

Module Segment	Topic and Speaker(s)	Transcript –Engagement and Independence: Creating Classroom Environment Video Clips of Teachers from Pate Elementary School, Darlington, SC
Part 2 Student Responsibility for Engagement	Irby Haynes: Engagement Charts	I teach kindergarten and as a kindergarten team we feel it’s really important that kids understand what engagement is and what independence is to get them ready. So to get them ready at the beginning of the year we just start using that language – what is an engaged reader? What does an engaged writer look like? We do a lot of modeling, and when children start understanding what it’s supposed to look like, we can catch them doing it. In my classroom, I like to take a lot of pictures, so when I catch them engaged, I take their picture. So we have charts in our room – what does an engaged reader look like? What does an engaged writer look like. And we write it on the charts, but we also have pictures. So at the beginning of K, if they can’t quite read the chart, they can always check out the pictures. We find that when they start understanding that engaged reading and writing leads to a better understanding of what they’re reading and writing, then their independence seems to grow as well, because they are like, “Well, I want to be engaged so I know what’s going on with this story, or so I know what I’m writing about, and then they just learn how to be independent through that. I feel like we have very independent kindergarteners and I think it’s because they know that we expect them to maintain a level of engagement.
	Taylor Byrd: Engagement Routines	We start out at the beginning of the year we kind of do what Ms. Haynes does. We talk about what does an engaged reader look like, what does a reader look like, and we created a chart of all the things that they thought you should do when you were reading. As we went through and created the chart we talked about you sat up straight and held your book where you could see it. So whenever they would say something I would say, “Can you show us?” and they would show us and we would practice that that day. We started with 5 minutes and at the beginning of the year I would walk around and monitor.
	Lacy Purvis: Engaged Reader of the Day	Every day I have an engaged reader and an engaged writer, and every day I just try to spotlight somebody who really did a good job, and we talk about why they were chosen- what were they doing that made them so engaged in their reading or their writing. I have all the students’ pictures so their picture gets to go up on the board. It makes them feel special and it lets everyone else know – they want to be the engaged reader or writer too and it lets them see why, how did they get that, what were they doing.
	Irby Haynes: Student Responsibilities	To add to the independence factor, in K we have writing folders and they are at their tables, so they learn the procedures and then they become responsible for getting their own writing. I think that really fosters their independence. And the same thing for reading. They have their own bags at their tables, and we actually have table leaders and the table leaders distribute the bags and then the kids go. So again, really putting it in the child’s court, making them responsible just boosts their confidence and I think they feel a lot older than they really are.
	Joanne Durham	Interviewer: And what about organizational tips for all that – what did you do at the beginning of the year to get them to understand who goes where and when and why and how?

	(Interviewer)	
	LaQuetta Daniels, Irby Haynes, Aimee Cook: Modeling	(Ms. Daniels): I had to model a lot (Ms. Haynes): It's challenging, to get it to where it is now- (Ms. Cook): To really get it going, you need about 4 to 6 weeks to really model, because then, I won't say it's smooth sailing, but it's a lot easier towards the end of the year when you've set up those expectations at the beginning of the year, so you really, it's critical to model and show them. And you need to stay busy with what you say you're going to do, it's not time to go grade papers while they're working. You need to be walking around and watching them, and talking about how they're engaged.
Part 3: Abundance and Choice of Books	Taylor Byrd: Just Right and Look Books	In our room, each child has an independent reading bag, and in their bag, they know that when it's time for independent reading, I have table captains, and they will go and get our buckets for each table, and in those buckets are their bags. They pick their own books, but we look through them and make sure that they are on their level. They use two stacks – a look book stack and a just right book stack and we've practiced so they know they can read their just right books more than they can read their look books, so they know they should be engaged in those more than the look books. Interviewer: And explain what a look book is? Ms. Byrd: A look book is – they can't quite read all the words; they're using the pictures to make that story in their mind. Interviewer: OK, so those might include some nonfiction books too? Ms. Byrd: Nonfiction, fiction, all kinds. They also have weekly readers in there, poems we've done through shared and guided reading, all kinds of things in their guided reading bag, so it's not necessarily just books that they're using. When we do a small group sometimes they'll say I really like that book, so do you want to use it this week in your bag. So they have a guided reading book that they've read in small group in their bag. So that's another on-level book they have to use. Interviewer: so it sound like you're saying is one of the keys is that they read these books before and they feel confident in reading them Ms. Byrd: They're confident, they're interested, and even sometimes they're way too hard, they're in their look book stack, but they're building up that confidence because they want to read this chapter book, they want to read animals, so when they come to that table with me, they know, "She's going to help me read, so they are very excited to build up their reading levels so they are getting closer to reading their look books. They'll pull it and say, "I can read this sentence now." I've had several that have taken all of their look books and they're now all just right books, so some of my higher readers have nothing but just right books.
Part 4: Authentic Tasks	LaQuetta Daniels: Authentic Audiences	I went on the website and there were student examples of book reviews. So I went on the website and I read the book reviews to them, so they could see that here's a first grader in Florida that wrote this book review about this book. It gave them a sense of I can do this too. My promise to them is when you finish the review, you'll type it up and I'll help you type it, and I'll publish it on this webpage. So they saw this student doing it not just me doing it so I feel that they got it a bit more. And then I played the end of a Reading Rainbow video

		where a child is giving a book review. If they value it more because they know it's not just Ms. Daniels making me do this, in her room, students all over the world are doing this. I emphasize this child is in Florida, this one's in Indiana, so they knew that they're not just in South Carolina. So I felt like that made them value it more and be more excited to get it done.
	Lacy Purvis: Literacy Stations	I try to choose stations that I know provide opportunities for the children to do authentic reading and writing. So things that are connected to a text and are authentic. So some of the things we do would be independent reading, buddy reading, we have a research station where they have nonfiction books and we usually have graffiti boards out so the children love that and get to use markers, they read the books there, and then write down the things that they've learned, and we use post-it notes a lot for research in stations, we have a book making station where they can write books and that's a time where they can choose the type of book they want to write – if they want to write a narrative or an opinion piece or a nonfiction book, we do big book stations
	Irby Haynes: Literacy Stations	We do a computer station, but the computer is connected directly to research. So when we were researching animals, and Ms. Chapman shared with us the San Diego Zoo website, so the children will get on and observe animals at the zoo. They have live cameras in the cages, so they will observe what they see the animals doing and they'll write it on sticky notes and they'll share it after stations are finished. We also do a riddle writing station, and it's kind of fun, it's connected to writing, and I got that idea from another one of our kindergarten teachers, and they come up with an idea or picture and they cover it up and then they write sentences or clues for their partner and they do it on the big chart paper and there's something about writing on the chart paper they just love. We do in one of our nonfiction stations we have a fact tree and they write their new learning or questions or wondering on a sticky note and pin it on the fact tree. And I'll try to go every afternoon or at the end of the stations and see what they're thinking and see what they're learning. But just like Lacy said, everything we do, we try to connect it to a text and make it as authentic as possible making sure they're reading and writing, not doing things like worksheets
Part 5: Physical Environment	Irby Haynes: Using the Classroom Walls	We try to fill our walls to the brim with authentic support for the children. There really aren't any premade posters or things that we buy from the store and laminate. They're all authentic, things we've made together. So in my classroom we do have an engaged reader and writer chart, and pictures of children on the charts, we also have rubrics for when we do writing workshop, we co-create our rubrics together and put them on a big chart so the kids can refer to those. We also have pictures on the walls of children doing the different stations when we do guided reading, just the procedures for the stations, the research station and the reading and writing stations and try to have pictures on there as well. I just love pictures and I love having pictures around the classroom and I think the kids see pictures of themselves attached to a chart exemplifying this great skill or strategy and it boosts their confidence and it's a great visual. The thing about our charts is that we try to refer to them constantly. I just love in kindergarten drawing their eye to the text so that they watch us read, watch us write, they're living charts. We try to add to them, they're never dead. We call them alive and well. We

		add to them constantly. I think that's key, making sure that what we have in our classroom is really valid and is true to what we're doing now and the children know that they helped create them.
	Lacy Purvis: Using the Walls	When they're writing down their new learning and you're making the charts together and writing down your thinking together then they know exactly where everything is, and they can transfer it to other subjects. We still have our plant chart up that we did maybe a month ago, but that's because they're still writing in writing workshop or literacy stations, they might still want to write a book about plants, so they know exactly where to go if they need a word, or they need to remember something that they learned, everything is still up. We had the alphaboxes chart about the butterflies so they know exactly where to go to look for everything and so if they want to read books about that it can help spark their memory, if they want to write about one of those topics in writer's workshop they still have a lot of resources to really use.
Part 6: Social Interactions	Irby Haynes: Turn and Talk	<p>What we try to do with turn and talk again is make it as independent as possible. So I have little signals – if my hand is up, then when my hand comes down, that's my signal to talk, so they aren't talking too early. But having an opportunity to talk to a peer, it just boosts their confidence tremendously. They feel comfortable with each other. Even our little shy children who don't talk very much out loud, they'll talk to a peer. So that's one way we try to build community and utilize the children in promoting learning among each other.</p> <p>Interviewer: Talk a little more about how you started them with turning and talking. How did you show them or teach them what it actually meant.</p> <p>Ms. Haynes: Again, lots and lots of modeling, fishbowl opportunities, like we do morning meeting, and they sit in a circle for morning meeting, which is a great time to do something fishbowl style. So having children come in the middle and do a turn and talk, and then having the rest of the children talk about what they noticed. Again, making lots of charts. But they really got it really quickly and I think it's because we do it throughout the day. We do it in morning meeting, we do it in writing workshop, we do it before independent reading, we do it in interactive read alouds, there's lots and lots of opportunities for them to turn and share with one another and they love to talk. So if you give them an opportunity to talk and you give them the structure of which you want that talk to be focused, they'll do it.</p>
	Aimee Cook: Turn and Talk	<p>And it keeps them focused. I think that's a really key part, going back to the engagement. When they know they have opportunities to turn and talk, they'll pay more attention to what you're asking them to do and what they're learning because they get to share it.</p> <p>And a lot of times what I do, I'll have them share what they turned and talked about, but instead of sharing what they said, I'll have them share what their partner said. So it validates their partner, and they have to remember what they said and discuss.</p>