

Community/District: CLI TEST COMMUNITY
School: Test School 1
School Year: 2018-2019

Teacher: Ann-Test McKitrick
Observer: Linda Aston
Date: 03/16/2019

Selected Goals

Phonological Awareness

Phonological Awareness: Core Concepts (The What)

- Rhyming – Draws attention to rhyming words and teaches the common pattern. 75

Phonological Awareness: Strategies & Approaches (The How)

- Talks about and/or engages children in using manipulatives. 274
- Encourages children to produce (generate) sounds/words with similar or different phonological patterns. 79
- Downward scaffolds to build children's understanding of word play/PA. 275
- Upward scaffolds to build children's understanding of word play/PA. 343

Phonological Awareness: Context (The When/Where)

- Involves children in small group phonological awareness instruction. 167
- Provides support and encourages children in phonological awareness practice during center activities. 82
- Involves children in phonological awareness transition activities. 278

Action Plan

On My Own:

1. Do the Rhyming Basket Practice 1 activity with a small group of children.
To prepare for the activity:
 - Watch the video on CLI Engage.
 - Print the script and read it completely.
 - Prepare materials for the activity. There are cards that you can download from the CAC or you can gather manipulative. There should be enough items for each student to have at least 2 turns matching pairs.
 - Practice the lesson first, without your students.
 - Identify 3-5 students who are on the same academic level who will do this activity together.During the activity:
 - Have your script with you in case you need to refer to it.
 - Remember to follow the lesson cycle (Introduce, Model & Explain, Guide Practice, & Summarize).
 - Provide scaffolding to children as needed. (Upward scaffold: have the student provide another word that rhymes with the pair. Downward scaffold: Say the two words emphasizing the ending sounds and have the child listen carefully and repeat)
2. Place this rhyming activity in a center so that children can practice it independently. Add other rhyming activities throughout the month.
3. Have children transition from large group to centers by using rhyming word pairs. Example: Call 2 - 3 children, say 2 words, have them give a thumbs up if they rhyme or a thumbs down if they don't.

With Support:

- The coach will:
- Review phonological awareness teaching goals, the lesson cycle, and the activity procedure.
 - Remain in communication with teacher through email, text and phone calls to support implementation of these goals.
 - Share resources via email as needed.
 - Support teacher's Phonological Awareness teaching by giving video feedback with comments, suggestions, and next steps.
 - Follow up with a coaching call to reflect on implementation and session content.

Additional Comments:

- Your Rhyming Basket Practice 1 activity video is due by April 12. Remember to only video children who have a signed video consent form.
- Continue to work on completing the Phonological Awareness eCIRCLE course. You have until April 30 to complete this course.
- I look forward to our call on April 22 at 11:30 AM.

**Classroom Observation Tool - CLI
Teacher Short Term Goal Report**



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References

Item	Activities	Guidelines	Resources
Phonological Awareness			PK Guidelines
Phonological Awareness: Core Concepts (The What)			
75	Phonological Awareness <ul style="list-style-type: none"> ● Receptive & Expressive Language Rhyming Rationale: <ul style="list-style-type: none"> ● Activity 1: Rhyming Basket ● Activity 3: Rhyming Books, Poems and Songs ● Activity 7: Willoughby, Walloughby, Woo 	III.B.6 Child can recognize rhyming words.	PAC_Rhyming2 PAC_Rhyming4 PAC_Rhyming1 PAC_Rhyming3
Phonological Awareness: Strategies & Approaches (The How)			
274	Phonological Awareness: <ul style="list-style-type: none"> ● Background Information ● Rationale ● Expectations ● Receptive and Expressive Language in Phonological Awareness Sentence Segmenting: <ul style="list-style-type: none"> ● Activity 2, 4, 5 ● Syllable Segmenting & Blending: Activity 1 Extension, 3, 4, 5, 6, 7, 8, 9 Onset-Rime: <ul style="list-style-type: none"> ● Activity 1, 2, 3, 5, 7, 8, 9 Rhyming: <ul style="list-style-type: none"> ● Activity 1, 2, 3, 4, 6 Alliteration: <ul style="list-style-type: none"> ● Activity 1, 4, 5, 7, 8 	Read pre-kindergarten guidelines B. Phonological Awareness Skills (p. 67-68).	SA_Manipulatives1
79	Phonological Awareness: <ul style="list-style-type: none"> ● Receptive and Expressive Language in Phonological Awareness ● All Expressive Activities Best Practices Developing a Daily Schedule: <ul style="list-style-type: none"> ● Small Group Time 	II.C.2 Child perceives differences between similar sounding words. III.B.7 Child can produce a word that begins with the same sound as a given pair of words.	SA_Generate1
275	Phonological Awareness <ul style="list-style-type: none"> ● Scaffolding Prompts for Teaching Phonological Awareness ● Receptive and Expressive Language in Phonological Awareness 	Read pre-kindergarten guidelines B. Phonological Awareness Skills (p. 67-68).	SA_DownwardS2 SA_DownwardS1
343	Phonological Awareness: <ul style="list-style-type: none"> ● Scaffolding Prompts for Teaching Phonological Awareness ● Receptive and Expressive Language in Phonological Awareness 	Read pre-kindergarten guidelines B. Phonological Awareness Skills (p. 67-68).	
Phonological Awareness: Context (The When/Where)			
167	Best Practice <ul style="list-style-type: none"> ● Developing a Daily Schedule ● Small Group Time Refer to the Developing Talkers Supplemental Curriculum. <ul style="list-style-type: none"> ● (Tier 1) Whole Group lessons ● (Tier 2) Small Group lessons 	Read pre-kindergarten guidelines: Incorporating Flexible Groupings + Balanced Strategies + Effective Planning + Content + a Responsive Style (p. 27), and B. Phonological Awareness Skills (p. 67-71).	
82	Phonological Awareness <ul style="list-style-type: none"> ● Background Information ● Rationale ● Expectations All Phonological Awareness Activities	Read pre-kindergarten guidelines B. Phonological Awareness Skills (p. 67-71).	

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278	<p>Best Practice Transitions –Activities:</p> <ul style="list-style-type: none"> ● Say beginning sounds of words ● Clap syllables ● Give two rhyming words ● Make compound words ● Count the words in a sentence ● Thumbs Up <p>Phonological Awareness:</p> <ul style="list-style-type: none"> ● Background Information ● Rationale ● Expectations <p>All Phonological Awareness Activities</p>	<p>Read pre-kindergarten guidelines B. Phonological Awareness Skills (p. 67-71).</p>	