

Observations and Reflections in 2011 Trip to Portland, Indiana

By Sonia Fang

School Overview - I

	Bloomfield Elementary School	East Elementary School
History and School Outline	<p>opened in 1969 2 sections each of grades K-5 class size around 18-21 Ss Four Star School</p>	<p>open concept school building 2-3 sections for each grade K-5 class size is around 18-20 Ss gifted classes at grade 4 and 5</p>
Ethnic Background of Students	<p>97% Caucasian 3% Multiracial (48 Amish students speak German-Dutch)</p>	<p>98% Caucasian 1% Hispanic 1% Multiracial</p>
Curriculum	<p>Reading, English, Math, Social Studies and Science Special classes include Music, Art, PE and Technology</p>	<p>Language art, Math, Social Studies and Science Special classes include Music, Art, PE , Library and Technology</p>
Improvement Focus	<p>3-tier-program</p>	<p>Special education program / IEP) Language Clinician Paraprofessional aides Integrating Technology into the Curriculum Increasing language arts scores</p>

School Overview - II

	Bloomfield Elementary School	East Elementary School
Instructional Strategies	<ul style="list-style-type: none">*Small and whole group instruction*Reading Recovery*RTI*Accelerated Reading (80% success rate on AR quizzes)*Phonemic awareness, phonics, comprehension, vocabulary, fluency*Partner reading, writing, reading to someone, word work, and listening to someone reading*90 to 120 minutes daily of balanced literacy instruction in all grades K-5	<ul style="list-style-type: none">*Small and whole group instruction*Reading Recovery for early intervention*RTI (Response to Intervention)*Accelerated Reading*STAR Reading Programs*Scholastic Read 180 Language Arts Computer Program

Why Reading?

*Why it is important to motivate children to read?

*Research indicates that the reading activity plays a key role in reading achievement even in second language learning.

Strategies and Principles

*Teacher models -

1. Teacher models how to read with steps and instructions, for instance "read aloud" activity daily.
2. Read aloud supports Ss comprehension

*Interaction with books –

Meaningful interaction with authentic materials

*Access to books –

Frequency of reading is highly reflected in successful reading. Entertaining and interesting books lead to the frequency of Ss reading.

Reading Recovery Program

-as Remedial Help for Struggling Learners

Purpose

Avoid the phenomena rich-get-richer and poor- get-poorer

About the Program

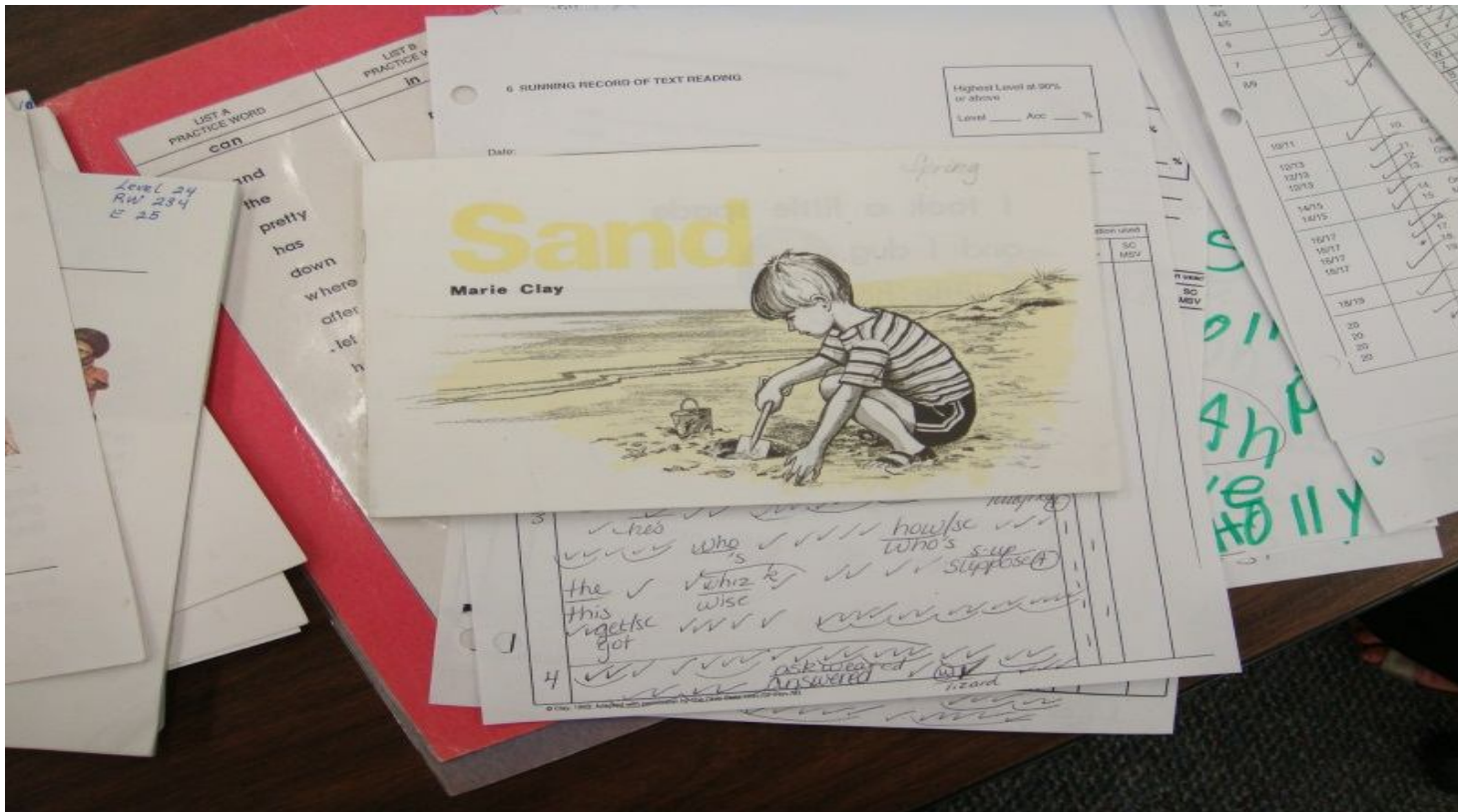
Early and short intervention to assist slow learners

- * One-to-one teaching
- * Extra 30 minutes
- * 16-20 week program

Aides

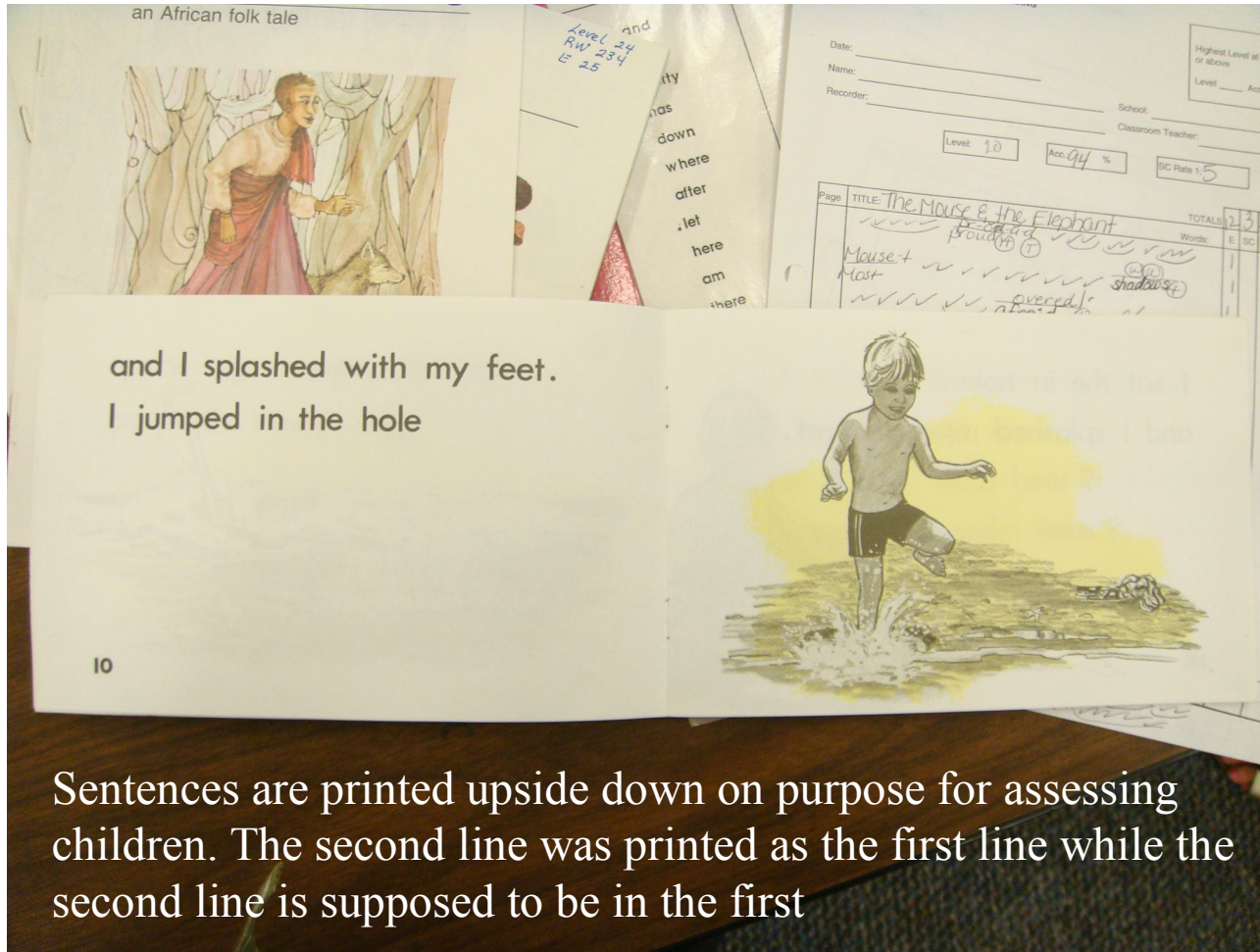
- * Mini story books
- * Magnetic alphabetic letters
- * Keep running records booklet

Classroom Observation in RR

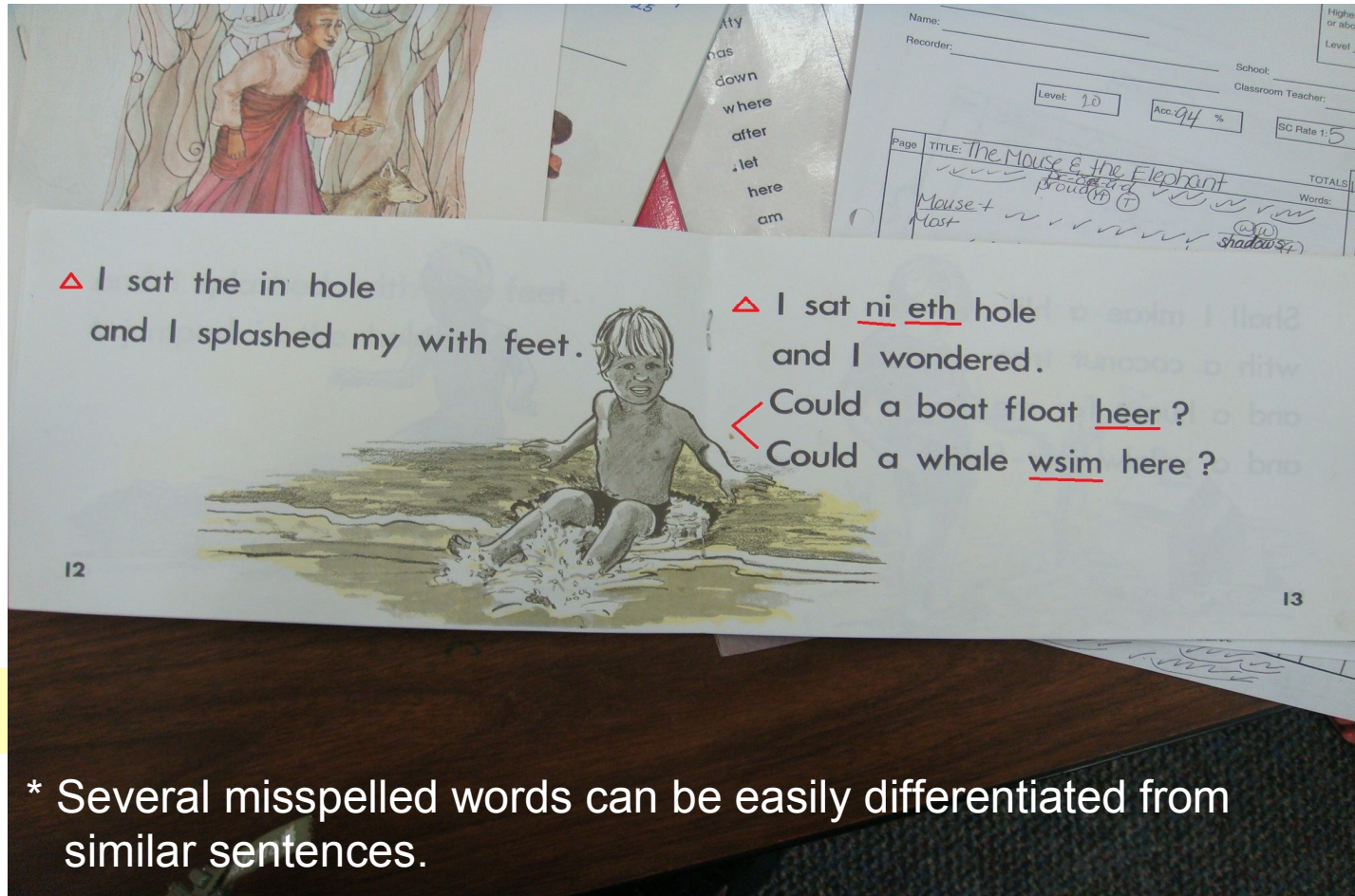


This small book is called *Sand* used for RR Program.

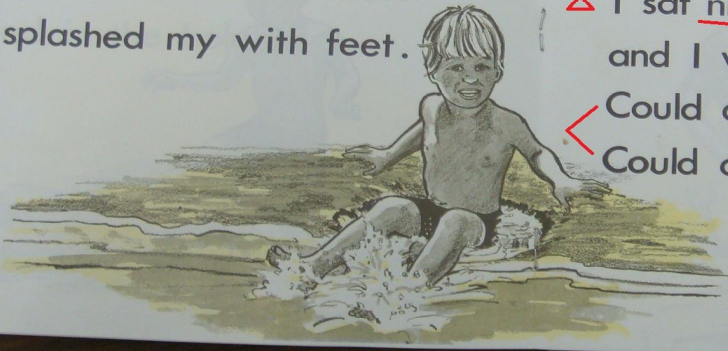
Classroom Observation in RR



Classroom Observation in RR



△ I sat the in hole
and I splashed my with feet.



△ I sat ni eth hole
and I wondered.
◀ Could a boat float heer ?
◀ Could a whale wsim here ?

12 13

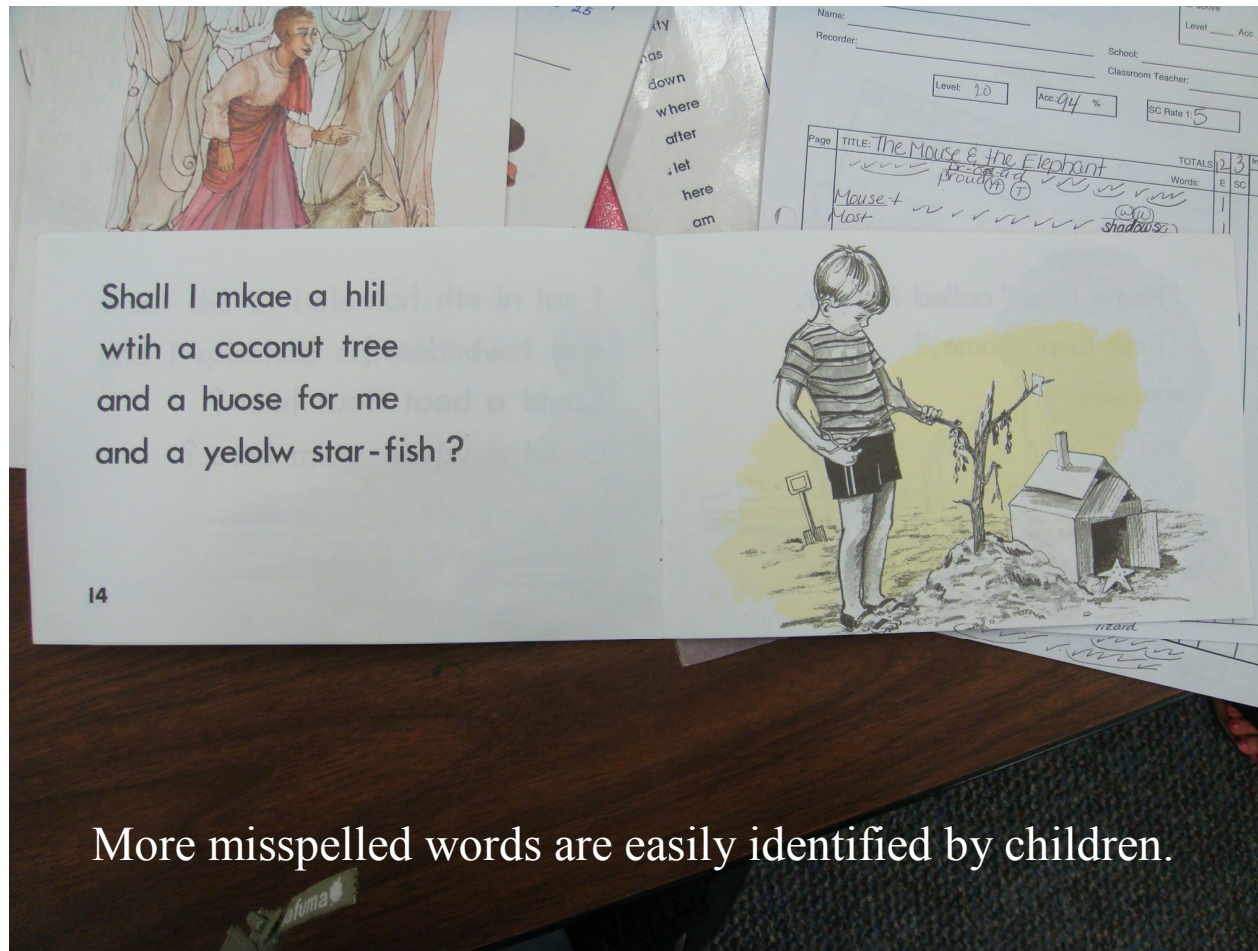
Name: _____ Highest Level: _____
Recorder: _____ School: _____
Level: 10 Acc: 94 % Classroom Teacher: _____
SC Rate 1: 5

TITLE: The Mouse & the Elephant
Mouse + Most
proud
shadow

TOTALS: 12
Words: E

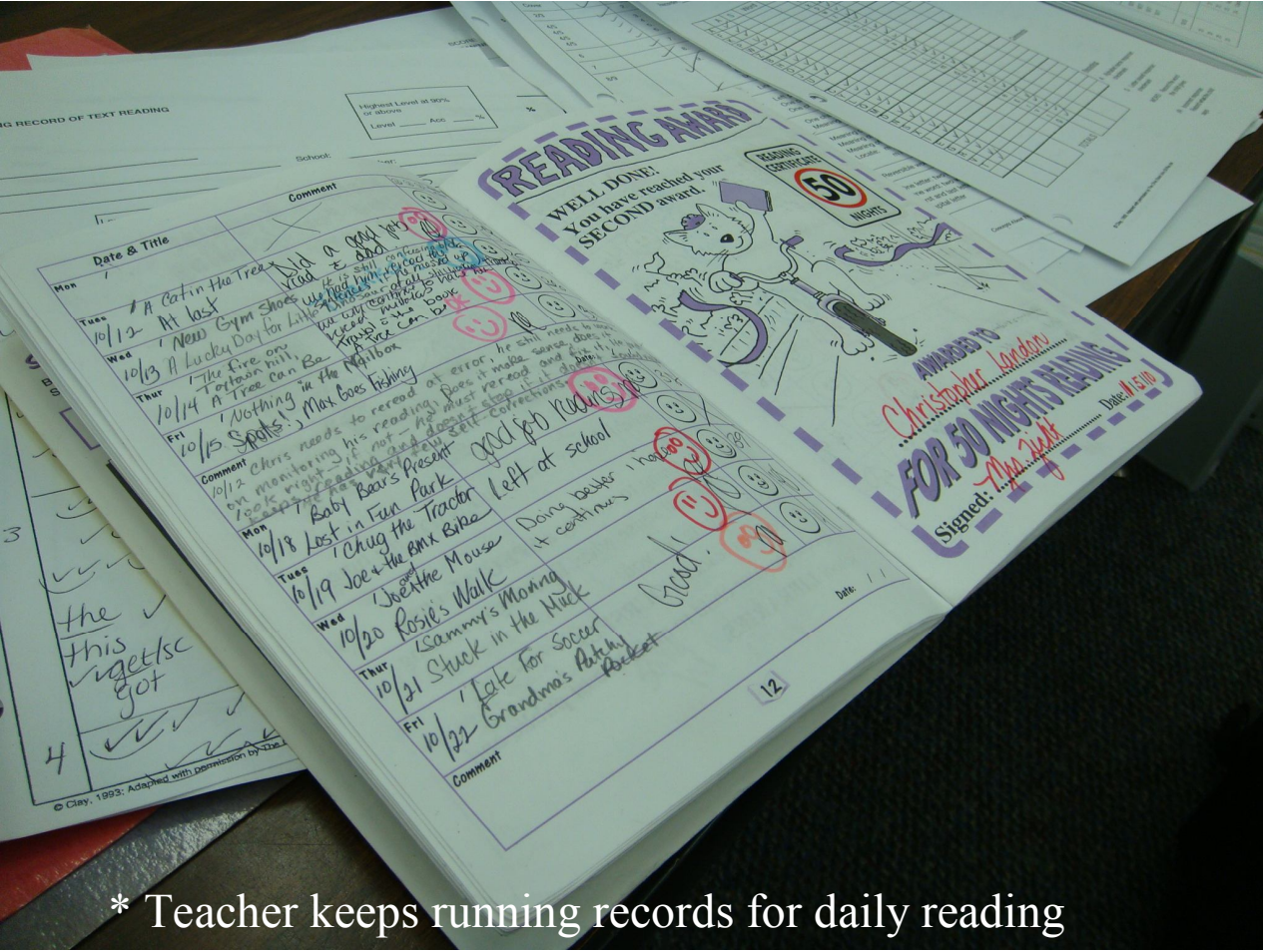
* Several misspelled words can be easily differentiated from similar sentences.

Classroom Observation in RR



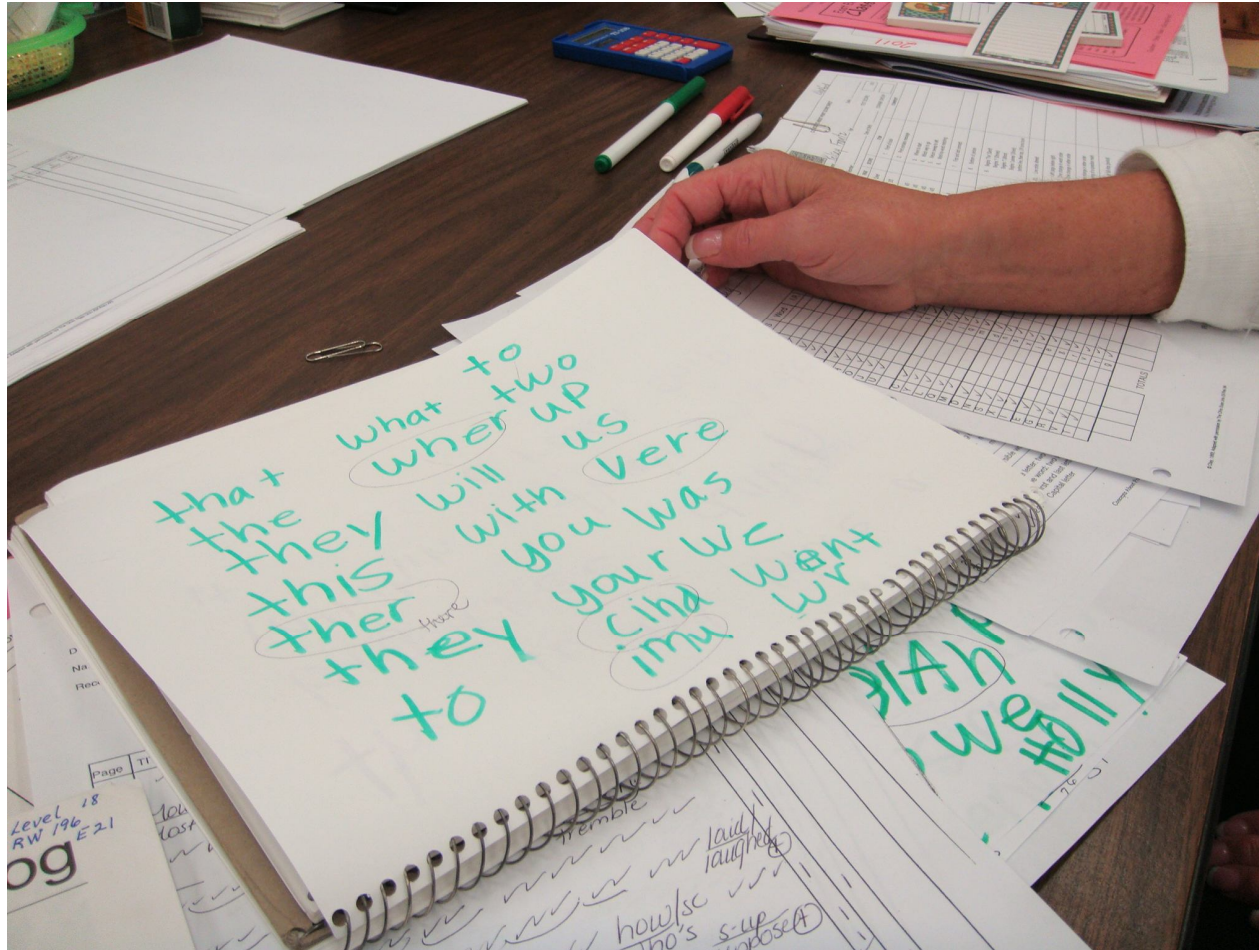
More misspelled words are easily identified by children.

Classroom Observation in RR



* Teacher keeps running records for daily reading

Classroom Observation in RR



Children write down the words they learn from books.

In My Classroom

My Objectives for Remedial Help in Reading

- Be clear to print convention
- Recognize words in context
- Can follow simple written instructions
- Can match simple dialogues with characters
- Can predict with picture clues
- Show understanding of language in the context
- Give them opportunity to make up their own language
- Can infer meaning

In My Classroom

The Steps

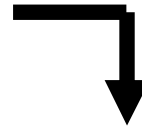
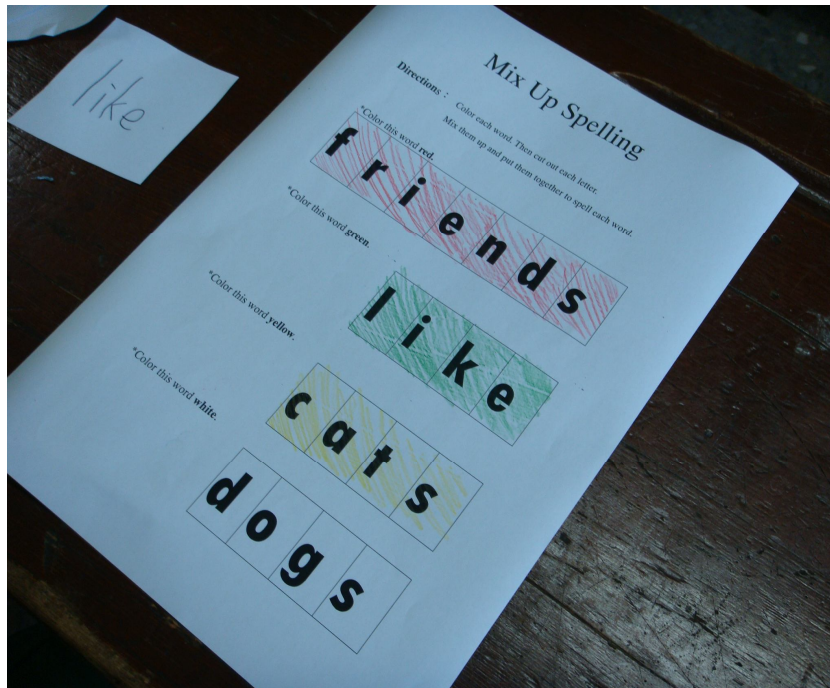
- **2-3 students at a time at a daily 15-20 minutes basis**
- **Silent reading**
- **Mark down unfamiliar or new words**
- **Guessing meaning of new words from the pictures**
- **Mix-up spelling activity to word building**
- **My dictionary**
- **Dictation Activity**
- **Cut up the story and re-sequencing them**
- **Match up Activity**
- **Find the errors activity**
- **New story reading**
- **Follow up : new technology e.g. Leap Frog**

In My Classroom



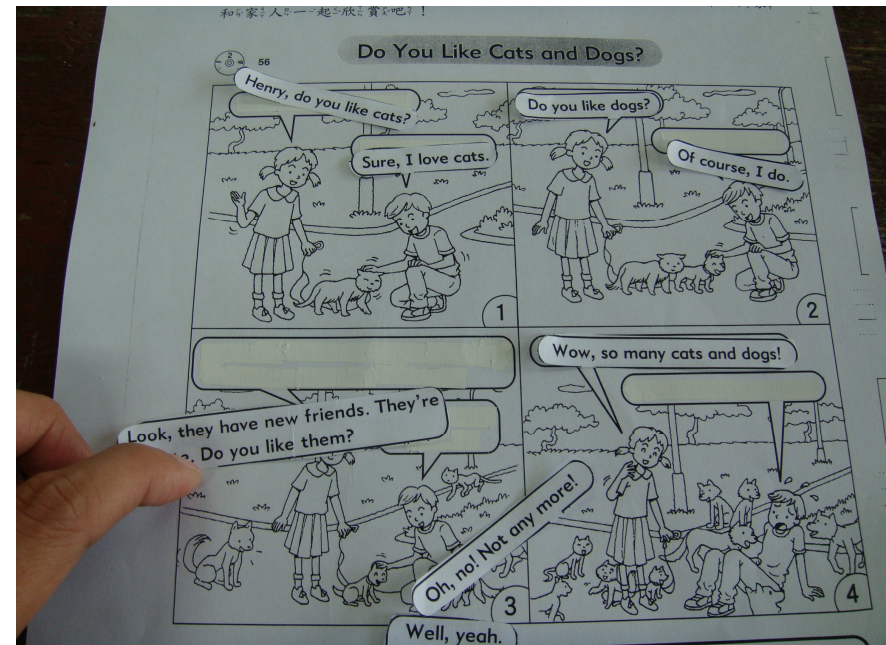
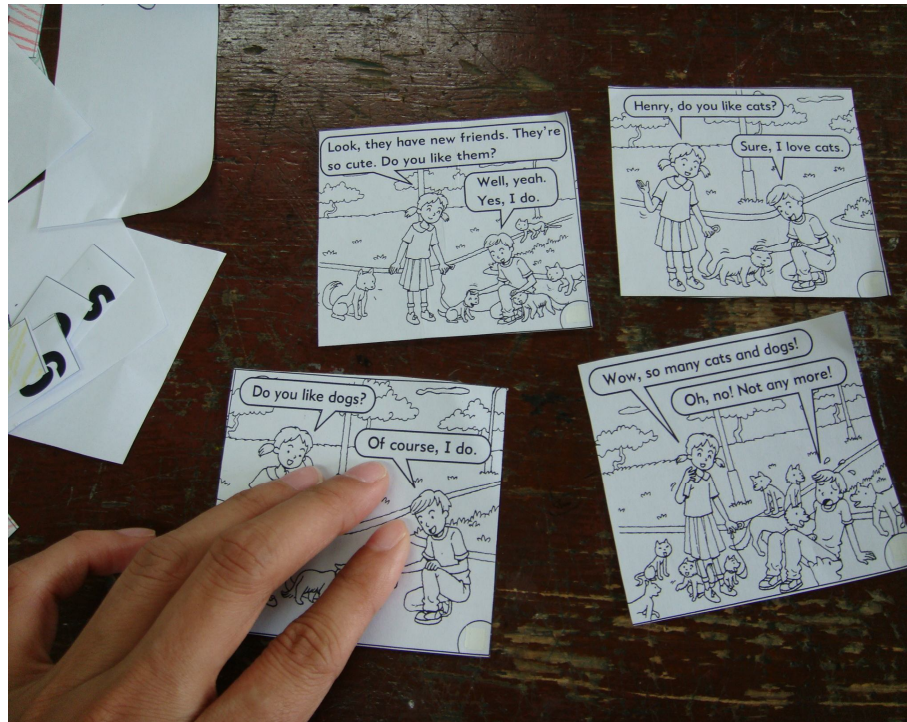
Students, as independent readers, try to mark down unfamiliar words and guess meanings from the picture clues.

In My Classroom



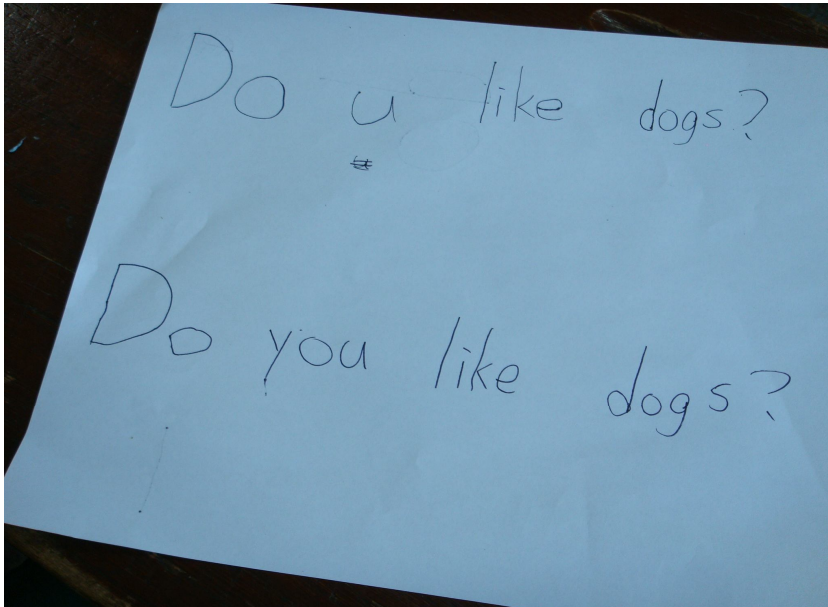
**Mix up spelling
from coloring,
cutting up to
reassembling**

In My Classroom



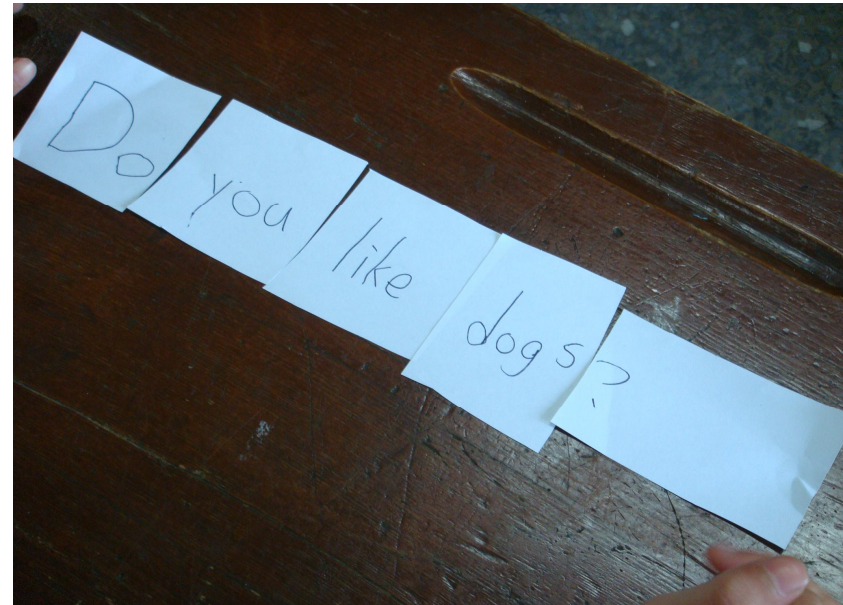
Sequencing the stories
& match-up activity

In My Classroom

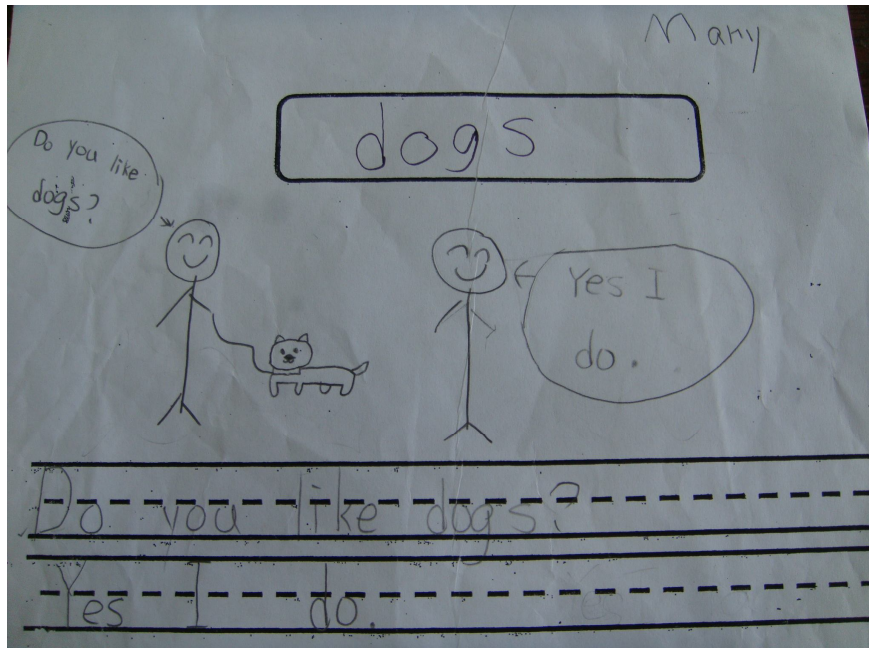


Steps:

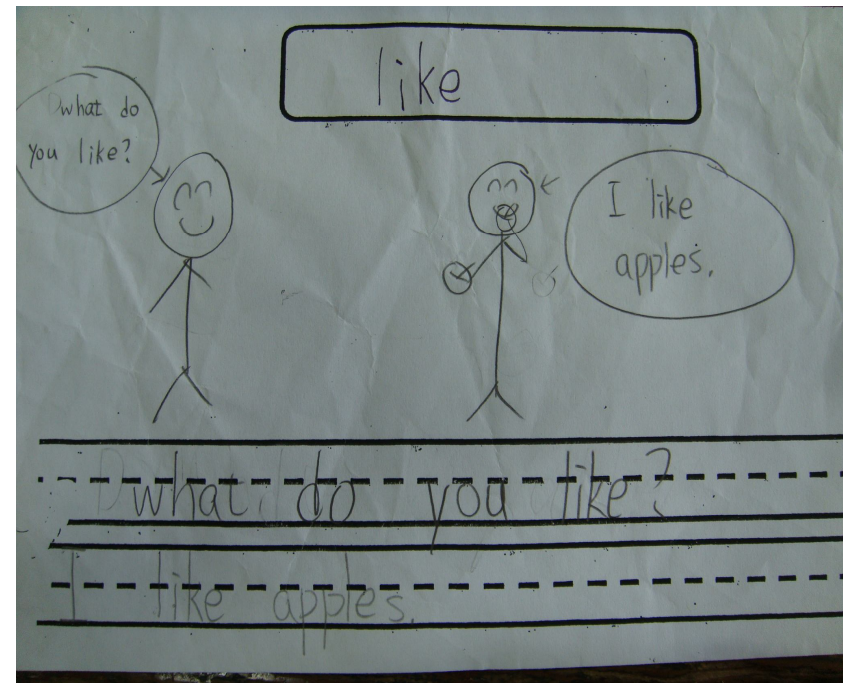
1. Dictation
2. Ss self-correcting
3. Cutting up
4. Sequencing



In My Classroom



My dictionary –new words are chosen from mix-up spelling activity and Ss make a sentence and draw



In My Classroom



Leap Frog tag interactive learning to read system -a good way to trigger Ss' motivation in English learning.

Fast Thought Training

as Warm up Activity

P- three pets (words start with “p”, for example, pig.)

E- places you can find them (words start with “e”)

T- what they eat (words start with “t”)

My Class :

- * What is the difference between here and there?
- * What goes up but never comes down?
- * What comes down but never goes up?

Conclusions

1. Remedial Assistance is necessary and a must
2. Encouragement for Ss to find self-fulfillment
3. Exposure matters
4. Time-consuming but worthy
5. Personalized program VS. Well-trained helpers
6. More training in this area is necessary