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SPED Practicum
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Goals and Objectives

Word Solving:
Goal: Sally will solve unknown words and read them aloud using the strategies of context, word analysis, and picture clues in levels D, E, and F texts (Fountas & Pinnell) with accuracy in pronunciation and making sense in the text.

Objectives:
Given a set of picture cards and a set of words (CVC, CVCe) Sally will match them saying each sound, blending those sounds together, and then saying the word.

Given an unknown word in isolation, Sally will apply phonics (CVC, CVCe) rules and analyze written word into component letters or letter clusters, associate with sounds and blend sounds of letters to make a word.

Given a set of rhyming words Sally will change the initial letter using the common word family to read each word blending the two sounds together at a rate of one per second.

Given a CVC/CVCe word, Sally will decipher the word looking at the initial letter and the word family saying the two different sounds and blending those sounds to say the word.

Given a set of words families emphasizing the phonics rule of CVC/CVCe words Sally will decipher words by associating the sounds per letter, applying the phonics rules, then blending two or three letter clusters to make the word.

Given a C-VC/ C-VCe, Sally will blend the word from two sound clusters using word family and rhyming strategies, segmenting words into sound chunks and blending together to state the word.

Given a set of CVC/CVCe words containing different vowels and written on flashcards, Sally will decipher words by associating the sounds per letter, applying the phonics rules, then blending two letter clusters to make the word.

Given sentences or limericks containing CVC/CVCe words Sally will indentify all the word families by underlining each word family in a different color and underling the initial letter once and the word family ending twice.

Given a narrative story Sally will increase decoding strategies by applying phonics rules governing short/long vowel sounds (CVC/CVCe) to words in context and using pictures to check herself.

Given a CVC/ CVCe word with short/long a, e, i, o, or u vowels, Sally will generate a list of words changing the initial/first letter.

Objectives for use of Context and Pictures

Given an illustrated sentence with one word omitted, Sally will use context and picture clues, providing a word that coincides with the meaning and what is depicted.

Given a blank in a CLOZE sentence Sally will read the words around it, asking herself what word makes sense offering a suggestion that is logical and grammatically correct.

After Sally has provided a word in the blank space of an illustrated CLOZE sentence, Sally will reread the sentence asking herself if the word coincides with the meaning and what is depicted.

Given an illustrated sentence with all but the first letter of one word omitted, Sally will supply a word that corresponds with the picture, uses the given first sound, and what makes sense.

Given a narrative story in levels D, E, and F texts (Fountas & Pinnell) Sally will refer to pictures when she comes to an unfamiliar word, giving one that makes sense in the sentence beginning with some first sound and rereading to self-check.

Documentation:

- Folder with charts of sets of word families Sally has correctly identified.
- Running records of books read, including photocopies with illustrations when appropriate.
- Checklist of words that have been taught/ she has seen and checklist of words Sally has mastered.
- Tape recording reading of how Sally pronounces words and how she goes about deciphering the word if she does not recognize it.

Teaching Approach:
- Introduce blending letter sounds together using an elastic with a CVC/CVCe word written on it Sally will pronounce each letter separately (C-V-C) then as she slowly releases the elastic she will blend letter together to pronounce the word. This will help her visualize how the words come together to form a word.
- Use of word titles to break up letters and their sounds.
- Use of magnetic letters to visual words as a whole and to use a hands-on activity to see the order in which the letters are placed.
- Use Making Words, a magnet activity handbook that focuses on word families, which using pocket words. This handbook has hands-on lessons for phonemic awareness, phonics, and spelling.
- A variety of activities such as word sort and memory game will be used to call attention to letters and sounds and the specific phonics rules along with pictures as cues.
- Use simple poems to introduce rhyming words/ word families (CVC/CVCe words).
- Use phonics poetry, which focusing on rhyming words/ word families.
- Use of word slides to practice changing the first initial word.
- Using worksheets with illustrated sentences that focus on the CLOZE procedure to help with using pictures and context clues.

Modifications:
- Create a quiet environment for Sally, with as little distractions as possible.
- Cue student by reminding her about her word families.
- Teach strategies to access reading materials that are above level.
- Give books that are at the correct reading level: levels D, E, and F texts (Fountas & Pinnell)
- Give Sally a quiet environment facing away from other peers.

Word Recognition:
Goal: Sally will increase sight word vocabulary from the Dolch reading list levels Pre-primer, Primer, and first grade in isolation and continuous text by reading out loud at a rate of one per second with correct pronunciation

Objectives: Given flashcards with pictures and sight words Sally will pair words and pictures identifying sight words and pronouncing the words correctly.

Given a word from the pre-primer/primer/first grade level words from the Dolch list and a tachistiscope, Sally will identify words one by one, pronouncing correctly at one word per second.

Given a phrase containing words from the pre-primer/primer/first grade level words from the Dolch list and a tachistiscope, Sally will identify words one by one, pronouncing correctly at one word per second.

Given a leveled book including sight words from pre-primer/primer/first grade level words from the Dolch list Sally will indentify and read each sight word pronouncing correctly.

Documentation:
- Running records of books read that focus on sight words comprised the of the Dolch list (Pre-primer/primer/1st Grade Level
- Checklist of sight word Sally has been taught and a checklist of sigh words she has mastered
- Tape recording reading of how Sally pronounces words and how she goes about deciphering the word if she does not recognize it.

Teaching Approach:
- Use flashcards to introduce, practice, and review sight words.
- Memory game with sight words using words and pictures.
- Matching game using sight words and pictures.

Modifications:
- Create a quiet environment for Sally, with as little distractions as possible.
- Give Sally a tachistiscope when reading words in isolation and in continuous text.

- Give Sally the opportunity to read over or rehearse something if she is reading it with the class or small group.
- Do choral reading with Sally to rehearse a book or sentence.
- Do echo reading with Sally to prepare her if she is reading with the class or in a small group.
- Expose her to the text so she has a chance to practice it before reading with the class or small reading group.

Fluency
Goals: Sally will read aloud a narrative story from levels D, E, and F texts (Fountas & Pinnell) with fluency, connecting words to form phrases, pausing at punctuation, and raising and lowering voice.

Sally will increase fluency skills, using word recognition skills, reading words in phrases, raising and lowering voice in response to punctuation.

Objectives:
Given a set of simple sentences (noun-verb-object) comprised of Dolch Pre-primer/Primer/1st Grade vocabulary with various punctuation, Sally will recognize and read the set of words in a single breath, pronouncing each correctly.

Given sentences Sally will respond to punctuation, raising and lowing voice with questions, sounding excited with exclamation marks, etc.

Given a script from reader's theatre, Sally will read phrase by phrase using her voice to express the moods and feelings of the character and responding to punctuation.

Given a script from reader's theatre, Sally will read with intonation changing volume and tone according to end punctuation.

When assigned a dialogue part of a story comprised of Dolch Pre-Primer Primer and 1 grade level vocabulary, Sally will read and express the feelings of the character using her voice to convey mood and emotion of character.

Documentation:
- Anecdotal record of Sally reading phrases.
- Folder with copies of completed phrases read correctly.
- Folder with copies of reader's theatre and her parts with notes of how she responses to punctuation, uses intonation, raises and lowers her voice, and expression of character's moods and feelings.
- Teacher logs of phrases read and with what punctuation.
- Tape recording of Sally reading the phrases to monitor progression.

Teaching Approach
- Create a quiet environment for Sally, with as little distractions as possible.

- Applying a set of skills in relation to reader's theatre by pausing after punctuation marks, using expression, and recognizing sight word vocabulary.
- Teach Sally the different punctuation marks, what they mean, and why we use them.
- Teach Sally about the different emotions a person can have, discussing what the person would look like and sound like.

Modifications:
- Create a quiet environment for Sally, with as little distractions as possible.
- Give Sally appropriate leveled books and books that are too easy when focusing solely on fluency.
- Give Sally books that focus on feelings and moods of characters.
- Give Sally parts in the reader's theatre where she has to use skills such as expression.

Comprehension:
Pre-reading
Goals:
Sally will preview a picture book (Picture Walk) referring to title, cover, and sequence of pictures to predict plausible story line, telling possible characters and events in the frame of beginning, middle, and end.

Sally will increase comprehension skills by applying pre-reading strategies to understand picture book creating an invented and relevant story line.

Objectives:
Given a prediction chart/graphic organizer, Sally will write or dictate what she thinks is going to happen in the book stating the sequence of events that indicate beginning, middle, and end or cause and effect.

Given a prediction chart, Sally will write or dictation what she thinks is going to happen in a sequenced event, depicting the sequence as a chain reaction using characters and setting.

Given a graphic organizer, Sally will write what she thinks is going to happen in the book asking herself who, what, where, when, why, in what way questions to gather her prediction.

Following reading a story and given a story map Sally will recap what happened, and evaluate the prediction(s) she made, in terms of validated.

Documentation:
- Reading record of books Sally has read.
- Documentation of Sally's Picture Walks and retells.
- Interviews with Sally regarding books read/Picture Walk strategies she uses
- Tape recordings of Picture Walking and making predictions

Teaching Approach:

- Review the importance of a Picture Walk with Sally, asking her how Picture Walking helps her.
- Use leveled books with Sally, levels D, E, and F texts (Fountas & Pinnell).
- Use leveled books with different levels of details within the pictures.
- Model to Sally how you Picture Walk a book before you begin reading it.
- Teaching Sally how to effectively use a prediction chart/graphic organizer.
- After the Picture Walk, cover the pictures to help Sally focus on what is in the text, which she can later compare to what is in the pictures and what she said her predictions where.

Modifications:
- Create a quiet environment for Sally, with as little distractions as possible.
- Give Sally leveled books, at times go back to books that are easy for her to keep her confidence and interesting going in reading.
- Cue (who, what, where, when, etc.) questions to aid Sally when she is going through a Picture Walk.

Retell

Goals:
Sally will read out loud and retell a narrative story written at mid-first grade level, identifying the plot as sequenced and connected events, character analysis, and setting.

Sally will increase comprehension of stories by responding to questions of who the story is about, what the characters are doing, when the story is taking place, and where it takes place during the story and by giving retell after story.

Objectives:
Given her predictions Sally will determine how her predictions relate to the story she just read by asking her self how were her predictions similar and different to what happened in the book.

Given a story map/web student will draw/write what happen in the book in the correct order including characters and setting.

Given a character map, Sally will write all the characters including their names, struggles and emotions experienced, interactions with others, what they like and dislike, what they want, and connecting the picture or action.

Given a story map, Sally will illustrate and describe the setting of the story, the characters, telling where it took place and when

Given a story map Sally will illustrate and describe the sequence of events including a beginning, middle, and end in the order it occurred in the book.

Given a narrative story with pictures covered Sally will read story aloud and then determine how her predictions differ and similar from the story based on her original Picture Walk.

Given a leveled book, Sally will read the first two pages answering where the story is taking place and what she thinks will happen next, revising/confirming her original prediction(s).

Documentation:
- Copies of books and flashcards used and completed.
- Teacher journals to track student progress.

Teaching Approach:
- Teaching Sally how to effectively use a story map.
- Stopping half way through the story and discussing what is happening. This will model a comprehension strategy, showing Sally it is okay to stop half way through a book to talk about it.

Modifications:
- Create a quiet environment for Sally, with as little distractions as possible.
- Give Sally a quiet environment when reading with the least amount of distractions.
- Give Sally a pointer or tachistiscope to keep herself on the correct words.
- Give Sally a quiet environment to read in with the least amount of distractions.
- Give Sally the book on tape or computer, using a listening center.
- Give Sally head phones to cut out back ground noise.