Any words that are not already listed on the white board (the list that was made at the beginning of the lesson) should be added to the board.
* Students will then do a worksheet individually (can be given for homework or in class).
  + Students will need to write down long vowel words on their work sheet.
  + This sheet will be used to assess the students understanding of long vowels.

**Materials:**

* White board in classroom
* Enough small white boards, erasers and markers for each group
* Laptops/computers
* Internet access

**Assessment:**

* The worksheet will be used to assess the students understanding of long vowels.

**Future Connections:**

* Have students work with other phonics such as verbs, pronouns, tenses, etc.
* Have students write full sentences using their understanding of words.
* Have students take the spelling inventory assessment to check if their spelling stage has advanced.