

## COACHING LANGUAGE SECTION TRANSCRIPTS

### Coaching Language 1

#### Lesson Excerpt 1, Ellen Oldland

(T=Teacher, C=child)

T: These are words you're going to see a lot in our story today. I want you to write the word "look."  
Look. Check it. Does it look right? OK, erase it and write it again. Does that look right? I didn't even have a chance to check it.

C: Writes "look" on child's board. (to child) Read it.

Child: look.

C: (erases) now you write it. Are you right?

Child: Yes ma'am.

C: erase.

T: OK, erase that one. I want you to write the word "get." Get.

Child: Get?

T: Get. I want you to go and get something for me.

Child: This kind of get? (wrote git)

T: Get. Does it look right? Is that how get would look in a book? Slide your finger under it, just like we just did. Slowly slide your finger. Are those the sounds you would expect to see there?

## **Coaching Language 1**

### **Debriefing 1, Kim Floyd and Ellen Oldland**

**(C=coach, T= teacher)**

C: All right, Ellen, thank you once again for allowing me to be here to observe you in action with the students. I want to begin our discussion by asking you your thoughts. How do you think the lesson went? And do you have any changes that you would make to the lesson next time?

T: One thing I was very pleased with was the sight word review.

C: Tell me more about that.

T: Well, it words they've seen a lot and words that we've practice. So, I was pleased to see that they could pick up the speed of writing those words.

C: Which is very important. Right. And how does that play a role in reading and writing. Being able to recognize words automatically? How does that contribute to reading and writing?

T: A lot of the sight words that are in these books that these children are reading, they cannot use the regular letter patterns to figure them out. So, they just got to learn. So, if they stop and stumble every time they see these words to come across, very often, that's going to break up their comprehension as they're trying to read. And the same with writing. The quicker they can write those and not have to stop and think through it, the more they could be able to concentrate on what they're writing. And not stopping to figure out those words that they cannot phonetically spell.

C: Because you know, with our English language of course, and I agree exactly with what you were saying, there are just some words that children just have to know how they look.

T: Right, right.

C: Right? They can't on get to those words using a sound analysis. So, I really liked the language that you used to support these students in the writing of these words, because you always would go back and say, "Think about how that word looks in a book." Right? Because that's where they're going to see those words. Right? Just to reiterate what you said, through that close observation and watching how automatic these students are in writing these words, really signals to you where those children are on the scale of knowing. Okay. When they're just learning these words.

## Coaching Language 1

### Lesson Excerpt 2, Ellen Oldland

T: I'm going to give you some magnet letters and we are going to make some words. So when I say the word, I want you to drag the letters down to the bottom to make the word. Let's start with a quick little easy word "pet".

(children work)

T: Everybody check it. Is that right?

Children: yes

T: Good job. I want you to add another letter to it and make "pets." (children work) Good job. Check it.

Children: pets.

T: Ooh – does it look right? (child rearranges) Now does it look right, D\_\_? (he nods). Check it. Read it.

Children: pets.

T: OK, I want you to use those same letters and rearrange them to make the word "step."

C: (to child next to her) I like how you're saying that word slowly so you could hear the sounds.

Child: sstteppp

T: (to another child) What doesn't – does that look right? (child has "sep")

C: (to child next to her) Slide your finger and check it with your eyes.

Children: steepp

T: Slide your finger and look.

C: (to child) st-ep (sliding finger with him under the parts) Are you right? (child nods)

Child: This part says ep.

C; Uh hum, that part says "ep"

T: So where's that one need to go? Step, like we just came up the step.

(child has sotp) Check it.

Child: step

T: Does that look right? (child rearranges to step) Now does it look right? (child nods) OK check it

Child: (runs finger but looks at teacher) step

T: Good.

T: OK, D\_\_. I want you to check it.

Child: (rearranging)

T: (to next child) OK, check it. (she has stpo). Does it look right? (child shakes head no)

C: Slide your finger under it and say it slow—

T: Slide your finger under it

C: to make sure what your saying matches what you see.

T: D\_\_, slide your finger under it, and make sure –

C: (to girl with stp still) (uses finger to slide above the letters and says slowly) st—Don't look at me – (together) st eee p – Are the letters in the right place?

Child (moves the e to make step)

C: Now check it (runs pencil above)

Child: step

C: Are you saying the letters you would expect to see?

Child: yes

C: Good

T: Now I want you to change one of those letters and make the word "stop".

Child (by coach) st – op.

T: (to first child) Check it. Is that how it looks in a book?

Child: yes

T: Slide your finger under it and slowly say it.

T: (to child with otep) What sound would I expect to hear at the beginning of sstop?

(Child takes away o, replaces the e with o and puts the s first)

T: Say it slowly and check it. Did it look right?

## **Coaching Language 1**

### **Debriefing 2, Kim Floyd and Ellen Oldland**

C: Any other thoughts:

T: I was disappointed that they, when they were making the words that they were not slowing down and thinking through. So, that's just something we've really got to work on, to just do that slow check under those letters and make sure. 'Cause when they did that was like, "Oh no, that isn't."

C: So do you think maybe they had trouble understanding the task? Or, do you think they had trouble just following through with the steps? Would you have done that a different way?

T: We have done making words –

C: So, they are familiar.

T: ...all year so, they are familiar with that.

C: Okay. I'm wondering if you had your board out or tabletop easel and you had those letters, right. And you would say to the group, "You're going to take two letters and you're going to make the word in." And so they would take their two letters and they would make the word, in. And then after that you would do it, and then have them check it.

T: So they can check it.

C: 'Cause I know I did see whenever the children made like, step. And then you said you're going to change just one letter in step, to make it say stop. Some of the children had a hard time transferring that. Right.

T: Right.

C: So, it's almost like they have to know, "Okay, what I need to do is I need to run my finger under that word. Say that word slowly and think about the place in that word that I need to make a change." So, I'm wondering if perhaps based on your observation, if you would have stopped and said, "Okay, boys and girls watch me." And then perhaps demonstrate that behavior, by doing that slow check. So, that you can help them connect the match, between what I hear and what I would expect to see, in the placement of that word. If that would have been better. What do you think?

T: I think that would be a great idea.

C: Okay. So, knowing how to scaffold, right. We always are scaffolding, right? On so many different levels in our teaching and working with students.

## Coaching Language 2

### Lesson Excerpt 1, Kathryn Murr

Child (reads) Little Chimp (teacher inserts strip so child sees only first letter of “saw” and then slides it) saw a buffalo. Whoa Whoa Whoa said Little Chimp.

Child (reads) The buffalo looked around, too. He saw Little Chimp up in the tree.

Child: (planning writing story) It's great to feel like a movie star.

T: OK, let's write that. Say it slowly

Child: (makes capital I stroke, says iii -ttt – then writes a capital T.

T: Let's do it again in the box. OK, let's say it slowly. Let's clap it first, ready. (together) It's. Watch my mouth. Iiiitttt. Want to watch yourself saying it? Iiiittt. OK, we're going to push, OK. Put your finger here. It. Say it slow

Child: (moving finger) Iiii ttt.

T: What sound did you hear in that first box?

Child: iii – writes i. t – writes t.

T: Good job. So it looks like this. (writes it) Now it is the first letter of the sentence so what are you thinking about?

Child: (writes It) It is...

## Coaching Language 2

### Debriefing, Jamie White and Kathryn Murr

C: I loved when he was reading "Little Chimp and the Buffalo", on his first read, how you were just right there with your strip when it got to "was" ... "saw" ... "was", it could have been, you know? You prevented the error, you went in there with the strip, and showed him the first letter. That was a really good teaching move to prevent it from happening. And then later in the story, "saw" came back up, and I think he was able to do it without any kind of help with it.

T: I about jumped in, but then he ... I heard this and I just let him go with it. I do think there's smaller words where the serial order is tricky sometimes for him.

C: Then, thinking about when he went to "it", on his writing journal. I was thinking he was starting with a capital "I"-

T: I do think he was.

C: But then he wasn't sure? Then he's probably thinking "it", he hears the "t" at the end and he's leaving it with the "t". Then you went to the sound boxes to help him sort that out. The only thing I may have done, was go back and just cover it up and let him write the whole word. Because he kind of went back. We're just trying to prevent him from going the wrong way, you know? So, any time something like that happens, I think just cover the whole thing and start all over. Plus, it's just giving him one more time to practice it correctly.

T: And practice it with a capital letter, because that's tricky. When it's a capital, yeah.

### Coaching Language 3

#### Pre-Lesson Conversation, Teresa Carter and Tina Nabors

C: So what kind of book choices do you make for him?

T: First of all, something that interests him. Something I noticed when he came in was his attitude toward reading.

C: Hmm. What was that like?

T: He was fearful. He –

C: Fearful...risktaker, or scared, he didn't want – thought he was going to fail?

T: The first few days he was probably scared. I mentioned it to his teacher after I met with him the first time that he seemed very nervous about the whole process. She agreed, and I said it's almost as though – his hand is constantly going across the page like this, as though he's trying to wipe away the words, just to avoid the whole task. And she said he does it the whole time in guided reading

C: Hmmm – Is this his coping mechanism type of thing?

T: Yes.

C: Or avoidance?

T: (thinks) Umm – I would say maybe a little of both.

C: Maybe avoidance has become a coping mechanism maybe?

T: Yes

C: Which came first, the chicken or the egg? (laughs)

T: So now it's transferred, he doesn't do this anymore across the page but he constantly fidgets his hands, opening and closing his fists, just like that throughout the lesson.

C: Hmmm

T: But I haven't said anything because it's not really interfering yet,

C: Right

T: Maybe he'll have calm hands. Maybe we'll just wait and see.

C: Well, I think I agree with you. As long as it's not hindering him from learning, then it's probably OK to let it go. But if it gets to the point where it's interfering with his learning, then

T: Right

C: It's kind of like kids in our classrooms who would have to stand up to write. As long as they were doing what they were supposed to be doing, let them stand up. We just had to get over that. But I would keep an eye on that for sure.