



Meet Miss. Mistler



3rd year student in the
College of Education at
the University of South
Florida!



My Purpose:



This semester I have worked closely with your child, Reece; to learn about his literacy interest and skills that he has already developed as a second grade student.

By working Reece, it has helped me learn and grow as a teacher and develop these skills for my future classroom!

I appreciate you allowing me to work with your child this semester to develop my emergent literacy skills.



My Goal:



By the end of this semester, I will have conducted the following test with Reece:

- Interest Inventory & Concepts of Print
- Phonological Awareness Assessment
- Spelling Inventory



With the data I collect, I will be making a virtual library with books that are appropriate for his skill level and that are catered to his interest!

I will also be sharing my thoughts and ideas about how the skills I have observed from your child can be used in learning at home!



All About Reece:

Here are some activities I did with Reece throughout the semester to get to know more about him, his likes and interest. I used this information to create a little library for him!

Starring Me....









A Primary Interest Inventory.








Student's Name: Reece





Grade: _____ Teacher: _____

In order for me to get to know you better, and to know what your interests are, I am asking you to rate these different questions. Think about these topics and put a check in the box that best fits what you think of them.

I am interested in these topics in this way:

	😊	😐	😞
1. Dinosaurs 	✓		
2. Birds 	✓		
3. Zoo animals 	✓		
4. Insects 			✓
5. Trees, plants and flowers 	✓		
6. Pets 	✓		
7. Reptiles 	✓		
8. Fish 			✓



24. Drawing 	😊	😐	😞
25. Painting 	✓		
26. Dancing 	✓		
27. Making maps 	✓		
28. Making models 	✓		
29. Using puppets 	✓		
30. Magic 	✓		

31. Writing a letter 	😊	😐	😞
32. Making a book 	✓		
33. Talking and listening 	✓		
34. Making a game or puzzle 	✓		



If you could choose three things you absolutely desperately wanted to read / study about what would they be?

Superheroes , Animals



Would you rather read fiction (fake) or nonfiction?

Would you rather read with your brother or read with your dog?

Would you rather read picture books or chapter books?



Would You Rather

Would you rather be a librarian or own your own bookstore?



Would you rather read all day in an igloo or a treehouse?



Would you rather have a Lorax mustache or have blue hair like thing 1 & 2?



ALL ABOUT ME

Name
Reece

My birthday is

September 27



My family

Mom, Dad
Sister 4
Brothers 5

Three words that describe me...

Fun
Silly
Excited



I'm really looking forward to this year because...

Summer break

In my spare time, I like to...

color
Play
Video games

My favorite things...

color any blue

book Chapter

food Catalpa

subject art & Pe

hobby go to the

place to visit ZOO

sport football soccer

store target

In the future, I'd like to...

be a actor

All about me as a learner...

On a scale of 1-5, how much do you enjoy reading? (circle one)



1
don't like

2

3
it's okay

4

5
can't get enough!

About how many minutes do you read per day?

When it comes to school, I am really good at writing because _____

When it comes to school, the most challenging thing for me is...
as much as I can

because _____

My favorite spot to do homework is

my parents

This year I am going to work hard to

I learn best when...

room when it's quiet

On a scale of 1-5, how much do you enjoy math? (circle one)



1
don't like

2

3
it's okay

4

5
can't get enough!


About how many minutes a day do you practice your math facts?

Can you show me:	Yes	No
The front of the book		
The back of the book		
The title of the book		
Where I start to read		
Where to go after that word		
Where to go after the last word on the page (point)		
One letter (use index cards)		
Two letters		
One word		
Two words		
The first letter of the (selected) word		
The last letter of the (selected) word		
First word in the sentence		
Last word in the sentence		
A capital letter		
A lowercase letter		
What a period is		
What a period does (tell not show)		
What words I am reading as I read by pointing		

01

Interest Inventory & Concepts of Print:

Starring Me....











A Primary Interest Inventory.

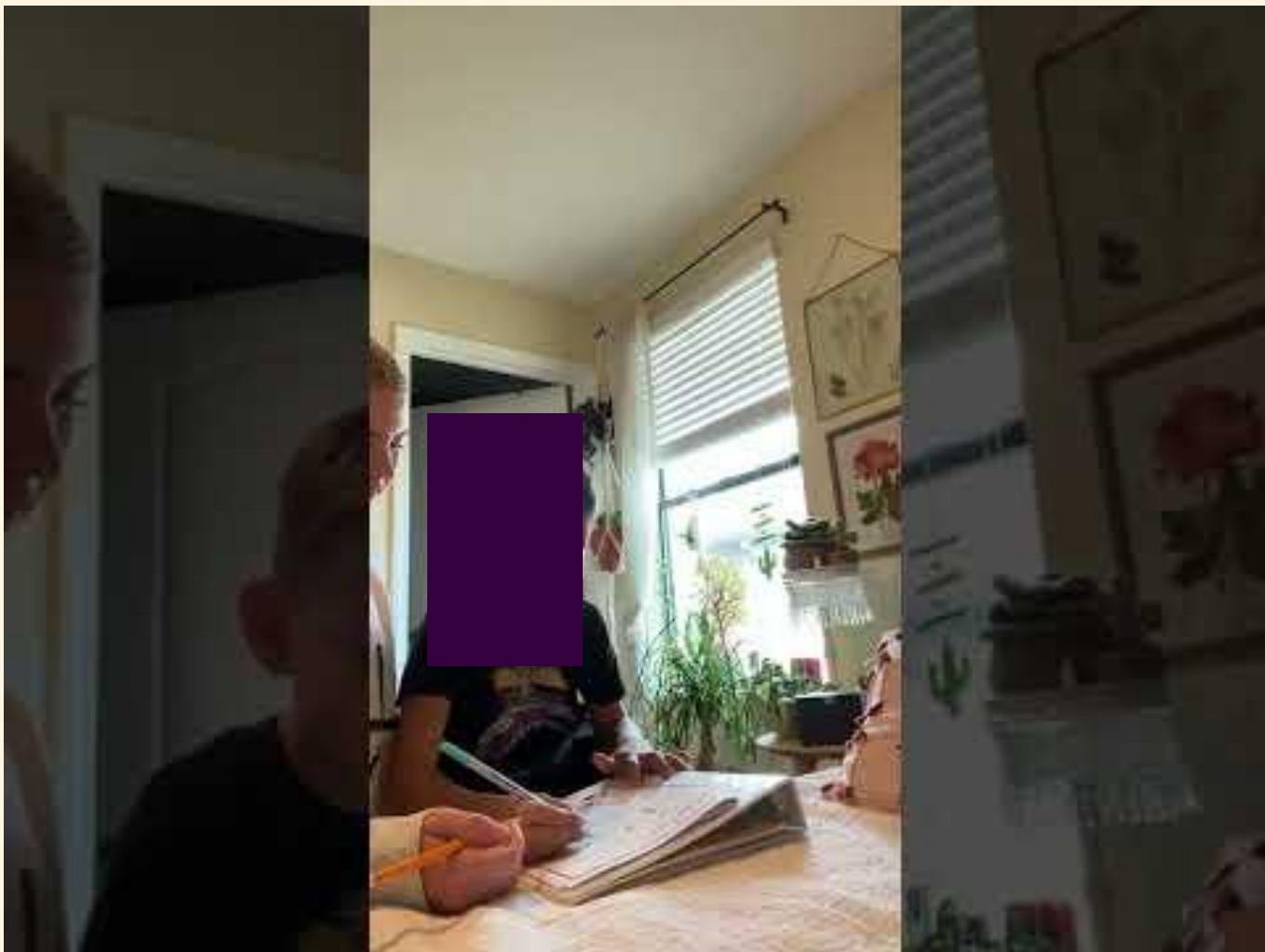
Student's Name: _____
 Grade: _____ Teacher: _____

In order for me to get to know you better, and to know what your interests are, I am asking you to take these different questions. Think about these topics and put a check in the box that best fits what you think of them.

I am interested in these topics in this way:

	😊	😐	☹️
1. Dinosaurs 			
2. Birds 			
3. Zoo animals 			
4. Insects 			
5. Trees, plants and flowers 			
6. Pets 			
7. Reptiles 			
8. Fish 			





Noticing & Naming Notes

- **When and what did you do to achieve clarity of assessment instructions?**

- Between 0:41-0:55 I explained how Reece should fill out each category based on his interest regarding to reading for the **Interest Inventory Assessment**
- At 5:40 I explained what boxes to fill when Reece had to choose his favorite between two categories
- For the **Concepts of Print** I explained to Reece that I will be asking him a few questions while using a book he likes, “Pete the Cat” (6:14)
- At 7:00 I introduced the index cards and explained how he has to use them on the paper for the next few questions and show him an example on the page without giving any answers
- Before we began, I asked Reece to choose one of his favorite things but did not tell him why until 9:11 when I explained that we will be doing **Show and Tell**

- **When and what did you do to promote continuous engagement?**

- At 1:36 when after he filled out the last category, I asked him the question, “not a fan of fish that much?”
- At 2:26 after he fills out most of the interest inventory with smiley faces I said, “you like to read about everything, huh?”
- At 2:52 when he said he likes math games and puzzles, I said “me too” to let him know we both like the same thing
- At 2:56 we bond about legos being our favorite thing to play with
- After Reece completed his Interest Inventory, we talked about his favorite things to read and talked about topics that were not mentioned on the paper such as superheroes (4:07)

- When and what words of encouragement did you offer to the student?

- At 1:16 I said “good job”
- At 3:29 when he said he’s never used puppets, I responded with “okay, that’s okay”
- After he filled out the last box on the Interest Inventory, I said, “alright, perfect” letting him know he has completed the worksheets perfectly (5:58)
- At 6:18, 6:25, 6:49, 6:55 and 7:30, I said, “good job”
- At 7:23, 8:17, 8:26, and 8:33, I said, “great job”
- At 7:40, 8:40, and 9:03 I said, “perfect”
- At 8:45, I said, “great job, you’re so smart”
- At 9:05 I said, “you got a perfect score”

- When and what did you do to conclude the session?

- After Reece and I shared one of our favorite things for the Show and Tell portion of the video, I thanked him for helping me with my homework and asked him if he was excited to help me the rest of the semester. I then told him about the padlet I would be creating for him online so he knows why I am asking him about he likes to read. I thanked him again one last time and ended the video. (10:19-end)

- What is your professional goal for the next assessment session?

My professional goal is to find something that challenges Reece a little bit more. Since he is in 2nd grade, and measures at grade level, I would like to find some more challenging games to keep him engaged for the next assessment cycle.



Preliminary Data Analysis Slide ❌❌❌

The Concepts of Print Assessment is designed to test the students knowledge on how print (a book) functions. It is the rules on how to read and write print.

- Example: reading left to right, starting on page 1

The assessment is designed for students who are learning to read and write, typically grades kindergarten through second grade. Only using an age appropriate level book, the teacher will ask the student questions such as “where is the front of the book” and the student responds. Based on the response, the teacher marks the answers of the student and produces a quantitative and qualitative results.

Reece’s Quantitative Results: 19/19 - 100%

Reece’s Qualitative Results: He answered every question quickly and easily and was excited and engaged throughout the whole assessment.

Instructional Recommendations



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Reece excelled in his Concepts of Print Assessment therefore, I don't see reason to continue to test these skills. To further his literacy knowledge, Reece could be tested on his concepts of graphics within the text. By the end of second grade, many students are able to explain the intention in the graphic and they are able to understand that the graphic does not change. Lastly, many students are able to explain what parts of the graphic are related to the text on the page (Duke,2013).

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With Technology on the rise, it may also be a good idea to test Reece on his concepts of print with technology and with more advanced text. Test him on where he should go after a paragraph and after the end of a page. With standardized testing being more digital these days, it is important that students know how to navigate the concepts of print on a laptop just as well as a book.

02

PAST Test & Yopp-Singer



Student's name _____ Date _____

Score (number correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "oid," you should say /oi-/ /-i-/ /-d/. (Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice items: (Assist the child in segmenting these items as necessary.) ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

1. dog _____ 12. lay _____
 2. keep _____ 13. race _____
 14. zoo _____
 15. three _____
 16. job _____
 17. in _____
 18. ice _____
 19. at _____
 20. top _____
 21. by _____
 22. do _____

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PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
 Adapted from the levels used in *Measures of Reading* (1995) & *Reader* (1975)

Name: _____ Date: _____ Grade: _____ Age: _____
 Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Empire for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____	
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	

Approximate Grade Level: Pre-K/K K Into Kindergarten 1st 1st Into Early 2nd 2nd Into 2nd to 3rd

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - practiced to mid kindergarten; E2 - mid to late kindergarten)

LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say *bookcase* without saying *case*, you got *book*."

D1 (book)case _____ (sun)set _____ (space)ship _____

D2 (sil)ver _____ (mar)ket _____ gen(er)al _____

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say *umbrella* without saying *ella*, you got *um*."

E2 (sun)brella _____ (far)stastic _____ (O)c(tober) _____

E3 (al)phabets _____ (Sat)urday _____ (tri)cycle _____

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

Basic Syllable Total: ____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet*. Now say *feet* but don't say *f*.

FEEDBACK: "If you say *feet* without the *f*, you got *ee* and *feet*!"

f(ee)t → ee _____ f(oo)gh → off _____ _____/5 A: ____/5

f(ame) → am _____ f(ime) → I'm _____ f(one) → one _____

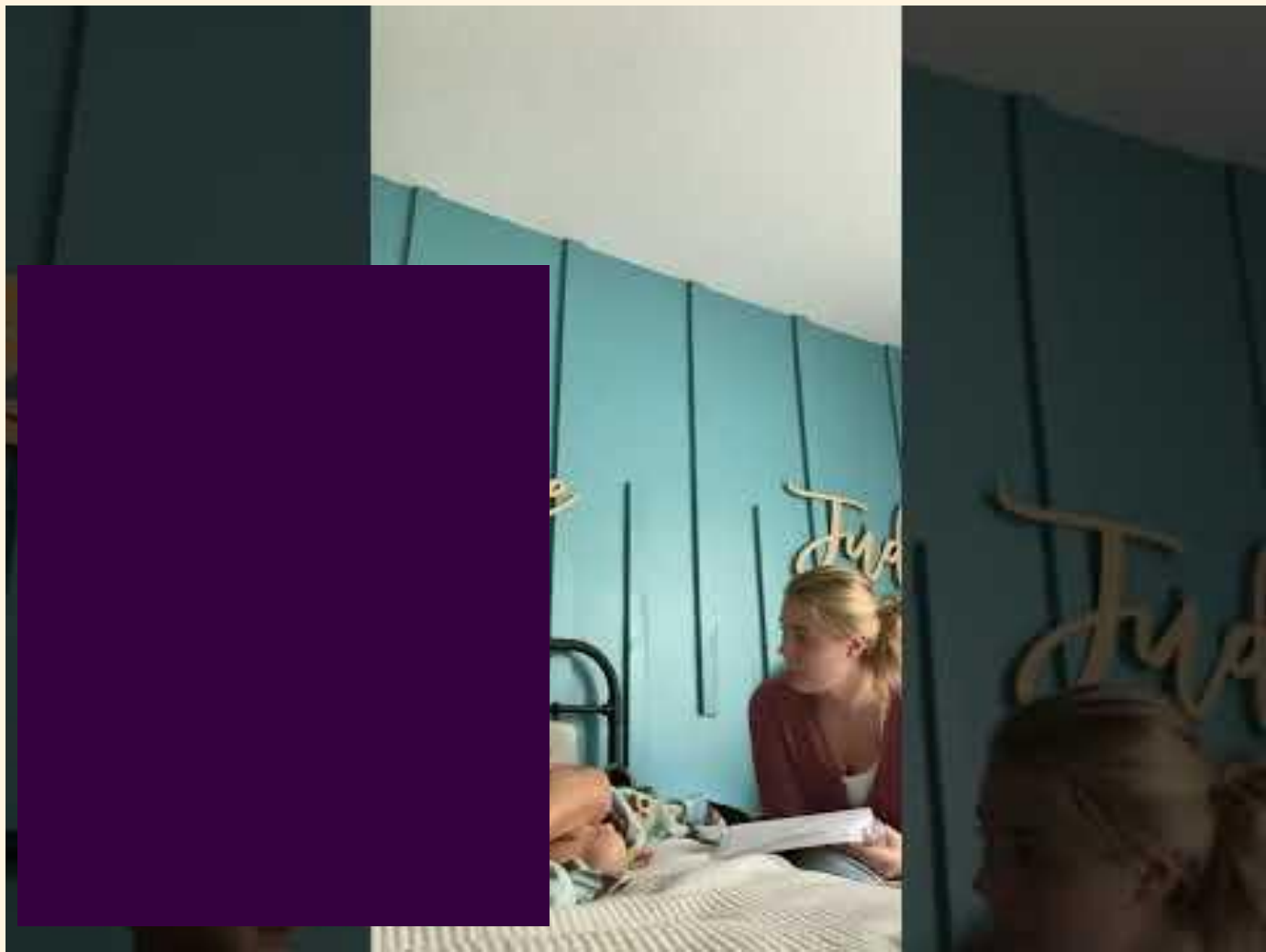
LEVEL G Say *guide*. Now say *guide* but instead of *g* say *f*.

FEEDBACK: "If you say *guide* and change the *g* to *f*, you got *fid* and *guide*!"

f(uide) /i → ride _____ (n)ore /d/ → door _____ _____/5 A: ____/5

f(um) /u/ → thumb _____ f(eed) /e/ → said _____ f(eel) /e/ → seal _____

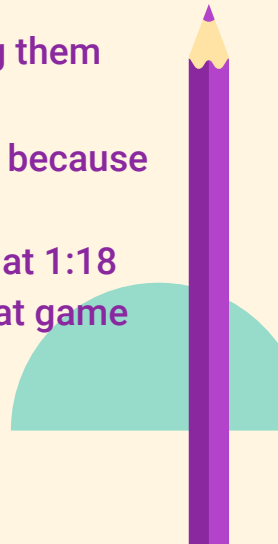
Onset-Rime Total: ____/10 A: ____/10



Noticing & Naming Notes



- **When and what did you do to achieve clarity of assessment instructions?**
 - 0:01-0:13 I explain how to play would you rather to Reece
 - 0:25 I point at which picture is librarian and which is a bookstore
 - 0:58 I ask if he knows what fiction and nonfiction are and explained how the pictures aligned with the category
 - At 2:03 I begin to explain the instructions to Reece but then I decided that it would be less confusing if I just read the test and explained as we went along
 - At 4:01 I have Reece say crane twice because I felt the way he said it the first time would lead him to the incorrect answer due to not hearing it correctly
 - At 14:03 I explain how to play the game by finding words that say ar or or and organizing them
- **When and what did you do to promote continuous engagement?**
 - I relate to Reece at 0:35 when he says he would rather read in a tree house over an igloo because igloos are so cold
 - I included things that are personal and unique to his life such as his brother and his dog at 1:18
 - At 11:23 when Reece went to grab the last game, I explained to him that we would do that game after we complete the Yopps “game”



- When and what words of encouragement did you offer to the student?

- “Good job”-2:16, 2:26, 3:23, 5:12, 5:40, 7:03
- “Great job”-2:58.3:33, 8:05, 9:21, 10:43, 11:55,12:13,12:30,13:10,13:26, 14:38,15:00
- “You’re doing so well”- 5:42
- “You’re so good at these” -6:09
- “Good job correcting yourself” -6:48
- Yes! Great job, you got that” -7:27
- “You did so well, that was amazing”- 11:00, 13:37



- When and what did you do to conclude the session?

- I thanked Reece for helping me and told him he did a great job at 15:39 and gave him a high five.



- What is your professional goal for the next assessment session?



At 1:46 Reece got up to show me his collection of books in his room. Throughout the session, Reece was also moved around alot. Therefore for the spelling test, my goal is to create a space for him to be able to focus and have less distractions and I may try to include part of my opening activity to be something that includes movement so he is able to get all of his energy out before we begin the assessment. I also would work on my own letter sounds because although I practiced before administering the test, I believe my g sound had too much of an “uh” after it.



Preliminary Data Analysis Slide:

The PAST Test is designed to measure a student's phonological awareness and the Yopp-Singer test is designed to measure phoneme segmentation. Phonological awareness refers to learning spoken sounds and phonemes segmentation refers to breaking down words into component sounds.

- ✘ The PAST test begins with preschool/ mid kindergarten to late kindergarten level and progresses to early third grade to adult level. This test goes through syllables, onset-rime, and phoneme levels. Because I had a sense that Reece would perform well and possibly reach the end of the test, I decided before beginning that I would go from the first word on the first line to the first word on the second line if it was an automatic to keep engagement and ensure that Reece didn't get bored. I decided not to correct the answers that Reece got incorrect because I did not want to discourage him.
- ✘ Quantitative Results: On next slide
- ✘ Qualitative Results: Reece completed the assessment up to the adult level. Therefore, he test well above early second grade. He was able to answer Level D,E,F,G automatically (within 2 seconds) . Level L is where Reece got 2 incorrect answers where he switched the replacement letter sound with the beginning letter sound of the word. For example, nigh(t) with /s/ would be nice but Reece said sight, and kee(p) with /z/ would be keys but Reece said zEEP. Since this level is designed for late second grade, I am not concerned that he made these mistakes. Reece also got his long vowel sound incorrect in level J, therefore I will find an activity involving long vowels for practice.



PAST Quantitative Results:



Level:	Correct:	Automatic:
D	2/2	2/2
E	2/2	2/2
F	2/2	2/2
G	2/2	2/2
H	4/4	1/4
I	5/5	3/5
J	4/5	1/5
K	5/5	1/5
L	2/4	1/4
M	5/5	0/5



Instructional Recommendations

Since Reece got the long vowel (ea) question incorrect, I recommend that he does some “word hunts”: (Bear Et al., p. 220)

1. Word hunts (see page 69) in previously read material, provide opportunities for students to make connections between what they are learning in word study and the words they read in books. Often students will find more difficult two-or-three syllable examples of a spelling feature they have been studying in one-syllable words. For example, they might find *retreat*, *ordeal*, or *creature* as examples of the long *e* sound (/ē/) spelled with an *ea*. Word hunts help students generalize what they are studying to other words.

Since Reece struggled with substituting ending sounds in level L I would recommend more practice with replacing ending consonant sounds in advanced phoneme levels. According to *Words Their Way*, it states that in order to do that, the focus should be on practicing, “contrasting same-vowel word families” (p.170).

Beginning consonants are reviewed and ending consonants are targeted in same-vowel word families. This is because the only difference between *mat* and *man* is the final consonant sound, so contrasting same-vowel word families alerts students to looking for and listening to the final phoneme.

Source:
Words Their Way
7th edition



Primary Spelling Inventory (PSI)

The Primary Spelling Inventory (PSI) is used in kindergarten through third grade. The 26 words are ordered by difficulty to sample features of the letter name–alphabetic to within word pattern stages. Call out enough words so that you have at least five or six misspelled words to analyze. For kindergarten students or other emergent readers, you may only need to call out the first five words. In late kindergarten and early first-grade classrooms, call out at least 15 words so that you sample digraphs and blends; use the entire list for late first, second, and third grades. If any students spell more than 22 words correctly, you may want to use the Elementary Spelling Inventory.

Using the following list, call out the spelling word, then the sample sentence, then repeat the spelling word.

- | | |
|--------------|--|
| 1. fan | A fan will keep you cool on a hot day. <i>fan</i> |
| 2. pet | I have a pet cat who likes to play. <i>pet</i> |
| 3. dig | Let's dig a hole in the sand. <i>dig</i> |
| 4. rob | A raccoon will rob a bird's nest for eggs. <i>rob</i> |
| 5. hope | I hope you will do well on this test. <i>hope</i> |
| 6. wait | You need to wait for the letter. <i>wait</i> |
| 7. gum | I stepped on some bubble gum. <i>gum</i> |
| 8. sled | The dog sled was pulled by huskies. <i>sled</i> |
| 9. stick | I used a stick to poke in the hole. <i>stick</i> |
| 10. shine | He rubbed the coin to make it shine. <i>shine</i> |
| 11. dream | I had a funny dream last night. <i>dream</i> |
| 12. blade | The blade of the knife was very sharp. <i>blade</i> |
| 13. coach | The coach called the team off the field. <i>coach</i> |
| 14. fright | She was a fright in her Halloween costume. <i>fright</i> |
| 15. chewed | The dog chewed on the bone until it was gone. <i>chewed</i> |
| 16. crawl | You will get dirty if you crawl under the picnic table. <i>crawl</i> |
| 17. wishes | In fairy tales, wishes often come true. <i>wishes</i> |
| 18. thorn | The thorn from the rosebush stuck me. <i>thorn</i> |
| 19. shouted | They shouted at the barking dog. <i>shouted</i> |
| 20. spoil | The food will spoil if it sits out too long. <i>spoil</i> |
| 21. growl | The dog will growl if you bother him. <i>growl</i> |
| 22. third | I was the third person in line. <i>third</i> |
| 23. camped | We camped down by the river last weekend. <i>camped</i> |
| 24. tries | He tries hard every day to finish his work. <i>tries</i> |
| 25. clapping | The audience was clapping after the program. <i>clapping</i> |
| 26. riding | They are riding their bikes to the park today. <i>riding</i> |



03

Primary Spelling Inventory:





Noticing & Naming Notes



- **When and what did you do to achieve clarity of assessment instructions?**
 - For the all about me worksheet I explain what he will be filling out (0:00-0:20) and continue to clarify what he should be writing as we complete the worksheet.
 - At 2:35 I ask Reece if he knows what spare time is to ensure that he understands how
 - At 8:00 I explained that I would be saying a word, followed by a sentence, and then saying the word again and explained he will write it in the corresponding box
 - To ensure that Reece was writing in the correct box I would number the word before I said it
 - At 13:30 I explain how to do the boggle activity by showing an example on a different card
- **When and what did you do to promote continuous engagement?**
 - The beginning of the assessment cycle I began with an all about me worksheet to keep Reece engaged and excited before the assessment began, this allowed him to practice his spelling without spelling the assessment words. (0:00-7:40)
 - At 2:28 I agreed with Reece that I also look forward to summer break every year to relate with him and create a connection.
 - +
 - +
 - +
 - I told Reece that Italian food was my favorite as well at 4:06, making another personal connection to keep him engaged
 - My voice inflection/tone at 9:00 makes the test less stressful and more fun when I read the sentences
 - I did the game with Reece to create competition but ensured that he still “won” (14:10)



- **When and what words of encouragement did you offer to the student?**
 - “If you don’t know how to spell it, that’s okay, you can sound it out”(1:40) - I said this to reduce any stress he may have experienced while trying to fill out the worksheet.
 - During the opening activity I said “you did so good, I can’t believe you spelt September, that is such a big word!” (7:45)
 - At 3:40 when Reece struggled to answer what his favorite book was I explained that it was okay and offered some options based on what he has told me in the past
 - Instead of saying he was doing a spelling test, I stated that he would be doing a spelling activity to reduce stress and encourage him that it is okay to just try his best (7:54)
 - At 13:03 when we concluded the assessment portion I said, “great job, you did so well on that”
 - When Reece seemed to be stuck on the game i encouraged him to think of an animal he might be able to spell out (16:14)
- **When and what did you do to conclude the session?**
 - I concluded the session at 19:51 by giving him a high-five and thanking him for doing that with me and asked him if he had fun
- **What is your professional goal for the next assessment session?**

There is not another assessment but if I were to have another one with Reece, I would use this same setup that I used this time because he was able to sit still and be fully engaged rather than last time when he was sitting on his bed.



Preliminary Data Analysis Slide:

The Primary Spelling Inventory is an assessment designed for grades k-3. The purpose of this assessment is to test things such as initial and final letters within a word, short and long vowels, other vowels, digraphs (which is two letters combined to make the third sound in a word), blends (the first two letters in a word make a sound), and inflected endings (letters added to the ending of a word that would change the original spelling).



The assessment procedure is fairly self explanatory, as with many spelling assessments the teacher will state the word, use the word in a sentence, and then restate the word. Since Reece is in second grade, the whole list is expected to be called out unless the student shows extreme discouragement or distress. If the student gets less than 5 incorrect, the student should be tested with a more advanced list. The idea is not necessarily that the student spells every single word correct, the test is designed to pinpoint areas where the student may be struggling and assign a spelling stage based on the results. Spelling stages are determined by using the power score and table on page 32 in the text *Words Their Way* (Bear Et al., 7th)



Quantitative Results: Reece got 12/26 words completely correct. However, he got 41/56 feature points correct which means even though he may not have spelled every single word correctly, he was still able to get some of the features of the words correct such as short initial and final consonants, etc.

Qualitative Results: Reece did well on initial and final consonants, short vowels, digraphs, and blends. He started to struggle with common long vowels, other vowels and inflected endings. Therefore I would put Reece at in the “middle within word pattern” spelling stage.



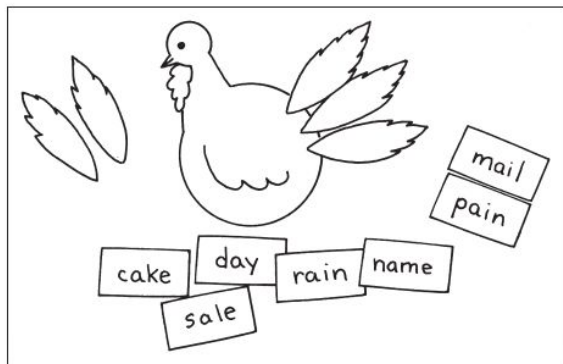
Instructional Recommendations

Since Reece has now shown struggle in the long vowel text feature in two assessments—the PAST and PSI, I still recommend he continues the word hunts as stated previously but another activity that may help Reece with his long vowels is the “Turkey Feathers” game (Bear Et al., 7th, pg. 243).

This is a fun and interactive way he can practice his long vowels at home with his siblings or friends!

You will need two paper or cardboard turkeys without tail feathers (see Figure 6.14), 10 construction paper feathers, and at least 20 word cards representing the long vowel (for example, for long *a*: *a-e*, *ai*, and *ay*).

Figure 6.14 Turkey Feathers: Comparing Vowel Patterns



Procedures

1. One player shuffles and deals five cards and five feathers to each player. The remaining cards are placed face-down for the draw pile.
2. Each player puts down pairs that match by pattern. For example, *cake/lane* is a pair, but *pain/lane* is not. Each time a pair is laid down, the player puts one feather on his or her turkey.
3. The dealer goes first, saying a word from his or her hand, and asks whether the second player has a card with the same pattern.
4. If the second player has a matching pattern, the first player gets the card and lays down the pair and a feather; if not, the first player draws a card. If the player draws a card that matches any word in his or her hand, the pair can be discarded, and a feather is earned. The next player proceeds in the same manner.
5. The player using all five feathers first wins. If a player uses all the cards before earning five feathers, the player must draw a card before the other player's turn.



Instructional Recommendations

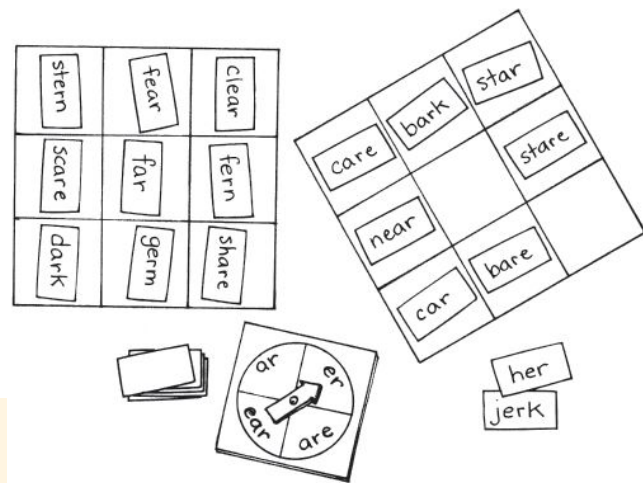
Reece also struggled with his other vowels in addition to long vowels. On the assessment this included: ew, aw, or, ou, oi, and ir. Therefore, I recommend the “Vowel Spin” game (Bear Et al., 7th, pg. 243).

6.15 Vowel Spin

Players spin for a feature (vowel sounds or vowel pattern) and remove pictures or words from their game boards that match the feature.

Materials

Make game boards divided like Tic-Tac-Toe, as shown in Figure 6.16. The game can be played without the board by simply laying out the word cards in a three-by-three array. Make 30 or more word cards or picture cards that correspond to the feature students have been studying. You will also need a spinner divided into three to six sections and labeled with the vowel sounds or patterns to be practiced. You can find directions for making a spinner in [Appendix G](#).



Procedures

1. Put the cards in a deck face down. Players draw nine cards and turn them face up on their boards or in a three-by-three array.
2. The first player spins and removes the picture or word cards that fit the sound or pattern indicated by the spinner. The cards go into the player's point pile. That same player draws enough cards from the deck to replace the gaps on the playing board before play moves to the next player.
3. Play continues until a player is out of cards and there are no more to be drawn as replacements. The player who has the most cards in his or her point pile wins.



This is another fun and interactive game that Reece can do at home with family and friends or at school to practice his vowels!

Both of the games provided can be easily achieved with materials around the home, nothing would need to be purchased other than basic materials such as paper and a writing utensil.



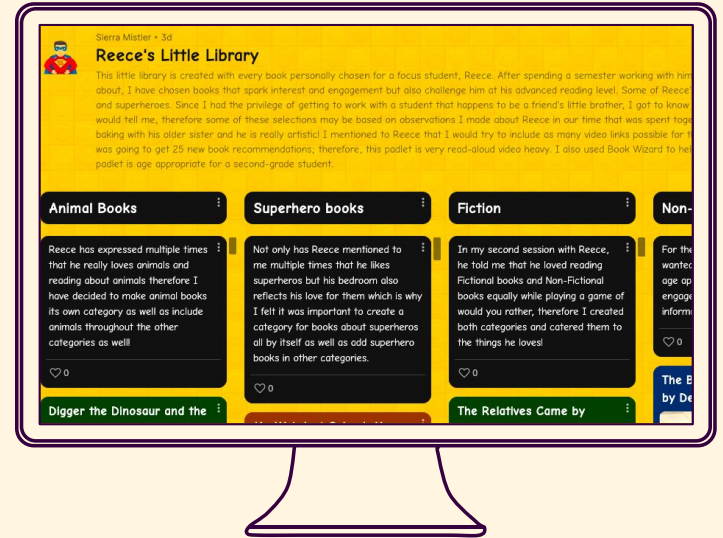
Little Library:



Here is a personal little library I have created for Reece. I have included 25 books all selected based on his interest that he has expressed to me over this past semester. I explicitly asked me for as many read-aloud videos as possible so he can have access to these books whenever he wants so I have included as many as I could find! I have also selected books that are all within his reading level. Some may be easier and some may be challenging but all are appropriate for a 2nd grade student.

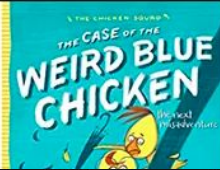
While talking with Reece about this assignment he expressed to me multiple times how much he loves chapter books and wants more to read. Therefore, I have included chapter books as its own category and found ones that belonged to a series so if he enjoys the first book, he has a whole list of additional books he may enjoy! There is also an animal and superhero category because he expressed to me how much he loved those two things! Lastly, I added a fiction and non-fiction category for Reece to get a better understanding of the difference between these two genres.

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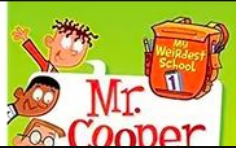


Book Recommendations:

The Case of the Weird Blue Chicken: The Next Misadventure by Doreen Cronin



My Weirdest School: Mr. Cooper Is Super! by Dan Gutman



Press Start: Super Rabbit Boy by Thomas Flintham



Giraffes Can't Dance by Giles Andreae



Who Would Win?: T-Rex vs. Velociraptor by Jerry Pallotta



View 20 more here!



<https://padlet.com/smistler/4jsv9k9uh1xs5pmt>



Sources



Duke, Nell & Norman, Rebecca & Roberts, Kathryn & Martin, Nicole & Knight, Jennifer & Morsink, Paul & Calkins, Sara. (2013). Beyond Concepts of Print: Development of Concepts of Graphics in Text, PreK to Grade 3. *Research in the Teaching of English*. 48.

