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ABSTRACT

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of the teacher during reading instruction. The "Reading: Teacher Observation Scale (TOS)" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the students. The TOS can either be used by itself; or it can be used concurrently with the "Reading: Student Observation Scale (SOS)" by having two observers present in the classroom, one using the Reading TOS and the other observer using the Reading SOS. When both observation instruments are used at the same time in the classroom, the pair of trained observers would observe so that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations within any shorter time-interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and color slides which simulated scripts of teacher-student interactions. (Author/RC)

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THE DEVELOPMENT OF A TEACHER OBSERVATION INSTRUMENT FOR READING INSTRUCTION

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Susan F. Weinberg

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June 1973

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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June, 1973

Preface

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of the teacher during reading instruction. This observation instrument and its related training program were developed as part of Contract OEC-0-71-3715 with the United States Office of Education.

The "Reading: Teacher Observation Scale" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the students.

The "Reading: Teacher Observation Scale (TOS)" can either be used by itself, or it can be used concurrently with the "Reading: Student Observation Scale (SOS)" by having two observers present in the classroom, one using the Reading TOS and the other observer using the Reading SOS.

When both observation instruments are used at the same time in the classroom, the pair of trained observers would observe so that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two observation instruments are different because our pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations within any shorter time-interval.

The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and colored slides which simulated scripts of teacher-student interactions.

The stopwatches which we used for this observation instrument contained second-hands which completed a 360° sweep in thirty-second intervals, thus permitting three teacher behaviors to be coded in each complete sweep of the second-hand.

We would like to acknowledge the assistance of several colleagues in the development of this observation instrument. In particular, we would like to thank Dr. Jaap Tuinman, Dr. Margaret Steen, Dr. Dewey Lipe, Mrs. Maureen Welch, Miss Kathy Snider, and Mrs. Nancy Hynd for their valuable suggestions and comments.

We would also like to thank the following administrators who helped arrange for us to observe ongoing reading classes during the developmental phase of this project: Mr. Michael Beatrice, Mr. David Miller, Mr. Louis Elvin, Mrs. Irma Lubbok, Dr. Gloria Freed, Mr. John McBride, Mr. Harry Barber, Miss Mary Horvath, Miss Janet Townes.

Most of all, we would like to express our appreciation and gratitude to the teachers who allowed us to observe their classes during reading instruction; their cheerful cooperation and patience not only made our task an enjoyable one, but it also provided us with an essential backdrop against which to develop the categories for the observation instrument: Mrs. Maureen Welch, Mrs. Nancy Hynd, Mrs. Patricia DeLeone, Mrs. Betty Godfrey, Mrs. Ann McLaughlin, Mrs. Irene Fisher, Miss Kathleen Snider, Mr. Tom Baldwin, Mr. Ted Moyer, Mr. Shelly Partlon, Miss Shirley Treichler, Mrs. Zula Smith, Mrs. Fran Homonay, Mrs. Donna Guldin, Mr. Larry Hauler, Mr. Frank Brooks, Mrs. Sandy Ogren, Mrs. Barbara Lombardo, Mrs. Alex Hrabvecky, Mrs. Margaret White, Mr. Bob Wilson, Miss Jeane VanTine, Miss Barbara Marcus, Miss Maudine Baker, Mrs. Alva Aronson, Mrs. Myra Williams, Miss Almeta Miller, Miss Betsy Page, Mrs. Virginia Andrews, Miss Rebecca Pearson, Mrs. Mary Andrews, and Mrs. Jean Jones. We are grateful for their generous help.

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Part I: OBSERVER'S MANUAL

History, Purpose, and Goals of the Project

The observation instrument which is described in this manual was developed specifically for the study of reading activities in elementary school classrooms. It was designed to describe the major types of interaction that we would expect to occur during reading instruction so that a systematic study of the activities of teachers and students during reading instruction could be undertaken.

This observation instrument is not meant to be used to evaluate any teacher who is observed. Its purpose is to describe what happens during reading instruction in a large variety of types of reading classes so that the relationship between what teachers and students do during reading instruction, and how well the students learn to read, can be studied. This relationship is essentially a research question, and all information collected as part of the observation procedures is treated as confidential information by the research team. The information collected about any teacher is not reported to anyone in the school district, and the data that is reported will be described only in terms of groups of teachers, and individual teachers will not be identified in any reporting of the data.

Courtesy Rules for Observing

It is important to remember that you are a visitor during the observation times spent in a school. As an observer, you are expected to conduct yourself in such a way as to cause the least disturbance to the school, its faculty, administration, and students.

Each time you enter a school you must report to the principal's office to notify the school of your presence.

At no time should you indicate criticism or disapproval of practices or circumstances that have been observed in the school or its classrooms. Everything that is observed in the classroom should be treated as confidential information and should not be discussed inside or outside the school.

Observers are not expected to outline or to discuss the details of the coding scale or the overall project. The school and the teachers are supposed to be briefed about the project before the observers' arrival by the local coordinator and in order to prevent any confusion or misunderstanding, all questions should be directed to the local coordinator and not answered by the observers.

At no time should you interact with the students or the instruction going on in the classroom.

When conversing with the teachers, faculty, or administration, you should be friendly and polite, but you should stay aloof from professional discussions. In order to avoid arguments, try to agree with what is being discussed even though you may personally disagree.

The reason that it is important for you to follow these procedures is that administration and faculty may be naturally apprehensive about having an observer in the schools and classrooms. The coding scale is not meant to be an evaluating instrument, and thus the observer must in no way appear to be making judgments about the school system, its faculty, or procedures.

In order to summarize these concerns and to make it easier for you to remember them, we have prepared the following suggestions:

1. As soon as you arrive at the school, check in at the principal's office to let them know that you are there. Be sure to stop at the principal's office on your way out of the school each day to tell them that you are leaving. The principal has a right to know when you arrive and leave the school building.

2. Direct all questions about the study to the local coordinator.

3. Try to avoid eating lunch at the school whenever possible. This action enables you to reduce the burden on the cafeteria staff and to avoid answering unnecessary questions concerning your work.

4. Never argue with the teacher or anyone in the school. Turn all problems over to the local coordinator and let him resolve them.

5. Be friendly and courteous to all teachers, other adults, and students but never discuss your personal opinions of any teacher, aide, or student with anyone in the school. Your task is to merely observe the classroom, and you should not make suggestions or give advice to anyone at the school, even if they ask you to do so. Try to remain detached from what you observe so that your presence will not become an interference in the classrooms.

6. Avoid chit-chat with the teachers, aides, and students as much as possible. Do not go to the teachers' lounge unless it would be obviously impolite not to do so at certain times, but always be careful of the comments that you make. Always remember that you are a guest at that school so that your actions do not offend anyone.

How to Observe

In order to acquaint yourself with the school, the teachers, and the classes you will observe, it is advisable that you visit the school and the classrooms before actually observing with the coding scale. You should use this time to introduce yourself to the teachers and to familiarize yourself with the classroom and the students. You should inform the teacher that there will be times when you must move around the classroom in order to code accurately.

When you enter the classroom for each visit, you should spend the first five minutes familiarizing yourself with the activities going on in the classroom. You should use this time to walk about the classroom and to observe what kinds of materials are being used and what the students and teacher are doing with them. You will find this familiarization period extremely helpful to accurately decide how to code the subsequent activities.

The successful observer should disengage himself from the ongoing instruction in order to code accurately. You should not become so involved with what is happening in the classroom that you forget about the timing of the coding. Observing takes a certain amount of practice since it requires concentrated effort to observe and to make accurate coding decisions within a few seconds.

You will need the following items whenever you are observing:

stopwatch
clipboard
coding sheets
two sharpened pencils

The following is a list of suggestions that you should be familiar with:

1. Try not to disturb the class in any way. Some teachers may ask you to sit in a certain chair and you should agree to do so, but tell the teacher politely that you may have to move around the room. Your task as an observer is to get close enough to the teacher or student whom you are observing to see and hear what is happening without interfering with that teacher or student. This means that for a good part of the time you will need to walk

around the classroom, remaining on the periphery whenever possible. When you do move about the room, keep your movements casual since any abrupt movements are more likely to disturb the class and to call attention to you.

2. Avoid eye-contact with the teacher or student whom you are observing. This will help them to pay less attention to you. If a teacher or student looks at you while you are coding, look down at your coding sheet so that you do not encourage that activity.

3. If a student asks you a question while you are coding, try not to answer if at all possible. Although this suggestion appears harsh, it is the simplest, most effective way to discourage this undesirable activity. The students will soon forget that you are there if you do not talk with them.

4. Try to avoid talking with the teachers or aides about the coding scale. If the teacher or aide asks you what you are coding, try to be polite but do not go into any details about any of the coding categories or they might be tempted to try to demonstrate the categories for you while you are observing. You want to observe the normal, everyday activities of the teachers and students, and not a special performance designed to match the coding scales. Refer all questions about the coding scales to the local coordinator.

5. Do not wear flamboyant or overly stylish clothes to the school or you will distract the teachers and students while you are observing. You should dress to correspond to the dress code that applies to the faculty of the school in which you are observing.

General Coding Rules

There are several coding rules that apply generally to coding decisions. The following rules apply to all situations in the classrooms.

1. If the observer decides sometime during the coding session that he has incorrectly coded some previous activities because he has misunderstood the purpose of the activities, he should stop coding and shut off his stopwatch. He should then precisely identify the coding numbers which are incorrect, and change them to the correct codes. For those numbers for which the observer is not sure, he should not change them but should re-start his stopwatch and continue to code on his present understanding of what is happening in the classroom.

2. Avoid talking with the teacher as much as possible. If the teacher talks to you while you are coding, turn off your stopwatch, try to keep the conversation as short as possible without being rude, then re-start the stopwatch for the remainder of the observation period.

3. The observer should consider the hallway as part of the classroom when the teacher is using the hallway as an extension of the classroom.

4. If you are observing the teacher and the teacher leaves the room, try to quietly follow the teacher as long as the teacher is engaged in a learning activity of some kind so that you can continue to code the teacher's behavior.

5. If the students take a test for part or all of the class period, the teacher's activities during that time should be coded in the appropriate categories.

6. If you fill up a box on your coding sheet, stop your stopwatch, get out a new coding sheet, re-start your stopwatch and continue observing for the rest of the observation period.

7. If the public address system or a phone call interrupts the class while you are coding, shut off your stopwatch and do not continue observing until approximately two minutes after the public address system has stopped.

8. There may also be unforeseen circumstances such as a milk-break, or fire drill. Whenever interruptions such as these occur you should stop coding and wait until the normal activities have been resumed for approximately two minutes before you continue to code the teacher's activities.

Introduction to the 2-dimensional Coding Scale

The Teacher Observation Scale is designed to record activities in the classroom in terms of two dimensions: Mode and Content.

The Mode dimension descibes the manner in which material is presented to the students. The Content dimension describes the kind or type of activity being performed by the teacher and the students.

The advantage of using this 2-dimensional coding scale is that the observer can code simultaneously the Mode and Content of any activity being observed in the classroom.

This scale is designed to be used with a stopwatch in order that activities in the classroom may be coded at fixed time intervals. Using this procedure, it will be possible to collect a valuable, composite picture of the activities taking place in reading classes.

In this manual, the coding scale will be described in detail so that you will become familiar with all the categories and the coding rules. The coding procedures, decision rules, and coding schedules will also be discussed.

Procedures for Coding and Scheduling

The procedure for classroom observation of the reading and non-reading activities of the teacher and students requires a systematic approach to the coding activities. The basic unit of observation consists of 10 second intervals. These intervals end as the hand of the stopwatch passes over the 10, 20, or 30 second mark.* The observation procedure should develop into a smooth rhythm in which the observer watches the teacher and decides what activity is occurring at the moment that the hand of the stopwatch passes over the 10, 20, or 30 second marking on the stopwatch.

For this project, each class will be observed on nine different days for 22 minutes each day (see Table 1). These nine observations should be distributed so that one-third of them occur during the first-third of the reading period, one-third occur during the middle-third of the reading period, and one-third occur during the last-third of the reading period. For the purposes of this study, the observation period that occurs during the first-third of the reading period is assumed to begin five minutes after the start of the scheduled reading class and last for twenty-two minutes. The observation period that occurs during the last third of the reading period is assumed to last for twenty-two minutes and to end five minutes before the end of the scheduled reading period. The middle-third of the reading period would include that twenty-two minute observation period during the scheduled reading class that occurs somewhere near the middle of these two extremes.

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*The stopwatches used in this project have a second-hand that completes a 360 degree sweep during each 30 seconds.

Table 1

Schedule for Each Observation Visit to a Classroom

Length of Time	Description of Coding Activity
First 5 minutes	Orient yourself to classroom situation but do not code any activities. Wind your stopwatch.
15 minutes	Use stopwatch and code the teacher's activities.
2 minutes	Fill out the information on the Classroom Environment Form (CEF).
22 minutes TOTAL	

The following is a list of rules which pertain to the scheduling of observations:

1. Observe each class only once each day for a total of 22 minutes. Do not spend more than 22 minutes in any teacher's classroom on any one day.

2. Do not tell the individual teachers the day or time of your next scheduled visit so that they do not prepare a special lesson for your observation. Refer all questions about your schedule of visits to the local coordinator.

3. No classes of substitute teachers should be observed. If the teacher is absent on a given day, her classes should not be observed on that day.

4. If a student teacher is present in the teacher's class, code the activities of the teacher, even if the student teacher is in charge of the instruction.

5. If possible, do not observe in a school on a day in which a special event has the students especially excited. The local coordinator can help you to make this decision.

6. If a teacher's class is away from the classroom in an assembly or on a field trip, do not observe that teacher at that time.

7. It is permissable to observe a class during a shortened class period, but only if the shortened period is at least thirty minutes in length.

Mode of Instruction

The "Mode of instruction" refers to the manner in which activities are presented to the students. There are five Modes of instruction:

(1) T-talk
(2) Other Adult-talk
(3) S-talk
(4) Machine
(5) No-talk

T-talk

The "T-talk" Mode of instruction refers to those instances which the teacher is talking.

> Example 1: T: "How do you pronounce the third word in the sentence written on the board?"
>
> Example 2: T: "How do you spell the word beagle?"

Other Adult-talk

The "Other Adult-talk" Mode of instruction refers to those instances in which an other adult in the classroom (e.g. an aide, the principal) is talking, and the teacher is paying attention to the adult. An other adult is anyone who is 18 years or older.

> Example 1: The teacher and students listen as an aide reads a story outloud to the class.
>
> Example 2: An aide is telling one student how to spell the word through while the teacher listens.

S-talk

The "S-talk" Mode of instruction refers to those instances in which the students to whom the teacher is paying attention are talking.

Example 1:	S:	"The word cat means a small, furry animal that purrs."
Example 2:	S:	"You spell dilapidated as d-i-l-a-p-i-d-a-t-e-d."

Machine

The "Machine" Mode of instruction refers to those instances when the machine is talking or silently presenting pictures or words to the students and the teacher is paying attention to the machine.

Example 1:	The students and the teacher are reading silently from a controlled reader.
Example 2:	The students and the teacher are listening to a tape recorder pronounce vocabulary words.

No-talk

The "No-talk" Mode of instruction refers to those instances in which the teacher is not paying attention to any verbal activity in the classroom nor paying attention to a machine. (Pauses between words of normally spoken sentences should not be coded as "No-talk")

Example 1: The teacher is watching the students who are reading a story silently to themselves.

Example 2: The teacher is waiting for the student to answer a question she has just asked.

Special Coding Rules for Mode Categories

Rule 1. When two Mode categories occur simultaneously when the sweep hand of the stopwatch crosses the 10, 20, or 30 second mark, code the category which has the higher precedence. The precedence hierarchy is as follows:

a. T-talk
b. Other Adult-talk
c. S-talk
d. Machine
e. No-talk

Example 1: The aide and the students are singing a song together, as the teacher watches.

Code: Other Adult-talk

Example 2: The teacher and one student read aloud a nursery rhyme together.

Code: T-talk

Rule 2. If the students in the classroom are talking but the teacher is not paying attention to this talk, the activity should not be coded as S-talk. The observer should only code the students as talking when the teacher is paying attention to their remarks. This rule also applies to those instances in which an other adult, or a machine, is presenting material to the students.

Example 1: While the teacher is writing on the blackboard, two students whisper about their workbook exercises.

Code: No-talk

Table 2

Coding Sheet for Coding only Mode of Instruction

T-talk	
Other Adult-talk	
S-talk	
Machine	
No-talk	

Practice Exercise #1 For Coding Mode of Instruction

Directions: On a separate piece of paper write the numbers 1-18 in a column. Next to the corresponding number of each practice exercise, identify the Mode of instruction as either T-talk, Other Adult-talk, S-talk, Mach., or No-talk.

> Example: Teacher: "How do you pronounce this word?"
>
> Answer: T-talk

1. The students are reading from a controlled reader, and the teacher pronounces an unfamiliar word which is on the screen.

2. A student asks the teacher, "What does the word serious mean?"

3. The teacher and students watch a film about Africa.

4. Students are raising their hands after an aide has asked a question while the teacher watches the class.

5. An aide is telling two students how to spell a word while the teacher watches.

6. The students are passing in their spelling worksheets to the teacher -- there is a general low murmur in the classroom.

7. The students and an aide are clapping their hands to the rhythm of a record while the teacher is recording grades in her book.

8. The students in the class are reading silently to themselves while the teacher is telling one child at her desk how to spell a certain word.

9. The students and the teacher read outloud in unison a poem from their book.

10. A student raises his hand and calls out "I know the answer!" while the teacher is watching him.

11. The teacher is writing new vocabulary words on the blackboard while the students read a story silently to themselves.

12. An aide is dictating words for the students to spell while the teacher watches them.

13. The teacher asks, "What happened next in the story?"

14. The student answers, "The dragon ate the dog", while the teacher listens.

15. The students are reading a story aloud along with a tape recorder while the teacher watches them.

16. A teaching machine flashes a word on the screen and the teacher and students read it silently to themselves.

17. An aide and the students are reading a story aloud together while the teacher watches.

18. The students and the teacher listen to a record reciting nursery rhymes.

(The answers to this practice exercise are on page 55)

Content of Instruction

The Content of instruction refers to the type of instructional or non-instructional activity that is taking place during the instant when the sweep hand of the stopwatch crosses the 10, 20, or 30 second markings. There are eleven categories used to describe the Content of instruction. Four of these categories are related specifically to reading activities (Comprehension, Pronunciation and Work Recognition, Language Structure, and Reading Silently). Seven other categories are used to describe other instructional activities (Spelling, Listening Instruction, Non-reading Instruction, Management Instruction, Positive Feedback, Negative Feedback, and Extraneous).

Reading activities are meant to include those activities by the teacher, other adult, machine, or students which include a printed stimulus in the form of letters of the alphabet, combinations of letters, words, phrases, sentences, and paragraphs. Reading activities do not include mathematical symbols, pictures, maps, or charts unless these objects are accompanied by written or printed letters, words, phrases, or sentences. Other instructional activities include management, instructional, and non-instructional activities in the class room other than reading activities.

1. Reading: Comprehension

"Comprehension" during reading activities refers to those instances in which the teacher, other adult, machine, or students demonstrate understanding of what the students have read. Note that this category refers to situations where the students have, at one time, read or seen the printed material being discussed. (The material may have been read at some previous time.) It includes questions, statements, or actions such as defining a word, giving the meaning of a sentence, or interpreting a story.

Example 1:	The teacher points to the word buff written on the board and says, "What does this mean?"
Example 2:	T: "What words in the story helped you to see how the farm looked?"

Example 3: After the class has read the story, Jack and the Beanstalk, they act out the story while the teacher watches them.

Example 4: The students have read a story which contains the word parliament. The teacher says, "Who can use parliament in a sentence?"

Example 5: The teacher watches the students draw pictures of a story they have just read.

2. Reading: Pronunciation and Word Recognition

"Pronunciation and Word Recognition" during reading activities refers to those instances when the teacher or students or other adult or machine pronounce aloud letter combinations, words, phrases, sentences, or stories. Note that this category refers to those situations where the students see or are reading the printed material being pronounced.

When only the teacher or only one of the students can read or see the printed material being pronounced, the activity is coded as Listening Instruction (Content category 6) except when the teacher is dictating words for the students to spell. In that case, code the activity as Spelling (Content category 5).

This category also includes phonic rules which deal with pronunciation symbols, rules for vowel, consonant, and combination sounds. In addition, this category includes non-verbal actions such as pointing, writing, coloring, etc. that the students, teacher, or machine may use to indicate questions or answers to pronunciation and word recognition problems.

Example 1: T: "Tell me how to pronounce this word."

Example 2: T: "Start thinking of words in which the letter o is long." (The letter o is on the board.)

Example 3: The teacher reads a story aloud to the class while the students follow along in their books.

Example 4: A student reads a story aloud to the teacher and the class, who follow along in their books.

Example 5: In answer to the teacher's question, "Which word sounds like cat?," the student points to the correct word.

Example 6: Following the directions on a worksheet, the students color the picture, the name of which begins with the same sound as the word red, as the teacher watches.

Example 7: An aide holds up a flashcard with the word giraffe written on it and says, "How many sounds are in this word?" while the teacher watches.

Example 8: The teacher writes the phonetic spelling of a word on the board.

Example 9: The teacher reads the definition of a word written on the board to the students.

3. Reading: Language Structure

"Language Structure" refers to the structure of a word, phrase, sentence, or paragraph. Note that this category refers to situations where the students have read or seen the printed material being discussed. It involves punctuation, grammatical construction, and syllabification when it is done for the purpose of hyphenating a word. When words are broken into syllables in order to aid in the pronunciation of words, the activity should be coded as Pron. & Wd. Rec. (Content category 2).

Example 1: The teacher explains neither-nor construction. Neither-nor is written on the blackboard.

Example 2: The teacher asks, "What kind of punctuation follows a question?"

Example 3: A student asks the teacher, "Where do I put the hyphen in this word?"

Example 4: The teacher asks, "In the word wasn't, what letter has been replaced by an apostrophe?"

Example 5: The teacher is saying words and the students are writing down the vowels found in that word.

4. Reading Silently

"Reading Silently" refers to all times when the teacher is watching the students read silently to themselves or look silently at printed material. The teacher may also be coded as "Reading Silently" if she is reading the same material as the students.

Example: The teacher watches as the students read a story silently to themselves.

5. Spelling

"Spelling" refers to instances in which words or parts of words are formed, one letter at a time, aloud, to oneself, on the board, or on a sheet of paper. It also includes activities that have to do with recognizing individual letters of the alphabet and also alphabetizing activities. The dictation of words or sentences by the teacher or students so that the students can write out these words are also included as spelling activities. "Spelling" also refers to writing activities such as the teacher telling a story which a student is making up and dictating to her. "Spelling" does not have to take place during reading activities.

Example 1: T: "How do you spell pluck?"

Example 2: The teacher writes the word glasses on the board.

Example 3: T: "What is the first letter in the word giraffe?"

Example 4: A student asks the teacher, "Which of the words, gnome or dwarf, would come first in the dictionary?"

Example 5: The teacher is dictating a list of vocabulary words for the students to spell correctly on their papers.

Example 6: A student makes up a story and dictates it to the teacher, who writes down what the student is saying.

6. Listening Instruction

"Listening Instruction" includes questions, statements, and actions which refer to reading material that has been read to the students or that is about to be read by the students but which they themselves have not seen nor read. Also included are instances where the teacher (or a student) is reading aloud to the students when the material that is being read is not available to the students.

Example 1: The teacher has just read a story to her class who did not have books. She asks the students, "What did the boy in the story do?"

Example 2: The teacher stops in the middle of a story she is reading to the class and says, "Doorbell is a new word. Let's all say it together." The class does not have books.

Example 3: A student asks the teacher who is reading a story to the class, "What does the word goat mean?" The class does not have books.

Example 4: The teacher is reading a list of words aloud to the students. After she has read the word shoelaces she asks, "Can you point to your shoelaces?" The students cannot see the list.

Example 5: The teacher reads a story aloud to the students. The class does not have books.

Example 6: Just before the students read a story, the teacher says, "The name of this story is The Straw Ox. How many of you know what an ox is?" The students do not have their books open.

7. Non-reading Instruction

"Non-reading Instruction" activities are those activities in the classroom which are instructional in content but are not specific reading activities nor activities which refer to material which has been read to the students. Non-reading activities can include mathematical symbols, pictures, maps, charts or other objects when these objects are not accompanied by written or printed letters, words, phrases or sentences.

Example 1:	T: "What holiday did we observe yesterday?"
Example 2:	T: "See the new growth on this piece of moss that I brought in to show you."
Example 3:	The teacher shows the class a picture of a spider and says, "Tell me one fact about a spider."
Example 4:	The teacher writes 3 x 4 = ? on the board and says, "John, what is the answer?"

8. Management Instruction

"Management Instruction" includes transitional activities, managing activities, and directing activities done by the teacher, other adult, machine, or a student that facilitate the instruction taking place during reading or other instructional activities.

Transitional activities include changes from one Content category to another Content category.

Managing activities involve the movement of students or materials during instructional activities.

Directing activities include directions, statements, or management which may or may not include a printed stimulus.

NOTE: Additional explanations and exceptions to this category are found in Special Content Coding Rules 7 and 8 on pp. 33-34.

Example 1:	T: "Take out your books."
Example 2:	A student asks the teacher, "What should I do next?"
Example 3:	T: "Open your books to page 134 and read the story."
Example 4:	T: "Bobby, your group is ready to come over here, so come on over."
Example 5:	The teacher is passing out spelling books.
Example 6:	T: "Yesterday we studied long vowel sounds and today we're going to study short vowel sounds."
Example 7:	A student asks the teacher, "Where's the blue paint?
Example 8:	The teacher says, "Paul what are you doing?"

9. Positive Feedback

"Positive Feedback" is meant to include all instances in which the teacher, an other adult; or a machine praises or encourages the behavior of students regardless of whether these actions occur during reading or non-reading activities.

Example 1:	T:	"All right. Very good."
Example 2:	T:	"I like the way John carries his chair and Sally walks so softly."
Example 3:	T:	"That's correct."

10. Negative Feedback

"Negative Feedback" is meant to include all those actions by the teacher or an other adult or machine that either tell the student that his answer is wrong or discipline the student in some way for his actions regardless of whether these actions occur during reading or non-reading activities.

Example 1:	T:	"Class, be quiet."
Example 2:		The teacher puts her finger to her lips and says, "Shhhh."
Example 3:	T:	"Why are we making so much noise?"
Example 4:	T:	"No. That is the wrong answer."

11. Extraneous

"Extraneous" includes irrelevant and incidental comments or actions that are not codeable in any of the other categories. It also includes non-instructional management.

Non-instructional management includes administrative functions, activities related to entering or leaving the classroom, daydreaming, movement which is not related to instruction or without apparent purpose, and questions and statements which refer to personal activities occurring outside the classroom.

Non-instructional games, such as "Checkers" or "Battleship" or the like, that the students play which do not include written or printed material should be coded as "Extraneous." When the teacher is watching a student give positive or negative feedback to another student or herself, this should be coded as "Extraneous."

Example 1: The teacher whispers in one student's ear.

Example 2: A student asks the teacher to sign his late slip.

Example 3: The teacher counts lunch money.

Example 4: T: "Go line up for recess."

Example 5: The students clean up the classroom so they may leave.

Example 6: The teacher watches a student who gets out of his seat and walks to the back of the room. His purpose is not known.

Example 7: The teacher watches two students play checkers.

Example 8: The teacher says to a student, "I hear you got a new puppy yesterday."

Example 9: The teacher leaves the classroom and goes to the lavatory.

Example 10: The teacher is watching the observer.

Special Coding Rules for Content Categories

The following rules apply to special situations within the Content categories.

Rule 1

If the student answers "I don't know" or if a student gives a wrong answer to a question, the responses should always be coded as if they were correct responses within the appropriate Content situation.

Example:	T: "How do you spell beagle?"	Code 5
	S: "b-e-e-g-u-l"	Code 5

Rule 2

The "carry-over" effect: Activities which are directly related to the instructional activity which is the focus of the teacher-student interaction should always be coded in that category which describes the focus of the instruction. For example, pauses in the instruction that occur whenever the teacher is waiting for a student to answer her question or whenever the teacher is asking the students if they agree with an answer are coded as part of the "carry-over" principle.

Example 1:	T: "How do you pronounce this word?"	Code 2
	(pause)	Code 2
	Students raise their hands to indicate they want to answer the question.	Code 2
	S: "Beagle."	Code 2
	T: "Is she right?"	Code 2
	(pause)	Code 2
	S: "Yes."	Code 2

Example 2:	T:	"Which word comes first in the dictionary, apple or zebra?"	Code 5
	S:	"I know. I know. Let me answer."	Code 5
Example 3:	T:	"Write a fact about 5 of these 10 animals."	Code 8
	S:	"I can write about all of them."	Code 8
Example 4:	Teacher is alphabetizing words on the board.		Code 5
	S:	"Yea. I got them all right."	Code 5

Rule 3

Writing activities by the teacher should always be coded in the appropriate Content category which describes the activity the teacher is doing if the students are supposed to be watching her. Whenever the intent of the teacher's activity is not known, this activity is coded as a Spelling activity (Content category 5). Writing activities are also coded as Spelling (Content category 5) when the teacher is writing a story which the student is making up and dictating or when the teacher is managing creative writing (i.e. when the students make up and write their own stories).

Example 1:	The teacher writes a sentence on the board.	Code 5
Example 2:	The teacher writes kan/chan(t)s on the board as the phonetic spelling of conscience.	Code 2
Example 3:	The teacher writes the definition of a word on the board.	Code 1
Example 4:	The teacher watches the class make up and write stories.	Code 5

Rule 4

Explanations by the teacher or a student which seem to go beyond the printed reading stimulus but are clearly related to the reading stimulus are still coded as part of that ongoing instructional activity.

Example:	The class has just read a poem about bees and several students take turns telling about their personal experiences with bees.	Code 1

Rule 5

Whenever the teacher is engaged in an activity which is different from that which the students are doing, the teacher is coded as participating in either Content category 8 or 11.

Example 1:	Aide to T: "That's a pretty sweater," while the class is reading a story.	Code 11
Example 2:	T to Aide: "Why don't you work with Pam for a while?", while the class writes stories.	Code 8
Example 3:	The teacher is writing spelling words on the board while the students are reading silently.	Code 8
Example 4:	The teacher is sitting at desk correcting papers while the students are writing definitions of words.	Code 8

Rule 6

Whenever verbal and non-verbal activities occur simultaneously only the verbal activity should be coded.

Example 1:	As the teacher is writing spelling words on the board she says, "It's getting awfully noisy!"	Code 10
Example 2:	While the teacher is filing SRA materials she asks, "Did everyone finish their story?"	Code 8

Rule 7

When there is no talking going on in the classroom and the teacher is watching the students perform a specific Content category, the teacher should be coded as participating in that category.

Example 1:	The teacher is watching the students do a worksheet where they match synonyms.	Code 1
Example 2:	The teacher is watching the students do a worksheet exercise where they circle rhyming words.	Code 2
Example 3:	The teacher is watching the students divide compound words into two separate words.	Code 3
Example 4:	The teacher is watching the students do spelling exercises.	Code 5
Example 5:	The teacher is watching the students who are making up and writing stories.	Code 5
Example 6:	The teacher is watching the students read silently.	Code 4
Example 7:	The teacher is watching a student work a multiplication problem.	Code 7
Example 8:	The teacher asks a student to pass out reading books and watches her pass out the books.	Code 8
Example 9:	The teacher asks a student to water a plant in the room and watches as he does so.	Code 11

Rule 8

Content specific questions which are worded in the form of directions should be coded under the appropriate category, not under Man. Inst. (8).

Example 1:	The teacher says, "Tell me how to pronounce this word."	Code 2
Example 2:	T: "Show me where the apostrophe goes in this word."	Code 3
Example 3:	T: "Tell me what this word means."	Code 1
Example 4:	The teacher says, "Multiply 2 x 8 and tell me the answer."	Code 7

Rule 9

When a machine is presenting the material it cannot be coded as List. Inst. (6) unless the students can see someone reading that material aloud from a text.

Example 1:	The teacher and the students are watching a TV program in which an adult is reading a story aloud from a book which is clearly visible to them.	Code 6
Example 2:	A tape recorder is reading the story of Jack and the Beanstalk to the teacher and students who do not have books.	Code 7

Table #3

Abbreviations for Content Categories

Categories	Abbreviations
Reading	
1. Comprehension	1. Comp.
2. Pronunciation and Word Recognition	2. Pron. & Wd. Rec.
3. Language Structure	3. Lang. Struc.
4. Reading Silently	4. Rdg. Sil.
Instructional	
5. Spelling	5. Sp.
6. Listening Instruction	6. List. Inst.
7. Non-Reading Instruction	7. Non-Rdg. Inst.
8. Management Instruction	8. Man. Inst.
Other	
9. Positive Feedback	9. Pos. Fdbk.
10. Negative Feedback	10. Neg. Fdbk.
11. Extraneous	11. Ex.

Table 4

Coding Sheet for Coding only

Content of Instruction

Content

Reading	Instructional	Other
1. Comp.	5. Spl	9. Pos. Fdbk.
2. Pron. & Wd. Rec.	6. List. Inst.	10. Neg. Fdbk.
3. Lang. Struc.	7. Non-Rdg. Inst.	11. Ex.
4. Rdg. Sil.	8. Man. Inst.	

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

Practice Exercise #1 for Coding Content of Instruction

Directions: On a separate piece of paper number the page from 1-25. Read the practice exercise item and identify the Content which describes the item. Opposite the number of the item, write the number of the appropriate category as found in Table 3.

Example: T: "Very good, Alice."

Code: 9

1. The teacher asks, "What's the meaning of the second word?"

2. The teacher says, "If you were to write that word the way it is pronounced, how would you write it?"

3. The teacher says, "It's time for recess."

4. The teacher says, "These sentences are very good ones."

5. After reading the phrase, two-thirds in a story, the teacher asks the students, "Who can draw me two-thirds of something on the board?"

6. When one student pauses before an unfamiliar word in a story he is reading aloud, the teacher asks, "What do you do when you don't know the word?"

7. The teacher dictates a sentence to the students. They write the sentence on their papers.

8. The teacher writes the word deafen on the board and says to the students, "What is the suffix of this word?"

9. The teacher says, "Jill, eyes down!"

10. The class is discussing Eskimos and a student suddenly says, "I don't have any cavities."

11. The teacher interrupts dictation of spelling words by saying, "Did you hear about the flash flood in Texas yesterday?"

12. The students act out a story they have just read while the teacher watches.

13. The teacher watches silently to see if the students are ready for the next sentence during dictation.

14. In answer to a teacher's question, "How do you say this word?", the student replies, "I don't know."

15. In reply to a student's answer, the teacher says, "I don't think that's right, Jimmy."

16. The teacher points to a word on the blackboard and asks, "What punctuation is in the word, wasn't?"

17. The teacher holds up a picture of Niagara Falls and says, "Who knows what this picture is?"

18. The teacher reads a story aloud to the students. The teacher has a book but the students do not.

19. After the student tells the teacher that it is reading time, the teacher replies, "Yes. Thank you for reminding me."

20. The teacher announces, "I'm going to put the first six words on the board."

21. The students have just read the sentence, A lion roars, and the teacher asks them, "How many of you have ever seen a lion?"

22. The teacher asks, "How many of you need paper for the spelling exercise?"

23. While the students are doing workbook exercises the teacher writes a sentence on the board.

24. A student goes up to the teacher's desk and says, "I went to the dentist's office yesterday."

25. The teacher watches as the students read silently to themselves at their desks.

(The answers to this practice exercise are on page 56)

Practice Exercise #3 for Coding Content

Directions: For this practice exercise, write the code number of the appropriate Content category above the first word of each sentence. The category number should describe the Content of each sentence.

Teacher: Today we're going to begin a study of some of the passages of the Bible in order to see how its authors used symbols and images in their stories. (Writes the word symbol on the board). All right then, a symbol is something which stands for or represents something else. Now this "thing" can be a word, a phrase, an object. Pete pointed out an object in the room which symbolized something else. The flag represents the U.S.A., freedom, etc. In the Bible, we'll be reading some prose and some poetry which include words used as symbols. Once the symbols are understood, it should be easier for you to comprehend what the authors are saying - the opinions that they are expressing. The first selection to read today is one that I'm sure most of you are familiar with - Psalm 23. Since you all have your own versions of the Bible, I can't give you a page number, but the book of Psalms can be found about midway through the Old Testament. And they're numbered in order. (Give students time to find Psalm.) Would everyone now take a few minutes to read the psalm to himself, then we'll have someone read it aloud. (Pause to read.) Who will volunteer to read the psalm aloud? Jane?

Jane: 1 The Lord is my shepherd; I shall not want.

2 He maketh me to lie down in green pastures: he leadeth me beside the still waters.

3 He re-stor-eth my soul: he leadeth me in the paths of righteous-ness for his name's sake.

4 Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and they staff they comfort me.

5 Thou preparest a table before me in the presence of mine enemies: thou a-noin-test my head with oil; my cup runneth over.

6 Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever.

Teacher: Fine, Jane. A good reading. But a few of those words gave a little trouble. Let's go back to clear them up. First, you'll notice the old fashioned endings on some of the words. Can you pick those out? Pete?

Pete: Yea. There is maketh, leadeth; restoreth, leadeth (again), thou, thy, thy (again), thou (again), preparest, and mine sounds funny where it is, thou (again), anointest (whatever that means), runneth, and ... that's all.

Teacher: Good, Pete, I think you got them all. Now what about the "eth" endings? How do we end these same words today? John?

John: "s", like makes, runs, leads.

Teacher: And what about the "thous" and "thys"? Debbie?

Debbie: The Quakers say that. And I think the Pennsylvania Dutch. They all talk like that. One time we got off the Pennsylvania Turnpike and went to eat in a place where they had that kind of food and you should have seen how they dress and everything.

Teacher: I think you're talking about the Amish, Debbie. Let's go back to what you said at the beginning about the Quakers. Some of them still do use thou and thy. But do you know what they mean?

Debbie: Sure. That's their way of saying "you" and "your" and stuff like that.

Teacher: You and your. That's right. But I'm not so sure it's an unusual way of saying things. After all, we're used to the way the commandments say "Honor thy father and thy mother." It's just that we've become a little less formal in the way we address people nowadays. The same thing goes for the "eth" endings that we've changed to s's as John said before. There were a few other words that I'd like to check on before we go into the meaning of the poem itself. Does anyone know the meaning of restore? Jeff?

Jeff: To put back again, like when you restore old furniture.

Jim: Yea, or a house or something.

Amy: They do that with paintings, too. We learned that in Art class. They scrape all the dirt off them and the colors get bright again.

Teacher: OK. Fine. Now let's look at the words surrounding the word restore. "He restoreth my soul." Do you think the poet is talking about taking something off your soul so that it will get bright again? Jane?

Jane: Well, sort of. I guess in a way, when you do something wrong, your soul shows it. I guess if it was something you could see - I mean your soul - maybe it'd get darker or something. Then when you did something good, it would sort of get clean again.

Teacher: Well, I'm not so sure that that's what the poet means here, but at least you've got the meaning of restore. Now, what about righteousness? Amy, read verse number 3 again, please.

Amy: "He restoreth my soul; he leadeth me in the paths of righteousness for his name's sake."

David: That means good or something 'cause the Lord would be taking you down the road to good, not bad.

Teacher: Pete?

Pete: What about justice, like "he leadeth me in the paths of justice"?

Teacher: Good, Pete. Now one more word - anoints. Does anyone know what anoints mean? Chip? Why don't you read the sentence with the word in it?

Chip; "Thou anointest my head with oil." It must mean to put on or something - that sounds icky!

Teacher: To us it might, I guess. But that was a Hebrew custom that showed when a person was favored or someone special. We'll get into that a little more later. What about someone figuring out a word to substitute for anoints in the sentence? Carol?

Carol: Covers?

Teacher: Speaking of icky! I doubt that he was referring to that much oil, Carol.

Debbie: How do you know? Maybe they had strange customs, too.

David: What about marks? He "marks my head with oil" 'cause you said it had something to do with marking somebody special.

Teacher: Good, Dave. Let's get back to the symbols being used. Pete said that a symbol is something which stands for something else. The poet here is David - the same person who as a boy killed Goliath.

Joe: You mean the kid with the slingshot? That was a cool story. He hit that guy right in the head - splat! Really knocked him out. He couldn't have grown up to be a poet - after bein' such a hero - that's goofy.

Teacher: Well, he did. Maybe sometime you'd like to read some of the other parts of the story of David to see how he grew up. He was quite a hero, but he was also a poet. Anyway, to get back to the psalm, can anyone figure out what symbol David is using for God? Debbie?

Debbie: The Lord?

Teacher: No, that's just another word for the same person. Chip?

Chip: A shepherd?

Teacher: Right. See if you can pick out other words that continue the image of the shepherd and the countryside - Rich?

Rich: "Green pastures...valley...and rod and staff" - aren't those things shaped like a question mark that the shepherds in pictures always are carrying?

Teacher: You're right, Rich. Anyone else have other suggestions? John?

John: What about "still waters" - that's country. Besides you always have to have water near where your sheep are grazing.

Pam: And "leading me" because that's what a shepherd does with his sheep...and paths because that's where he leads them.

Teacher: Fine. Now read through the poem again and find the relationship between the shepherd and his sheep. (Pause) Jeff?

Jeff: I guess it would be the same as between any shepherd and his sheep. They depend on their shepherd for food and water. He leads them around.

Teacher: Then what do you suppose David is saying about his Lord? Jane?

Jane: That the Lord is like his shepherd. That makes him the sheep, and the Lord leads him around.

Rich: Yeh, and that he depends on the Lord for his food and everything.

Debbie: But that's not true. The Lord doesn't give everybody their food. They work to get money, then buy the food like we do.

Pete: Yeh, but, like who provides the jobs and who gives you the brains to learn a job so you can get the job?

Debbie: Well...

Teacher: I think we're getting into personal beliefs here. It'll be hard not to during our discussions. But to get back to the poet himself, why do you think David chose to use the symbol of a shepherd?

Tim: 'Cause he thought sheep were cool - right?

Teacher: If a cartoonist were going to represent the U.S., why would he be likely to use the national symbol of the eagle?

John: 'Cause everybody knows that.

Teacher: OK, so?

Roseanne: Oh, I get it.

Pete: You always do.

Teacher: How do you mean, Roseanne?

Roseanne: Well, everybody here knows the eagle. So everybody then must have known a lot about sheep. I guess there were a whole lot of farmers or something.

Teacher: Right - this is basically true. A poet will generally use symbols that his audience of readers will be familiar with. To sum up then, we have here one of the most famous poems in the Bible. It's a

poem in which the main symbol being used is the shepherd. It's a poem in which the mood of comfort and peace is brought out through David's choice of certain words and phrases. It's easy to see why so many people "in the valley of the shadow of death"- those people who are sick or dying or those who have just lost someone close to them find this Psalm very important in their lives. Some of you may remember seeing Governor George Wallace reciting the Psalm at a special Mass said for him shortly after his serious injury. Would someone read the poem once more aloud now that we've studied its meaning more closely and can appreciate it more fully? Jane read the first time - let's have someone else - Jim?

Jim: Do you want me to read the old fashioned version or the modern one we figured out?

Teacher: Try the old one again, Jim. I think it'll come much easier now and it's really considered a classic.

Jim: OK - here goes!

The Lord is my shepherd; I shall not want.

He maketh me to lie down in green pastures: he leadeth me beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies; thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever.

Mode-Content Combination

All the classroom observations that will be used to collect data on teacher activities during reading instruction will use the coding form presented in Table 5. Note that this coding sheet includes the 5 Mode combinations, and 11 Content categories denoted by the numbers 1-11. Your task as an observer is to code each activity that takes place when the sweep hand of the stopwatch crosses the 10, 20, or 30 second marking during each minute of the observation period into one of these Mode-Content combinations.

You are therefore required to make 2 decisions each time the sweep hand crosses the 10, 20, or 30 second mark.

(1) What is the Mode of instruction?

(2) What is the Content of instruction?

The 2-dimensional answer to these questions is represented by placing the number of the Content which represents the observed activity into the correct Mode line. For example if the teacher is pronouncing a word to the class, this would be coded by writing a 2 (Pron. & Wd. Rec.) in the "T-talk" Mode line. In the following practice exercise, write the abbreviations of the Mode categories and the number of the Content category.

Table 5

Coding Sheet for Coding Mode-Content Combination

Content

Reading	Instructional	Other
1. Comp.	5. Sp.	9. Pos. Fdbk.
2. Pron. & Wd. Rec.	6. List. Inst.	10. Neg. Fdbk.
3. Lang. Struc.	7. Non-Rdg. Inst.	11. Ex.
4. Rdg. Sil.	8. Man. Inst.	

Mode	
T-talk	
Other Adult talk	
S-talk	
Mach.	
No-talk	

Practice Exercise #1 for Coding Mode-Content Combination

Directions: On a separate piece of paper, number the page from 1-29. Opposite the number of the item, write the abbreviation which represents the appropriate Mode. Next to that abbreviation write the number that represents the appropriate Content.

Example: The teacher writes on the board apostrophe and says to eight students, "It's called an apostrophe and it shows possession.

Code: T-talk, 1

1. A student asks the teacher, "What's the meaning of the second word in that sentence on the board?"

2. There is silence in the room while the teacher waits for the students to answer the question, "How do you spell giraffe?"

3. An aide and the students are reading a story from their reading book aloud, together. The teacher watches and listens to them.

4. The teacher is explaining to the class why the boy and the dog in the story have just run away, when she calls, "Billy, be quiet and listen!"

5. The teacher is talking to the parents of one of her students while the aide is giving a spelling assignment to the class.

6. The aide is explaining neither-nor construction to the students while the teacher watches. Neither-nor is written on the blackboard.

7. The teacher is writing the phonetic spelling of conscience on the board while the students in her class are reading silenting to themselves.

8. The teacher is helping one student read a story at her desk. She says, "Johnny, read the first paragraph."

9. The teacher tells the class, "You all got 100% right on your spelling tests -- that's very good."

10. The teacher and the students listen to a record recite Mother Goose rhymes. Neither students nor the teacher have a book.

11. The teacher is writing math problems on the board while the students in the class are doing spelling exercises at their desks.

12. A boy walks up to the teacher's desk and asks her, "Which spelling exercise should I do next?" while the teacher listens to him.

13. The teacher watches a student and a machine pronounce words together.

14. The students have just read a story about animals in Africa. The teacher asks them, "Who has ever seen a lion?"

15. An aide says to the teacher, "That's a pretty sweater you have on," while the students in the class draw pictures.

16. The teacher is listening to one student recite multiplication tables.

17. The teacher is waiting for the students in the class to answer the question, "What two words does the contraction, wasn't, stand for?" Wasn't is written on the blackboard.

18. In the middle of the teacher's explanation to the class on how to look up words in the dictionary, one student interrupts saying, "Ellen took my pencil!"

19. The teacher and the students are reading aloud together the definition of travois from the dictionary.

20. The aide says to the students, "Which of these three crayons is red?" The teacher is watching them.

21. A teaching machine is showing one student how to punctuate quotations. The teacher watches the machine and the student.

22. After the teacher has called one student up to her desk and told him that he did very well on his last test, the student smiles.

23. The students and the teacher are listening to a tape recorder read a story. Neither students nor the teacher have a book.

24. While the class watches her, the teacher writes the definition of conjunction on the board.

25. The teacher is watching while the three students in the class listen to a record which recites the alphabet.

26. The principal disciplines one student for being noisy while the teacher watches.

27. The teacher previews a filmstrip on Safety Rules while the students in the class write stories about their pets.

28. The teacher watches as the class reads a story silently.

29. The teacher is watching the classroom observer.

(The answers to this practice exercise are on page 57)

APPENDIX A

Classroom Environment Form

Name of Observer _____

Date _____

Teacher _____

Time Start _____ Finish _____

School _____

Grade _____

City _____

CLASSROOM ENVIRONMENT FORM (CEF)

_____ 1. How many adults, including the teacher, are there in the classroom?

_____ 2. How many students are there in the classroom?

3. Circle the answer to the following questions about the classroom:

yes no (a) Are there magazines accessible to the students?

yes no (b) Are there story books, other than textbooks, available to the students?

yes no (c) Is there a dictionary in the classroom?

yes no (d) Does the classroom contain a set of encyclopedias?

yes no (e) Are there words included in displays or charts in the room?

yes no (f) Is there a globe in the classroom?

yes no (g) Are the letters of the alphabet printed in large letters somewhere in the classroom?

yes no (h) Are there travel posters in the classroom?

yes no (i) Are there live animals in the classroom?

yes no (j) Are there large maps in the classroom?

yes no (k) Is the art work of the students on display?

yes no (l) Are the desks arranged in rows?

yes no (m) Is there a table with chairs around it where the students can go to work?

4. Write the number of pieces of equipment accessible to the students in this classroom for each type of equpiment listed:

_____ tape recorders

_____ typewriters

_____ slide projectors

_____ movie projectors

_____ controlled readers

_____ television sets

_____ record players

_____ film-strip projectors

_____ language masters

APPENDIX B

Answer Keys for Practice Exercises

Answer Sheet P.E. #1 for Coding the Mode of Instruction

1. T-talk (see rule 1 p. 15)
2. S-talk
3. Machine
4. No talk
5. Other Adult-talk
6. No talk (see rule 2 p. 15)
7. No-talk
8. T-talk
9. T-talk (see rule 1 p. 15)
10. S-talk
11. No talk
12. Other Adult-talk
13. T-talk
14. S-talk
15. S-talk (see rule 1 p. 15)
16. Machine
17. Other Adult-talk (see rule 1 p. 15)
18. Machine

Answer Sheet for Practice Exercise #1
Coding Content of Instruction

1. 1
2. 2
3. 11
4. 9
5. 1
6. 2
7. 5
8. 3
9. 10
10. 11
11. 7
12. 1
13. 5 (See Content Rule 7 p. 33)
14. 2 (See Content Rule 1 p. 29)
15. 10
16. 3
17. 7
18. 6
19. 9
20. 8
21. 1 (See Content Rule 4 p. 31)
22. 8
23. 8 (See Content Rule 5 p. 31)
24. 11
25. 4

Answer Sheet for Practice Exercise #1
Coding Mode-Content Combination

1. S-talk, 1
2. No-talk, 5 (See Content Rule 2 on p. 29)
3. Other Adult-talk, 2 (See Mode Rule 1 p. 15)
4. T-talk, 10
5. T-talk, 11
6. Other Adult-talk, 3
7. No-talk, 8 (See Content Rule 5 on p. 31)
8. T-talk, 8
9. T-talk, 9
10. Mach., 7 (See Content Rule 9, p. 34)
11. No-talk, 8 (See Content Rule 5, p. 31)
12. S-talk, 8
13. S-talk, 2 (See Mode Rule 1 on p. 15)
14. T-talk, 1 (See Content Rule 4 on p. 31)
15. Other Adult-talk, 11 (See Content Rule 5, p. 31)
16. S-talk, 7
17. No-talk, 3
18. S-talk, 11
19. T-talk, 2
20. Other Adult-talk, 7
21. Mach., 3
22. No-talk, 9
23. Mach., 7 (See Content Rule 9, p. 34)
24. No-talk, 1 (See Content Rule 3, p.30)
25. Mach., 5
26. Other Adult-talk, 10
27. Mach., 8 (See Content Rule 5, p. 31)
28. No-talk, 4 (See Content Rule 7, p.33
29. No-talk, 11

Part II: TRAINER'S MANUAL

TRAINING SCHEDULE

Sunday evening

7:00-8:30

(a) Discuss history, purpose, goals of project

(b) Hand out stopwatches

--explain how to wind them

--explain how to read them

(c) Hand out clipboards, paper tablets, pencils

--explain how to attach the stopwatches to clipboards.

(d) Hand out the Observer's Manual. (Have observers read pages 1-11 of this report.)

(e) Discuss rules for observing

--courtesy rules

--how to observe

--general coding rules

--two dimensional coding

--procedures for coding and scheduling

(f) Discuss meaning of "reliability checks."

(g) Discuss definitions and examples of MODE dimension and special coding rules.

(h) Have Observers do Practice Exercise #1 for coding MODE.

(This exercise is on page 17 of this report.)

(g) Discuss the exercise after the observers check the answer sheet (page 55 in this report).

Monday morning

8:00-9:00 (a) Review rules for observing

--courtesy rules

--how to observe

--general coding rules

--two dimensional coding

--procedures for coding and scheduling

(b) Review definitions and examples of MODE.

(c) Have observers do Practice Exercise #2 for MODE.

(This exercise is on audio-tape, read item by item. The text and answers are on pages 69-70 in this report. Have the observers number a sheet of paper from 1-17 and write the correct coding for MODE for each item.)

Discuss the exercise

9:00-9:45 Drive to school

9:45-10:00 Observers watch classrooms in pairs but do not code.

10:00-10:15 Observer pairs use own stopwatch and practice coding MODE.

10:15-11:15 Different observer pairs use one stopwatch and obtain 2 or 3 fifteen-minute reliabilities on MODE.

11:15-1:00 Drive to training site and lunch

Monday afternoon

(The assistant trainer computes the morning's reliabilities while the trainer conducts the afternoon session.)

1:00-1:10	Observers frequency total each category.
1:10-1:30	Discuss the morning's codings.
1:30-2:00	Observers read CONTENT definitions and examples for categories 1-4.
2:00-2:30	Discuss categories 1-4.
2:30-2:45	Break
2:45-3:15	Observers read CONTENT definitions and examples for categories 5-11.
3:15-3:45	Discuss categories 5-11.
3:45-4:15	Read and discuss special coding rules for CONTENT.
4:15-4:45	Have observers do Practice Exercise #1 for CONTENT. (This is a written exercise found on page 37 in this report.)
4:45-5:00	Discuss the exercise after the observers check the answer sheet on page 56 in this report.)

Tuesday morning

8:00-8:20	Trainers read aloud items on Practice #1 for CONTENT one by one. Observers write answers and each answer is discussed before the reading of the next item. (This exercise is found in this report page 37.)
8:20-9:00	Have observers do Practice Exercise #2 for CONTENT. (This exercise in on audio-tape and is read item by item. The text and the answers are found in this report, pages 71-73. Have the observers take out a sheet of paper and number from 1-24 and write the correct coding for CONTENT for each item.) Discuss the exercise.
9:00-9:45	Drive to School
9:45-10:15	Observer pairs practice coding CONTENT but each uses own stopwatch.
10:15-10:35	Observer pairs in the same room do one-twenty minute reliability for CONTENT.
10:35-10:50	Observer pair practice coding MODE but each uses own stopwatch.
10:50-11:10	Observer pairs use one stopwatch and do one twenty-minute reliability check on MODE only.
11:15-1:00	Drive to training site and lunch.

Tuesday afternoon

(The assistant trainer computes the morning's reliabilities while the trainer conducts the afternoon session.)

1:00-1:10 Observers frequency total each category.

1:10-1:30 Discuss questions from the morning's codings.

1:30-2:30 Have observers do Practice Exercise #5 for MODE-CONTENT to be coded only for CONTENT.

(This exercise is a written script on audio-tape and will be coded by sentences. The text and the answers are found on pages 125-132 of this report. Have the observers take out a sheet of paper and write the codings for the sentences vertically down the paper. Stop and discuss codes for each page of the text.)

2:30-3:15 Have observers do Practice Exercise #4 for CONTENT.

(This exercise is a written script on audio-tape, accompanied with slides and buzzes. The text and the answers are found on pages 83-100 of this report. Have the observers take out a sheet of paper and number from 1-26. Start the tape and coordinate the slides.)

Discuss the exercise.

3:15-3:30 Break

3:30-4:30 After observers have read pages 48 and 49 of this report, have them do Practice Exercise #1 for MODE-CONTENT.

(This is a written exercise found on page 50 of this report.) Discuss exercise item by item after the observers have checked the answer sheet (page 57 in this report).

4:30 Trainer assigns Practice Exercise #3 for CONTENT to be coded by sentences for homework. If the observers have questions, they may see the trainer individually.

(This is a written exercise found on page 40 of this report. The text and answers are on pages 74-82 of this report.)

Wednesday morning

8:00-8:30	Have observers repeat Practice Exercise #2 on CONTENT (This exercise is on audio-tape and is read item by item. It is found on pages 71-73 of this report. Have the observers number a sheet of paper from 1-24 and write the correct coding for CONTENT for each item.) Discuss the exercise.
8:30-9:15	Drive to school
9:15-9:30	Observers use own stopwatches and practice coding CONTENT.
9:30-10:00	Observer pairs in same classroom use one stopwatch and do 2 fifteen minute reliability checks on CONTENT.
10:00-10:20	Observers use own stopwatches and practice coding MODE-CONTENT.
10:20-11:10	Two different pairs of observers use one stopwatch and do 2 - fifteen minute reliability checks on MODE-CONTENT.
11:15-1:00	Drive to training site and lunch.

Wednesday afternoon

(The assistant trainer computes the morning's reliabilities while the trainer conducts the afternoon session.)

1:00-1:20 Observers frequency total each category.

1:20-1:45 Discuss morning's codings.

1:45-2:30 Have Observers do Practice Exercise #2 for Coding MODE-CONTENT.

(This exercise is on audio-tape and is read item by item. It is accompanied by slides. The text and answers are on pages 101-105 of this report. Have observers take out a sheet of paper and number from 1-27. Start the tape and coordinate the slides.)

Discuss the exercise and collect the answer sheets from the observers.

2:30-2:45 Break

2:45-3:30 Have observers do Practice Exercise #3 for coding MODE-CONTENT.

(This exercise is a script on audio-tape, accompanied with slides and buzzes. The text and the answers are found on pages 106-124 of this report. Have the observers take out a sheet of paper and number from 1-29. Start the tape and coordinate the slides.)

Discuss the exercise and collect answer sheets from observers.

3:30-4:30 Have Observers repeat Practice Exercise #4 for CONTENT but have them code both dimensions. (MODE-CONTENT)

(This exercise is a script on audio-tape accompanied with slides and buzzes. The text and answers are found on pages 83-100 in this report. Have the observers take out a sheet of paper and number from 1-26. Start the tape and coordinate the slides.)

Discuss the exercise and collect answer sheets from the observers.

4:30-4:45 Trainers explain Classroom Environment Forms (CEF)

(page 54 in this report.)

Thursday morning

8:00-8:30 Have Observers repeat Practice Exercise #1 for coding MODE-CONTENT.

(This is a written exercise found on page 50 of this report. The answer sheet to this exercise is on page 57 of this report.)

8:30-9:15 Drive to school.

9:15-9:30 Each observer uses own stopwatch and practices coding CONTENT.

9:30-9:45 Observer pairs use one stopwatch and practice coding MODE-CONTENT.

9:45-11:10 3 different observer pairs use one stopwatch and do 3 - twenty minutes reliability checks on MODE-CONTENT. At the end take 2 minutes to do CEF.

(Note to trainers: All reliabilities for MODE-CONTENT must be run. If time is short, be sure that the activities during the 9:45-11:10 time slot are completed.)

11:10-1:00 Drive to training site and lunch.

Thursday afternoon

(The assistant trainer computes the morning's reliabilities while the trainer conducts the afternoon session.)

1:00-1:20 Observers frequency total each category.

1:20-2:00 Discuss morning's codings

2:00-3:00 Have observers repeat Practice Exercise #5 for MODE-CONTENT.

(This exercise is a written script on audio-tape. The text and answers are found on pages 125-132 in this report. The observers should code MODE and CONTENT continuously and sequences should be discussed. Also the observers should code with their own stopwatches for two minute stretches.)

3:00-3:15 Break

3:15-4:45 Trainers discuss travel vouchers and administrative questions.

Thursday night

8:00 Discuss the reliability checks from the morning with observers. Review problem areas with each observer.

Friday morning

8:00-8:25	Answer questions
8:25-9:10	Drive to school
9:10-9:25	Observer pairs use one stopwatch and practice coding MODE-CONTENT.
9:25-11:10	3 different observer pairs use one stopwatch and do 3 - twenty minute reliability checks in 3 different classrooms. (Include 5 minute orientation with no coding and 2 minute CEF.)
11:10-12:30	Drive to training site and lunch.
12:30-1:00	Observers frequency tally.
1:00-2:00	Fill out travel vouchers.

Practice Exercise #2 for Coding MODE

This exercise is done on Monday morning.

The exercise is on audio-tape and is read item by item.

Instructions for the observers are on the audio-tape.

The audio-tape runs 9 minutes.

Answer Codes	Item
S-talk	1. The student says, "You spell desk as 'd-e-s-k'," while the teacher watches him.
S-talk	2. The student answers, "'A' comes before 'F' in the dictionary," while the teacher is watching him.
T-talk	3. The teacher says, "How do you spell knickers?"
No-talk	4. There is silence in the classroom after the teacher has asked a question.
Other Adult-talk (see rule 1, p. 15 in this report)	5. An aide and the students are reciting pronunciation rules together while the teacher is listening.
T-talk (see rule 1, p. 15 in this report)	6. Students and teacher are pronouncing together new vocabulary words listed on the board.
Other Adult-talk	7. An aide is reading the students a story while the teacher listens.
No-talk	8. The students are working quietly at their desks while the teacher is correcting test papers at her desk.
T-talk	9. The teacher is talking to half of the class in a group while an aide is talking to the other half of the class.
S-talk	10. A student asks the teacher, "What story should I read next?" while the teacher is walking past his desk.

Answer Codes	Item
T-talk	11. The teacher says, "Everyone sit down and be quiet."
Machine	12. A machine is pronouncing a list of words which are on the blackboard while the teacher and students listen.
No-talk	13. Students are putting their books away on the shelf on the side of the room while the teacher watches from her desk.
T-talk	14. The teacher asks, "What does the word tornado mean?"
Machine	15. The students and teacher are listening to a recording of a story as they follow along in their books.
No-talk (see rule 2, p. 15 in this report)	16. The students and a teaching machine are pronouncing words in unison while the teacher is correcting papers.
Other Adult-talk	17. An aide is expaining what a tornado is while the teacher and the students listen.

Practice Exercise #2 for Coding CONTENT

This exercise is done on Tuesday and Wednesday mornings.

The exercise is on audio-tape and is read item by item.

Instructions for the observers are on the audio-tape.

The audio-tape runs for 14 minutes.

Answer Codes	Items
8	1. The teacher says, "After you finish the story, answer the questions on page 110."
2	2. The teacher points to th written on the board and says, "Pronounce the th sound two different ways."
7	3. The teacher holds up pictures of animals and asks the students what they are.
7	4. The teacher holds up a maple leaf and says, "Who knows what kind of leaf this is?"
6	5. The teacher questions, "What is a window sash?" as she is reading the poem "T'was the Night Before Christmas" to her students, who do not have books.
1 (see rule 3 p. 30 in this report)	6. The teacher writes the definition of travois on the board.
7	7. The teacher shows a picture to the class and says, "What are the people doing in this picture, Jackie?"

Answer Codes	Items
3	8. The teacher points to not written on the board and says, "If you say not then finish the phrase with nor."
5	9. The teacher asks, "In what part of the dictionary will we find giraffe?"
1 (see rule 1 p. 29 in this report)	10. After the teacher has asked for the definition for the word conscience which the students have read in a story, a student says, "I know another meaning of conscience, the boy was knocked unconscience with a baseball bat."
9	11. The teacher says, "I like the way John holds his chair--the way Sally walks so softly."
2	12. The teacher asks, "Which one of these vowels is pronounced long?"
2	13. A student reads aloud a paragraph from the story while the teacher and the rest of the class follow along in their books.
11	14. The teacher signs a tardy slip for one of the students.
11	15. A student says to the teacher, "I don't want to do this."
10	16. The teacher says in a disturbed voice, "I think you are forgetting your manners."
3	17. The teacher writes a sentence on the board and says, "Do you remember how to punctuate sentences that someone has spoken?"

Answer Codes	Items
5 (see rule 2 p. 29 in this report)	18. After a student spelled corral, the teacher asked the class, "Is she right?"
9	19. The teacher says, "You all did very well on your last tests."
1 (see rule 4 p. 31 in this report)	20. The teacher holds up a picture of a bicycle with the word bicycle printed under it and asks, "How many of you ride bicycles to school?"
5	21. The teacher asks, "Who can spell defensive?"
10	22. A student answers a question incorrectly and the teacher remarks, "No, that's not the right answer."
1	23. The teacher asks, "What do you remember about the story which tells you that the mountain was rough and hard to travel?" The students have previously read the story.
6	24. The teacher is reading a list of words to the students. She says the word and the students repeat it. The teacher has a book, the students do not.

Practice Exercise #3 for Coding CONTENT

This exercise is assigned by the trainer on Tuesday afternoon.

The correct CONTENT codes are in parenthesis at the end of each sentence.

Directions: For this practice exercise, write the code number of the appropriate Content category above the first word of each sentence. The category number should describe the Content of each sentence.

Teacher: Today we're going to begin a study of some of the passages of the Bible in order to see how its authors used symbols and images in their stories. (6) (Writes the word symbol on the board). (5) All right then, a symbol is something which stands for or represents something else. (1) Now this "thing" can be a word, a phrase, and object. (1) Pete pointed out an object in the room which symbolized something else. (1) The flag represents the U.S.A., freedom, etc. (1) In the Bible, we'll be reading some prose and some poetry which include words used as symbols. (1) Once the symbols are understood, it should be easier for you to comprehend what the authors are saying -- the opinions that they are expressing. (1) The first selection to read today is one that I'm sure most of you are familiar with - Psalm 23. (8) Since you all have your own versions of the Bible, I can't give you a page number, but the book of Psalm can be found about midway through the Old Testament. (8) And they're numbered in order. (8) (Give students time to find Psalm.) (4) Would everone now take a few minutes to read the psalm to himself, then we'll have someone read

it aloud. (8) (Pause to read.) (4) Who will volunteer to read the psalm aloud? (8) Jane? (8)

Jane: 1 The Lord is my shepherd; I shall not want. (2)
2 He maketh me to lie down in green pastures: he leadeth me beside the still waters. (2)
3 He re-stor-eth my soul: he leadeth me in the paths of righ-teous-ness for his name's sake. (2)
4 Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me. (2)
5 Thou preparest a table before me in the presence of mine enemies: thou a-noin-test my head with oil; my cup runneth over. (2)
6 Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever. (2)

Teacher: Fine, Jane. (9) A good reading. (9) But a few of those words gave a little trouble. (8) Let's go back to clear them up. (8) First, you'll notice the old fashioned endings on some of the words. (3) Can you pick those out? (3) Pete? (3)

Pete: Yea. (3) There's maketh, leadeth, restoreth, leadeth (again), thou, thy, thy (again), thou (again), preparest, and mine sounds funny where it is, thou (again), anointest (whatever that means), runneth, and ... that's all. (2)

Teacher: Good, Pete, I think you got them all. (9) Now what

about the "eth" endings? (3) How do we end these same words today? (3) John? (3)

John: "s", like makes, runs, leads. (3)

Teacher: And what about the "thous" and "thys"? (3) Debbie? (3)

Debbie: The Quakers say that. (1) And I think the Pennsylvania Dutch. (1) They all talk like that. (1) One time we got off the Pennsylvania Turnpike and went to eat in a place where they had that kind of food and you should have seen how they dress and everything. (1)

Teacher: I think you're talking about the Amish, Debbie. (1) Let's go back to what you said at the beginning about the Quakers. (8) Some of them still do use thou and thy. (1) But do you know what they mean? (1)

Debbie: Sure. (1) That's their way of saying "you" and "your" and stuff like that. (1)

Teacher: You and your. (1) That's right. (9). But I'm not so sure it's an unusual way of saying things. (1) After all, we're used to the way the commandments say "Honor thy father and thy mother." (1) It's just that we've become a little less formal in the way we address people nowadays. (1) The same thing goes for the "eth" endings that we've changed to s's as John said before. (3) There were a few other words that I'd like to check on before we go into the meaning of the poem itself. (8) Does anyone know the meaning of restore? (1) Jeff? (1)

Jeff: To put back again, like when you restore old furniture. (1)

Jim: Yea, or a house or something. (1)

Amy: They do that with paintings, too. (1) We learned that in Art class. (1) They scrape all the dirt off them and the colors get bright again. (1)

Teacher: OK. (9) Fine. (9) Now let's look at the words surrounding the word restore. (8) "He restoreth my soul." (2) Do you think the poet is talking about taking something off your soul so that it will get bright again? (1) Jane? (1)

Jane: Well, sort of. (1) I guess in a way, when you do something wrong, your soul shows it. (1) I guess if it was something you could see - I mean your soul - maybe it'd get darker or something. (1) Then when you did something good, it would sort of get clean again. (1)

Teacher: Well, I'm not so sure that that's what the poet means here, (10 or 1) but at least you've got the meaning of restore. (9) Now, what about righteousness? (1) Amy, read verse number 3 again, please. (8)

Amy: "He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake." (2)

David: That means good or something 'cause the Lord would be taking you down the road to good, not bad. (1)

Teacher: Pete? (1)

Pete: What about justice, like "he leadeth me in the paths of

justice"? (1)

Teacher: Good, Pete. (9) Now one more word - anoints. (1) Does anyone know what anoints means? (1) Chip? (1) Why don't you read the sentence with the word in it? (8)

Chip: "Thou anointest my head with oil." (2) It must mean to put on or something - that sounds icky! (1)

Teacher: To us it might, I guess. (1) But that was a Hebrew custom that showed when a person was favored or someone special. (1) We'll get into that a little more later. (8) What about someone figuring out a word to substitute for anoints in the sentence? (1) Carol? (1)

Carol: Covers? (1)

Teacher: Speaking of icky! (11 or 1) I doubt that he was referring to that much oil, Carol. (1)

Debbie: How do you know? (1) Maybe they had strange customs, too. (1)

David: What about marks? (1) He "marks my head (2) with oil" 'cause you said it had something to do with marking somebody special. (1)

Teacher: Good, Dave. (9) Let's get back to the symbols being used. (8) Pete said that a symbol is something which stands for something else. (1) The poet here is David - the same person who as a boy killed Goliath. (1)

Joe: You mean the kid with the slingshot? (1) That was a cool story. (1) He hit that guy right in the head -

splat! (1) Really knocked him out. (1) He couldn't have grown up to be a poet - after bein' such a hero - that's goofy. (1)

Teacher: Well, he did. (1) Maybe sometime you'd like to read some of the other parts of the story of David to see how he grew up. (8 or 1) He was quite a hero, but he was also a poet. (1) Anyway, to get back to the psalm, (8) can anyone figure out what symbol David is using for God? (1) Debbie? (1)

Debbie: The Lord? (1)

Teacher: No, (10) that's just another word for the same person. (1) Chip? (1)

Chip: A shepherd? (1)

Teacher: Right. (9) See if you can pick out other words that continue the image of the shepherd and the countryside - Rich? (1)

Rich: "Green pastures...valley...and rod and staff" (2) - aren't those things shaped like a question mark that the shepherd in pictures always are carrying? (1)

Teacher: You're right, Rich. (9) Anyone else have other suggestions? (8 or 1) John? (8 or 1)

John: What about still waters - that's country. (1) Besides you always have to have water near where your sheep are grazing. (1)

Pam: And "leading me" (2) because that's what a shepherd does

with his sheep...and paths because that's where he leads them. (1)

Teacher: Fine. (9) Now read through the poem again and find the relationship between the shepherd and his sheep. (8) Jeff? (8)

Jeff: I guess it would be the same as between any shepherd and his sheep. (1) They depend on their shepherd for food and water. (1) He leads them around. (1)

Teacher: Then what do you suppose David is saying about his Lord? (1) Jane? (1)

Jane: That the Lord is like his shepherd. (1) That makes him the sheep, and the Lord leads him around. (1)

Rich: Yeh, and that he depends on the Lord for his food and everything. (1)

Debbie: But that's not true. (1) The Lord doesn't give everybody their food. (1) They work to get money, then buy the food like we do. (1)

Pete: Yeh, but, like who provides the jobs and who gives you the brains to learn a job so you can get the job? (1)

Debbie: Well... (1)

Teacher: I think we're getting into personal beliefs here. (8) It'll be hard not to during our discussions. (8) But to get back to the poet himself, (8) why do you think David chose to use the symbol of a shepherd? (1)

Tim: 'Cause he thought sheep were cool - right? (1)

Teacher: If a cartoonist were going to represent the U.S., why would he be likely to use the national symbol of the eagle? (1)

John: 'Cause everybody knows that. (1)

Teacher: OK, (9) so? (1)

Roseanne: Oh, I get it. (1)

Pete: You always do. (11)

Teacher: How do you mean, Roseanne? (1)

Roseanne: Well, everybody here knows the eagle. (1) So everybody then must have known a lot about sheep. (1) I guess there were a whole lot of farmers or something. (1)

Teacher: Right - this is basically true. (9) A poet will generally use symbols that his audience of readers will be familiar with. (1) To sum up then, (8) we have here one of the most famous poems in the Bible. (1) It's a poem in which the main symbol being used is the shepherd. (1) It's a poem in which the mood of comfort and peace is brought out through David's choice of certain words and phrases. (1) It's easy to see why so many people "in the valley of the shadow of death" - those people who are sick or dying or those who have just lost someone close to them find this Psalm very important in their lives. (1) Some of you may remember seeing Governor George Wallace reciting the Psalm at a special Mass said for him shortly after his serious injury. (1) Would someone read the poem once

more aloud now that we've studied its meanings more closely and can appreciate it more fully? (8) Jane read the first time - let's have someone else - Jim? (8)

Jim: Do you want me to read the old fashioned version or the modern one we figured out? (8)

Teacher: Try the old one again, Jim. (8) I think it'll come much easier now (8) and it's really considered a classic. (1)

Jim: OK - here goes! (8)

The Lord is my shepherd; I shall not want. (2)

He maketh me to lie down in green pastures: he leadeth me beside the still waters. (2)

He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake. (2)

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me. (2)

Thou preparest a table before me in the presence of mine enemies; thou anointest my head with oil; my cup runneth over. (2)

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever. (2)

Practice Exercise #4 for CONTENT

This exercise is done on Tuesday afternoon (CONTENT only) and Wednesday afternoon (MODE-CONTENT).

The exercise is on audio-tape and is accompanied with slides and buzzes. A '*' appears in the text to correspond with the buzz on the tape.

Instructions for the observers are on the audio-tape. The audio-tape runs for 9 minutes.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	During directions: "The first voice you hear will be that of the teacher."		81	Teacher alone at desk
	(advance slide)		129	T at board, talking to S's--no books
	Teacher: Today we're going to read about the small country of Holland. Although Holland is a tiny country, long ago it was a very powerful country. Before we begin to read, let's locate Holland on the map. Does anyone know			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	on what continent			
1.	* it lies?	T-talk 6		
	Pam: Yes, it is in Europe.			
	(advance slide)		124	T with book; S's raising hands--no books
	Teacher: Very good. Does it lie along the coastline or is it inland? By inland I mean that it is not near a large body of water such as an ocean.			
	Nina: I think it is along			
2.	a coastline *	S-talk 6		
	Teacher: Yes, it is. Pam, come show us where Holland is on the map.			
	Pam: Here it is.			
	(advance slide)		129	T talking to S's at board--no books

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Teacher: Yes, that's right. One of the large bodies of water which affected the way the people lived in Holland is the North			
3.	Sea *. Because they lived along the sea they became sailors and fisher-men. They also became a great sea power. They even ruled other lands.	T-talk 6		
	(advance slide)*		93	T points to phrase on board
	Look at the word power on the board. From what I have told you, can you tell me or give me an idea of what power			
4.	means*?	T-talk 1		

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Mike: If they ruled other people it might mean they had a lot of money.			
	(advance slide)		129	T talking to S's at board--no books
	Joyce: It might mean they were very strong.			
	Pam: I think it means they could tell everybody what			
5.	to * do.	S-talk 1-		
	Teacher: Good. I'd like you to look at the word I have just written on the board.			
	(advance slide)		92	T and 9 S's with books
	It is made up of two tiny words you already know; however, it is not a compound			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	word. Can you tell me the two little words?			
6.	Mike: car and go *	S-talk 2		
	Teacher: Put these two words together and tell me the word.			
	Mike: Cargo			
	Teacher: If a ship is carrying cargo, what does it have?			
	(advance slide)		69	T and 10 S's with books
	Pam: It might be carrying something people can use.			
7.	Teacher: Yes, very good * You're getting the right idea. Can you give me an example?	T-talk 9		
	George: It might be something to eat or it might be tools.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		123	T writes colony and phonetic sp. on board
	Teacher: It could be. It might be something which a country does not have and is buying from another country.			
8.	Pause * Look at the new word on the board. How many syllables are in it?	No-talk 2		
	Mike: Three.			
	(advance slide)		123	T writes colony and phonetic sp. on board
	Teacher: Try to pronounce the word, putting the stress or accent			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	on the first			
	syllable. The o in			
9.	* the first syllable	T-talk 2		
	sounds like ah.			
	Mike: colony			
	(advance slide)		92	T and 9 S's with books
	Teacher: Good work. Now, can			
	you define the word?			
	Joyce: I think it's a little			
	town or city to which			
	people come from			
	another continent			
10.	* or country. They	S-talk 1		
	come to make a living,			
	mostly by trading.			
	The people who come			
	are called immigrants.			
	They are ruled by			
	another country.			
	(advance slide)		92	T and 9 S's with books
	Teacher: Excellent. I would			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	I like you to open your book to page 158. The only thing on page 158 is a picture of boats. What kinds of ships do you see * ? Are they modern or old-fashioned?			
11.		T-talk 6		
	Mary: Old-fashioned.			
	Teacher: What type of ship do they look like?			
	(advance slide)		124	T with book; S's raising hands-no books
	Mary: They look like pirate ships.			
	Teacher: Why do you think that?			
	Nina: Because of the sails and the way the ships * are built.			
12.		S-talk 6		
	Teacher: It's not a pirate			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	ship, but at the time it was used it had something that a pirate ship also had.			
	George: The flag?			
	(advance slide)		92	T and 9 S's with books
	Teacher: Yes, but what else? You can't see it in the picture because it is in a storage			
13.	place on the ship. *	T-talk 6		
	Pam: The food and....			
	Teacher: A word we discussed before.			
	Pam: Food and cargo!			
	Teacher: Right! These ships were built by the Dutch in order to carry cargo especially.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		93	T points to phrase on board
14.	Now I'm going to write another word on the board. I've just written America on the board * You tell me what place it reminds you of.	T-talk 2		
	Anne: The United States.			
	Teacher: Alright. If I add 's' to the word what will it make you think of?			
	(advance slide)		69	T and 10 S's with books
	Nina: Two Americas.			
	Teacher: What two Americas are there?			
15.	Joyce: The two continents * of North and South America	S-talk 1		
	Teacher: Very good. We shall see how the Dutch			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	used these ships both in North and South America, in Africa, and in the West Indies and East Indies. I've just written New Amsterdam on the board. Amsterdam is a very important city in Holland.			
	(advance slide)		92	T and 9 S's with books
	It is the capital and largest city. Although this city does not lie along an ocean it is a great port. It lies along a river and canals have been built which connect the river with the North Sea. The			
16.	ships * we shall read about brought products from many strange lands to this city. Look at	T-talk 1 or 6		

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	the board again.			
	(advance slide)		129	T at board, talking to S's--no books
	Have I simply written Amsterdam, or have I added something to it?			
	Tom: You put the word new in front of it.			
17.	Teacher: You are right * The reason I have written New Amsterdam is because the people of Holland came to North America long ago and began a colony there.	T-talk 9		
	(advance slide)		92	T and 9 S's with books
	They traded with this colony and called it New Amsterdam.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
18.	Pam: Where was the colony * ? Teacher: It was in the state of New York.	S-talk 1		
	(advance slide)		69	T and 10 S's with books
19.	I would like you to read the story on page 159 and find out two things: 1) Find out how the Dutch became a great power long ago *, and 2) Find out how the ships in the picture helped them to become strong. Are there any questions?	T-talk 8		
	(advance slide)		68	S's reading silently from books

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
20.	Pause *	No-talk 4		
	Anne: What's this word? I've never seen it before.			
	Teacher: It's starboard. It means the right side of the boat.			
	(advance slide)		69	T and 10 S's with books
	Now that you have finished reading I would like you to write a sentence for each of the vocabulary words listed at the end of the story. The sentences don't			
21.	have to be long *... just make sure you use each word in one sentence.	T-talk 8		

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		116	T points into 1 S's book
	Can I help you, Nina?			
	Nina: I don't know this word.			
	Teacher: Well, let's find where it was used in the story. Here it is. Can you read the			
22.	sentence * ?	T-talk 8		
	Nina: "The Dutch sailors were able to navigate their ships by watching the position of the stars."			
	Teacher: Can you tell from this sentence what navigate means?			
	Nina: Sailing?			
	(advance slide)		57	T points into 1 S's book
	Teacher: That's close. Why do you think they look			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	at the stars to figure out their			
23.	position * ?	T-talk 1		
	Nina: To see if they're on course. Oh, I know...it means to steer the ship in the right direction.			
	(advance slide)		58	T & S smile at each other
	Teacher: Very good. Now can you write a sentence using navigate?			
	Nina: The boy navigated the			
24.	ships through * the rocks.	S-talk 1		
	Teacher: Good.			
	(advance slide)		90	T at desk pointing to 3 S's
	Mike: Are we going to recess soon?			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Teacher: In about 15 minutes.			
25.	* Have you children finished your sentences?	T-talk 11		
	Joyce: Yes. Can we play baseball this afternoon with the other class?			
	(advance slide)		90	T at desk pointing to 3 S's
	Teacher: That might be arranged. You children had better go back to your desks and be quiet. The rest of the class is still working. I know you're excited			
26.	* about recess but if you're not quiet until it is time, I'll shorten it.	T-talk 10		

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Alright, put your books away and let's line up for recess.			

Practice Exercise #2 for MODE-CONTENT

This exercise is done on Wednesday afternoon.

The exercise is on audio-tape and is read item by item.

Instructions for the observers are on the audio-tape.

The audio-tape runs 15 minutes.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
1.	An aide says to a group of seven students, "Can you think of another word that means a violent windstorm, like the word tornado that is written on the blackboard?" as the teacher watches.	Other Adult talk,1	61	Aide in front of room, 1 S raises hand.
2.	The teacher points to the letters gr on the board and says to a group of 3 students, "This sounds like grrrrr."	T-talk 2	49.	T points to board, aide next to controlled reader.
3.	A machine and a student are pronouncing words at the same time, while the teacher is watching.	S-talk 7	131	1 S with tape-recorder--no books.
4.	The teacher says to her class of 10 students, "You all did very well on your spelling tests yesterday."	T-talk 9	72	T in front of room, books open
5.	While the teacher is writing pronunciation marks on some words on the board she says, "I want it quiet in this room," to fifteen students in the class.	T-talk 10	21	T writes on board.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
6.	After the teacher has asked the class how to spell beagle, four children raise their hands.	No-talk 5	67	T at desk, 4 S's raise hands.
7.	The teacher and four students watch a film about Great Britain.	Mach. 7	10	T next to machine, S's look at screen
8.	One student is sitting in the front of the room watching a filmstrip spell words, while the teacher is watching her. The rest of the class is doing workbook exercises.	Mach. 5	18	1 girl with teaching machine
9.	While the students are talking softly to each other, and drinking milk, the teacher is counting milk money.	No-talk 11	30	T alone at desk
10.	An aide is pronouncing a word for one student while the teacher watches.	Other Adult talk, 2	45	Aide at 1 S's desk, T watches.
11.	While a class of 8 students is writing stories, a student goes up to the teacher's desk and asks her how to punctuate sentences; she looks at her paper and makes the correct marks.	No-talk 3	32	S next to T's desk.
12.	The teacher and a student are in the front of the room reciting multiplication tables together.	T-talk 7	63	T and S in front of room, no books
13.	The aide is reading a story aloud to a class of 7 students while the teacher watches. The students do not have books.	Other Adult talk 2 or 6	92	Aide in front of S's, all have books open

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
14.	The aide asks the teacher how to spell a word and the teacher replies, while the 10 students in the class are drawing pictures.	T-talk 8 (see rule 5 page 31 in this report)	105	T and aide stand on side of room.
15.	After the teacher has asked for the definition of cow, one student in a group of four answers, "That's an animal that goes oink, oink, and you get bacon from it."	S-talk 1	4	T looks at 1 S.
16.	The teacher calls one student up to her desk and says, "The story that you wrote yesterday was really good." The other students are playing word games.	T-talk 9	32	T at desk, 1 S next to her.
17.	The teacher and 4 students are listening to a record which is reading a story about dogs and they are passing around photographs of dogs.	Mach 7 (see rule 9 page 34 in this report)	13	T and 4 S's look at taperecorder.
18.	The teacher watches a class of three students who have just read a poem about horses and one student says, "I got bitten by a horse once."	S-talk 1 (see rule 4 page 31 in this report)	6	T looks at 1 S, books open.
19.	The teacher listens to a recording of the alphabet while the seven students in the class play word games.	Mach 8 (see rule 5 page 31 in this report)	66	T alone with tape recorder.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIPE
20.	While 5 students are drawing pictures, the principal and teacher discuss the next day's assembly.	Other Adult talk or T-talk 11	112	T and principal stand at side of room
21.	The teacher is waiting for an answer to the question she has directed to the class of 8 students about where the verb of a sentence should go on the diagram line she has just drawn.	No-talk 3	73	T points to board, S's have books open.
22.	Three students and an aide recite a Mother Goose poem together from memory, while the teacher watches them. The students have never read the poem.	Other Adult talk 7	129	Aide at front of room, S's no books.
23.	There are 2 groups of 4 students each making murals and the teacher who is watching says, "The group in the corner is getting too noisy."	T-talk 10	33	T at desk and snapping fingers.
24.	Five students and the teacher watch a cartoon.	Mach. 7 or 11	9	T next to film-strip machine, S's watch.
25.	An aide says to the teacher, "What time is the assembly this afternoon?" The 5 students in the class are writing stories.	Other Adult talk 11	42	T and aide sit at side of room.
26.	One student reads silently from a controlled reader in the back of the room while the teacher watches. The 5 other students in the class do workbook exercises.	Mach. 4	18	1 S looks into a teaching machine.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
27.	The aide says to 3 students, "Which letter comes first in the alphabet, Q or S?" while the teacher watches	Other Adult-talk 5	51	The aide points to board, S's watch, and T stands next to a machine.

Practice Exercise #3 for MODE-CONTENT

This exercise is done on Wednesday afternoon.

The exercise is on audio-tape and is accompanied with slides and buzzes. A '*' appears in the text to correspond with the buzz on the tape.

Instructions for the observers are on the audio-tape.

The audio-tape runs for 10 minutes.

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	During directions:			
	(advance slide)		30	T alone sitting at desk
	"The first voice you hear will be that of the teacher, Mrs. White."			
	Mrs. White: Good-morning, I am Mrs. White.			
	(advance slide)		81	Aide alone sitting at desk
	"The next voice you hear will be that of the aide, Mrs. Spencer"			
	Mrs. Spencer: Good morning, I am Mrs. Spencer.			
	"The practice exercise will now begin."			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		104	T and aide in front of room S's with books
	Teacher: Today we're going to do several things. Some of us are going to work on spelling, we'll be doing some reading from the controlled reader, and Mrs. Spencer is going to help some of you with contractions.			
	Mrs. Spencer: Good morning, boys and girls. Isn't			
1.	it a nice day today?*	Other Adult-talk, 11		
	(advance slide)		105	T and aide alone
	Teacher (to aide): Mrs. Spencer, why don't you take Group A with you to the back of the room.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE.
	Remember to stress how and why the apostrophe is used.			
	Mrs. Spencer: All right. What lesson in the book should we do today? Shall I start with			
2.	Lesson 4 or have * you done that one already?	Other Adult-talk,8		
	Teacher: Lesson 4 is fine. Group B, will you go sit by the controlled reader and Group C, take out your spelling books.			
	(advance slide)		46	Aide and T with 4 S's -- open book
	Mrs. Spencer: Today we're going to work with contractions. Turn to Lesson 4 in your workbooks. Does anyone know what a			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
3.	contraction is * ? No? (Writes doesn't on the board.) I'm writing a word which is a contraction on the board. Who knows what this word is?	Other Adult-talk,3		
	Julie: Doesn't			
	(advance slide)		109	Aide with S's--T watches from desk
	Mrs. Spencer: Good. Does anyone know what two words make up doesn't?			
4.	Nina: Does and * and	S-talk 3		
	Tom: No, do and not			
	George: What's that funny mark in the word?			
	Mrs. Spencer: Don't call out George. I'll call on you if you raise your hand. None of you children has given			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	the right answer yet. Does anyone have another guess?			
	(advance slide)		78	Aide points to phrase on blackboard; T & S's watch
5.	Does and not are the two words in doesn't * . Now I've written does and not on the board. What letter is missing from these two words? Nina?	Other Adult-talk 3		
	(advance slide)		109	Aide with S's-- T watches from desk
	Nina: The o is not.			
	Mrs. Spencer: Is that right?			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
6.	'Pause *	No-talk 3		
	Students: Yes			
	(advance slide)		45	Aide points into an S's book --T watches
	Mrs. Spencer: Very good. Now getting back to you George...the funny mark is called an apostrophe. Let's all say it together.			
7.	Everyone says "apostrophe" *	Other Adult talk or S-talk,2		
	Good. The apostrophe is in the word to replace missing letters. In this case, which letter did Nina say was missing?			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Julie: The o.			
	(advance slide)		61	Aide in front of S's--T watches from desk
	Mrs. Spencer: Let's see if we can think of other words that we use everyday which are contractions. Suppose we wanted to make was and not a			
8.	contraction. *	Other Adult-talk,3		
	What would that be?			
	Mary: wasn't			
	Mrs. Spencer: Good. Who can think of another contraction? I'll write them on the board as you say them.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		43	Two S's talk--aide & T watch
	Tom: don't			
	Mary: won't			
	Mike: didn't			
9.	George: How about wouldn't *?	S-talk 3		
	(advance slide)		14	T & S's look at tape recorder --closed books
	Teacher: While Mrs. Spencer is working with Group A I'd like Group B to do some work in their spelling books. I have a tape recording of the words in Lesson 12 that we worked on			
10.	the other day *	T-talk 8		

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Tom: Oh, boy, a tape recorder!			
	Teacher: After I start the tape, listen for the word and then write the correct spelling in your workbooks on page 5.			
	(advance slide)		13	T & S's look at tape recorder --an S pushes button
	Are you all ready? Julie will start the tape recorder, please?			
11.	Julie: It doesn't work *	S-talk 8		
	Teacher: Did you push the "forward" button?			
	Julie: Oh, I pushed the "record"...there, now it's OK.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Teacher: Let's not talk now... get ready for the first word.			
	(advance slide)		25	T and S's look at tape recorder
	The tape recorder is now on..			
12.	Machine: giraffe. * A giraffe has a long neck.	Mach 5		
	(advance slide)		25	T & S's look at tape recorder
	Machine: motor. The motor in the car was not working.			
13.	Pause *	No-talk, 5		
	(advance slide)		33	T sitting at desk, snapping fingers
	Teacher: Group C. I'll be with you in a moment. Please be quiet.... Group B is taking a test. I think it would be nice if			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	you thought about what other students are doing			
14.	and not talk loudly. *	T-talk 10		
	Machine: yellow. I bought a yellow balloon at the fair.			
	(advance slide)		9	T & 4 S's watch controlled reader
	Teacher: Ok, Group C, let's get ready to read. Our story today is an interesting one... it's about a tornado. Who knows what a			
15.	tornado is? *	T-talk 6		
	Julie: A big storm.			
	George: A funny cloud that picks up houses.			
	Mary: There was a tornado in the Wizard of Oz and it carried a			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	house, a girl, and a dog to a far away land.			
	(advance slide)		10	T & 5 S's watch controlled reader
	Teacher: It seems you have a good idea of what a tornado is. In this story the tornado is called a twister. Why do you think it's called that?			
	Tom: Because it twists and			
16.	turns. *	S-talk 6		
	Anne: Because the clouds come twisting down from the sky.			
	Teacher: Good. Do we have a lot of tornados here in Maine?			
	Julie: No.			
	Teacher: Where are there a lot of tornados?			
	(advance slide)		9	T & 4 S's watched controlled

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	We'll find the answer to that in the story. I'm going to start			
17.	the reader now. *	T-talk 8		
	George, will you turn down the lights on this side of the room? Today's speed will be a little faster than yesterday's.			
	Machine starts			
	Tom: <u>A Texas Twister</u>			
	(advance slide)		10	T & 5 S's watch controlled reader
	Teacher: I think it's better if we read to ourselves, Tom. Everybody can try to keep up with the speed.			
18.	Pause *	Mach 4		
	Teacher: Group B, are you finished? Good, turn back to page 2 in your workbooks and correct your words.			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	(advance slide)		63	T and S talk in front of room
	When you're finished do page 6, using the words that you made mistakes on.			
	Julie: I got them all			
19	right. *	S-talk 5		
	Teacher: Good, Julie. You can go to the library shelf and pick out a book to read.			
	(advance slide)		3	T & 4 S's have books open
	Teacher: OK, Group C. Open your books to page			
20.	203 * to the story that you've just read on the controlled reader. Where did this story take place?	T-talk 8		
	George: In Texas.			
	(advance slide)		7	T & 5 S's talk--have books open

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Teacher: What was the weather like on the day that the twister came?			
	Julie: It was hot.			
	George: It was still and quiet.			
	Mary: It had just rained.			
	Anne: No it hadn't. It			
21.	hadn't * rained in a long time.	S-talk 1		
	Mary: There were lots of dark rainy clouds though.			
	Teacher: You're both right. It hadn't rained in a long time but the sky was full of dark, rainy clouds.			
	(advance slide)		6	T looks at 1'S in class--all have books open
	Was it windy?			
	George: It was real still before the twister			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	came but then it got really windy when they			
22.	saw * the twister.	S-talk 1		
	Teacher: Who saw the twister?			
	Mary: A man and three children. They went to the house and told mother.			
	(advance slide)		3	T & 4 S's have books open
	Teacher: Then what happened?			
	Julie: They went to the basement.			
	Teacher: What word did they use in the story that			
23.	means the same as * basement?	T-talk 1		
	Look on page 204 and see if you can find it. Raise your hand when you have found the word and can read the sentence.			
	(advance slide)		6	T looks at 1's in class -- all have books open
	Julie?			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Julie: I found it. The last sentence on the page. (reads) "Joe said, 'It looks like we'd			
24.	* better go to the cellar. We'll be safe there."	S-talk 2		
	(advance slide)		67	T at desk-- 4 S's raise their hands
	Teacher: Why do people go to basements and cellars when tornadoes come?			
25.	Pause *	No-Talk 1		
	Anne?			
	Anne: Because then they're underground. The tornado can't hurt them if they're underground.			
	(advance slide)		7	T & 5 S's talk -- have books open
	George: The tornado doesn't always touch the ground but if it does			

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	it can't reach down.			
	Teacher: Very good. I'd like you to answer the rest			
26.	of the questions * which are on page 206. When you're finished you may take out your crayons and draw a picture of a tornado or any part of the story that you like.	T-talk 8		
	(advance slide)		4	T talks to 1 S in front of room
	George and Mary, let's go back to the			
27.	back of the room * and review those multiplication tables that we did yesterday in class. Mary, will you start with the 2's?	T-talk 8		
	(advance slide)		23	2 S's and T sit in back of room -- no books

ITEM NO.	TEXT	CODE	SLIDE NO.	DESCRIPTION OF SLIDE
	Mary: 2 x 1 = 2, 2 x 2 = 4			
	2 x 3 = 6, 2 x 4 = 8			
28.	2 x 5 * = 10,	S-talk 7		
	2 x 6 = 12, 2 x 7 = 14			
	2 x 8 = 16, 2 x 9 = 18			
	2 x 10 = 20.			
	Teacher: Good, Mary. George,			
	can you do the 5's?			
	(advance slide)		23	2 S's and T sit in
	George: 5 x 1 = 5, 5 x 2 = 10			back of room--no
	5 x 3 = 15, 5 x 4 = 20			books
29.	* 5 x 5 = 25,	S-talk 7		
	5 x 6 = 30, 5 x 7 =			
	35, 5 x 8 = 40,			
	5 x 9 = 45, 5 x 10 =			
	50.			
	Teacher: Very good.			

Practice Exercise #5 for MODE-CONTENT

This exercise is done on Tuesday afternoon. (CONTENT only) and on Thursday afternoon (MODE-CONTENT)

The exercise is on audio-tape.

The instructions for the observers should be given by the trainer.

The correct CONTENT codes are in parenthesis at the end of each sentence.

The audio-tape runs 12 minutes.

Teacher: Our story today is about a secret. (6) What is a secret? (6) Anne? (6)

Anne: It's something you tell just your friend and she's not supposed to tell. (6)

Mike: She'll probably tell, though. (6) A secret is something you know and don't tell anyone. (6)

Lisa: But Mrs. White, you can tell someone a secret. (6)

Teacher: That's the problem with a secret - how many people can know something and have it remain a secret? (6) Do you all agree a secret is something you don't want everyone to know? (6)

Students: (Various responses of agreement) (6)

Teacher: The title of our story is A Secret for Twenty-five Years. (6) Now that's a long time to keep a secret, isn't it? (6) Find A Secret for Twenty-five Years in your books. (8)

Teacher: Tom, how do you find something quickly in a book of stories? (1 or 7)

Tom: Oh. You look in the Table of Contents. (1 or 7)

Teacher: Where do you find this story starts, Richard? (1)

Tom: On page 204. (1)

Teacher: Let's all turn to 204. (8) When do you think this story takes place? (1) George? (1)

George: A long time ago. (1)

Teacher: What makes you think so? (1)

George: Well, the people aren't using cars. (1) They are in a wagon pulled by horses. (1) And the man is dressed in an old fashion...in old-fashioned clothes. (1)

Teacher: That's a pretty good guess. (9) Let's see. (8) Julie will you read the first paragraph in the box on page 204, please? (8)

Julie: "Grandfather nearly missed his train when an u . . u . . . (2)

Teacher: Julie, when we see a word we don't know, what is the first thing we do? (2)

Julie: See if there are any prefixes or suffixes on it - Oh, take off the un. . . oh, (3) unusual. (2) "Grandfather nearly missed his train when an unusual family kept him from crossing a bridge. (2) It was many years before the whale story was told about that family." (2)

Teacher: I don't think this is a whale story, Julie. (10) That's a long o in whole. (2) Why is it a long o, Lisa? (2)

Julie: Because of the final silent e. (2) Whoops! (2) "The whole story was told about the family." (2)

Teacher: What do you think the unusual family could be? (1) Mike? (1)

Mike: Indians? (1)

Teacher: That might stop Grandfather! (1 or 9) You'll find out as you read the story. (8) Right now, read silently to the first paragraph on page 206 to discover what this unusual family was and where the boy is taking the man in the wagon. (8)

Pause (4)

Tom: What's this word? (2)

Teacher: What sound does it begin with? (2)

Tom: r (2)

Teacher: What are the vowels? (3)

Tom: o and u. (3)

Teacher: What is one ou sound, Tom? (2)

Tom: Ou like in ouch? (2)

Teacher: Yes, but not this time. (9 or 10) What about another ou sound? (2)

Well, let's try the gh sound. (2) What is that? (2)

Tom: f (2)

Teacher: Good, that's it. (9) Now try the word with what you know about the beginning and ending sounds and guess at the vowel sound. (2)

Tom: Rowf (2)

Teacher: Now try reading the sentence without the word, but guess by the meaning of the rest of the sentence what the word might be. (2)

Tom: "The road was very ____ and stony there. (2) Oh, rough. (2)

Teacher: That's good. (9)

Lisa: Oh, this story is about skunks. (1)

Giggle, giggle, giggle (11 or 1)

Pause (4)

Teacher: What was the unusual family, Mary? (1)

Mary: Skunks! (1)

Teacher: Yes, (9) and who says they are skunks, George? (1)

George: Patrick. (1)

Anne: No, it's Grandfather. (1)

Teacher: George, will you read the part that tells us who says they are skunks? (8)

George: " 'That can't be a . . ,' said Patrick, shading his eyes with his hands." (2)

Teacher: Does Patrick actually call them skunks, George? (1)

George: No, I guess not. (1)

Anne: Here it is, Mrs. White, near the bottom of page 205. (8) " 'Sure enough, it's a mother skunk with five young ones, half grown,' said Grandfather." (2)

Teacher: Good! (9) When Grandfather says, "Isn't he bold!" To whom is he referring? (1) Pam? (1) George? (1)

George: The skunk. (1)

Teacher: Yes, (9) and what did the skunk do that was bold? (1)

George: He came right out in the road. (1)

Teacher: Why do you think that was bold, George? (1)

George: I don't know. (1)

Teacher: What is another word for bold? (1)

Mary: Daring? (1)

Teacher: Good. (9) Any other word that means bold? (1)

Anne: Brave? (1)

Teacher: Yes, very good. (9) What do we call these words that mean the same as another word? (1)

Julie: Cinnamons? (1)

Teacher: Almost the right word. (1 or 9) Can anyone remember the word? (1)

Lisa: Synonym. (1)

Teacher: That's right. (9) Remember synonyms are words which have the same or almost the same meaning as another word. (1) Now, can you give an antonym for bold? (1) George? (1)

George: Afraid? (1)

Teacher: Good. (9) Another antonym for bold? (1)

Mary: Shy. (1)

Teacher: Very good. (9) And what is an antonym? (1) George? (1)

George: The opposite meaning. (1)

Teacher: Good. (9) Now, going back to the question . . . (8) Why was it bold of the skunks to come right out on the road? (1) George? (1)

George: They weren't afraid of people, I guess. (1)

Teacher: That's a pretty good assumption! (9) What do wild animals usually do when they see people? (1)

George: They stay hidden! (1)

Teacher: That's right! (9) And where was Grandfather going, all dressed up, that he had to be so careful not to tangle with skunks? (1) Nina? (1)

Nina: To make a speech to some teachers at a big meeting. (1)

Teacher: And why was Patrick so careful with his wagon? (1) Who can read the part that answers this question? (8) Julie? (8)

Julie: On page 205, the first paragraph. (8) "Patrick, an . . ." (2)

Teacher: What is the first thing you look for in a word you don't know? (2)

Julie: Prefix of suffix. (3)

Teacher: Are there any? (3)

Julie: Yes, able. (3)

Teacher: And what do you have left? (3)

Julie: Agree . . . agreeable. (2 or 3) " Patrick , an agreeable young Irish fellow, had come for Grandfather, driving his very best pair of fast horses" . . . hit . . . hitch . . . ed . . . "hitched to his new light wagon. (2) . The wagon was the finest in the town." (2)

Teacher: Very good, Julie. (9) I like the way you figured out hitched all by yourself. (9) The ed ending has 3 sounds. (2) What are they? (2) Anne? (2)

Anne: Ed, d, and t. (2)

Teacher: That's right. (9) We'll get some words spelled with the ed ending and ed, t, and d sounds later. (8) Right now let's read on to page 208 to see what Grandfather and Patrick did about the skunks. (8)

Pause (4)

Teacher: What did the mother and her family do when Grandfather yelled at them? (1) Will you read it for us please, Mary? (8)

Mary: "The mother turned her head toward him, and two of the young ones stopped playing, but the they showed no signs of thinking his performance disagreeable." (2)

George: Boy, they were bold! (1)

Teacher: Yes, it seems so-- (9) but let's read on through page 212 to see what develops next. (8)
Why wouldn't the driver of the lumber wagon throw stones at the animals? (1) Tom? (1)

Tom: Because he didn't want his valuable furniture to get sprayed. (1)

Laugh (1)

George: Once my dog got sprayed and, wow! was he a mess! (1)
He couldn't come in the house for a month. (1)

Teacher: What did you do for your dog, George? (1)

George: We got him clipped and washed but he still smelled awful for a while. (1)

Teacher: You can understand, then, why no one wanted to disturb the skunks. (1) What was the boy's idea for moving the furniture to Arlington? (1) Mary? (1)

Mary: They could swap loads and turn around and go back the way they came without ever going near the skunks. (1)

Teacher: Yes. (9) That was pretty clever, wasn't it? (1)
What did they use for a bridge? (1)

Several Students: An ironing board. (1)

Teacher: What did Grandfather leave behind in Patrick's wagon? (1)

Anne: His speech. (1)

Teacher: Yes. (9) Wouldn't that be a shock! (1) Now, let's finish the story and see how Grandfather makes out. (8)