

Concept of Word

Speech to print match-

- in speech no separation between words
- in print words are separated
- if a child can match what they say in print they are ready to read

Teach the poem and model fingerpointing to your entire class before assessing the children. This is best accomplished by copying the book and using the pictures and words on sentence strips to create a pocket chart.

Materials: Bugs book and Student Summary Sheet

Begin by saying, "We're going to read this book. Let's look at the pictures. The title of this book is Bugs. Look at this picture on the cover. What do you see?"

Turn the page and say, "Look! The bugs are on the green leaf"

Turn the page and say, "Now where are the bugs? On the tree!"

Turn the page and say, "Now look! The bugs are on the playground!"

Turn the page and say, "Now look at this! Are there bugs on the boy? No, the bugs are not on the boy; 'But not on me' he says."

"Now I will read this book to you."

Read the book and touch each word. Then say, "Now we'll take turns reading. First I'll read a page and touch each word. Then you'll read the same page and touch each word."

Proceed with the pointing and word identification tasks. They are scored at the same time they are assessed, page by page.

Pointing

Minimum Score: 0, Maximum Score: 4

Pointing is scored as all or nothing; the child must point to each word in the sentence. If all the words on the page are pointed to correctly, the child scores one point. If the child did not point correctly, the child scores zero points. Self-corrections are counted as correct.

Word Identification in Context

Minimum Score: 0, Maximum Score: 8

Word identification in context is scored word by word. On each page there are two words that students are asked to read. (They are underlined on the scoring sheet.) Each word is worth one point. When the child has finished the finger-point reading of each page, immediately point to the target word in the sentence and ask the child, "What word is this?" and then move to the second target word. One point is scored for every word the student identifies. Only single-word responses are correct. Self-corrections count as correct.

Concept of Word Scoring Sheet

Name _____ Dates _____

Rubric 0 (0 raw score)

1 (1-4 raw score)

2 (5-8 raw score)

3 (9-12 raw score)

R.S. _____

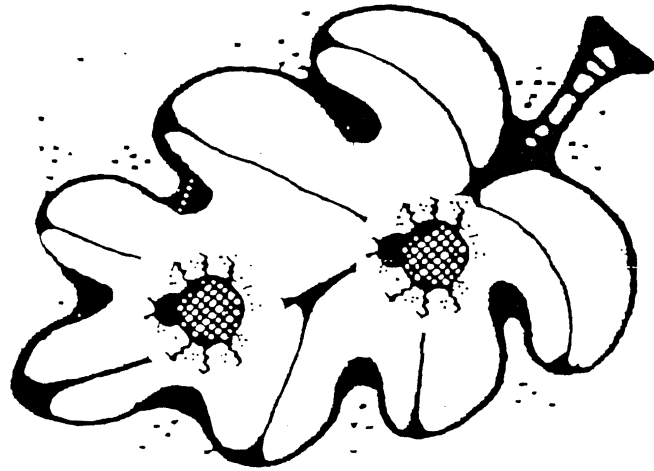
Rubric _____

Rhyme	Pointing	Word I.D.
1. <u>Bugs</u> on the <u>green leaf</u> .	(1)	(2)
2. Bugs <u>on</u> <u>the tree</u> .	(1)	(2)
3. Bugs on <u>the playground</u> .	(1)	(2)
4. <u>But</u> not on <u>me</u> .	(1)	(2)

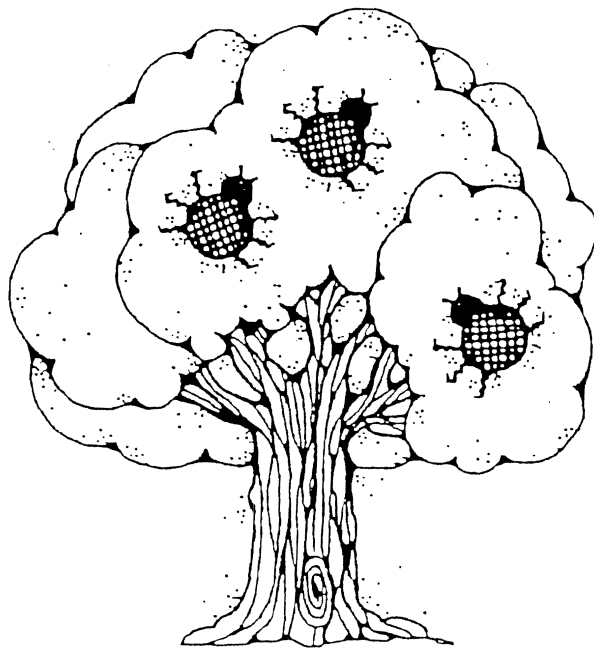
Observations: _____

Bugs

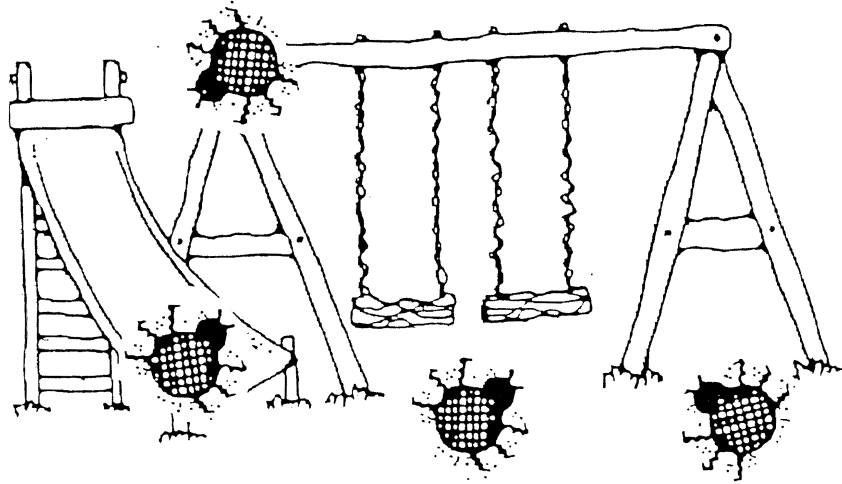




Bugs on the green leaf.



Bugs on the tree.



Bugs on the playground.



But not on me!