

**January 22, 2010**

***Using What You Know About Each Child To Support OWL Small Group Activities***

**Questionnaire:**      BEFORE PD                      or      AFTER PD

Name \_\_\_\_\_

1. Literacy goals appropriate for K-1 classrooms do **NOT** include:
  - a. Alphabet knowledge
  - b. Phonics
  - c. Print awareness
  - d. Vocabulary
  - e. Phonological Awareness
  
2. RTI stands for:
  - a. Rich teaching instruction
  - b. Regulating teacher involvement
  - c. Response to intervention
  - d. Rigid tiered instruction
  
3. Activities that help children become aware of print include:
  - a. Being read to by adults
  - b. Playing with magnetic letters
  - c. Pretending reading
  - d. All of the above
  
4. \_\_\_\_\_ does NOT encourage development of print awareness:
  - a. Teaching about the parts of a book (cover, title page, author, illustrator)
  - b. Using a “big book” to read a story
  - c. Leading the song, *Twinkle, Twinkle Little Star*
  - d. Helping a student write his/her name
  
5. Pretending to write a shopping list
  - a. Can help a child develop print awareness
  - b. May be bad if the child does not know the alphabet
  - c. Has no effect on learning
  - d. None of the above
  
6. The ability to hear, identify and manipulate the discrete, individual sounds in words is called:
  - a. Phonics
  - b. Phonological awareness
  - c. Phonemes
  - d. Phonemic awareness

7. An example of phonemic awareness is
  - a. A child writing his/her own name
  - b. A child sorting pictures that begin with the same sound
  - c. A child retelling a story
  - d. A child sorting letters
  
8. To teach phonological awareness, an adult should focus on developing children's:
  - a. Writing and drawing
  - b. Retelling a story
  - c. Reciting nursery rhymes
  - d. All of the above
  
9. To build vocabulary, adults should engage children in: (circle ALL that apply)
  - a. Informal conversations
  - b. Responding to yes/no questions
  - c. Dictating stories
  - d. Using a picture dictionary
  - e. Thinking of synonyms for familiar words
  - f. Identifying what day of the week it is on a calendar
  
10. To help children build vocabulary, adults should: (circle ALL that apply)
  - a. Focus on words that children can grasp and sound out easily
  - b. Speak slowly, loudly, and carefully enunciate all words in conversations
  - c. Focus on large, complex, or specialized words in conversations or book reading
  - d. Repeat words in many different contexts
  - e. Wait until a child has mastered simple words before introducing big ones
  - f. Give children lists of words to memorize