

The Joshua Tree Principle

Many years ago I received a tree identification book for Christmas. After all the gifts had been opened I decided to go out and identify the trees in the neighborhood.

The first tree in the book was the Joshua tree. I looked at that picture and said to myself, “Oh, we don’t have that kind of tree in Northern California. That is a weird-looking tree. I’ve never seen one before.” So I took my book and went outside. I had lived in that house for thirteen years, and I had never seen a Joshua tree. I took a walk around the block, and at least 80 percent of the homes had Joshua trees in the front yards. *And I had never seen one before!*

Once I was conscious of the tree, once I could name it, I saw it everywhere. Once you can name something, you’re conscious of it. You have power over it. You own it. You’re in control.

The Joshua Tree Principle

received

identification

decided

identify

neighborhood

weird-looking

conscious

The Braille Alphabet

A fifteen-year-old French boy named Louis Braille invented a very special alphabet. Blinded at age three, he had learned to read using books with raised print. “Reading” this print with one’s fingers, however, was difficult and slow. The books, made with large letters, were also huge and expensive. In Louis’s school library, there were only fourteen such books, and he was hungry to read and learn more. Louis invented a new alphabet in 1824 that used raised dots. It could be easily “read” by running one’s fingertips over the dots, and it was cheap to print. Named Braille in honor of Louis, this alphabet continues to be used today by people who are blind.



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DAR Levels 0-9/10

Strategies: Teacher AND Student Identification of Difficult Words

Student: _____ Grade: _____ Date: _____

1st Passage Title: _____ 1st Passage Level: _____

2nd Passage Title: _____ 2nd Passage Level: _____

Did previewing the words on the list improve the student's accuracy in oral reading? Y or N
Explain:

Was the student able to predict which words would be difficult? Y or N
Explain:

Did one of these strategies result in more difficult words being read correctly by the student? Y or N
If Y, which strategy? Teacher Identification or Student Identification
Explain:

Table with 2 columns: 'During this activity, the student seemed:' and 'Additional Comments:'. The first column contains a list of checkboxes for student engagement levels: 'Actively engaged', 'Somewhat engaged', 'Passively cooperative', 'Not interested', and 'Other: _____'.