



SCIENCE OF READING Embedded Practice

Created by: Dr. Kathleen Castillo-Clark kcastillo@post.harvard.edu

FIELD EXPERIENCE ASSIGNMENTS: This set of assignments is intended for teacher candidates who need exemplar models of systematic reading instruction. These assignments were created to supplement field experiences assignments for students who do not have access to teach in a classroom setting. *(It is recommended the teacher candidates practice teaching with a group of students where possible)*

Field Experience # 1 Concepts of Print

WATCH : <https://youtu.be/5AqZiroHNaw>

RESPOND: answer the following questions in a word document.

- Define Concepts about Print and Print Awareness
- Name **one** thing you feel is important for teachers to know about Concepts About Print. How can it be applied in the classroom?
- What strategies does the teacher in the video use to draw students' attention to print?
- Near the 3:00 and 5:00 minute mark, what non-verbal cue does the teacher use to draw attention to the words on the page?
- What are the "Look-fors"? *(what does the teacher say she has the students look for during the read-aloud?)*
- What specific strategy does the teacher do with her finger to help the students connect to the text? Why is this important?

TEACH: via FLIP GRID- Read the description and post to the class flip grid

1) Select a children's book that you could use to model/teach concepts about print. This should be a text that is appropriate for a read-aloud and aimed for grades K-2. You may choose a book that you already have or check one out from the library.

2) Record yourself conducting a **READ-aloud** using what you have learned about concepts about print. In your read-aloud **TEACH/MODEL print awareness** and other **CONCEPTS about PRINT**. You can model the same strategies that you have seen in the video. Your video should be less than 5 minutes. It's not necessary to record the entire book.

3) Upload your video to the class page. The flip grid video should be **NO MORE** than 5 minutes.

Additional Resources: <https://www.readingrockets.org/article/concepts-print-ideas-teachers>



SCIENCE OF READING Embedded Practice

Created by: Dr. Kathleen Castillo-Clark kcastillo@post.harvard.edu

Field Experience #2: Phonological Awareness-Elkonin Boxes

READ: <https://www.readingrockets.org/topics/developmental-milestones/articles/developmental-phonological-skills>

WATCH: <https://youtu.be/aOsyblydngE> Sorting Pictures by Sound and <https://youtu.be/gGDsKYUMMRw> Elkonin Boxes

RESPOND: 1) What is the difference between phonemic awareness, phonics, phonemes, and phonological awareness? 2) If you segment the word, "BEE", how many phonemes do you hear? Justify your answer using support from the text.

TEACH: 1) In your video you will demonstrate how you *PRONOUNCE EACH* of the 44 phonemes in the English Language. You should point to and articulate each phoneme as if you were modeling to your students. You may choose to write them on a white board or piece of paper but it is important that you demonstrate in the video the connection between the visual ex: /sh/ and the sound the phoneme makes.

2) Choose a list of **5 words** that you will segment using an **Elkonin box**. You can be creative in how you create your box (ex: you can use small pieces of paper if you don't have counters or paperclips). You will demonstrate/ model how you segment five words of your choosing. Be clear in your pronunciation and your demonstration.

Field Experience #3: Blends/ Phonemic Awareness

WATCH: [Blending Sounds in Syllables, Reading Rockets](#)

RESPOND:

- 1) Fill in the blank: Activities that involve blends help students to develop _____ (what skill?)
- 2) List some of the instructional strategies the teacher utilizes in the lesson
- 3) At the beginning of the video, which two skills does Ms. Farrell check to see Autumn has before teaching onset-rime? **Question from Reading Rocket's viewer guide*
- 4) Why does Ms. Farrell check whether Autumn can blend syllables into a word? *Question from Reading Rocket's viewer guide*
- 5) Why did Ms. Farrell check to see if Autumn could easily identify the first sound in a spoken word after Autumn showed she has mastered blending syllables? *Question from Reading Rocket's viewer guide*



SCIENCE OF READING Embedded Practice

Created by: Dr. Kathleen Castillo-Clark kcastillo@post.harvard.edu

6) How might you modify this lesson if you were to teach it in your own classroom?

TEACH: <https://fcrr.org/student-center-activities/second-and-third-grade>

Use the resource above (The Florida Center for Reading Research) Center Activities for 2nd and 3rd grade. Browse the activities for **Phonemic Awareness** (2-3). Choose **ONE** activity and read through the description. Using a flip grid video, you will teach this as if you are modeling for a small group of students. In your video, you should be explicit in your lesson introduction and introduce the skill "Today we will practice...". You should model the activity for your 'students' and teach them how to do the activity independently (note: these are mostly center activities, your role is to explain/teach students *how* they would do the activities independently or with teacher support. You will do this by modeling and practicing the activity).

Field Experience #4: Spelling

READ: [Spelling in Practice, Reading Rockets](#)

WATCH: <https://youtu.be/Y7CCONFIRwc>

RESPOND: What specific skill is being taught? How: Small group? Whole group? One-on-One? What instructional strategies are being used? What behavior management strategies did the teacher use to maintain engagement? What, if any, was the corrective feedback? How was the lesson assessed? What else did you notice/general observations?

TEACH: Plan an instructional activity appropriate for teaching common spelling patterns. (ex: "Floss" rule for final f, l, s ; Doubling Rule; Dropping Silent e). Examples can be found in the chart from the article you read. Create a flip grid video to teach your spelling pattern skill lesson. Choose only one spelling pattern for your instruction. Be sure to model and teach as if you are instructing your future students.

RESPOND: Answer these questions **explicitly** in your teaching flipgrid video prior to your lesson, they will serve as a brief introduction to your lesson.

- 1) When in the school year are you teaching this lesson?
- 2) What assessment will you use to guide your instruction?
- 3) What special considerations/interventions might you use?



SCIENCE OF READING Embedded Practice

Created by: Dr. Kathleen Castillo-Clark kcastillo@post.harvard.edu

Field Experience #5: Instructional Feedback

RESPOND:

- 1) In flip grid, choose **ONE** video from Spelling in Practice (Field experience 4)
 - 2) Watch your colleague's video and provide **reflective feedback** in the comments section. The feedback should be based on the target lesson objectives and based on our class conversations for reflective teaching/evaluation.
 - 3) Write your feedback in the comments section of the flip grid. (Keep in mind, that this is NOT a classroom setting and we know that everyone doesn't have the same access to materials etc as you would if this was in your short field placements). Think through the lessons we've watched, is the objective clear? Avoid empty feedback such as 'great job!', be specific on what you are noticing. Be respectful and thoughtful in your critique.
-

Field Experience # 6 Vocabulary

WATCH: [Dr. Anita Archer, Explicit Vocabulary Instruction](#)

RESPOND:

- 1) Describe the instructional routine the teacher uses
- 2) How might you modify this lesson for your own classroom?

TEACH:

- 1) Choose a quality children's book appropriate for a read aloud (any grade level K-5)
- 2) **Read** the book carefully and **list all** the words that are likely to be unfamiliar to students. Then, **Analyze** the word list: • Which words can be categorized as Tier Two words? • Which of the Tier Two words are most necessary for comprehension? • Are there other words needed for comprehension? Which ones? • On the basis of your analysis, which words will you teach?
- 3) Create a flip grid video where you **explicitly teach** 3-5 vocabulary words. Your instructional routine should include: steps for students to say the word, the meaning of each word using student-friendly language, and activities that elicit student responses to demonstrate understanding



SCIENCE OF READING Embedded Practice

Created by: Dr. Kathleen Castillo-Clark kcastillo@post.harvard.edu

Optional Reflection Assignment

WATCH: [Can we afford to ignore the Science of Reading?](#)

RESPOND:

1) Write 3-4 new ideas that resonate with you from the Ted Talk. This can be an 'ah-ha' moment, something you learned, a practice you will implement.

2) Read through the following questions and write a **one to two page reflection**.

This paper should be narrative in form and personal to your own experiences. You do not need to answer each question directly, they are meant to guide your thinking as you reflect on your own reading journey.

**Think back to your own early elementary literacy experiences*

**Do you remember how you learned to read?*

**What is your experience with reading?*

** Is there a memory (either good/bad) that comes to mind when you think of your classroom experiences with respect to reading and learning how to read?*

**What is one thing you hope to do/or not do when teaching your future students (with respect to reading and learning to read)?*