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A description and explanation of teacher-talk during kindergarten sharing time

Debra Louise Semm Elliott
University of Northern Iowa

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A DESCRIPTION AND EXPLANATION OF TEACHER-TALK

DURING KINDERGARTEN SHARING TIME

An Abstract of a Thesis

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

Debra Louise Semm Elliott

University of Northern Iowa

August 1989

ABSTRACT

Teacher-talk during kindergarten Sharing Time was described and explained through a qualitative study of 3 kindergarten teachers. Transcripts of 12 teacher interviews and six Sharing Time observations formed the basis of the study. Results showed that there appears to be a mismatch between teachers' stated goals and actual practice. Teacher-talk dominated much of Sharing Time and occurred in a short discourse style. Categories of teacher-talk were developed through constant comparative analysis. Two broad categories of questions and comments were further divided. Questions fell into four categories: information-seeking, clarification, management, and off-topic. Information-seeking questions were further classified as low-level literal, high-level literal, low-level inferential, and high-level inferential. Comments were classified into five categories: clarification, evaluation, management, off-topic, and other. A mean percentage and range of utterances were obtained for each category. Teachers cited maturity level of students, time management, and quality of the sharing object as primary causal factors for their patterns of talk.

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DURING KINDERGARTEN SHARING TIME

has been approved as meeting the thesis requirement for the Degree of
Master of Arts in Education.

Sharon A. Moore

6.27.89
Date

Chair, Thesis Committee

David W. Moore

6/27/89
Date

Member, Thesis Committee

Cathy L. Thompson

6/27/89
Date

Member, Thesis Committee

John W. Somervill

8-8-89
Date

Dean of the Graduate College

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CHAPTER I

THE PROBLEM

Daily Sharing Time is nearly universal in kindergarten classrooms across America. It is part of the traditional circle time or "rugtime" when children assemble on the rug near the teacher for such activities as taking roll, doing the calendar (Michaels & Cook-Gumperz, 1979), playing games, singing songs, doing fingerplays, or listening to stories (McAfee, 1985). It is a clearly bound speech event marked by the teacher stating something like, "Who has something important (interesting, exciting, special) to share?" (Michaels, 1980, p. 3, 1981, p. 426), or by simply offering the floor to the designated "special person" of the day (Michaels & Cook-Gumperz, 1979). At this time, the nominated child gives a narrative account about some past event or describes an object brought from home (Michaels & Foster, 1985).

Three specific features unique to Sharing Time have been identified by Cazden (1985). First, it may be the only opportunity during the school day for children to create their own oral texts. Second, it is often the only class time when out-of-school experiences are acceptable topics in school. Third, it provides a context for the production of narratives.

Sharing Time is one of the few remaining areas of the curriculum without a major published text or curriculum guide to script the conversations. The role of the teacher becomes an integral part in

shaping the events during this class period. Florio (1981) suggested that special attention be focused on the teacher since he or she is the sole constant member of the classroom community, remaining year after year while the students come and go. The teacher is responsible to structure most of the important social events during their tenure together. Because Sharing Time is seen as a major recurring social event during the kindergarten year, an examination of teachers' behavior and goals for this activity is in order.

Sharing Time is often seen by teachers as an opportunity to provide a link between home and school (Lazarus & Homer, 1980) by bridging the gap between the child's home-based oral discourse competence and the acquisition of literate discourse features required in written communication (Michaels, 1981). Teachers are able to extend and elaborate on children's language by increasing children's opportunity to talk (Lazarus, 1983), enabling them to feel confident in front of a group while doing so. It also affords teachers the opportunity to integrate individuals into the larger group, to foster a sense of classroom community, and to provide a means for furthering children's concept development through exposure to differing points of view or bits of information offered by both peers and their teacher (Lazarus & Homer, 1980).

Sharing Time becomes the teacher's first occasion to socialize children to the culture of school and the new speech community. There are few explicitly stated rules regarding Sharing Time. Michaels and Cook-Gumperz (1979) and Michaels (1981) cited only two rules from

classes they observed. There could be no sharing about TV or movies because of the amount of time involved, nor could there be any sharing about private family matters, such as quarrels. Instead, this socialization process occurs when implicitly stated rules regarding appropriate topic selection, turn-seeking and turn-taking procedures, and expected discourse structure are revealed through the teacher's responses to children's speech.

These responses are intended to help children focus and structure their discourse as an apprenticeship into the adult conversational world (Gazden, 1985; Michaels, 1981; Michaels & Cook-Gumperz, 1979).

Gazden (1985) has identified four response categories of teachers:

1. The teacher clearly understands the story and simply comments or asks a question for further information.
2. The teacher questions the reporting child which leads to an extended collaboration that results in a more complete story than would have been produced by the child alone.
3. The teacher is unable to follow the theme of the story as the child tells it and questions the child for clarification.
4. The teacher shifts the topic to one the teacher either understands better or values more highly.

How and why teachers make these comments can make a major impact on children's future participation in language events at school.

If one rejects child's speech, one probably communicates rejection of the child. In rejecting what one wishes to change (or to which one wishes to add) one probably is throwing away the chance of change. In accepting what one wishes to change (or to which one wishes to add) for what it is to the child, one

probably is maximizing one's opportunity for change. (Hymes, 1972a, p. xxxiii)

When considering the implications and ramifications of such responses, it becomes necessary to examine closely the questions and comments teachers verbalize to students in order to provide a description of this talk and offer teachers' reported explanations for why these patterns occur.

Statement of the Problem

One purpose of this study was to describe teacher-talk during kindergarten Sharing Time. A second purpose was to report teachers' explanations for why these utterances were made.

Significance of the Study

This study should prove useful in that it provides a descriptive analysis of teacher-talk during kindergarten Sharing Time. It also reports teachers' explanations for these utterance patterns.

The teacher is responsible for structuring Sharing Time in order to maximize students' opportunity for language development. When teachers assist children in the process of focusing their discourse during this speech event, the cyclical pattern of listening, speaking, writing, and reading is enhanced, and an oral preparation for literacy is established (Michaels, 1980, 1981). This assistance is typically given in the form of teachers' responses to children's sharing turns. When teachers fail to assist children in focusing their discourse the problem may be confounded. Negative teacher responses often result in

children participating less than their peers and developing low self-esteem. Children needing the most guidance may be receiving the least (Michaels & Cook-Gumperz, 1979), until the problem becomes severe enough to warrant intervention through remedial programming.

No description of teacher-talk during kindergarten Sharing Time or explanation for these utterances were the foci of any study located. A number of Sharing Time studies were reviewed, all of which focused on children's speech. The aforementioned categories of teacher responses which Cazden (1985) identified were by-products of the Michaels' studies in relation to child speech, and were not the focus of the actual studies (Cazden, Michaels, & Tabors, 1985; Michaels, 1980, 1981; Michaels & Collins, 1983; Michaels & Cook-Gumperz, 1979; Michaels & Foster, 1985). Additional categories of teacher-talk were identified and are described in this study. Also, teachers' reported explanations for these utterances are offered.

Assumptions

It is assumed that the Sharing Time sessions that were observed were typical for those teachers. It is also assumed that explanations of utterances offered by the teachers were honest reflections of intent.

Limitations

The limited number of observations may have prevented a pattern of utterances from being established for each teacher. The limited number of subjects may prevent generalizations of utterance patterns and explanations to be made for all kindergarten teachers.

Definition of Terms

Sharing Time

Sharing Time is a regularly occurring classroom speech event whereby children, in turn, give a narrative account of some past event or describe an object brought from home to the rest of the class (Michaels, 1981).

Turn-Taking

Turn-taking is the systematic distribution of talk among participants in small groups (Sacks, Schegloff, & Jefferson, 1974).

Discourse Topic

"Discourse topic is a proposition (or set of propositions) expressing a concern (or set of concerns) the speaker is addressing" (Keenan & Schieffelin, 1976, pp. 342-343).

Topic-Centered Discourse

Topic-centered discourse is tightly organized, centering on a single, clearly identifiable topic (Michaels & Cook-Gumperz, 1979). "Thematic development is achieved through a linear progression of information, providing focused description of a single event or object" (Michaels, 1981, p. 428).

Topic-Associated Discourse

Topic-associated discourse consists of a series of implicitly associated personal anecdotes characterized by an absence of lexicalized connectives other than "and" relating the anecdotes, and no explicit statement of an overall theme or point (Michaels, 1981).

Utterance Patterns

Utterance patterns are regularly occurring questions and comments made by teachers to Sharing Time narratives (Cazden, 1985).

Questions

Questions are "an expression of inquiry that invites or calls for a reply; an interrogative sentence, phrase, or gesture" (American Heritage Dictionary, 1985, p. 1015).

Low-Level Literal Questions

Low-level literal questions require students to provide answers based on simple recall of cognitive memory. Students may be asked to identify, observe, define, name, or designate known information in single word answers, yes/no responses, or short lists.

High-Level Literal Questions

High-level literal questions require known information; however, students are expected to offer explanations, make comparisons, sequence events or state relationships within the answer.

Low-Level Inferential Questions

Low-level inferential questions require students to make predictions, hypotheses, and reconstructions. Information may not be known, but must be defensible.

High-Level Inferential Questions

High-level inferential questions require students to evaluate situations, make value judgments, and defend arguments and choices. Personal opinions are sought, but are expected to be bolstered by facts.

Management Questions

Management questions occur when the teacher organizes the structure of Sharing Time. These may be in the form of a teacher request regarding turn allocation, spatial arrangement, or student behavior. They may also occur when a teacher makes a request regarding the physical manipulation of Sharing Time objects.

Clarification Questions

Clarification questions occur as repetitions of previous questions or comments almost verbatim for the purpose of a more clear understanding by the listeners.

Off-Topic Questions

Off-topic questions do not relate to the current topic of conversation.

Clarification Comments

Clarification comments are made as repetitions of previous comments almost verbatim for the purpose of a more clear understanding by the listeners. Clarification comments are also comments made by the teacher for the purpose of focusing and building on the child's contribution to form a more complete account (Michaels, 1981).

Evaluation Comments

Evaluation comments are made by the teacher as an evaluation of a student's statement or response. Evaluation may be positive or negative.

Management Comments

Management comments occur when the teacher organizes the structure of Sharing Time. These may be in the form of a teacher comments regarding turn allocation, spatial arrangement, or student behavior. They may also occur when a teacher comments in regard to the physical manipulation of Sharing Time objects.

Off-Topic Comments

Off-topic comments do not relate to the current topic of conversation.

Other Comments

Other comments do not fit in any of the above categories.

CHAPTER II

REVIEW OF LITERATURE

Without a doubt, teachers spend much of the school day talking. In fact, nearly 70% of classroom time is dominated by teacher-talk (Flanders, 1970). This figure is raised to well over 80% if only lesson time is observed (McHoul, 1978).

While other cultures view the teaching-learning process occurring through such means as practical demonstration, supervised participation, observation, and trial-and-error, our culture senses that "teaching is talking" (Stubbs, 1983, p. 17). As Flanders (1970) stated, "Teachers usually tell pupils what to do, how to do it, when to start, when to stop, and how well they did whatever they did" (p. 14).

Quantity of teacher-talk is not so much the issue of this study as quality. Attention is focused upon what teachers say during all of this talk, and their rationale behind it.

Three primary categories of teacher-talk have emerged from the literature. They are (a) the language of learning: the teaching of lessons; (b) the language of socialization: the hidden curriculum; and (c) the language of instruction: the literate bias of school. These categories are addressed and elaborated upon in this chapter.

The Language of Learning: The Teaching of Lessons

Teachers have indicated that a primary goal of Sharing Time is to provide a means for furthering children's concept development through

exposure to differing points of view or bits of information offered by peers and their teacher (Lazarus & Homer, 1980). This section discusses how teachers develop these concepts primarily through their questions and comments of evaluation and clarification. Included are illustrations of these practices as they occur in Sharing Time.

Teachers instruct; students learn. The exchange of academic knowledge occurs during that time in school called "the lesson." It is a time when factual information, opinions, interpretations of academic materials, and grounds for intellectual reasoning are shared. Eighty percent of the lesson is characterized by an interchange of teacher questions (initiation), student answers (reply), and teacher comments (evaluation) (McHoul, 1978; Mehan, 1979; Sinclair & Coulthard, 1975). When examining this initiation-reply-evaluation pattern, it can be determined that the teacher is responsible for two-thirds of the exchange. A closer look at questions and comments is in order.

Questions

Mehan (1979) characterized teacher questions by the use of a wh-word, with the subject-verb order reversed and ending in a rising intonation. Four elicitation patterns are identified:

1. Choice elicitations require students to agree or disagree with the teacher's statement. The answer is provided in the question and simply requires a yes or no response.
2. Product elicitation asks students to provide factual information such as name, place, date, or color.

3. Process elicitation asks students for opinions or interpretations.

4. Metaprocess elicitation requires students to formulate grounds for reasoning.

Barnes (1971) also described four types of questions. He used a somewhat different delineation.

1. Factual questions require students to provide information or the name of something, without showing insight into its use.

2. Reasoning questions require students to interpret and justify how or why something happens.

3. Open questions not calling for reasoning permit students to submit a number of acceptable answers.

4. Social questions are used to maintain class control or to appeal to students to share personal experiences.

Mehan (1979) noted that teachers often use the question form to elicit known information rather than to seek new information from students. Barnes (1971) included pseudoquestions as a subcategory of open questions not calling for reasoning. Found to be a common practice, these tend to be posed in the form of open questions indicating a wide possibility of answers, when in fact the teacher has a predetermined answer in mind. The students are required to play a guessing game until someone is able to make a match.

In attempts to help students provide correct answers to questions, teachers cue pupil responses. Dillon and Searle (1981) have identified four such techniques:

1. Oral copying is used when children repeat, usually in chorus, a rule or answer after the teacher.

2. Oral multiple-choice is used when the teacher gives students a choice of answers framed within the question.

3. Oral fill-in-the-blank is used when the teacher provides all but the key word (answer) in the question.

4. Oral charades is used when the teacher gives multiple clues to the answer, proceeding from the general to the specific.

Three functions are served by cueing students to provide expected answers. It enables the lesson to proceed as planned, helps children learn how to accomplish an academic task, and allows the teacher to assess student learning (Cazden, 1986).

Such questioning/cueing patterns tend to restrict pupil responses, however, and prevent student-initiated talk with the teacher on lesson material. Dillon (1981) examined the effectiveness of teachers' questions in stimulating student participation. It was concluded that questions are not seen to be more effective than declarative statements for the purpose of enhancing student discussion, nor is any type of question more effective than another. The only appropriate uses of questions recommended by Dillon (1982) are those in which the teacher is personally perplexed, wants to ensure correct hearing of a student's response, in defining or summarizing a lesson, or is regaining classroom control.

Questions During Sharing Time

In a study of first-grade Sharing Time, Dillon and Searle (1981) discovered that such teacher-controlled and structured interaction patterns restricted child language to mere phrases, single words, or nonverbal behavior. The observed teacher used many choice and product elicitations as well as factual questions which required nothing more than yes/no answers, single-word responses, or simple nods of the head. There were times when the teacher actually talked for the child sharer, providing her own description of the object despite the fact that this was a supposedly child-centered activity. "Such typical interaction seems to indicate that the term 'Show-and-Tell' stands for 'Student-Shows-and-Teacher-Tells'" (p. 316).

Comments of Evaluation

After the teacher has initiated a question, the student replies. This pattern is concluded with an evaluative comment made by the teacher.

When the student's reply provides correct information or an anticipated response, the teacher makes a positive evaluative comment. This is a terminal act and the teacher is free to begin a new initiation-reply-evaluation sequence.

When the student's reply provides incorrect information or is incomplete, the teacher makes a negative evaluative comment which calls for additional prompting, repetition of the question, or simplification of the initiation act until a positive evaluation can

be made. This further line of interrogation occurs in a sequentially ordered topic set and not in random order (Mehan, 1979).

Smith (1981) argued that teachers do not always provide consistent use of corrective feedback to students of differing abilities. The response pattern described by Mehan (1979) above is typically used with high-ability students. Low-ability students, however, are subject to a much different reaction. Teachers respond to their incorrect answers by criticizing, calling immediately on another student, or providing no feedback at all.

Comments of Evaluation During Sharing Time

Differences in evaluative comments are evidenced in a study of Sharing Time. In Michaels' (1981) study, the teacher, Mrs. Jones, used positive evaluative comments such as "neat-o" and "OK" which enabled her student, Mindy, to expand and elaborate on her sharing discourse, resulting in a lexically explicit and coherent account of her experience of making candles at day camp. When another student, Deena, began to take her turn, Mrs. Jones prefaced her sharing with a repetition of her expectations which included the sharing of "one thing that's very important" (p. 425) indicating to Deena that she anticipated her failure. Mrs. Jones continued to interrupt Deena throughout her turn with evaluative comments such as, "Wait a minute, you stick with your coat now. I s-said you could tell one thing . . . that's fair" (p. 435) and twice later, "Mm-what's that have to do with your coat?" (p. 436). Mrs. Jones not only criticized Deena, she aborted her turn, and called on the rest of the class to state Deena's

topic twice for her. Deena was unable to elaborate on her topic since the teacher had difficulty following her narrative, and her sharing turn ended unsuccessfully. According to an interview the researcher held with Deena, there was an intended semantic link between the topics of her sharing turn; however, the teacher was unable to collaborate with Deena and this link remained implicit. Deena thought that the teacher was not interested in what she had to say explaining, "She was always stoppin' me sayin' 'that's not important enough,' and I hadn't hardly started talking!" (p. 439).

Comments of Clarification

A second type of comment that a teacher can make to a student is to request clarification of a misunderstood or unclear message. The purpose of this remark is to clarify and focus the intent of the speaker so as to ensure accurate comprehension of the oral text.

This "other-initiated" repair strategy is common in adult/child interactions as the adult feels a responsibility to correct the child. This correction feature usually does not occur in adult/adult conversation since it is considered more appropriate to allow for self-correction (Keenan & Schieffelin, 1976).

Comments of Clarification During Sharing Time

Brinton, Fujiki, Frome Loeb, and Winkler (1986) conducted research to determine the ability of young children to appreciate and respond to listener feedback and provide repairs in response to indications that a message had not been understood. In their study, multiple requests were made to indicate a child's ability to cooperate

with a listener during feedback. The study used the responses of "Huh?", "What?", and "I didn't understand" as requests for clarification. Five repair strategies were noted with the most common being repetition of the statement. Revisions (when the semantic content was held constant but the form was altered) and additions (adding to the original utterance) were second and third choices. Cues were available only to older children. They were able to define the terms used in the original utterance, provide background context, and discuss formulations. Inappropriate responses were recorded when the child failed to respond, attempted to stop, or diverged from the topic. Results indicated that kindergarten children could use strategies to make two repairs, but were unable to satisfy a request for clarification the third time. They either lacked the ability to persist, or lacked the flexibility to try a different repair strategy. Similar results were obtained by Evans (1985) during observations of kindergarten Sharing Time.

The ramifications of a teacher's continual attempts for clarification becomes apparent in the aforementioned study of Sharing Time (Michaels, 1981). Mrs. Jones, the teacher, continually questioned a student, Deena, on the relevance of her sharing. Deena was interrupted twice midclause and questioned three times. Deena lost her train of thought, reverted to one- or two-word responses, and eventually stopped talking and sat down. Deena used the repetition and revision strategies until she was unable to attempt any more

repairs. At that time she resorted to inappropriate responses resulting in the end of her turn.

Summary

It has been determined that typical lessons follow an initiation-reply-evaluation sequence. Teachers spend a majority of this time questioning and evaluating students.

Questioning procedures typically elicit known information from students rather than seek new insights or draw conclusions regarding academic concepts. Cueing techniques are utilized in order to ensure that student replies match predetermined expectations. While restricting student-initiated talk, lessons proceed as planned.

Once a student makes a response, the teacher evaluates the response with a positive or negative comment. Continual feedback in the form of prompting, repeating, or rephrasing is given until a correct answer is elicited. If the response is unclear, the teacher feels obligated to request clarification.

Specific examples of these practices have been cited in studies of Sharing Time. Because teacher-talk dominates much of the lesson, the child's sharing turn oftentimes results in nothing more than a one- or two-word utterance, or a simple nod of the head. Children who have difficulty in making themselves understood simply quit participating. Whereas the teacher's goal may have been to further children's concept development through exposure to differing points of view, it is apparent that only the teacher's viewpoint is deemed worthy of much class time.

While teachers use questions and comments to request and clarify student knowledge, these forms of response also serve as a means of teacher control. The following section focuses on the language of socialization: the hidden curriculum.

The Language of Socialization: The Hidden Curriculum

Teachers have indicated that other important goals of Sharing Time exist. Sharing Time provides them with the opportunity to increase children's opportunity to talk (Lazarus, 1983), enabling them to feel confident in front of a group while doing so. It also affords teachers the opportunity to integrate individuals into the larger group and fosters a sense of classroom community (Lazarus & Homer, 1980).

This section focuses on the socialization processes and management procedures used by teachers when working with groups of children. Implicit expectations are maintained by teachers as children learn to "do school." This hidden curriculum indoctrinates children into a society in which they must inhibit their impulses, wait their turn, and avoid physical aggression while accepting the teacher as the authority. They learn to guide their behavior by the teacher's evaluation (Barnes, 1975). Teacher-talk regarding topic selection and maintenance, turn allocation, and spatial arrangement are addressed. A discussion of these utterance patterns as they occur in Sharing Time are examined.

Conversations and Topic Maintenance

Implicit, yet highly structured rules govern the speech interactions recognized as conversation. Sacks et al. (1974) noted three outstanding features: one party talks at a time regardless of speaker, size, or order of turn; transitions are finely coordinated; and utterances are constructed based on the transfer and allocation of speakership.

Within these naturally occurring conversations, topics are initiated, sustained, or dropped (Keenan & Schieffelin, 1976). These topics generally focus on persons, objects, or ideas. When the listener is not familiar with the designated topic, he or she initiates a fairly predictable pattern of exchanges to clarify and locate a referent about a claim being made.

Clark (cited in Keenan & Schieffelin, 1976) described the Given-New contract in which the speaker syntactically marks information which is "given" (what the listener already knows) and "new" (what the listener does not know). Known information is marked by definite articles, pseudo-cleft constructions, or anaphoric pronouns. New information is indicated by the use of indefinite articles and cleft constructions. Establishing these referents is a prerequisite for successful collaboration. This occurs when the speaker draws on general background knowledge, present text, or on prior discourse shared with the speaker.

Conversation and Topic Maintenance During Sharing Time

Kindergarten children appear to expect newness in discourse. In observations of Sharing Time, Lazarus (1983) noted the statement "You already shared that" (p. 16) to be a frequent complaint. Children sometimes have difficulty explicitly signaling new information, however. In Michaels' (1981) study, it was previously stated that Mindy completed a successful sharing on the topic of making candles. As she began to tell about her candles, her teacher, Mrs. Jones, requested that she be more explicit. "Tell the kids how you did it from the very start. Pretend we don't know anything about candles" (p. 432). When this referent was established, a successful collaboration followed. Mindy was able to signal new and given information as she continued. As she built her narrative, the indefinite articles of "some" hot wax and "a" string, indicating new information, became the definite articles of "the" wax and "the" piece of string, signaling shared background knowledge.

While Sharing Time is intended to replicate those naturally occurring conversations to which children are accustomed, it tends to mirror the formal talk found in school discussions. When four or more persons are involved in a single conversation, it is possible for schisms to occur resulting in more than one conversation (Sacks et al., 1974). To prevent these schisms from occurring in classroom discussions, the teacher maintains a two-party conversation. The teacher addresses the entire class as the other party (MacLure & French, 1981).

Allocation of Turns

Following the one person at a time rule (Sacks et al., 1974), turns must be allocated with the purpose of maintaining social order (Mehan, 1979). McHoul's (1978) research of the organization of turns in the classroom has resulted in one summarizing rule: "Only teachers can direct speakership in any creative way" (p. 188).

Mehan (1979) identified a variety of ways that teachers select respondents. Students may be selected by individual nomination. This occurs when a student is called on by name or selected nonverbally by pointing, a nod of the head, or through direct eye contact. Automatic turns occur according to some predetermined order. At times, the teacher may invite students to bid for the floor. This transpires through hand raising or by allowing students to call out "me." At other times, the entire group is invited to reply. Unison response typically follows sentence completion statements, requests for chorus elicitation, or wh- question forms. Occasionally, the teacher will accept an unexpected reply out-of-turn, but only if it is evaluated as better than anticipated and is on-topic. When this tacit form is not followed, teachers evaluate students negatively.

Allocation of Turns During Sharing Time

Each of these methods for allocating turns was identified from observational data collected during kindergarten Sharing Time. Steinberg (1985) discovered that the most common reply elicited was the unison response to an unfinished sentence. Although the teacher requested students to raise their hands, the second most common method

of allocating a turn was to permit a child who had called out to speak, if the current topic was maintained. The teacher's preferred method required invitations to bid through raised hands. This method was used third most often. At times, direct statements indicating the importance of taking turns and indirect statements encouraging children to wait their turns were made. Other methods of allocating turns included direct instruction on how to get a turn, imposition of a turn on a nonparticipating child, and ignoring a called out turn which was not on the subject.

In another study of kindergarten Sharing Time, Wallat and Green (1979) demonstrated the ease in which the rule of single speaker became a Sharing Time expectation. Students were able to operate within a relatively short time to both verbal and nonverbal cues from the teacher when developing this behavior.

In addition to controlling conversation by the allocation of turns, the teacher maintains other asymmetrical rights. Teachers decide not only who will speak, but also when this speech is sufficient. By conversational standards, teachers actually serve to prolong turns, guaranteeing speakers an opportunity to make their point. It is only when these turns are deemed as "too long" by the teacher are they terminated (McHoul, 1978). Mrs. Jones, the teacher in the previously mentioned Michaels (1981) study, terminated Deena's sharing turn when she saw no direction or focus in Deena's discourse.

It is also the teacher who reserves the right to initiate, maintain, or change topics. Torrance (1981) discovered that during a

kindergarten story time, the teacher maintained conversational control by closing 80% of the student-initiated topics, and only the teacher was able to raise topics which represented abrupt changes in theme.

Spatial Arrangement

Teachers may also control the formality of classroom discussion by the spatial arrangement of the students both in configuration and relative distance from each other (McHoul, 1978). Formal situations occur when the participants have allocated positions, as in the assignment of students to particular seats. The speech maker stands elevated above his or her audience who are arranged in rows or at random, as is often the case during Sharing Time. Informal situations occur when participants' rights are defined as equal. Such a situation occurs when participants are arranged in a circle.

Formal situations also occur when there is a greater distance between participants. This involves the separation of the teacher who stands in front of a rectangularly arranged class. Teachers are observed as the only participants allowed to face the group or move around at will. Informal situations occur when students and teacher are all within close proximity and are facing each other. This arrangement is probably more conducive to Sharing Time than the previous description since it seems difficult to carry on a conversation when unable to speak face-to-face. It also becomes easier for the listeners to see the object of discussion.

Spatial Arrangement During Sharing Time

Lazarus and Homer (1980) noted that significant changes occurred in participant structure and content during kindergarten Sharing Time when the teacher altered the structure of the classroom. When the study began, the teacher sat in a chair with the child sharer alongside. Both faced the pupil audience who sat bunched on the floor. The teacher selected each new sharer. This spatial arrangement has been previously described as a formal situation. In addition, the teacher controlled the allocation of turns.

Considered by the researchers as the most major change, both spatial arrangement and turn allocation were altered 2 weeks later. In the new arrangement, the teacher and the children sat in a circle on the floor. The sharer's turn was allocated automatically following the circular path. Children were encouraged to comment and question the sharer. This resulted in an informal situation with equal participatory rights by all.

Other changes were made during the remainder of the study. Children in the audience were given the opportunity to bid for turns in order to make comments and ask questions of the sharer. Children were to raise their hands if they had something to contribute. Originally, the teacher nominated the speaker. Later, the child sharer selected the speaker. Finally, students fit their comments and questions into the conversational pauses appropriately. Results indicated that children's opportunities to contribute increased from

49% to 85%, elaborations and extensions of discourse increased from 49% to 78%, and children's control of topic increased from 32% to 80%.

Content and Form

In order for students to gain effective participation rights, they must integrate academic knowledge, interactional skills, and the ability to display these skills. Students must know with whom, when, and where to speak and act. They must provide speech and behavior appropriate to the classroom by the interpretation of implicit classroom rules. When students are able to blend form and content, the student/teacher interaction proceeds smoothly. Separation occurs when students understand the content (know the answer), but lack the proper form (procedure) for gaining access to the floor. Students who understand the form (procedure) may raise their hand, but lack the content (knowledge) of an answer. This leads to an inappropriate social display resulting in a negative evaluation by the teacher. In the first case, the teacher may reprimand the student which may lead to negative treatment. In the second case, the student has lost the opportunity to participate. If this occurs repeatedly, it may lead to inattentive and nonexpressive behavior (Mehan, 1979). The importance of teacher-talk when enforcing the hidden curriculum cannot be underestimated.

Content and Form of Sharing Time

Wallat and Green (1979) cited an example of a student separating content and form in an excerpted transcript from their study of kindergarten Sharing Time. Peter had something to share; however,

when he interrupted a nominated classmate, he was indicating that he lacked the proper form to gain participatory rights. He was told that "We are listening to Stephanie now" (p. 275) and stopped talking.

Summary

This section has demonstrated that teacher-talk is used to socialize and manage students. Equal participation is assumed in conversational speech. School discussions, however, conform to a more formal pattern both in turn allocation and spatial arrangement. Teachers allocate and sustain turns to maintain social order and to avoid conversational schisms. In addition, teachers exert a disproportionate amount of control over topic selection and maintenance. When this formal teacher-controlled discussion format is changed to a student-centered informal situation during Sharing Time, student participation surges.

Teachers never explicitly state the rules of the hidden curriculum. Rather, students learn conformity by way of teachers' utterances. Displaying the proper form (procedure) becomes as important as displaying the proper content (knowledge).

Success in school, however, requires a third factor. In addition to gaining expertise in the display of knowledge and procedure, students must also master an appropriate discourse style in order for teachers to grant them participatory rights in the classroom. The third section of this chapter focuses on the language of instruction: the literate bias of school.

The Language of Instruction: The Literate Bias of School

Teachers indicate that Sharing Time is an opportunity to provide a link between home and school (Lazarus & Homer, 1980) by bridging the gap between the child's home-based oral discourse competence and the acquisition of literate discourse features required in written communication (Michaels, 1981). This section explores teacher register, the literate bias of schools, and the characteristics of literate and oral discourse styles. It concludes with a view of teachers' literate response styles to topic-centered and topic-associated narratives during Sharing Time.

Students acquire knowledge through a variety of means such as private experiences, observations of models, or explicit instruction. Olson (1977) described these as the muddling, modeling, or meddling approaches to learning. He found that when the language of instruction is spoken in classrooms, teachers confuse students more often than not.

Teacher Register

Registers can be defined as varieties of language set apart by others in the social circumstance of their use. They are signaled by intonation patterns and segmentals. Lexical or vocabulary changes are the most obvious differences. Registers are thought to be situationally bound into categories such as family, neighborhood, education, religion, and employment (DeStefano, 1978).

Barnes (1971) first described the language of instruction, or teacher register, in reference to secondary schooling. It is the

specialized language pertaining to a particular subject area which is a potential barrier to pupils' understanding.

When this specialized vocabulary is presented to students, deliberate care is taken by the teacher so that each term is explicitly defined. Oftentimes, however, teachers have become so familiar with the jargon of their subject that they are unaware of its use. It is at this time that students become confused. It is not that they are unable to complete the required task, they simply do not understand what to do.

The Register of Sharing Time

Michaels (1980, 1981) gave evidence of this happening during Sharing Time. In her study, the teacher was sincerely concerned about helping children develop a more focused discourse style. She emphasized the notion of importance and telling only one thing when choosing topics of general interest. One child replied that he wasn't sure if his sharing was important, but he wanted to say it anyway. By asking children to tell about only one important thing, the teacher was assuming that they understood this concept. The problem for the children was one of message form rather than message content (Hymes, 1972b), since the language used in instruction was never explicitly taught.

Just as specialized terminology is difficult for students to understand, teachers may also be unable to recognize a valid idea when a pupil fails to express the idea in the style and terminology with which they are familiar (Stubbs, 1983). In the aforementioned

Michaels (1980, 1981) study, the teacher not only assumed that the children understood the specialized vocabulary of Sharing Time, she also assumed that the children understood how to do the actual telling in a literate style.

In another Sharing Time study, Dillon and Searle (1981) noted the concern that the observed teacher displayed regarding the accuracy of terminology used by a child as he shared his walkie-talkie. She inserted additional information during the child's turn in order to ensure the use of precise vocabulary.

The Literate Bias of School

Teacher-talk typically reflects the formal language of written text and is delivered in such a manner as to give the impression that it is representing the authorized view of this text. This literate style serves to distance the speaker from the listener, much as written language is distanced from a reader. Rhetorical or interpersonal functions of language become secondary to the ideational or logical functions of language (Olson & Nickerson, 1978).

Literacy in general, and schooling in particular, are instrumental in the construction of a particular form of knowledge which is relevant to a particular set of socially valued activities. This ethnocentric attitude is portrayed in schools across America. The goals of conventional schooling, then, have become the mastery of literate forms of expression and literate modes of thought. This literate bias of society and schooling as well is accompanied by the

devaluation of any other forms of expression or any other modes of thought (Olson, 1977).

Since language appears to facilitate much of the learning that is expected to go on in school (Tough, 1977), incongruities between teacher expectations and acceptance of student's discourse styles may result in biased attitudes towards the students themselves.

DeStefano, Pepinsky, and Sanders (1982) examined the role of teaching as a process of social influence, with treatment policies made and implemented through language. Results of the study indicated that teachers clearly controlled the discourse of the classroom with little reciprocity between the teacher and students in minimizing discrepancies. The teacher was seen as a gatekeeper, basing students' academic promotion or retention on their verbal adaptability to a literate style.

Literate Versus Oral Tradition

No normal person, no normal community, is limited to a single way of speaking, to an unchanging monotony that would preclude indication of respect, insolence, mock seriousness, humor, role distance, and intimacy by switching from one mode of speech to another. (Hymes, 1972b, p. 38)

Despite the modal flexibility that Hymes described which occurs in typical daily speech patterns, varieties of discourse structure, according to Tannen (1982), are thought to stem from cultural differences in their approach to knowledge and thought.

Knowledge, in the literate society, is seen as a series of facts based on logical coherent arguments. Insights are preserved in written records. Meaning is in the text. Language is linear,

sequential, and analytical in form. It serves a communicative function to convey information and content.

Knowledge, in the oral tradition, is achieved through a sense of identification with the speaker. It is subjective in nature, based on common sense. One cannot distinguish between a logical conclusion and one with which they agree. Formulaic expressions are a repository of received wisdom in the forms of sayings and clichés. These expressions form a convenient way to signal shared knowledge. Meaning is in the context. Language is rhapsodic in form. It serves a metacommunicative function used to convey something about the relationship between communicator and audience.

In an attempt to explain these cultural differences, Bernstein (1971) proposed that the genes of a social class are carried not through a genetic code, but rather through a linguistic code of communication which the social class itself promotes. Social rules, then, can be considered as a complex coding activity controlling both the creation and organization of specific meanings, and the conditions for the transmission and reception of them.

Bernstein (1971) divided social class into two distinct groups. Those in the middle-class group have received some form of postsecondary schooling or certified training for a skill, while those of the working-class group have received less education and hold semiskilled or unskilled jobs.

Bernstein (1971) maintained that a child from the middle-class role system is socialized within a formally articulated structure.

Decisions are made for the child based on attaining distant ends. Behavior is modified by explicit goals and values resulting in a stable system of rewards and punishments. Physical hostility is repressed while the verbal expression of feelings is encouraged. Language exists in relation to a desire to express and communicate. From an early age, the middle-class child is sensitized to a relatively complex form of language use. This acts as a framework for the perception of objects and description of them. Bernstein termed this system as having an open or elaborated code.

In contrast, a child from the working-class role system is raised in a less formally organized structure. While authority is explicit, the exercise of that authority and the imposing value system often appear arbitrary. Long-term goals tend to be replaced by more short-term desires in which chance or acquaintance play a larger role than perseverance. The system of expectancies is shortened, creating different sets of preferences, goals, and dissatisfactions. Language use contains few personal qualifications. Stress is placed on emotive terms, employing concrete, descriptive symbolism. Feelings are undifferentiated, resulting in a less developed language to respond to the environment. Bernstein (1971) termed this role system as having a closed or restricted code.

Bernstein's (1971) work has not gone without criticism. Stubbs (1983) questioned the validation of his theoretical constructs due to a lack of researched data base.

Labov (1972) also refuted such claims, based on his analysis of transcriptions made of black English. He maintained that differences between middle-class white English and black English vernacular (BEV) are merely stylistic in nature and are not caused by superior or inferior codes. His research has shown that speakers of BEV are concise in thought. Absent is the verbosity and fillers which make up the style of middle-class English. While Labov recognized that differences in English grammar occur, most of these deal with surface form and not deep structure. He pointed to the use of the double negative in BEV which is also used in the Russian, Spanish, French, and Hungarian languages.

Wells (1981) noted the simplistic nature of Bernstein's arbitrary dichotomy between two speaking codes. Instead, he argued that the acquisition of language features occurs along a continuum, as does the relationship of cognitive functioning to language use and the division of socioeconomic classes.

Wells (1981) did agree with a major premise which he believed to be the core of Bernstein's theory.

The way in which each individual child constructs his model of the world, and discovers his place and power of control within it, is most strongly influenced by the values and orientations that are encoded and transmitted in the everyday conversations he has with his parents and other adults in his immediate environment. And, of particular importance for his subsequent educational achievement, is the extent to which this conversational experience helps him to develop an awareness of the way in which language allows particular situations, problems and predicaments to be represented in symbolic categories and relations, which can be communicated about and acted upon independently of their particular contexts of origin--that is to say, the extent to which he learns from his experience to use language as a means of 'disembedded thinking'. (p. 259)

Heath's (1982) research supports a theory of a language continuum transmitted by societal value systems. Patterns of language use were studied in three literate communities in the Southeastern United States focusing on the literacy event of the bedtime story. Maintown represented mainstream, middle-class, school-oriented culture. Roadville was a white mill community of Appalachian origin. Trackton was a black mill community of recent rural origin.

Children of Maintown communities were expected to develop habits and values of the "literate society" from infancy. The bedtime story was a major literacy event mirroring a typical Sharing Time session, in which the child would participate in the years to come. Sharing was focused on an object from home (the book), while mother and child alternated turns in dialogue. The parent asked what-questions which focused the topic, and provided missing information by labeling items on the page. Dialogue was scaffolded, and before the age of 2, the child was socialized in the typical initiation-reply-evaluation sequence that would be later met in school. These children learned that written language, and subsequently oral language, not only described real events, but decontextualized logical propositions.

Roadville children were oriented early to the written word. Book-reading time focused on the letters of the alphabet, numbers, labels of pictured items, and simplified retellings of stories in the words of the adult when the plot structure seemed too difficult for the child to comprehend. The child was frequently requested to give

what-explanations identifying the topic of the story. Participation beyond this level was not encouraged.

At school, Roadville children rarely provided emotional or personal commentary, because reality was better than fiction as any fictional account was viewed as a lie. These children could not decontextualize their knowledge or fictionalize events and shift them about into other frames.

Trackton children were raised in the midst of constant verbal and nonverbal communication. Children's chatter was considered noise and was basically ignored unless it interfered with adult talk. No efforts were made to nurture communicative attempts. There were no bedtime stories in Trackton, as there were few books. Adults read the mail, newspapers, calendars, and the Bible, but not to children. The only specific reading material for children included Sunday School papers, but again these are not read to them. Because Trackton children rarely heard written narrative stories, they had no traditional literate model when producing their own. They rarely provided definitive orientations. Likewise, stories did not close with formulaic endings. There was great range to the content of the story. The "truth" was the universality of human experiences; fact was hard to find. Children were highly competitive and assertive when attempting to insert their story into the constant stream of discourse. Only the most aggressive won out. In effect, Trackton stories had no point, no obvious beginning or ending. They simply went on as long as the audience continued to be entertained.

At school, Trackton children often experienced difficulty. Teachers asked for unfamiliar what-explanations. They did not tap the children's ability to link events or situations and recreate scenes. Problems often ensued when children saw parallels which the teachers did not intend or recognize, until the children pointed them out. Difficulty also arose when Trackton children failed to adopt social interactional rules for literacy events.

Literate Versus Oral Tradition During Sharing Time

Appropriate Sharing Time discourse. Even when teachers are aware of the differences in the cultural and societal expectations of their students and their own literate biases, respect for different oral discourse styles and display of appropriate response patterns are difficult to achieve. Though focused on child language during Sharing Time, the series of Michaels' studies (Cazden et al., 1985; Michaels, 1980, 1981; Michaels & Collins, 1983; Michaels & Cook-Gumperz, 1979; Michaels & Foster, 1985) pointed to the difficulty teachers had in helping children focus and clarify their discourse narratives.

Based on an implicit literate bias, the teacher's schema for sharing in Michaels (1980, 1981) study was far more restrictive than the typical notions for narrative structure and logical temporal sequencing. Although she never explicitly stated these requirements, her questions and comments indicated that she was looking for a decontextualized account centering on a single topic:

1. Objects to be shared were to be named and described, even when in plain sight.

2. Talk was expected to be explicitly grounded temporally and spatially.

3. Minimal shared background or contextual knowledge was to be assumed on the part of the audience.

4. Thematic ties needed to be lexicalized if topic shifts were to be seen as motivated and relevant (Michaels, 1981).

Topic-centered discourse. The discourse of the white children in Michaels' (1980, 1981) study tended to be tightly organized, centering on a clearly identifiable topic. Identified as a topic-centered style, thematic development occurred through a linear progression of information, providing a focused description of a single event or object.

There was a close match between the teacher's own discourse style, her schema of what constituted good sharing, and the children's narrative skills. The teacher was highly successful at picking up on these children's topics, expanding upon them through her questions and comments. Collaborating with them through a series of rhythmically synchronized exchanges, a high rate of cohesion was maintained within and across turns. The teacher was able to build on the children's contributions to form more focused and lexically explicit discourse.

Topic-associated discourse. In contrast to the topic-centered sharing style of the white children, the discourse of the black children, particularly the black girls, consisted of a series of implicitly associated personal anecdotes. This topic-associated style was characterized by an absence of lexicalized connectives other than

"and" relating the anecdotes, with no explicit statement of theme or point. The topic shifts were signaled prosodically; however, they were extremely difficult to follow thematically. The children seemed to "ramble on" about a series of loosely associated commonplace occurrences giving the impression of no beginning, middle, or end, therefore no point at all. Further analysis indicated that thematic development was achieved through anecdotal association. This association was never stated explicitly by the children and had to be inferred by the audience.

Making this topical inference was difficult for the teacher who expected the discourse to follow a linear development. As a result, her questions were often mistimed, interrupting the children in midclause. They were thematically inappropriate, causing the children to lose their patterns of thought. Eventually, the children either abandoned their turn and sat down or their turns were terminated by the teacher who jokingly referred to them as "filibusters on occasion" (Michaels, 1981, p. 438). The teacher explained that these children never preplanned their turn and simply talked "off the top of their heads, thinking up things to say as they go along" (Michaels, 1981, p. 438). What resulted was a lack of collaboration and elaboration of a topic. The connections were never made explicit and the children were frustrated from the constant interruptions. This problem related not so much to the teacher's attitudes toward children of differing discourse styles, but "with an automatic, unconscious processes at the level of discourse, stemming from a mismatch between teacher's and

child's prosodic signaling system and narrative schema" (Michaels, 1981, p. 440).

Cazden et al. (1985) analyzed topic-associated discourse from four Sharing Time studies in attempts to resolve why teachers had such difficulty understanding these narratives. The following explanations were offered:

1. Black children may not have experiences (either at home or at school) in which they learn specific solutions to complex rhetorical tasks they give themselves that would satisfy a school standard that emphasizes lexical and syntactic explicitness in narrative presentations.
2. The more complex tasks arising in episodic stories may require the integration of so many verbal devices, no matter how well learned each one might be, that few children of this age, black or white, could successfully manage the task.
3. Black children may be using systematic intonational and rhythmic cues to highlight shifts between host and inserted material. However, because teachers are not familiar with these cues, they miss their signalling potential and assume that differentiating cues are absent. (p. 63)

This difficulty in comprehending topic-associated discourse did not occur in a child-run Sharing Time as described by Michaels and Foster (1985). While appreciating multiple modes of discourse, children expected Sharing Time turns to be worth listening to. Without teacher-implied sharing rules to follow, successful sharers attended to audience reaction by selecting an appropriate topic and style of presentation. They continually monitored audience cues and feedback and shifted and modified their topic and style when they were not being understood or appreciated.

Summary

It has been ascertained that teachers speak in a literate style using specialized vocabulary unique to education. Students raised in a society which incorporates this formal language are able to match their discourse style to that of the teacher. Harmony exists as students are able to expand and refine their language use.

Students raised in a society incorporating an oral tradition find a mismatch of discourse styles when attempting to communicate with the teacher. Dischord exists as confusion is met.

Whether due to a conscious literate bias or an unconscious difference in language processing, teachers make differential comments to children in response to various discourse styles. This results in disproportionate amounts of language practice for children as seen in studies of Sharing Time.

Summary

To paraphrase and reiterate Flanders' (1970), teachers do tell pupils what to do, how to do it, when to start, when to stop, and how well they did whatever they did. Teachers convey expectations in content learning through a constant deluge of questions and comments intended to evaluate and clarify student knowledge. Teachers take advantage of asymmetrical rights in classrooms to socialize children to the culture of school. Through questions and comments, teachers allocate turns to conversational participants, regulating the length of their turn and the choice of their topic. Teachers impose an implicit literal bias in the language of their instruction. Through

questions and comments, teachers unconsciously intimidate students with mismatched discourse styles into participating less than their peers.

Over the course of a year, definite patterns of differential treatment occur. Flanders (1970) found "teaching behavior the most potent, single, controllable factor that can alter learning opportunities in the classroom" (p. 13). It is this teacher behavior which must be examined and described. Furthermore, explanations for such treatment must be explored.

This study focused on kindergarten Sharing Time. Conceived as a child-centered activity, the teacher supposedly takes a lesser role to that of the child sharer. Teacher-talk during this time may well affect the participation level and development in language events throughout the rest of their students' lives. A description and explanation of teacher-talk during kindergarten Sharing Time is in order.

CHAPTER III

METHODS AND PROCEDURES

Since the purpose of this study was to describe teacher-talk during kindergarten Sharing Time and to report teachers' explanations for utterances, qualitative research methods were implemented. Methods of observation of classroom discourse and for conducting interviews with subjects as described by Bogdan and Biklen (1982) were used. This chapter describes the subjects who were observed and interviewed and the methods used to collect and analyze the data. A pilot study was completed during May 1987 with 1 subject in order to become familiar with the electronic equipment and the transcription process.

Subjects

Participating as subjects in this study were 3 female kindergarten teachers. Each of these teachers was assigned to a different public school within the same school district, located in a small Midwestern city. All kindergartens were half-day sessions.

In order to protect the identity of the participants, a number was assigned to each teacher. The first subject, hereafter referred to as Teacher #1, received her Bachelor of Arts degree in elementary education 19 years ago. Prior teaching experiences were at the preschool, first-, and second-grade levels. She has taught at the kindergarten level for the past 12 years.

Teacher #2 received her Bachelor of Arts degree in elementary education with an emphasis in language arts 20 years ago. Previous teaching experiences were at the first- and second-grade levels. She has taught at the kindergarten level for the past 10 1/2 years.

Teacher #3 received her Bachelor of Arts degree in elementary education with an emphasis in library science 26 years ago. She received her Master of Arts degree in elementary education 13 years ago. After completing postgraduate work, she received an endorsement in the area of early childhood education 3 years later. Previous educational experiences include serving as a release teacher in Grades 1 through 6, a school librarian, and a first-grade teacher. She has taught kindergarten for the past 22 years.

Procedures

A semistructured interview was held with each kindergarten teacher prior to making observations of Sharing Time. Teachers were asked to state general Sharing Time curricular goals and describe the expected structure for Sharing Time in regards to spatial arrangement of students, procedures for allocating turns, and explicit behavioral rules for appropriate sharing. Teachers were also asked to identify specific content or topics discussed during Sharing Time. Structured interviews were held when actual observational visits were made. Teachers were asked to state specific daily goals at that time.

A total of six Sharing Time sessions were observed. Data were collected at a 3-week interval during the months of September and October 1988. Every effort was made to ensure that the information

obtained be reflective of typical Sharing Time sessions; therefore, the researcher gathered data as unobtrusively as possible in order to not disrupt regular classroom decorum.

The first purpose of this study was to describe teacher-talk during kindergarten Sharing Time. In order to ensure an accurate recording of the Sharing Time events, each session was videotaped to capture the verbal and nonverbal interactions between each teacher and her students. An extension microphone was placed near the subjects to ensure intelligible reception of the discourse. In order to acclimate the subjects to this equipment, a videotape was made prior to the first data gathering session.

As an aid to the interpretation of this data, field notes, as suggested by Bogdan and Biklen (1982), were also taken. The purpose of these notes was to supplement the videotapes with additional information pertaining to teachers' utterance patterns during Sharing Time. Relevant information regarding the physical setting, classroom climate, pre- and post-Sharing Time activities, observations of nonsharing students, and observer's comments was also noted.

The second purpose of this study was to report teachers' explanations for their utterance patterns. During this phase of the study, selected parts of the transcripts made of Sharing Time sessions were reviewed with each teacher. Semistructured interviews were conducted with the subjects as they reflected upon these sessions. The focus of these interviews was the reactions, explanations, and self-evaluations made by the teachers of their own utterance

behaviors. Teachers were asked to reflect upon the major Sharing Time goals stated in the preobservational interviews. Initial results of the analyzed data were also shared. Areas discussed included teacher-talk, teacher turns, and categories of questions and comments. Insights into and explanations of these utterance patterns were elicited. In addition, teachers were asked to evaluate Sharing Time as a part of their kindergarten curriculum. Subjects were provided the opportunity to offer additional comments that could assist with the accurate interpretation of the data. In order to obtain precise accounts of the interviews without distractive note taking by the researcher, audiotapes were made of these conferences.

Data Analysis

Verbatim transcripts of the videotapes and audiotapes were made and examined with the field notes. This enabled the researcher to reconstruct an accurate picture of the Sharing Time sessions as the data were analyzed.

Initially, the percentages of teacher-talk and teacher turns and the range of turn length were determined from word and turn counts. Since no preconceived classification system was derived before the study, constant comparative analysis was used to develop categories. Two broad classifications of teacher-talk were noted during this process. The researcher divided individual utterances within teacher turns into question and comment categories. These decisions were based on intonation patterns as recorded on the videotapes. Punctuation marks were assigned accordingly.

Further analysis was completed for each of these classifications. A coding system, which emerged from the study, was applied. Questions were divided into the following four categories: information-seeking, clarification, management, and off-topic. Information-seeking questions were further classified as low-level literal, high-level literal, low-level inferential, and high-level inferential. Comments were divided into the following five categories: clarification, evaluation, management, off-topic, and other. Nonverbal behavior that comprised entire teacher turns were categorized with the verbal comments.

During the postobservational interviews, each of the subjects offered additional insights in order to explain the intent of certain utterance patterns. As a result, the established coding system was reapplied to revise and refine categorical decisions.

During a training session, another rater categorized 10% of all questions and comments. Due to the amount of data, the researcher selected these utterances from the transcripts by marking every 10th question and comment of each observation. These utterances were color-coded to facilitate identification by the second rater who categorized each type of utterance during two separate sittings. Following the training session, another 10% was categorized using the same system. Interrater reliability was achieved at a 72% agreement level for categorizing questions and 81% agreement level for categorizing comments. Interrater reliability for categorizing all teacher utterances was achieved at a 78% agreement level. All

discrepancies were resolved through discussion. Through the use of naturalistic observation and interviews, a description of teacher-talk during kindergarten Sharing Time and teachers' reported explanations for these utterances was made available.

CHAPTER IV

RESULTS

The purpose of this study was to describe and explain teacher-talk during kindergarten Sharing Time. The findings from 12 teacher interviews and six Sharing Time observations are reported in this chapter.

In the first section, information obtained from the preobservational interviews is compiled. Teachers' stated curricular goals and their established Sharing Time structure regarding spatial arrangement, turn allocation, and explicit behavioral rules for appropriate sharing are described. Specific content or topics discussed during Sharing Time are identified. Examples of these issues, from transcripts of Sharing Time observations, are also provided.

Transcripts from Sharing Time observations yielded 1,428 teacher utterances. Analyses of amounts of teacher-talk, discourse style, and types of categories of teacher-talk, developed through the process of constant comparative analysis, are reported in the second section. Examples of these categories, from transcripts of Sharing Time observations, are furnished.

Teachers' explanations of and insights into their utterance patterns, as derived from postobservational interviews, are discussed in the third section. Teachers' self-evaluations of the Sharing Time event are also described.

The examples of discourse presented in this chapter are keyed to the appended transcripts by listing the appendix and the turn where these can be located. Since qualitative research methods were used to obtain the data, a descriptive analysis is provided.

The Environment of Sharing Time

Teachers establish goals for a particular area of the curriculum, and they design an organizational structure in which to achieve these goals. The discourse that takes place is a result, in part, of the classroom climate that is developed. Each teacher in this study participated in an initial semistructured interview, at which time they stated their general goals and delineated their established structure for Sharing Time. Teachers specified daily goals during structured interviews held immediately prior to each of two observations. (For specific core interview questions, see Appendices A and E.) Relevant information regarding the physical setting, classroom climate, pre- and post-Sharing Time activities, observations of nonsharing students and observer's comments were recorded as field notes during the observations. The results are described in this section.

Teacher Goals

General goals. During the initial interview, each teacher was asked to state her general curricular goals for Sharing Time. Lists were formed from these interviews and reviewed with each teacher during the postobservational interview (see Appendix R, i, ii, and

iii). At this time, teachers were given the opportunity to revise or add to their list.

A second list, which was compiled from goals stated by the other 2 subjects, was reviewed with the respective teachers (see Appendix R, ib, iib, and iiib). Comments regarding these goals were elicited and a final revised list of Sharing Time goals was established for each teacher.

Example A: (see Appendices B, 001-004; S, 007-028)

Teacher #1: General Sharing Time Goals

Sharing Time provides children with the opportunity:

1. To develop self-confidence to stand in front of a group.
2. To develop language skills which enable them to talk to a group, speak in a sentence, formulate a question, and answer a question.
3. To communicate with parents about a specific topic.
- ** 4. To bridge the gap between home and school.

Sharing Time provides the teacher with the opportunity:

5. To identify articulate children and their development of sentence structure.
6. To identify speech and voice problems.
- ** 7. To identify children's interests.

Example B: (see Appendices C, 001-002; T, 001-036)

Teacher #2: General Sharing Time Goals

Sharing Time provides children with the opportunity:

1. To develop language skills which enable them to be good listeners and give a precise sharing with a beginning, middle, and end.
2. To develop thinking skills.
- * 3. To develop problem solving skills.
- ** 4. To speak in a sentence, formulate a question, and answer a question.
- ** 5. To bridge the gap between home and school.

Sharing Time provides the teacher with the opportunity:

6. To identify children's interests.
7. To develop group cohesiveness.
- ** 8. To identify articulate children and their development of sentence structure.
- ** 9. To identify speech and voice problems.

Example C: (see Appendices D, 018-019; U, 001-006)

Teacher #3: General Sharing Time Goals

Sharing Time provides children with the opportunity:

1. To bridge the gap between home and school.
2. To develop language skills which enable them to speak in whole sentences, give a specific telling, stand up in front of a group, and develop good listening.
- * 3. To formulate a question.
- ** 4. To give a precise telling with a beginning, middle, and end.
- ** 5. To answer a question.

Sharing Time provides the teacher with the opportunity:

- **6. To identify children's interests.

Note. One star (*) indicates that the goal was added when the list was reviewed during the postobservational interview. Two stars (**) indicate that the goal was added after goals stated by the other teachers were viewed.

Daily goals. Structured interviews were held prior to each observation. At this time, teachers were asked to state daily Sharing Time goals. The goals are listed as follows:

Example: A: (see Appendices F, 002; L, 002)

Teacher # 1: Daily Sharing Time Goals

Observation #1

1. To review the beginning sounds of B and C.
Children may also bring things that begin with A.

Observation #2

1. To review the beginning sound of G.
Children may also bring things pertaining to the Halloween/Fall unit and the beginning sound of F.

Example B: (see Appendices H; I, 001; N, 002)

Teacher #2: Daily Sharing Time Goals

Observation #1

1. To bring whatever the children want from home.

Observation #2

1. No specific goal.

Example C: (see Appendices J, 002; P, 002)

Teacher #3: Daily Sharing Time Goals

Observation #1

1. To bring something from home that is very special.
2. To have statements to tell about the special thing.

Observation #2

1. To bring things from home with important things to say.
2. To stand in front of a group.
3. To speak with volume.

Goals for Teacher #1 were specific and curriculum-oriented. She informed parents of these weekly goals through monthly parent letters. She believed that these topics encouraged parent-child communication on a learning level (see Appendix B, 004) and provided some structure to Sharing Time (see Appendix B, 008). Teacher #1 stated these goals for the children at the beginning of each Sharing Time session.

Example D: (see Appendix G, 001)

001 TEACHER: Boys and girls, you remember, that this week we are sharing things that begin with A, B, or C.

Example E: (see Appendix M, 001-003, 010-012)

001 TEACHER: Monday people, boys and girls, what are we sharing this week? Does anyone remember?

002 CHILDREN: G.

003 TEACHER: All right. The sound of G.

010 TEACHER: If you forgot, you can still share something that starts with F just today. Can you share something that starts with F tomorrow?

011 CHILDREN: No.

012 TEACHER: No. Just on Mondays if you've forgotten that we have a new sound. And also you may share something that has to do with Halloween.

Children were reminded of these goals if their sharing did not conform. During the second observation, two children brought inappropriate items. In the first example, Michael confused the new

goal with that from the previous week. In the second example, Sonja did not meet the daily goal though she brought something that was important to her. In both cases, however, the teacher salvaged the sharing and allowed each child to finish.

Example F: (see Appendix M, 057-59, 62, 65-70, 79-81)

057 TEACHER: Ah, Michael, are you ready?
 058 MICHAEL: (comes to the front) Yeah, but I forgot it was G day.
 059 TEACHER: You forgot it was G day? But you'll remember your next turn, won't you, Michael?
 062 MICHAEL: Here's an elephant for E.
 065 MICHAEL: The letter F.
 066 TEACHER: Ooh!
 067 MICHAEL: For feathers.
 068 TEACHER: Feathers for what letter, Michael? What letter?
 069 MICHAEL: F. From the carnival.
 070 TEACHER: F.
 079 TEACHER: (writes feathers under flashlight on the chalkboard) And can I put elephant up anymore?
 080 CHILDREN: No.
 081 TEACHER: (shakes head) No, that was the week before. So poor Dumbo has to go back in here. But what did Dumbo carry in his, carry in his trunk when he learned how to fly? (picks up feathers and puts over Dumbo's trunk)

Example G: (see Appendix M, 250-261)

250 SONJA: This is my coloring book.
 251 TEACHER: Where did you get your coloring book?
 252 SONJA: I got it at the hospital yesterday.
 253 TEACHER: At the hospital yesterday.
 254 JUSTIN: It's called _____ (name of hospital).
 255 TEACHER: At _____ (name of hospital) Hospital.
 256 SONJA: That's where I got the hat (points to table).
 257 TEACHER: The one that you gave for me. And--is, has anything that Sonja shared started with F or G, boys and girls?
 258 CHILDREN: No.
 259 TEACHER: No, I don't think so. Sonja, do you have that note? Mrs. _____ (last name of teacher) sent it home, didn't I? We did that--

Goals for Teachers #2 and #3 were less specific and focused more on social skills. They sent occasional notes home to parents if a

particular topic were to be studied, though none had been sent recently. In lieu of stating her daily goal during the preobservational interview (see Appendix H), Teacher #2 stated her goal to the children at the beginning of the first observation.

Example H: (see Appendix I, 001-004)

001 TEACHER: Okay. Let's have sharing. Uh, our sharing today is whatever you want to bring from home. Remember when we talked about sharing? We said that you shouldn't bring what? Every day, you shouldn't bring what?

002 CHILDREN: Toys.

003 TEACHER: You shouldn't bring toys every day. Was it okay to bring toys?

004 CHILD: Yeah, but not every day.

She did not state a specific goal to the children during the second observation. Teacher #3 informed parents of her goals in a newsletter sent home at the beginning of the year; however, she did not state her daily Sharing Time goals to the children either time.

Structure of Sharing Time

During the initial interview, each teacher was asked to describe the structure of Sharing Time regarding spatial arrangement, turn allocation, and explicit behavioral rules for appropriate sharing. Teachers were also asked to identify specific content or topics discussed.

Spatial arrangement. The physical arrangement for all three kindergartens was quite similar. There were student tables, book/listening centers, a homemaking center, and shelves of toys and puzzles. Children's art work was prominently displayed in the rooms,

as were Language Experience stories. Teacher #2 also had a piano in her room.

Sharing Time was always conducted in a designated area in the front of the room. Teachers #1 and #3 had carpeted rooms; teacher #2 had a carpeted area. All children sat on the floor; however, each teacher utilized a different seating arrangement. Children in teacher #1's room sat in assigned places to form two concentric semicircles. The teacher preferred to use only one semicircle; however, class enrollment and limited space prevented that arrangement (see Appendix B, 022). Children in Teacher #2's room clustered together on the floor. They did not have assigned places (see Appendix C, 025-028). Teacher #3 felt that it was important for the children to maintain eye contact with each other, so children in her room formed a large circle. They did not have assigned places at the time of the observations (see Appendix D, 032-035). In each classroom, the teacher sat on a chair facing the group with the blackboard at her back. The sharing child stood alongside.

Children in Teacher #1's room moved to their Sharing Time places immediately after attendance was taken, the Pledge of Allegiance was recited, and a patriotic song was sung. After rearranging themselves into their semicircles, the designated "Great Leader of the Day" completed the calendar and weather charts. Once the opening activities were finished, the teacher signaled the beginning of Sharing Time by stating her daily goal.

Example A: (see Appendix G, 001)

001 TEACHER: Boys and girls, you remember, that his week we are sharing things that begin with A, B, or C.

Example B: (see Appendix M, 001-003)

001 TEACHER: Monday people, boys and girls, what are we sharing this week? Does anyone remember?

002 CHILDREN: G.

003 TEACHER: All right. The sound of G.

Children in Teacher #2's room assembled on the floor following a brief visiting time when role was taken and announcements were made. Once children were grouped on the floor, the teacher designated a special helper who completed the calendar chart. She began Sharing Time as indicated in the following examples:

Example C: (see Appendix I, 001)

001 TEACHER: Okay. Let's have sharing.

Example D: (see Appendix O, 001).

001 TEACHER: Let's start today with sharing.

Children who brought a sharing item retrieved it from the coat rack and lined up next to the teacher.

Children in Teacher #3's room took their places along the circle as they entered the room. The designated "V.I.P." assisted in the process of taking attendance and completed the calendar chart.

Sharing Time started as indicated and scheduled children got their objects.

Example E: (see Appendix K, 001)

001 TEACHER: And on Wednesday, September 28, 1988, Maegan is our "V.I.P." Hannah, Maegan, Nicole, Adam, Eric, and Renee get to share today. If you brought something for sharing and it's in

your school bag, will you get it and bring it over here to the circle with you?

Example F: (see Appendix Q, 001).

001 TEACHER: On Thursday, October 20, 1988, Lindsay is our "V.I.P.," Matthew, Ryan, Joseph, Lindsay _____ (last name), Jessica, and Maureen get to share with us today. . . . If it's your sharing day, and you didn't bring your sharing with you, will you please go right by Joseph to get it?

Allocation of sharing turns. Teachers found it necessary to allocate sharing turns according to a schedule they established. Without this schedule, teachers stated that some children would share daily. Despite its popularity, there was a limited amount of time that could reasonably be devoted to sharing in a day (see Appendices B, 006; C, 010-012, 034; D, 003).

Sharing was a daily event in Teacher #1's room. Since eight or nine children were scheduled each day, every child could share twice per week. Parents were notified of their child's days at the beginning of school in the fall (see Appendix B, 037). This same schedule remained in effect throughout the year. Only those children scheduled for a particular day could share, unless it was the child's birthday. In the following example, Teacher #1 enforced this rule during the second observation, when Jennifer sought an unsuccessful turn.

Example A: (see Appendix M, 013-018)

013 JENNIFER: Mrs. _____ (last name of teacher)?

014 TEACHER: No, and you may not talk now. It's not your turn. I'll look and see if you share on Mondays.

015 JENNIFER: Nope.

016 TEACHER: No.

017 JENNIFER: Tomorrow I do.

018 TEACHER: Michael, do you have something to share?

Prior to each Sharing Time, a list of eligible names was read, and this became the order of their turns. A list of those children who were scheduled to share the next day was read at the conclusion of every sharing period.

Sharing Time was held four times per week in Teacher #2's room. Wednesdays were omitted because physical education was held at that time. Students were scheduled according to their table assignment, with five children sharing per day. Each child had one turn per week. Because seating arrangements changed frequently, parents were notified whenever their child had a new sharing day. Teacher #2 was accepting of children who shared out-of-turn, and felt that the scheduled day could be considered more of a suggestion than an assignment (see Appendix C, 010, 016, 029-040). This flexibility was evidenced during the first observation when Brooke wanted to share on an unscheduled day.

Example B: (see Appendix I, 023-025)

- 023 TEACHER: Thursday. It's green table's day. Green table.
 024 CHILDREN: Thursday. Thursday. Thursday.
 025 TEACHER: Now, uh, Brooke brought something. It's not her day. But we'll, we'll do that.

As previously indicated, children lined up next to the teacher after retrieving their objects from the coat rack. Children took their individual turns in that order.

Teacher #3 held Sharing Time four times per week as well. Friday was omitted because physical education was scheduled that day. Five or six children shared each day, with every child receiving a turn

once per week. Parents were notified of their child's sharing day in a letter at the beginning of the year (see Appendix D, 050). This schedule remained the same throughout the year. Names were listed on sharing charts posted prominently on the wall (see Appendix D, 003, 008-011). During the first observation, Josh attempted to share on a different day.

Example C: (see Appendix K, 109-113)

- 109 TEACHER: Would Susie like to sit up here where she could watch you listen today? (Nicole sits her doll on the floor against the wall by the teacher.) Thank you, Nicole.
 Josh, did you have a question about Nicole's doll? (Josh stands.) Oh, you're ready to share.
- 110 JOSH: My dad--
- 111 TEACHER: Guess what? Guess what?
- 112 JOSH: What?
- 113 TEACHER: Monday is your sharing day. That was on Monday, wasn't it? So you'll need to save that for Talk Time, okay? So you sit back down, and we'll let you tell that when we have Talk Time. Okay.
 Maegan, did you have something for Show-and-Tell today?

Josh was allowed to tell at a later time designated as Talk Time.

Teacher #3 elaborated upon such decisions in the postobservational interview. She stated that it was difficult for her to turn down children when they sought an unscheduled turn; however, time limitations required her to do so. She went on to say that she would accept a student out-of-turn if something occurred that could not be saved for later, such as the loss of a tooth (see Appendix U, 218-222).

Allocation of participation turns. Two goals stated by teachers during the initial interviews were to formulate a question and to develop group cohesiveness. These goals were met when children from

the audience became actively involved in the sharer's telling. Teachers invited children to ask questions (see Appendices B, 006; C, 018; D, 003). Teacher #2 also stated that she developed camaraderie when she encouraged children to join in with additional telling (see Appendix C, 018).

Time was an important factor that caused teachers to limit the number of student questions that could be asked. Teacher #1 allowed two student questions (see Appendix B, 014). Teacher #2 limited student-talk when it was "not really serving a purpose" (see Appendix C, 052), and Teacher #3 encouraged two or three questions (see Appendix D, 003). This information was compared to actual questioning practices from transcripts of observations. During the first observation, Teacher #1 allowed one student question per sharing turn after being reminded by another child.

Example A: (see Appendix G, 023-024)

023 CHILD: But what about a question?
 024 TEACHER: Oh, it's a good thing I have you to remind me. One question for Rebekah. Would you like to call on someone?

She also encouraged one student question for each sharing turn during the second observation. Occasionally, an additional question was acknowledged if on topic, as in line 095 of the following example:

Example B: (see Appendix M, 086-096)

086 TEACHER: Who has a question for Michael about the feathers? Craig, are you ready?
 087 MICHAEL: John?
 088 JOHN: Where did you get the feather?
 089 MICHAEL: From the carnival.
 090 TEACHER: From the one we just had here?
 091 MICHAEL: (shakes head)
 092 TEACHER: Or from a different one?

- 093 MICHAEL: A different one.
 094 TEACHER: I see.
 095 CHILD: Was it the _____ (name of fair)?
 096 MICHAEL: (shakes head) Um-mm.

Teacher #2 did not limit student questions, nor did she distinguish between questions and statements. The following two examples illustrate this point.

Example C: (see Appendix I, 034-050)

- 034 TEACHER: Any questions? Do you have a question, Matt?
 035 MATT: It's pretty.
 036 TEACHER: Matt thinks it's pretty! Um, I have a question. Shane, do you have a question?
 037 SHANE: What's it's name?
 038 TEACHER: Name. That was my question. Did you give your doll a name?
 039 ELIZABETH: Um-hm.
 040 TEACHER: What?
 041 ELIZABETH: Sherry.
 042 TEACHER: Sherry. Do you have a question, Trinity?
 043 TRINITY: Or you could tear it apart, and take its clothes off and make its clothes into a car.
 044 CHILDREN: No! No!
 045 ELIZABETH: (shakes head)
 046 TEACHER: Trinity loves cars. Every time he sees something he thinks of a way to make it into a car, don't you?
 047 TRINITY: (nods)
 048 TEACHER: You love cars, don't you. He draws cars. He thinks about cars all the time. Ryan?
 049 RYAN: I think it's cute.
 050 TEACHER: Cute. Kind of cuddly, too.

Example D: (see Appendix O, 179-185)

- 179 TEACHER: Do you like to ask us, ask Angel a question and she'll find the leaf that you're thinking of? Like say, "Find the leaf that--." Can you ask a question and Angel will point to it? Okay?
 Uh, John.
 180 JOHN: Point at the yellow leaves.
 181 TEACHER: The yellow leaves.
 182 ANGEL: (points)
 183 TEACHER: Yeah. That's kind of yellow isn't it? Question, Troy?

184 TROY: Point at the green leaves.

185 TEACHER: Green. He wants green.

No student questions were directed to a sharing child during Teacher #3's first observation. During the second observation, three student questions were directed to some of the sharers. Two students with the longest sharing turns did not receive student questions. Instead, listeners were encouraged to ask their questions during work time.

Example E: (see Appendix Q, 073)

073 TEACHER: Lindsay, could we put your violin up here? And then if during work time, they wanted to--let's leave it closed. If you want to see Lindsay's violin, you'll need to ask her to open it up and show it to you. Because violins are very expensive instruments and so we need to handle them very carefully (Lindsay leaves). But that way you could get a better look. So if you'd like to see Lindsay's violin close-up, have Lindsay come over and show it to you. Just like you're going to have Joseph come over and share his bug eye with you.

Teachers invited students to seek participation turns by raising their hands (see Appendices B, 006; C, 019-020; D, 014-015). While Teacher #2 preferred that children raised their hands, she did not require this practice unless they all began talking at once (see Appendix C, 022). Teacher #3 required raised hands during the first semester, but relaxed this standard as the year went on (see Appendix D, 015).

Teachers elicited student questions at the end of a sharer's turn; however, they all did not handle interruptions in the same manner. Teacher #1 did not accept questions or comments at inappropriate times. Near the beginning of the second observation,

she had reminded students to raise their hands after two students called out answers during the first child's turn. In the next three instances, Sonja and twice Jennifer attempted to interrupt, but were quickly stopped.

Example F: (see Appendix M, 035-038)

035 TEACHER: Who could help Amanda out?
 036 CHILD: F.
 037 CHILD: F.
 038 TEACHER: Raise your hand if you know and we'll call on you. Jenny?

Example G: (see Appendix M, 075-076)

075 SONJA: Mrs. _____ (last name of teacher)?
 076 TEACHER: No, Sonja, not right now.

Example H: (see Appendix M, 190-191)

190 JENNIFER: I have Gumby and Poky.
 191 TEACHER: You're not sharing right now.

Example I: (see Appendix M, 206-207)

206 JENNIFER: I have that!
 207 TEACHER: Are you sharing right now?

Teacher #2 responded to or ignored all student interruptions regardless of when they occurred. Trinity disturbed a classmate's sharing three times in a row during the first observation.

Example J: (see Appendix I, 234-235)

234 TRINITY: I couldn't bring any snacks.
 235 TEACHER: You don't have to today.

Example K: (see Appendix I, 238)

238 TRINITY: Is it okay if we play inside?

Example L: (see Appendix I, 241-242)

241 TRINITY: Teacher, is it time for recess?
 242 TEACHER: Not yet.

No interruptions were made during observations of Teacher #3.

She did remind students to raise their hands if they had a question.

Example M: (see Appendix Q, 020)

020 TEACHER: If you have a question to ask Matthew, something he didn't tell us yet, will you raise your hand?

Behavioral rules. Children in the audience were expected to sit still and listen. These two behaviors were expressed unanimously by teachers (see Appendices B, 020; C, 060-062; D, 023). In the first example, Teacher #3 explicitly stated these rules to the children before Sharing Time began. In the next three examples, Teachers #1 and #2 reminded students of the rules later in the session.

Example A: (see Appendix K, 042)

042 TEACHER: Let's start with Renee for Sharing today. Show Renee that you're ready to be a good listener and then she's going to remember to talk loud enough so everybody can hear.

Example B: (see Appendix I, 244)

244 TEACHER: Okay. Kevin's turn. Will you all listen to Kevin now?

Example C: (see Appendix I, 267)

267 TEACHER: Wait. If everybody sits real still we'll be able to hear her, okay? And Kevin will be able to hear her.
Okay, Elizabeth, try it again.

Example D: (see Appendix M, 123-125)

123 TEACHER: Boys and girls, do you think I could hear my pin drop?
124 CHILD: No.
125 TEACHER: Maybe I could now.
John, could you sit all the way down? All the way down?
Okay, Justin.

Teachers incorporated several management techniques to ensure attentive audiences. By scheduling Sharing Time first in the morning,

Teachers #1 and #3 felt they were capturing students when they were fresh and alert, during their best listening time (see Appendices B, 020; D, 023). According to Teacher #1, arranging students in the semicircle away from distractions at the tables also helped (see Appendix B, 020). Both Teachers #1 and #3 inserted songs or fingerplays if attention waned (see Appendix D, 027). Examples of these occurred in Teacher #1's room during the first observation. All students were included in a repetitive song that incorporated the sharing child, the object brought, and the child's age upon receiving the object. The following excerpt was taken from Rebekah's sharing turn:

Example E: (see Appendix G, 019. Other examples can be found in Appendix G, 046-047, 130-131, and 162).

019 ALL: When I was a little girl,
 little girl, little girl,
 When I was a little girl
 (teacher holds up three fingers) 3 years old,
 I got a little cat, cat, cat,
 Got a little cat, then oh then.
 (Teacher and Rebekah sway the cat to the rhythm of the song.)
 Ha, ha, this a-way
 Ha, ha, that a-way
 Ha, ha, this a-way
 Then oh then.

It was also possible that a misbehaving student was assigned a special seat, either with the listeners (see Appendix D, 035), or back at their table (see Appendix B, 020). In the following excerpt, Kevin was asked to move from under a bookshelf.

Example F: (see Appendix I, 217)

217 TEACHER: Kevin, would you come up here? I don't know--that might--I don't like you laying under there. Because that might fall down, you might get hurt.

Specific content or topics discussed during Sharing Time.

Teachers structured the content of Sharing Time in different ways.

This section describes the organizational method that each preferred.

As was previously discussed, Teacher #1 organized Sharing Time around weekly goals and themes. She informed parents of these topics through monthly newsletters and encouraged them to discuss these with their child prior to sharing. She hoped to raise the communication between parent and child to a learning level and also felt that this method provided a structure to her Sharing Time. Examples of some other topics mentioned included pairs of objects, the four basic shapes, signs of fall, and something that told about the child's family. Without these specified topics, children mostly brought toys (see Appendix B, 004, 008-010).

Teacher #2 preferred to structure her Sharing Time around a list of thinking and problem-solving skills (see Appendix C, 121). These were applied according to the items brought by children. For example, if a child brought a collection of Matchbox cars, she may have the students classify, match, or describe them (see Appendix C, 004). Children often brought toys, though they were discouraged from bringing toys every time.

Example A: (see Appendix I, 001-004)

001 TEACHER: Remember when we talked about Sharing? We said that you shouldn't bring what? Every day, you shouldn't bring what?

002 CHILDREN: Toys.

003 TEACHER: You shouldn't bring toys every day. Was it okay to bring toys?

004 CHILD: Yeah, but not every day.

About six or seven times per year, Teacher #2 specified topics related to other curricular areas. Letters were sent home to parents requesting that children bring items related to the topic of study. Examples that were mentioned included rhyming things, sound-sensory objects, fall and winter awareness, and beginning sounds (see Appendix C, 046).

At the beginning of the year, Teacher #3 allowed children to bring items of their choice in order to meet her stated goal of bridging the gap between home and school. Children often brought toys, but were encouraged to bring other objects as well. During the initial interview, Teacher #3 stated that she occasionally tried to vary sharing by having children bring items which related to a unit of study. For example at the beginning of the year, a note was sent home to parents for children to bring materials, such as acorns or keys, to develop math concepts (see Appendix D, 003-005, 019).

Summary

This section described the environment teachers established based on the goals and organizational structure they had developed for Sharing Time. This environment was as distinct as each teacher. After an analysis of the data, however, certain underlying patterns did emerge.

Three stated goals were common to all teachers. These were to develop language skills, to identify children's interests, and to bridge the gap between home and school.

All teachers utilized a somewhat formal structure for Sharing Time in regards to their spatial arrangement of students, procedures for allocating turns, and established behavioral rules. While students sat in close proximity of the teacher, she was elevated above them at the front of the room with the sharing child standing alongside. Sharing turns were scheduled and participation turns were allocated to students with raised hands. Two behavioral rules, to sit and to listen, were uniform policy.

Though the content of sharing was varied, it was primarily determined by the teacher. Even when the content was not specified and children were allowed to bring anything that was important to them, toys were discouraged.

This environment provided a framework upon which Sharing Time was built. Since the teachers were the subjects of this study, their role during this time was examined.

A Description of Teacher-Talk During Sharing Time

To determine the role teachers played during Sharing Time, it was necessary to examine their discourse. Two Sharing Time sessions for each teacher were videotaped over a 3-week period. Field notes were taken during these observations to supplement the videotapes with information pertaining to teacher-talk. Transcripts of these

videotapes were made and analyzed. The results are reported in this section.

Length of Sharing Time

During the initial interview, teachers stated that they were concerned about time management. They predicted that sharing would last between 5 and 10 minutes; possibly 15 at the most (see Appendices B, 014; C, 076; D, 027). The actual length of Sharing Time as determined by the timed videotapes is shown in Table 1. Times are reported for each teacher according to the observation. Mean lengths were calculated for each teacher as well as for all six observations. Despite the fact that the range of scheduled sharers varied from five to nine students, no observation differed greatly from the adjusted mean of means which was 16 minutes. This was longer than any of the teachers had estimated.

Ratio of Teacher-Talk to Student-Talk

Transcripts of the six observations provided 13,401 words which were categorized by source according to teacher- and student-talk. These counts were totaled for each teacher and percents were figured.

Lindsay, a student in Teacher #3's room, had an unusually long sharing turn (1,127 words) which was atypical of other turns (mean length 37 words; range 0-152 words) recorded in this study. To prevent skewed results, all discourse associated with this turn was disregarded and new totals were figured. Given that adjustment, teacher-talk indeed comprised much of Sharing Time, as is shown in Table 2.

Table 1

Length of Sharing Time in Minutes

	Observation 1	Observation 2	Mean
Teacher 1	15 ^a	13	14
Teacher 2	16	18	17
Teacher 3	14	20	17

Note. Adjusted mean of means = 16 minutes.

^aReflects length of Sharing Time recorded on videotape; additional unrecorded sharing took place later in the day.

Discourse Style

Two factors were examined to determine the style of Sharing Time discourse. These were length in words and frequency of turns.

Length of student turns. A primary goal of all teachers was to develop children's language skills, enabling them to provide a specific telling with a beginning, middle, and end. Students' oral fluency was analyzed by categorizing lengths of student turns in five-word increments. Ninety-five percent of all student turns were 15 words or less. Because there were a high number of nonverbal and one-word turns, these were categorized separately. Thirteen percent of all turns were gestures and over one fourth were one-word utterances. A complete analysis is detailed in Table 3.

Table 2

Ratio of Teacher-Talk to Student-Talk

	Teacher-Talk		Student-Talk		Total
	Words	%	Words	%	Words
Teacher #1	3,001	(76)	938	(24)	3,939
Teacher #2	3,687	(71)	1,487	(29)	5,174
Teacher #3	2,206	(51)	2,082	(49)	4,288
	2,106 ^a	(69) ^a	951 ^a	(31) ^a	3,057 ^a
Total	8,894	(66)	4,507	(34)	13,401
	8,794 ^a	(72) ^a	3,376 ^a	(28) ^a	12,170 ^a

Note. ^aDeletion of Lindsay's sharing turn.

Length of teacher turns. As shown in Table 4, teacher turns constituted 44% of all turns taken. When teacher turn length was examined, as shown in Table 5, it was found that 70% of teacher turns were also 15 words or less. When combined with results from the analysis of student turn length, the discourse of Sharing Time occurred in a short, choppy manner in what could be described as a "ping-pong" style.

Table 3

Length of Student Turns

Words Per Turn	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
0	40	(16)	41	(11)	22	(14)	103	(13)
1	66	(26)	104	(28)	32	(21)	202	(26)
2-5	99	(40)	142	(38)	41	(26)	282	(36)
6-10	35	(14)	60	(16)	31	(20)	126	(16)
11-15	4	(2)	17	(5)	14	(9)	35	(4)
16-20	1	(0)	5	(1)	5	(3)	11	(1)
21-25	---	---	1	(0)	1	(1)	2	(0)
26-30	1	(0)	---	---	2	(1)	3	(0)
31-35	---	---	1	(0)	1	(1)	2	(0)
36-40	---	---	---	---	2	(1)	2	(0)
41-45	1 ^a	(0) ^a	1	(0)	---	---	2	(0)
46-50	2 ^a	(1) ^a	---	---	1	(1)	3	(0)
51-55	1 ^a	(0) ^a	1	(0)	1	(1)	3	(0)
56-60	---	---	---	---	---	---	---	---
61-65	---	---	---	---	---	---	---	---
66-70	---	---	---	---	---	---	---	---
71-75	---	---	---	---	---	---	---	---
76-80	---	---	---	---	1	(1)	1	(0)

Table 3, cont.

Words Per Turn	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
81-85	---	---	---	---	---	---	---	---
86-90	---	---	---	---	---	---	---	---
91-95	---	---	---	---	---	---	---	---
96-100	---	---	---	---	---	---	---	---
101-105	---	---	---	---	---	---	---	---
106-110	---	---	---	---	---	---	---	---
111-115	---	---	---	---	---	---	---	---
116-120	---	---	---	---	---	---	---	---
121-125	---	---	---	---	---	---	---	---
126-130	---	---	---	---	---	---	---	---
131-135	---	---	---	---	---	---	---	---
136-140	---	---	---	---	---	---	---	---
140+	---	---	---	---	1 ^b	(1) ^b	1	(0)
Total	250		373		155		778	

Note. Percents may not equal 100% due to rounding to the nearest whole number.

^aTurns spoken in unison with teacher. ^bChild in this category spoke 1,023 words during a single turn.

Table 4

Ratio of Teacher Turns to Student Turns

	Teacher Turns		Student Turns		Total Turns
	Turns	%	Turns	%	
Teacher #1	199	(44)	250	(56)	449
Teacher #2	299	(44)	373	(56)	672
Teacher #3	125	(45)	155	(55)	280
Total	623	(44)	778	(56)	1,401

Categories of Teacher-Talk

A further investigation was completed to determine what teachers said during all of this talk. Transcripts from observations yielded 1,428 teacher utterances. Categories were developed through the process of constant comparative analysis. The two broad categories of questions and comments were further divided.

Questions. As shown in Table 6, 38% of all teacher-talk was classified as questions. Results shown in Table 7 indicate that teachers posed 89% of all questions asked during Sharing Time.

Questions fell into four categories: information-seeking, clarification, management, and off-topic. Information-seeking questions were further classified as low-level literal, high-level

Table 5

Length of Teacher Turns

Words Per Turn	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
0	---	---	3	(1)	11	(9)	14	(2)
1	10	(5)	21	(7)	7	(6)	38	(6)
2-5	35	(18)	62	(21)	18	(14)	115	(18)
6-10	57	(29)	92	(31)	30	(24)	179	(29)
11-15	32	(16)	43	(14)	19	(14)	94	(15)
16-20	18	(9)	26	(9)	11	(9)	55	(9)
21-25	13	(7)	19	(6)	6	(5)	38	(6)
26-30	7	(4)	10	(3)	1	(1)	18	(3)
31-35	7	(4)	7	(2)	1	(1)	15	(2)
36-40	5	(3)	7	(2)	6	(5)	18	(3)
41-45	4	(2)	4	(1)	4	(3)	12	(2)
46-50	4	(2)	2	(1)	2	(2)	8	(1)
51-55	2	(1)	---	---	---	---	2	(0)
56-60	4	(2)	1	(0)	2	(2)	7	(1)
61-65	---	---	---	---	---	---	---	---
66-70	1	(1)	---	---	2	(2)	3	(0)
71-75	---	---	---	---	---	---	---	---
76-80	---	---	---	---	---	---	---	---
81-85	---	---	---	---	1	(0)	1	(0)

Table 5, cont.

Words Per Turn	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
86-90	---	---	1	(0)	1	(1)	2	(0)
91-95	---	---	---	---	---	---	---	---
96-100	---	---	1	(0)	1	(1)	2	(0)
101-105	---	---	---	---	1	(1)	1	(0)
106-110	---	---	---	---	---	---	---	---
111-115	---	---	---	---	---	---	---	---
116-120	---	---	---	---	---	---	---	---
121-125	---	---	---	---	---	---	---	---
126-130	---	---	---	---	---	---	---	---
131-135	---	---	---	---	---	---	---	---
136-140	---	---	---	---	1	(1)	1	(0)
140+	---	---	---	---	---	---	---	---
Total	199		299		125		623	

Note. Percents may not equal 100% due to rounding to the nearest whole number.

Table 6

Ratio of Teacher Questions to Comments

	Questions		Comments		Total Utterances
	no.	%	no.	%	
Teacher #1	174	(36)	311	(64)	485
Teacher #2	265	(39)	415	(61)	680
Teacher #3	99	(38)	164	(62)	263
	98 ^a	(38) ^a	157 ^a	(62) ^a	255 ^a
Total	538	(38)	890	(62)	1,428
	537 ^a	(38) ^a	883 ^a	(62) ^a	1,420 ^a

Note. ^aDeletion of Lindsay's sharing turn.

literal, low-level inferential, and high-level inferential. Table 8 displays the results after a coding system was applied.

Low-level literal questions comprised 89% of all information-seeking questions asked by teachers. These explicit questions required students to provide answers based on simple recall of cognitive memory. The following four examples typify this line of questioning:

Example A: (see Appendix G, 123-128)

123 TEACHER: Bottle, B; Cat, C; Chris-Mutt, C. Which one would you like us to sing about? The cat or the Chris-Mutt?

Table 7

Ratio of Teacher Questions to Student Questions

	Teacher Questions		Student Questions		Total
	no.	%	no.	%	
Teacher #1	174	(89)	21	(11)	195
Teacher #2	265	(94)	18	(6)	283
Teacher #3	99	(77)	29	(23)	128
	98 ^a	(79) ^a	26 ^a	(21) ^a	124 ^a
Total	538	(89)	68	(11)	606
	537 ^a	(89) ^a	65 ^a	(11) ^a	602 ^a

Note. ^aDeletion of Lindsay's sharing turn.

124 JILL: The cat.

125 TEACHER: How old were you when you got the cat?

126 JILL: Six.

127 TEACHER: Six. Oh, it's new. You must have gotten it for your birthday?

128 JILL: (nods)

Example B: (see Appendix I, 245-249)

245 KEVIN: (shows marble) I found this in my house.

246 TEACHER: Well, tell them what it is?

247 KEVIN: A marble.

248 TEACHER: It's hard isn't it? Where did you find it?

249 KEVIN: Down, um, down, down in the cash register.

Example C: (see Appendix K, 055-059)

055 RENEE: We took more pictures. This was after the wedding. And this was when we got, got out.

Table 8

Categories of Teacher Questions

	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
Low-level Literal	88	(51)	119	(45)	42	(42)	249	(46)
High-level Literal	4	(2)	12	(5)	3	(3)	19	(4)
Low-level Inferential	3	(2)	7	(5)	---	---	10	(2)
High-level Inferential	1	(1)	---	---	---	---	1	(0)
Management	50	(29)	61	(23)	44	(44)	155	(29)
Clarification	28	(16)	61	(23)	9	(9)	98	(18)
Off-Topic	---	---	5	(2)	1	(1)	6	(1)

Note. Percents may not equal 100% due to rounding to nearest whole number.

- 056 TEACHER: (to class as she shows the last picture) Do you recognize this person? (to Renee) That's you being the flower girl, right? Did you carry your flowers in a basket?
- 057 RENEE: (nods) But they weren't too good 'cause all of them were coming and falling out.
- 058 TEACHER: (nods) Were they supposed to fall out or did they just do that on purpose? Or did it just happen?
- 059 RENEE: It just happened.

Example D: (see Appendix K, 096-108)

- 096 NICOLE: This is my doll. She's 6 years old and I got her when I was a baby.
- 097 TEACHER: So she's--so did she have a birthday when you did?

098 NICOLE: (nods)
 099 TEACHER: She's the same age as you are?
 100 NICOLE: Yeah. (starts to sit down)
 101 TEACHER: She's a treasure. Come back and tell us what you especially like about that doll.
 102 NICOLE: 'Cause my--she's the same color as my dress.
 103 TEACHER: Which dress is that?
 104 NICOLE: My yellow one.
 105 TEACHER: So you could be twins!
 106 NICOLE: Yep.
 107 TEACHER: Do you have a name for her?
 108 NICOLE: Susie.

High-level literal questions required students to expand upon known information by explaining, comparing, sequencing, or stating relationships within the answer. Three examples of high-level literal questions are provided from the transcripts.

Example E: (see Appendix K, 118-119)

118 JOSH: He had to put a new hose in it. And it'll start out gooder.
 119 TEACHER: So what's he going to have to do now?

Example F: (see Appendix O, 084)

084 TEACHER: Okay. Now Matt's going to tell us if you're going to make a book what you have to do first. Explain what we have to do now. Okay, what would you have to do now?

Example G: (see Appendix O, 261)

261 TEACHER: Uh, now, before you go, Angel, tell us the process. What's the first thing you did, the second thing you did?

Low-level inferential questions required students to make predictions, hypotheses, or reconstructions. While information may not have been known, their answers must have been defensible. Teacher #2 utilized this type of question more than twice as often as Teacher #1. Teacher #3 asked no inferential questions. An example of the beginning of a low-level inferential line of questioning is provided.

Example H: (see Appendix O, 050-053)

050 TEACHER: You know, you kids are, are getting pretty good at writing and coloring. You could all make some books. What could you make books about?

051 CHILDREN: ABCs.

052 TEACHER: (simultaneous) ABCs.

053 TEACHER: Any other ideas for if you were going to make a book?

Only one high-level inferential question was asked in the study.

Questions of this type required students to evaluate situations, make value judgments, and defend arguments and choices. Personal opinions were sought but were expected to be bolstered by facts. During Teacher #1's first observation, Erik brought a two-faced clown. The following excerpt illustrates the decision he was asked to make.

Example I: (see Appendix G, 035-038)

035 ERIK: This is my clown.

036 TEACHER: There's something special about this clown. Can you show them what it is?

037 ERIK: (turns the clown from front to back) It's happy and sad.

038 TEACHER: Yes. How is he feeling right now?

Part of a teacher's job is that of classroom management. As shown in Table 8, this had a major impact on the type of questions asked during Sharing Time. Management questions occurred when the teacher made requests to students concerning the organization and procedures of Sharing Time regarding turn allocation, spatial arrangement, and the manipulation of objects brought to share. In the first example, Teacher #1 invited children to share. Later, she encouraged students to seek a participation turn. In the third example, Teacher #2 used a management question to arrange children

spatially. In the last excerpt, Teacher #3 confirmed the placement of a student's sharing item.

Example J: (see Appendix G, 004)

004 TEACHER: Let's see, Rebekah, do you have something to share this morning?
And Casey, would you like, do you have something this morning?

Example K: (see Appendix G, 048)

048 TEACHER: Does someone have a question for Erik?

Example L: (see Appendix I, 061)

061 TEACHER: (to children standing in line waiting to share) Would you two like to sit down so you don't have to stand so long?

Example M: (See Appendix K, 014-015)

014 RENEE: (Renee brings her sharing to the teacher. It is in a clothes bag which her mother had just brought in the room.)

015 TEACHER: Why don't I just hang this right up here until we get ready to share, okay?

Questions of clarification occurred when the teacher repeated a previous question or comment almost verbatim for the purpose of a more clear understanding by the listeners. In each example, the original question or comment is provided to illustrate the repetition that occurred. At times the repetition occurred immediately after the original statement, as shown in the first three examples. At other times, the repetitions occurred in a series as the teacher probed for an answer as shown in the next two cases. In the last instance, this type of question was used by the teacher to clarify a point made earlier in the sharing turn.

Example N: (see Appendix I, 091-094)

091 SHANE: It's a dune buggy.

092 TEACHER: It's called a dune buggy?

093 AMBER: It's a pipe buggy.
 094 TEACHER: Pipe buggy?

Example O: (see Appendix I, 178-180)

178 TEACHER: Can you think of a word that tells how that feels?
 179 JOHN: Like a bumpy word. Like a bumpy road.
 180 TEACHER: It feels like a bumpy road?

Example P: (see Appendix Q, 043-044)

043 JOSEPH: Okay, and this is a man's eye, and this is how, um, um,
 the man can see a flower. This is a bug's eye and this is how
 can it, and this is how it can see a flower.
 044 TEACHER: So this is, this is an eye of a bug and it shows how it
 can see, right?

Example Q: (see Appendix O, 314-316)

314 TEACHER: What did you just--what, what would you call this?
 315 BROOKE: A bird.
 316 TEACHER: No, but I mean what would you call this that you just
 did?

Example R: (see Appendix Q, 016-020)

016 TEACHER: What is that part where the farmer is sitting? What's
 that part called?
 017 CHILD: (rolls wagon back to Matthew)
 018 TEACHER: Do you know what this part here is called (points to
 wagon seat)? This part?
 019 MATTHEW: It's, it's right here that part animals in.
 020 TEACHER: Oh. So it's a covered wagon and the farmer could put
 his animals in there, huh?

Example S: (see Appendix G, 009-011, 020-021)

009 REBEKAH: This is my cat.
 010 TEACHER: All right. And what does cat start with?
 011 REBEKAH: C.
 020 TEACHER: (Rebekah starts to leave.) Before you leave, tell us
 again what letter?
 021 REBEKAH: C.

Occasionally, Teacher #2 and in one instance, Teacher #3 asked an
 off-topic question that did not follow the current topic of
 conversation. In the following three instances, the course of

conversation triggered a related thought or idea for Teacher #2 and she proceeded to follow through by asking the topic-associated question. The first example occurred after she had reviewed examples of appropriate sharing objects. This topic reminded her of an item Matthew had brought on another day. She abruptly changed the course of conversation with her question to him.

Example T: (see Appendix I, 003-006, 008)

- 003 TEACHER: You shouldn't bring toys every day. Was it okay to bring toys?
- 004 CHILD: Yeah, but not every day.
- 005 CHILD: Today is green table's sharing day.
- 006 TEACHER: Not every day, right. So, so children have been bringing toys, they've been bringing rocks, and shells, and uh-- Matthew, do you know what I think that worm was? I think you were right. I think it was a worm. Somebody told me it was a tomato worm.
- 008 TEACHER: Somebody--so you were right. I kept saying it was a caterpillar. And somebody told me it was a tomato worm. Okay. So, uh, whatever you brought today is fine.

Another case of a topic-associated question occurred later in the same observation. Amber brought pictures of an accident in which her mother's boyfriend had been badly hurt. Teacher #2 took this opportunity to question the audience about their use of seat belts.

Example U: (see Appendix I, 120-125)

- 120 AMBER: Well, my mom--me, and my brother, and my mom was at Tyler and Romainian's and Wayne was somewhere, but I don't know, and then Mom said, and then Wayne said he'd be back by 4 or 5, but he never does.
- 121 TEACHER: He didn't come back because he had the accident, huh? Now, how many of you wear your seat belts?
- 122 CHILDREN: (raise hands)
- 123 AMBER: Mommy did, and Mommy, and Mommy, my mother was in the ambulance with, with Wayne.
- 124 TEACHER: Was she in the car with him?
- 125 AMBER: In the ambulance.

In the third example, Angel brought leaves pressed in waxed paper. The children were in the process of identifying various colors of leaves. Teacher #2 remembered a previous conversation when they had discussed the existence of purple leaves.

Example V: (see Appendix O, 195-202)

- 195 AMBER: Point out the red leaves.
 196 TEACHER: The red leaves.
 197 ANGEL: (points)
 198 TEACHER: All of them. Has anybody found a purple leaf yet?
 They didn't believe me the other day, when I told them there were purple leaves.
 Did anybody find a purple leaf yet?
 199 CHILDREN: (raise hands) I've seen some. Um-hm. Um-hm.
 200 TEACHER: If you find some purple leaves, bring them to school.
 201 CHILD: I've seen some red leaves.
 202 TEACHER: You have.
 Okay. Next, let's ask her some questions about this one.

In the following examples, it was not the teacher, but a child who diverted the conversation. In the first case, Ryan interrupted Elizabeth with an unscheduled telling. Teacher #2 legitimized his turn when she followed through with responses directed to him. In the second illustration, Joseph remembered a library book after Lindsay had been called to share. Teacher #3 told him where it could be put. In all cases, teachers did return to and continue with the original topic of conversation.

Example W: (see Appendix I, 050-059)

- 050 TEACHER: Cute. Kind of cuddly, too. And her name is Sherry.
 Where would you like Sherry to sit today? Would you like her to sit somewhere special?
 051 CHILD: Right where you are.
 052 TEACHER: Right where you are? Would you like to have her sit on a chair somewhere?
 053 ELIZABETH: (nods)
 054 RYAN: Can I tell you something? Um, I have an aunt and it's a baby. Weird, too.

- 055 TEACHER: What now? You have an aunt?
 056 RYAN: I have an aunt that's a baby.
 057 TEACHER: So you are old, older than your aunt? And that's unusual. Usually your aunts are older than you.
 058 CHILD: Quit it, Matt.
 059 TEACHER: Okay. Sit her, sit her where you'd like to have her sit today (hands doll back to Elizabeth). Thanks, Elizabeth. (Elizabeth leaves.)

Example X: (see Appendix Q, 060-066)

- 060 TEACHER: Thank you, Joseph. That will be interesting to check out how things look to bugs.
 Lindsay.
 (Joseph takes another book to the teacher.) Oh, and that's your library book?
 061 JOSEPH: Um-hm.
 062 TEACHER: Okay, why don't you put that--Joseph, see that plant sitting right up there above the mailboxes?
 063 JOSEPH: Yeah.
 064 TEACHER: There's a pile of books right next to it. Put that one on it, and then during work time, you can find your other one.
 065 JOSEPH: (puts book with others)
 066 LINDSAY: (stands near the teacher, takes a violin out of the case and tightens the bow) This is a violin . . .

Comments. As displayed in Table 6, the balance of teacher-talk (62%) consisted of comments. Despite the fact that all student sharing turns were included in the count of student comments, Table 9 shows that teachers still made at least half of those uttered.

Comments fell into five categories: clarification, evaluation, management, off-topic, and other. Table 10 displays the results after a coding system had been applied.

Comments of clarification occurred when the teacher repeated a previous comment almost verbatim for the purpose of a more clear understanding by the listeners, or to offer additional information about the topic in order to expand their knowledge. In each example, the original comment is provided to illustrate the repetition or

Table 9

Ratio of Teacher Comments To Student Comments

	Teacher Comments		Student Comments		Total
	no.	%	no.	%	
Teacher #1	311	(56)	245 ^a	(44)	556
Teacher #2	415	(52)	383 ^b	(48)	798
Teacher #3	164	(43)	220	(57)	384
	157 ^c	(50) ^c	154 ^c	(50) ^c	311 ^c
Total	890	(51)	848	(49)	1,738
	883 ^c	(53) ^c	782 ^c	(47) ^c	1,665 ^c

Note. ^a12 comments were made in unison with the teacher. ^bTwo comments were made in unison with the teacher. ^cDeletion of Lindsay's sharing turn.

expansion that occurred. Comments of clarification that occurred as repetitions of previous comments were used frequently by Teachers #1 and #2. At times, a single repetition occurred immediately after the original comment.

Example A: (see Appendix G, 026-028)

026 TEACHER: Okay. Who would you like to call on?
 027 REBEKAH: Katy.
 028 TEACHER: Katy.

Table 10

Categories of Teacher Comments

	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
Clarification	121	(39)	227	(55)	41	(25)	389	(44)
Evaluation	65	(21)	57	(14)	24	(15)	146	(16)
Management	98	(32)	90	(22)	83	(51)	271	(30)
Off-Topic	4	(1)	13	(3)	4	(2)	21	(2)
Other	23	(7)	28	(7)	12	(7)	63	(7)

Note. Percents may not equal 100% due to rounding to nearest whole number.

Example B: (see Appendix I, 031-032)

031 ELIZABETH: This is my dolly and I like it.

032 TEACHER: This is her dolly and she says she likes it.

Often, however, the teacher repeated several students over a number of turns. In the first example, Teacher #1 reproduced comments made by the sharer and a listener. In the second illustration, Teacher #2 repeated descriptive words she had elicited, and in turn was echoed by students. In the third example, Teacher #2 restated directions from the audience for the sharer, and concluded the turn by repeating each step in the process of making a pressed-leaf picture.

Example C: (see Appendix G, 042-046)

- 042 TEACHER: And do you have any idea how old you were when you got this funny clown?
 043 ERIK: Um (pause), 3.
 044 TEACHER: Three? Three, too.
 045 CHILD: And you can make him happy or sad.
 046 TEACHER: Um-hm. You can make him happy or sad.

Example D: (see Appendix I, 182-194)

- 182 TEACHER: Let's think of some other words to describe these. I've heard bumpy and smooth.
 183 CHILD: Pretty.
 184 TEACHER: Pretty.
 185 CHILD: Clean.
 186 TEACHER: Clean. There's a good one.
 187 BROOKE: And here's another one I picked.
 188 TEACHER: Now, how could you describe this one?
 189 CHILD: Pretty.
 190 TEACHER: Pretty.
 191 CHILD: Pretty.
 192 CHILD: Clean.
 193 CHILD: Pretty.
 194 CHILD: Clean.

Example E: (see Appendix O, 179-181, 184-185, 195-196, 211-212, 221-222, 253-254)

- 179 TEACHER: Can you ask a question and Angel will point to it? Okay?
 Uh, John.
 180 JOHN: Point at the yellow leaves.
 181 TEACHER: The yellow leaves.
 184 TROY: Point at the green leaves.
 185 TEACHER: Green. He wants green.
 195 AMBER: Point out the red leaves.
 196 TEACHER: The red leaves.
 211 ELIZABETH: Point to the up-and-down ones.
 212 TEACHER: She wants you to point to the up-and-down ones.
 221 MATT: Point to the sideways ones.
 222 TEACHER: She wants--he wants you to point to the side, the ones that are laying on their sides.
 253 WHITNEY: The red one.
 254 TEACHER: The red one, she wants you to find.

Example F: (see Appendix O, 271-283)

- 271 TEACHER: You could--the reason I wanted her to tell you this whole, a, process is that you could do this at home. First, it was what? Put the--(pause)
- 272 CHILDREN: Waxed paper--
- 273 TEACHER: Waxed paper down. What was second?
- 274 CHILDREN: Put the leaves on.
- 275 TEACHER: Put the leaves on. What was third?
- 276 CHILD: Put the crayons on.
- 277 TEACHER: Put the little, the little--
- 278 CHILD: Pieces.
- 279 TEACHER: Broken crayons on. Then what?
- 280 CHILD: Put the waxed paper on.
- 281 TEACHER: On top. And the last thing?
- 282 CHILDREN: Iron it.
- 283 TEACHER: Iron it.

Teacher #3 used clarification comments during Sharing Time to expand children's concept development. In the first example, she developed the vocabulary word lace that trimmed Renee's flower girl dress. During the second observation, she made a speech-to-print association with words written on Matthew's covered wagon. In the third instance, Teacher #3 explained how Joseph's multifaceted insect eyepiece worked.

Example G: (see Appendix K, 069-071)

- 069 TEACHER: And what kind of decoration does it have on the sleeves? Do you know what we call that?
- 070 RENEE: (shrugs shoulders)
- 071 TEACHER: It's called lace. It has lace trim. Oh, can you stand back so everybody can see? And there's some lace on the inside of the hem, too.

Example H: (see Appendix Q, 020)

- 020 TEACHER: If you turn it around, this side has some words on it. Can you turn it around and show the boys and girls those words? It says, "Oregon Trail."

Example I: (see Appendix Q, 048-050)

- 048 TEACHER: Okay. What does this look like when you look through it? (pause) Is it like looking through a bug's eye?
 049 JOSEPH: Yeah.
 050 TEACHER: Oh. (takes eyepiece) See, on this end right here, can you just show? The glass has lots of little squares in there and that's the way a bug's eye looks. So when you look through this, you'll be able to see how things look to bugs when you look through their eyes.

Comments of evaluation were made by the teacher as an evaluation of a student's statement or response. The remarks could be positive or negative. In the first three examples, students provide Teacher #1 with the same answer, but her evaluative comments become stronger with each correct one. Teacher #2 evaluated a student's answer in the fourth example.

Example J: (see Appendix G, 010-012)

- 010 TEACHER: All right. And what does cat start with?
 011 REBEKAH: C.
 012 TEACHER: C. Good job.

Example K: (see Appendix G, 040-042)

- 040 TEACHER: Can you tell us, what letter A, B, or C, that clown starts with?
 041 ERIK: C.
 042 TEACHER: That's right.

Example L: (see Appendix G, 155-157)

- 155 TEACHER: And what does cat start with, John?
 156 JOHN: C.
 157 TEACHER: C. All right, that was good thinking!

Example M: (see Appendix I, 217-219)

- 217 TEACHER: Where did she get these?
 218 BROOKE: Probably from the water.
 219 TEACHER: Right.

Teachers also used this type of comment to evaluate the items that children brought. In the following examples, Teachers #1 and #3 expressed approval for Matthew's and Renee's sharing.

Example N: (see Appendix M, 209, 213, 229, 233)

- 209 TEACHER: Ooh! (whispers) How nice. Mrs. Witch will love this.
 213 TEACHER: I love this nice paper ghost.
 229 TEACHER: I loved the way it moves though.
 233 TEACHER: And Mrs. Witch will be so happy.

Example O: (see Appendix K, 085)

- 085 TEACHER: (puts dress back into bag) Well, that's really neat. We've been looking forward to seeing this because Renee has been telling us about the wedding and her wedding dress.

A third type of evaluative comment occurred when teachers assessed students' entire sharing turns. Maureen had a speech impediment that made it very difficult for her to be understood by others, yet Teacher #3 encouraged her efforts with a positive comment.

Example P: (see Appendix Q, 106)

- 106 TEACHER: Thank you, Maureen. Nice job.

The fourth type of evaluative comment brought closure to Sharing Time. It was used as a general evaluation of the objects shared that day.

Example Q: (see Appendix Q, 110)

- 110 TEACHER: Thank you. We had some interesting things here for sharing today.

Comments of management occurred when the teacher made remarks to students regarding the organization and procedures of Sharing Time. Comments of management were used to designate special sharers of the day and to remind those children who could have a turn the next day.

Example R: (see Appendix Q, 001)

001 TEACHER: On Thursday, October 20, 1988, Lindsay is our "V.I.P.," Matthew, Ryan, Joseph, Lindsay _____ (last name), Jessica, and Maureen get to share with us today.

Example S: (see Appendix M, 242)

242 TEACHER: Tuesday. If you are a Tuesday person raise your hand.

This type of comment was also used to manage turns. Teachers began and ended students' sharing turns, delegated participation turns, and maintained turns as shown in the following examples:

Example T: (see Appendix K, 095, 109)

095 TEACHER: Nicole has something to share with us.

109 TEACHER: Thank you, Nicole.

Example U: (see Appendix O, 179)

179 TEACHER: Can you ask a question and Angel will point to it?
Okay?
Uh, John.

Example V: (see Appendix G, 163-167)

163 TEACHER: Question for John.
Look around. Use your head. See if you can choose someone who hasn't got to ask a question.

164 CHILD: I haven't.

165 TEACHER: John will figure it out.

166 CHILD: I haven't.

167 TEACHER: John will figure it out. Let him think.

Comments of management were used to direct the spatial arrangement of students. They were also stated to control behavior.

Example W: (see Appendix O, 010)

010 TEACHER: Okay. (Sharers line up by the teacher.) Nicole, maybe you want to sit down while everybody else is sharing. (Nicole sits down in line. Others follow her lead and sit down also.)

Example X: (See Appendix I, 030)

030 TEACHER: Now, we need everybody turned around and all eyes up here. Oh, we were going to turn just a little bit here. There we go.

Example Y: (see Appendix I, 007-008)

007 RYAN: (counts) . . . 21, 22, 23, 24 . . .

008 TEACHER: Ryan, please, Ryan.

Example Z: (see Appendix M, 195)

195 TEACHER: Oh my, those are loud feet, Matthew. I bet you can be quieter. Thank you.

Management comments were used to monitor the pace of Sharing Time. In the first example, a child was taking too long to call on someone, and in the second case, the allocated time was over.

Example AA: (see Appendix G, 077)

077 TEACHER: Hurry up, Katy, or Mrs. _____ (last name of teacher) will choose for you.

Example BB: (see Appendix G, 142)

142 TEACHER: I think, boys and girls, that we're going to let Jennifer _____ (last name) and April, Catherine and John share when we get back from the library, because it's going to take us a few minutes to get our books ready.

The final use of these comments was for the management of the sharing objects. The following examples typify this practice.

Example CC: (see Appendix Q, 036)

036 TEACHER: Thank you. You can put it right here. (Matthew puts his wagon on the floor to the right of the teacher and leaves.)

Example DD: (see Appendix Q, 058)

058 TEACHER: So if you would like to see how things look to a bug, ask Joseph, because we're going to set his book right here. You can look at the bug's eye in there, and then you, he'll let you look through this little lens. We'll set it right here and you can see how things look to a bug.

Off-topic comments were unrelated to the current topic of conversation. Four types of off-topic comments were identified. These occurred when teachers returned to previous subjects or sharers, waited for a student to locate their items, made topic-associations, or responded to student interruptions.

In half of the observed sessions, teachers discussed another subject after they introduced Sharing Time. During the first observation, Teacher #2 returned to the calendar to discuss the current day of the week. During the second round of observations, Teachers #2 and #3 previewed topics and activities to be covered later in the day.

Example EE: (see Appendix I, 008-023)

- 008 TEACHER: Okay. So, uh, whatever you brought today is fine. And, um--oh, let's take a look at this. You know what today is? It starts with a T again. But it's a T and an H.
- 009 CHILD: Saturday.
- 010 TEACHER: You have to stick your tongue out just a little bit to say this, this day.
- 011 CHILDREN: Saturday.
- 012 TEACHER: T, H. No, listen. Go like this. /Th/.
- 013 CHILDREN: Saturday.
- 014 CHILD: T, H.
- 015 TEACHER: /Th/. Stick your tongue out just a little bit. /Th/.
- 016 CHILD: Tuesday.
- 017 CHILD: Tuesday.
- 018 CHILD: Thursday.
- 019 CHILD: Saturday.
- 020 CHILD: Thursday.
- 021 TEACHER: Thursday. T, H. When you see a T, H on words, you just have to stick your tongue out just a little bit and say /th/.
- 022 CHILDREN: Thursday.
- 023 TEACHER: Thursday. It's green table's day. Green table.

Example FF: (see Appendix O, 004-010)

- 004 TEACHER: Purple table. Purple table, do you have anything for sharing? Would you get it? Also, today, I wanted to tell you.

We're going to start talking about a new sound today. What sound did we do last week?

- 005 CHILDREN: B.
 006 TEACHER: B. Today we're going to start with this new sound (writes M on the chalkboard).
 007 CHILDREN: M.
 008 TEACHER: M. And--
 009 CHILD: I can make an M.
 010 TEACHER: And we're going to do some things with it. Okay. (Sharers line up by the teacher.) Nicole, maybe you want to sit down while everybody else is sharing. (Nicole sits down in line. Others follow her lead and sit down also.) Okay. Matt's ready.

Example GG: (see Appendix Q, 001)

- 001 TEACHER: On Thursday, October 20, 1988, Lindsay is our "V.I.P.," Matthew, Ryan, Joseph, Lindsay _____ (last name), Jessica, and Maureen get to share with us today. It's Maegan's birthday. We want to spend some time working with our math things this morning. We want to have some center time. We want to get a chance to work with the lady on the tape recorder. If it doesn't rain, we'll get to go outside to recess. We have a game to play today called, "Mr. Bones is Missing." And then we want to watch Reading Rainbows. So lots of things are happening here today. If it's your sharing day, and you didn't bring your sharing with you, will you please go right by Joseph to get it?

In the following examples, teachers made comments regarding the previous sharing once a new turn had been delegated. In the second example, Sherry is the name of Elizabeth's doll.

Example HH: (see Appendix G, 056-059)

- 056 TEACHER: And what about Katy _____ (last name). (Erik's clown fell off of the sharing shelf onto the floor.) Oops, and now he's going to be sad.
 057 CHILDREN: (laughter)
 058 CHILD: Now he's happy.
 059 TEACHER: Something to tell Katy? (Katy stands next to the teacher.)

Example II: (see Appendix I, 061-063)

- 061 TEACHER: Okay. Amber.
 062 CHILD: What is that?
 063 TEACHER: Wait until everybody's eyes are right here, ready to go.

There she is. There's Sherry. She's going to watch us today, huh?

(touches child to have him sit down)

Okay. Amber.

Off-topic discourse occurred when teachers waited for students to retrieve their sharing objects from storage. While teachers required students to raise hands to obtain a participation turn during another child's sharing, this rule was not enforced during transitions. Three major off-topic breaks occurred during the observations. In the first example, Teacher #3 and her students engaged in a lengthy discussion about the upcoming Fun Fair, among other topics, while waiting for students to assemble with their things. In the second observation, she reintroduced the researcher during this waiting time. In the third example, Teacher #2 discussed a pizza party the class had won while Justin fetched his sharing from the counter.

Example JJ: (see Appendix K, 018-042)

018 CHILD: I know when Fun Fair is.

019 TEACHER: That's coming up isn't it. This day right here (points to calendar). Saturday.

020 ERIC: I forgot to bring one of my Show-and-Tell.

021 TEACHER: Three days until Fun Fair, right. We've got a poster in here that tells us about Fun Fair. Who came to visit us the other day to tell us about Fun Fair? Chris, thank you for raising your hand.

022 CHRIS: Pee Wee Herman.

023 TEACHER: Yes, he did, didn't he, all right. Okay, good, Aaron has his money for Fun Fair tickets. Did anyone else bring money for Fun Fair tickets? If you did, you'll want to get that out for me, too, please.

024 CHILD: Mrs. _____ (last name of teacher), at Donutland, they have the same thing, but it's a little different.

025 CHILD: I've already went to the Fun Fair.

026 TEACHER: The Fun Fair is next week, this year, yeah.

027 CHILD: Oh.

028 TEACHER: Yeah.

029 CHILD: Mrs. _____ (last name of teacher). Can I go get my bag?

- 030 TEACHER: Um-hm.
- 031 CHILD: Okay.
- 032 TEACHER: Kerri?
- 033 KERRI: Um, uh, the other day I got to go out to eat with my grandma.
- 034 TEACHER: Where did your grandma take you to eat?
- 035 KERRI: Show-Biz.
- 036 TEACHER: (nods)
- 037 ERIC: I didn't bring any Show-and-Tell.
- 038 TEACHER: That's okay. You don't have to bring Show-and-Tell things.
- 039 ERIC: Can I tell?
- 040 TEACHER: Um-hm. When it's your turn you can. Good. We'll wait for those two people to get over here and we'll be all ready to tell.
- 041 CHILD: Mrs. _____ (last name of teacher), I signed up for books, but I forgot, um, to bring it here.
- 042 TEACHER: You'll need to bring it tomorrow, then, won't you. We'll see if we can get those books for you. (takes money for Fun Fair tickets from a child) Okay, thank you. These are grandmother's spectacles, and this is grandmother's hat. This is how she folds her hands and puts them in her lap. Let's start with Renee for sharing today.

Example KK: (see Appendix Q, 001-004)

- 001 TEACHER: If it's your sharing day, and you didn't bring your sharing with you, will you please go right by Joseph to get it? Lindsay, you may choose someone to take this note to the office with you.
- 002 LINDSAY: (points to Nikki, whispers to another) I'll pick you when we get milk, okay?
- 003 CHILD: (whispers) Okay.
- 004 TEACHER: Can you get through there? And if you remember, we met this lady over here with the camera before. Her name is Mrs. Elliott. And she's here because she wants to take a picture of our Sharing Time. And I haven't got a chance to share the tapes with them yet, but one day we'll get that camera down here, that T.V. down here and we'll take a look at you during Sharing Time, too. Let's start our sharing with Matthew. Matthew (gestures for Matthew to come to the front).

Example LL: (see Appendix M, 105-125)

- 105 TEACHER: Justin, do you have something to share?
 106 CHILD: Mrs. _____ (last name of teacher)? (This comment was unintelligible. Justin was sitting on the microphone and bumped it as he stood to get his sharing.)
 107 TEACHER: (nods) We're winning, we won a pizza party.
 108 CHILD: I want pizza! I love pizza!
 109 TEACHER: Well, I don't--
 110 CHILD: Me, too!
 111 TEACHER: I'm not sure when we'll get it.
 112 CHILD: Did we win?
 113 TEACHER: Yes, we won.
 114 CHILDREN: (some clap hands) Goody!
 115 CHILD: I know where we're going in Girl Scouts!
 116 CHILD: Do we have a popcorn party, too?
 117 TEACHER: I don't know, for sure, I'll have to ask. We're supposed to have both, I think, but I'm not sure.
 118 JENNIFER: Mrs. _____ (last name of teacher)--
 119 CHILD: Please, can we?
 120 JENNIFER: Mrs. _____ (last name of teacher). Our class is lucky.
 121 CHILD: Mrs. _____ (last name of another kindergarten teacher) didn't win.
 122 JUSTIN: (stands next to the teacher)
 123 TEACHER: Boys and girls, do you think I could hear my pin drop?
 124 CHILD: No.
 125 TEACHER: Maybe I could now.
 John, could you sit all the way down? All the way down?
 Okay, Justin.

Off-topic discussions did not always result in major diversions from the topic. Occasionally, it was a single exchange.

Example MM: (see Appendix M, 020-025)

- 020 TEACHER: And Amanda, do you have something to share?
 021 AMANDA: (goes to the sharing counter and gets a ghost-head flashlight)
 022 CHILD: I thought she already brought that.
 023 CHILD: Amanda starts with M.
 024 TEACHER: Amanda starts with A. It sounds like M real soon but it's A-manda.
 025 AMANDA: (simultaneous) This is my flashlight.

As occurred with off-topic questions, Teacher #2 also made off-topic comments sparked by topic-associated thoughts. Though related

to the topic of conversation, the following instances did not continue the direction of the children's sharing. During the first observation, Kevin brought a marble to share. Teacher #2 used this time to explain the game of marbles. During the second observation, Matt told about an alphabet book he made at home. Teacher #2 decided that this would make an appropriate project for the rest of the class, too. Later in the same observation, she remembered an upcoming field trip in the middle of Angel's sharing. In the fourth example, Teacher #3 branched off from the children's sharing of Halloween costumes to explain the rules of an upcoming party.

Example NN: (see Appendix I, 273-281)

- 273 TEACHER: You know, when, if somebody brings marbles, we'll, I'll teach you how to play marbles sometime. You put them in a circle, and try to--
- 274 CHILD: Oh, yeah! And you take the big ones, and you snap them--
- 275 TEACHER: Uh-huh.
- 276 CHILD: And me and, and me--
- 277 TEACHER: And if you take the big one, and you, and if you snap another one, then you get to keep that one. That, that's your marble. Like, like say, (to Kevin) you would bring marbles to school, and (to Matthew) you would bring marbles to school and you would play marbles.
- 278 TRINITY: And I would.
- 279 TEACHER: And then you lay your marbles down and you lay your marbles down. And then you try to shoot them with a big marble and if you hit somebody else's marble, then you get to keep that one. It's called--
- 280 MATTHEW: My dad has um, three big marbles.
- 281 TEACHER: That's what you'd use. (to Kevin) And you could use this one for your big one.

Example OO: (see Appendix O, 046-050)

- 046 TEACHER: Do you remember--did you put a picture for B?
- 047 MATT: (nods) Um-hm.
- 048 TEACHER: Do you remember what it was?
- 049 MATT: (shakes head)

050 TEACHER: You know, you kids are, are getting pretty good at writing and coloring. You could all make some books. What could you make books about?

Example PP: (see Appendix O, 179)

179 TEACHER: When we go to _____ (name of nature center)--. Uh, Thursday, I have to tell you that, we're going to _____ (name of nature center) Reserve, and we're going to--. These are called maple leaves. They come off of a maple tree, and we're going to find maple leaves. So take a look at this leaf real closely; these are the leaves we're going to be looking at. Do you like to ask us, ask Angel a question and she'll find the leaf that you're thinking of?

Example QQ: (see Appendix K, 158-160)

158 JESSICA: I don't have to worry about shopping for a Halloween costume, because last year, my mom could make Halloween costumes. Because last year, she made me a Cinderella dress.

159 TEACHER: One of the things that in kindergarten, you know, lots of boys and girls like to tell what they are going to be for Halloween. But I like them to keep it a secret, so I'll be surprised. And then when we have a Halloween party, you get to wear your Halloween costumes to school. But I probably won't know who's wearing that costume if you don't tell me. So, you may want to keep it a secret. I'm not going to tell what I'm going to be for Halloween. 'Cause then you won't know if it's me or not and you'll be surprised.

160 CHILD: I don't know what I'm wearing for Halloween.

Student interruptions constituted the fifth type of off-topic comment. Troy interrupted John's sharing to show-off his new haircut. When the teacher acknowledged Troy by having him stand, John sensed his turn was over and sat down. A child in the audience was ready to start Brooke's turn before the teacher did.

Example RR: (see Appendix I, 158-163)

158 TROY: Did you recognize my hair?

159 TEACHER: Yes, I did notice your hair. Do you want to stand up? Troy got a hair cut. I did notice it, I just forgot to--I just didn't have a chance to say anything. Do you want to stand up? (John leaves.)

160 CHILD: (to Brooke) You have the same!

161 TEACHER: Who gave you a hair cut, Troy?

162 TROY: My dad's friend of his.

163 TEACHER: (Brooke stands beside her and hands her the shells.)
You have the two that go together?

Other comments were those that did not fit in any of the above categories. Oftentimes, these comments were used as fillers, to acknowledge a speaker, start the teacher's turn, or used as a transition between topics. A sample of these instances is provided.

Example SS: (see Appendix G, 125-130)

125 TEACHER: How old were you when you got the cat?
126 JILL: Six.
127 TEACHER: Six. Oh, it's new. You must have gotten it for your birthday?
128 JILL: (nods)
129 CHILD: Yeah, she did.
130 TEACHER: Uh-huh. Okay. (sings)
When I was a little girl . . .

Example TT: (see Appendix K, 001-005)

001 TEACHER: If you brought something for sharing and it's in your school bag, will you get it and bring it over here to the circle with you?
002 ERIC: I didn't bring any.
003 JOSH: I didn't either.
004 TEACHER: Um.
005 JOHNNY: I didn't.

Example UU: (see Appendix I, 138-139)

138 JOHN: My mom got it at _____ (name of shopping mall).
139 TEACHER: Uh-huh.

Example VV: (see Appendix I, 056-059)

056 RYAN: I have an aunt that's a baby.
057 TEACHER: So you are old, older than your aunt? And that's unusual. Usually your aunts are older than you.
058 CHILD: Quit it, Matt.
059 TEACHER: Okay. Sit her, sit her where you'd like to have her sit today (hands doll back to Elizabeth). Thanks, Elizabeth. (Elizabeth leaves.)

Example WW: (see Appendix I, 030)

030 TEACHER: Now, we need everybody turned around and all eyes up here. Oh, we were going to turn just a little bit here. There we go.

Okay. This is Elizabeth.

Unfinished sentences and nonverbal behavior that comprised an entire turn were also classified in this category, such as nods that merely acknowledged a turn and were not affirmative in nature.

Example XX: (see Appendix M, 109)

109 TEACHER: Well, I don't--

Example YY: (see Appendix O, 204)

204 TEACHER: Can you--

Example ZZ: (see Appendix K, 034-037. Other examples can be found in Appendix K, 054, 075, 145, and 151)

034 TEACHER: Where did your grandma take you to eat?

035 KERRI: Show-Biz.

036 TEACHER: (nods)

037 ERIC: I didn't bring any Show-and-Tell.

Teacher utterances. Due to the similar nature of several categories, a final analysis was completed in which management, clarification, and off-topic questions and comments were combined. In addition, all information-seeking questions were consolidated. Evaluation and other comments remained as independent categories. When categories of teacher-talk were analyzed across both types of utterances, as is shown in Table 11, approximately one third of these utterances were concerned with management and another one third were spent clarifying student-talk. Teachers sought information from

Table 11

Categories of Teacher Utterances

	Teacher #1		Teacher #2		Teacher #3		Total	
	no.	%	no.	%	no.	%	no.	%
Information-Seeking Questions	96	(20)	138	(20)	45	(17)	279	(20)
Management	148	(31)	151	(22)	127	(48)	426	(30)
Clarification	149	(31)	288	(42)	50	(19)	487	(34)
Off-Topic	4	(1)	18	(3)	5	(2)	27	(2)
Evaluation Comments	65	(13)	57	(8)	24	(9)	146	(10)
Other Comments	23	(5)	28	(4)	12	(5)	63	(4)

Note. Percents may not equal 100% due to rounding to nearest whole number.

students one fifth of the time and, as was noted in Table 8, most of these were at the lowest levels of questioning.

Summary

The mean Sharing Time across the six sessions was 16 minutes (range 13-20 minutes). The following ranges are reported among the three teachers from mean percentages for each teacher. During Sharing Time, teacher-talk accounted for 72% of the time (range 69-76%).

Teachers spoke 44% (range 44-45%) of all turns using a predominantly short discourse style with 70% (range 67-74%) of teacher turns and 95% (range 90-98%) of student turns consisting of 15 words or less in length.

During Sharing Time, teacher-talk was divided between questions (38%, range 36-39%) and comments (62%, range 61-64%). Teachers posed 89% (range 79-94%) of all questions asked during Sharing Time. Means and ranges for categories of teacher-talk during questions were as follows: low-level literal (46%, range 42-51%), high-level literal (4%, range 2-5%), low-level inferential (2%, range 0-5%), high-level inferential (0%, range 0-1%), management (29%, range 23-44%), clarification (18%, range 9-23%), and off-topic (1%, range 0-2%).

Teachers made 53% (range 50-56%) of all comments during Sharing Time, including those made by the sharing child. Means and ranges for categories of teacher-talk during comments were as follows:

clarification (44%, range 25-55%), evaluation (16%, range 14-21%), management (30%, range 22-51%), off-topic (2%, range 1-3%), and other (7%). Means and ranges for categories of teacher-talk across both types of utterances were as follows: information-seeking questions (20%, range 17-20%), management (30%, range 22-48%), clarification (34%, range 19-42%), off-topic (2%, range 1-3%), evaluation comments (10%, range 8-13%), and other comments (4%, range 4-5%).

The role of the teacher was a dominant force in kindergarten Sharing Time. Teachers' explanations for this behavior were of interest.

An Explanation of Teacher-Talk During Sharing Time

Postobservational semistructured interviews were held with each teacher wherein they were afforded the opportunity to offer explanations and insights as to why such utterances, previously described, were spoken to children. Since these interviews were held after the initial data analyses were completed, teachers were also able to clarify categorical decisions in efforts to ensure an accurate interpretation of the intended messages. Finally, teachers were asked to evaluate their own response patterns to individual children and to evaluate the worth of Sharing Time as a curricular area of kindergarten. Possible changes in Sharing Time were elicited as part of this evaluation process. (For specific core interview questions, see Appendix R.) A discussion of the findings is provided in this section.

Teacher Explanations

Three common factors emerged from the postobservational interviews. Teachers perceived that the primary causal agents for these patterns of talk were maturity level of students, time management, and the quality of the sharing object.

Maturity level of students. Observations were made during late September and October when the kindergarten children had been in school for only a few months. Teachers explained that at this time children had not yet mastered the procedures of Sharing Time and needed more teacher direction than later in the year (see Appendix T, 044-046). Teachers dominated much of the Sharing Time talk in order

to keep the conversation moving (see Appendix U, 018-021). This minimized the problem of a nonverbal child standing in front of the group without anything prepared to say. It was believed that if wait-time was utilized this early in the school year, the children would panic; therefore, teacher turns were taken after nearly every child utterance (see Appendix U, 027).

Teacher #2 also explained that kindergarten children were too egocentric at the beginning of the year to care whether or not they participated in the discussion. The teacher stated that she interacted and reacted with the sharer to form a strong one-to-one teacher-child relationship and to provide a good model to listeners (see Appendix T, 054-058).

Time management. A second factor reported by teachers that influenced their talk during Sharing Time was their underlying concern for time management. Not only was there a limited amount of time allocated for sharing, teachers were concerned with the short attention spans of the listeners and the restlessness that ensued if the tempo slowed. They felt it was often too long for children to sit with little class involvement. When the audience became bored, the management responses needed by the teacher increased (see Appendix S, 163-165).

Teachers justified their use of clarification responses because this kept the turns short and quickly paced (see Appendix S, 090-092). Low-level literal questions also assisted in this matter, since the answers were known and replies were brief. Teacher #3 reported she

preferred to save in-depth higher level questioning for curriculum-related discussions (see Appendix U, 112-114).

Objects brought for Sharing Time. All 3 teachers stated that the quality of sharing was more dependent on the object that the child brought to tell about than the language ability of the child (see Appendices S, 137-141; T, 300; U, 116-122). Unusual items which were of interest to the teacher were more well-received than common toys. Because teachers had seen countless Barbie dolls and Matchbox cars, they found such objects extremely boring topics for Sharing Time. Teachers felt that the level of questions reflected this level of sharing.

Since the concrete object was in plain sight, it tended to lend itself to low-level literal questions in which children were asked to name, describe, and tell where they obtained it. When a sharing child told about a unique experience, teachers felt more explanations, reconstructions, and evaluations could be requested as the child communicated his or her adventures.

Evaluation of Teachers' Response Patterns to Students

During the postobservational interviews, teachers were asked if they were aware of differential responses made to children having a "good" sharing versus those who were not. In all instances, teachers answered to the affirmative (see Appendices S, 206-209; T, 327-332; U, 181-184).

Teacher #1 stated that she was more likely to talk for or guide along a child who was experiencing difficulty in order to bring the

turn to an end. She felt that it was primarily a management concern as she needed to maintain the interest of the listeners. A child who kept the listeners' attention was allowed to continue for a longer time.

Teacher #2 found it difficult to be enthusiastic when the sharer was not enthused or brought a low-level item. Teacher #3 structured her questions based on the interest level of the shared object.

In order to determine if differential treatment did occur, teachers were asked to identify from their transcripts those children they considered to have a "good" sharing turn. Length of students' sharing turns were determined and teacher-talk was categorized and totaled for individual children. Each observation is discussed separately.

During the first observation, Teacher #1 identified Erik as having the best sharing that day (see Appendix S, 193-199). His two-faced clown matched the daily goal set by the teacher. She also thought this object held more meaning for him because he had made it himself. As noted in Table 12, the teacher posed her highest level question to him. He also received a higher percentage of evaluation comments than the other children. Results indicated that Jill took a longer turn and received more teacher responses than Erik. After referring to the transcripts, however, it was noted that she brought five items to share, resulting in a lengthier turn (see Appendix G, 081-138).

Table 12

Teacher #1 Observation #1: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Casey(2) ^a		Rebekah(14)		Erik(18) ^b		Katy(18)		Jill(48)		John (18)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
LLL Q	--	--	6	(15)	4	(10)	4	(25)	16	(20)	5	(17)
HLL Q	--	--	--	--	--	--	1	(6)	--	--	--	--
LLI Q	--	--	--	--	--	--	--	--	1	(1)	--	--
HLI Q	--	--	--	--	1	(3)	--	--	--	--	--	--
M Q	2	(50)	3	(7)	3	(8)	1	(6)	10	(13)	--	--
C Q	1	(25)	1	(2)	3	(8)	1	(6)	4	(5)	3	(10)
O-T Q	--	--	--	--	--	--	--	--	--	--	--	--
C C	1	(25)	13	(32)	10	(26)	5	(31)	14	(18)	7	(23)
E C	--	--	5	(12)	8	(21)	1	(6)	14	(18)	2	(7)
M C	--	--	8	(20)	9	(23)	3	(19)	15	(19)	10	(33)
O-T C	--	--	--	--	--	--	--	--	--	--	--	--
O C	--	--	5	(12)	1	(3)	--	--	5	(6)	3	(10)
Total	4		41		39		16		79		30	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words. ^bDesignated as having a "good" sharing.

From transcripts of her second observation, Teacher #1 identified Matthew as having the best sharing (see Appendix S, 201-205) because the fold-out ghost he brought corresponded to her daily goal. She stated that Matthew did a good job of showing and explaining and he was able to do something with the ghost. Table 13 shows that Matthew's turn was the longest and he received the most teacher responses. These responses included more higher level questions, and clarification and evaluation comments.

Teacher #2 identified both Amber and Brooke as having good sharing turns. Amber was described as a shy child when in front of a group. The teacher thought this sharing experience met her need for personal development. Brooke's sharing was identified as the best because of the descriptive vocabulary elicited from children (see Appendix T, 214-228, 252, 262, 270). Table 14 shows that Amber and Brooke had the two longest turns. They received the most information-seeking questions and evaluation comments of children who shared that day. In addition, a high number of clarification comments were made during Brooke's turn.

Teacher #2 identified Angel as having a good sharing, based on transcripts from the second observation, because of her "great" leaf project. Matt's sharing was good for him because he was extremely shy. She explained that for him to share without an object was quite an accomplishment. Brooke's sharing was also considered good, but no explanation was offered (see Appendix T, 274-288, 302-318, 326). As can be seen in Table 15, Angel had by far the longest sharing and the

Table 13

Teacher #1 Observation #2: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Amanda(8) ^a		Michael(36)		Craig(0)		Justin(33)		David(1)		Kimberly(43)		Matthew(55) ^b		Christopher(1)		Sonja(45)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
LLL Q	7	(22)	8	(26)	---	---	11	(31)	---	---	8	(33)	9	(18)	---	---	5	(19)
HLL Q	---	---	---	---	---	---	2	(6)	---	---	---	---	1	(2)	---	---	---	---
LLI Q	---	---	---	---	---	---	---	---	---	---	---	---	2	(4)	---	---	---	---
HLI Q	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
M Q	6	(19)	4	(13)	1	(100)	3	(8)	3	(60)	2	(8)	3	(6)	1	(25)	3	(11)
C Q	1	(3)	3	(10)	---	---	3	(8)	1	(20)	1	(4)	2	(4)	1	(25)	2	(7)
●-T Q	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
C C	9	(28)	7	(23)	---	---	7	(19)	---	---	7	(29)	15	(31)	---	---	9	(33)
E C	3	(9)	2	(6)	---	---	5	(14)	1	(20)	2	(8)	11	(22)	2	(50)	1	(4)
M C	4	(13)	5	(16)	---	---	3	(8)	---	---	3	(13)	6	(12)	---	---	4	(15)
O-T C	1	(3)	1	(3)	---	---	---	---	---	---	---	---	---	---	---	---	---	---
● C	1	(3)	1	(3)	---	---	2	(6)	---	---	1	(4)	---	---	---	---	3	(11)
Total	32		31		1		36		5		24		49		4		27	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words.

^bDesignated as having a "good" sharing.

Table 14

Teacher #2 Observation #1: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Elizabeth(18) ^a		Amber(152) ^b		John(22)		Brooke(40) ^b		Kevin(30)	
	no.	%	no.	%	no.	%	no.	%	no.	%
LLL Q	3	(7)	16	(28)	3	(11)	11	(17)	6	(10)
HLL Q	--	--	3	(5)	1	(4)	--	--	--	--
LLI Q	--	--	--	--	1	(4)	--	--	--	--
HLI Q	--	--	--	--	--	--	--	--	--	--
M Q	8	(20)	5	(9)	3	(11)	3	(5)	14	(23)
C Q	5	(12)	10	(17)	4	(15)	3	(5)	2	(3)
O-T Q	1	(2)	2	(3)	1	(4)	--	--	--	--
C C	16	(39)	8	(14)	5	(19)	23	(37)	18	(30)
E C	--	--	4	(7)	2	(7)	8	(13)	2	(3)
M C	7	(17)	7	(12)	6	(22)	12	(19)	12	(20)
O-T C	--	--	1	(2)	--	--	2	(3)	3	(5)
O C	1	(2)	2	(3)	1	(4)	1	(2)	3	(5)
Total	41		58		27		63		60	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words. ^bDesignated as having a "good" sharing.

Table 15

Teacher #2 Observation #2: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Matt(43) ^{a, b}		Whitney(43)		Angel(106) ^b		Brooke(83) ^b	
	no.	%	no.	%	no.	%	no.	%
LLL Q	24	(27)	8	(27)	20	(14)	10	(29)
HLL Q	4	(4)	--	--	2	(1)	1	(3)
LLI Q	6	(7)	--	--	--	--	--	--
HLI Q	--	--	--	--	--	--	--	--
M Q	1	(1)	5	(17)	10	(7)	1	(3)
C Q	7	(8)	4	(13)	13	(9)	6	(18)
O-T Q	--	--	--	--	1	(1)	--	--
C C	32	(36)	5	(17)	55	(39)	9	(26)
E C	8	(9)	3	(10)	16	(11)	2	(6)
M C	3	(3)	4	(13)	16	(11)	4	(12)
O-T C	1	(1)	--	--	2	(1)	--	--
O C	3	(3)	1	(3)	7	(5)	1	(3)
Total	89		30		142		34	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words. ^bDesignated as having a "good" sharing.

most teacher responses occurred during her turn. She received at least twice the evaluation comments of her peers. Brooke's sharing was also lengthy. While Matt's sharing was just as long as Whitney's, he received more teacher responses than she did. These included the most information-seeking questions that were asked. Because he did not have his object with him, the teacher tried to find out more about his telling. Also, the teacher did not highly value Whitney's object (see Appendix T, 300).

From transcripts of the first observation, Teacher #3 chose Renee as having the best sharing because it was something no one knew about (see Appendix U, 120). Table 16 shows the strong interaction that occurred between the teacher and Renee. Renee's sharing lasted nearly four times as long as the others. She received over four times as many responses, including more questions and comments per category.

Teacher #3 identified Joseph and Lindsay as having the best sharing, from transcripts of the second observation, because of the interesting items they brought (see Appendix U, 118, 126). As shown in Table 17, the teacher responded most highly to Joseph. She asked him the most information-seeking questions and gave him the most evaluative comments. Lindsay's sharing was so complete, that there was not much left for the teacher to ask when she finished.

Teachers' Evaluations of Sharing Time

Since Sharing Time comprised up to 13% of the kindergarten day, teachers were asked to evaluate its worth and offer suggestions for improvement. Evaluations are reported for each teacher.

Table 16

Teacher #3 Observation #1: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Renee(124) ^{a,b}		Eric(32)		Adam(0)		Nicole(32)		Meagan(0)		Hannah(0)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
LLL Q	17	(37)	---	---	---	---	4	(40)	---	---	---	---
HLL Q	2	(4)	---	---	---	---	---	---	---	---	---	---
LLI Q	---	---	---	---	---	---	---	---	---	---	---	---
HLI Q	---	---	---	---	---	---	---	---	---	---	---	---
M Q	4	(9)	1	(25)	1	(100)	1	(10)	1	(100)	1	(100)
C Q	1	(2)	---	---	---	---	---	---	---	---	---	---
O-T Q	---	---	---	---	---	---	---	---	---	---	---	---
C C	4	(9)	1	(25)	---	---	2	(20)	---	---	---	---
E C	5	(11)	1	(25)	---	---	1	(10)	---	---	---	---
M C	11	(24)	1	(25)	---	---	2	(20)	---	---	---	---
O-T C	---	---	---	---	---	---	---	---	---	---	---	---
O C	2	(4)	---	---	---	---	---	---	---	---	---	---
Total	46		4		1		10		1		1	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words. ^bDesignated as having a "good" sharing.

Table 17

Teacher #3 Observation #2: Teacher-Talk During Children's Sharing

Categories of Teacher-Talk	Matthew(51) ^a		Ryan(1)		Joseph(87) ^b		Lindsay(1127) ^b		Jessica(26)		Maureen(57)	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
LLL Q	3	(17)	--	--	4	(14)	--	--	--	--	--	--
HLL Q	--	--	--	--	--	--	--	--	--	--	--	--
LLI Q	--	--	--	--	--	--	--	--	--	--	--	--
HLI Q	--	--	--	--	--	--	--	--	--	--	--	--
M Q	3	(17)	1	(50)	2	(7)	1	(12)	3	(25)	5	(56)
C Q	4	(22)	--	--	3	(10)	--	--	--	--	--	--
O-T Q	--	--	--	--	1	(3)	--	--	--	--	--	--
C C	2	(11)	--	--	3	(10)	2	(25)	2	(17)	--	--
E C	--	--	--	--	4	(14)	--	--	--	--	1	(11)
M C	5	(28)	--	--	12	(41)	5	(63)	7	(58)	3	(33)
O-T C	--	--	--	--	--	--	--	--	--	--	--	--
O C	1	(6)	1	(50)	--	--	--	--	--	--	--	--
Total	18		2		29		8		12		9	

Note. Abbreviations for questions are: LLL Q (low-level literal), HLL Q (high-level literal), LLI Q (low-level inferential), HLI Q (high-level inferential), M Q (management), C Q (clarification), and O-T Q (off-topic). For comments, C C (clarification), E C (evaluation), M C (management), O-T C (off-topic), and O C (other) are used. Percents may not equal 100% due to rounding to nearest whole number.

^aNumbers in parentheses represent length of children's sharing turn in words. ^bDesignated as having a "good" sharing.

Teacher #1 was not comfortable using much time for sharing. She had considered omitting Sharing Time from her daily schedule, but decided to keep it because it was an "institutionalized tradition." While she recognized its value for the sharing children, she questioned its merits for the listeners. She felt they learned social skills such as how to sit and listen, but thought those same skills might be learned in other contexts. In addition to questioning the validity of the sharing, she acknowledged her own boredom with the experience because she had kept the same routine for many years. She admitted this may have tainted her evaluation.

Teacher #1 had thought about possible changes that could be implemented to improve Sharing Time. She considered reducing the number of days (from 5 to 3) that she held sharing. Since the observations were made, she began having children relate an out-of-school experience in order to eliminate the object as the focus of discussion. Teacher #1 thought it would be interesting to devise a physical response that the listeners could make for the sharer in an attempt to increase group involvement and to incorporate some movement. Because she was unsure how to implement this, she had not tried the idea. As a final change, she considered letting the "Great Leader of the Day" direct Sharing Time in order to diminish her role in the sessions (see Appendix S, 222-248).

Teacher #2 reported becoming very pleased with her Sharing Time when she adopted a thinking skills and problem-solving checklist several years ago (see Appendix C, 121). She admitted that it still

could be boring to her and consumed a large portion of time, but she felt the results were worth the effort. Prior to implementing the checklist format, Teacher #2 felt Sharing Time was not particularly valuable and had considered dropping it from her curriculum.

Though Teacher #2 was satisfied with her Sharing Time, she wanted to increase parental involvement through the use of monthly letters. She also wanted to incorporate more specific units into Sharing Time to integrate other areas of the curriculum, specifically science (see Appendix T, 335-354).

Teacher #3 believed it was important to evaluate Sharing Time from the child's point of view, rather than from the teacher's perspective. While she sometimes was tired of similar objects that were shared year after year and felt she would like to use this time for other things, she recognized the value of Sharing Time for children. She believed that it was important for children to bridge the gap between home and school and she noted their strong enthusiasm for sharing. She believed that good language was developed, and she gained insights into the children's interests.

Teacher #3 stated that she continually sought ways to improve Sharing Time. She had already made one change since the observations had been made. In order to incorporate more structure, she sent notes to parents with suggested ideas. She mentioned that topics such as the circus and famous Americans proved to be successful. A second change she considered implementing was to have children share favorite books instead of favorite things. Sometimes she had children describe

their hidden object, revealing it only after the listeners had guessed what it was. Teacher #3 was cautious not to intercede too much, because she believed Sharing Time should remain child-centered (see Appendix U, 193-212).

Summary

This section offered explanations and insights into teacher-talk during Sharing Time. Teachers cited the maturity level of students, time management, and the quality of objects as factors that influenced their utterances.

Teachers recognized differential utterances to sharing students based somewhat on their language development and more so on the quality of the object brought from home. Students identified as having a "good" sharing typically had longer turns and garnered more teacher responses, especially those utterance categories of information-seeking questions and evaluative comments.

All teachers admitted that Sharing Time could be boring for the teacher, but it was considered a valuable experience for the sharer. Teachers offered suggestions they could implement for possible change.

Summary

Teachers in this study played a significant role in kindergarten Sharing Time. Teachers' goals and organizational structure regarding turn allocation, spatial arrangement, and behavioral rules created a Sharing Time environment. Teachers dominated this environment with teacher-talk that occurred in a short, choppy discourse style.

Categories of teacher utterances were developed through the process of constant comparative analysis. Two broad categories of questions and comments were further divided. Questions fell into four categories: information-seeking, clarification, management, and off-topic. Information-seeking questions were further classified as low-level literal, high-level literal, low-level inferential, and high-level inferential. Comments were classified into five categories: clarification, evaluation, management, off-topic, and other. Means and ranges of teacher-talk were obtained for each category.

Teachers' reported explanations for these utterance patterns cited maturity level of students, time management, and quality of the sharing object as primary causal factors. Teacher recognized that differential responses were made to children based on their ability to maintain the interest level of the audience, enthusiasm, and quality of the sharing object. Teachers responded more often to children evaluated as having a "good sharing," especially in those categories of information-seeking questions and evaluative comments. These children typically were allowed longer turns as well. Despite teachers' lack of exuberant feelings for Sharing Time, they recognized multiple benefits for children.

CHAPTER V

CONCLUSION

A summary of the study is provided in this concluding chapter. In addition, a discussion of the results is presented. Finally, implications for Sharing Time and suggestions for further research are given.

Summary

Sharing Time is nearly universal in kindergarten classrooms. Part of the traditional circle time (McAfee, 1985), it is a clearly bound speech event marked by the teacher asking, "Who has something important (interesting, exciting, special) to share?" (Michaels, 1980, p. 3, 1981, p. 426), or by offering the floor to the "special person" of the day (Michaels & Cook-Gumperz, 1979). At this time, the child gives a narrative account about some past event or describes an object brought from home (Michaels & Foster, 1985). Because the teacher is responsible for structuring this important part of the school day (Florio, 1981), an examination of teacher goals and behaviors is in order.

Research indicates that teacher-talk dominates much of classroom time (Flanders, 1970; McHoul, 1978). Questions and comments are used to instruct, manage, and evaluate children. Over time, patterns of teacher-talk are formed. No studies were located, however, in which patterns of teacher-talk during kindergarten Sharing Time were described or explained.

One purpose of this study was to describe teacher-talk during kindergarten Sharing Time. A second purpose was to report teachers' stated explanations for these patterns of talk.

The subjects for this study were 3 female kindergarten teachers, ranging in experience from 10 1/2 to 22 years. They taught in three different buildings within the same school district. All kindergartens were half-day sessions.

Each subject participated in an initial interview, two preobservational interviews and a postobservational interview. In addition, two Sharing Time sessions were observed for each teacher over a 3-week period. The appended transcripts from a total of 12 audiotaped teacher interviews and six videotaped Sharing Time observations were the basis of this study.

From information obtained during the initial and preobservational interviews, it was determined that each teacher established her own distinct environment based on goals and organizational structures developed for Sharing Time. Three stated goals, however, were common to all teachers. These were to develop children's language skills, to identify children's interests, and to bridge the gap between home and school. Teachers utilized a somewhat formal structure in their organization of Sharing Time. Each teacher sat elevated above the listeners with the sharing child standing alongside. Sharing turns were scheduled and participation turns were allocated to students with raised hands. Two behavioral rules, to sit and to listen, were uniform policy. Though the content of sharing was varied, it was

primarily determined by the teacher. Even when the content was not specified, and children were allowed to bring anything important to them, toys were discouraged.

From observations made of actual Sharing Time sessions, it was determined that these sessions lasted longer than teachers had anticipated and comprised up to 13% of the kindergarten day. The following ranges are reported among the 3 teachers from mean percentages for each teacher. During Sharing Time, teacher-talk accounted for 72% (range 69-76%) of the time. Teachers spoke 44% (range 44-45%) of all turns, using a predominantly short discourse style. Seventy percent (range 67-74%) of teacher turns and 95% (range 90-98%) of students turns consisted of 15 words or less in length.

Through the process of constant comparative analysis, categories of teacher-talk were developed. Two broad categories of questions and comments were further divided. Questions fell into four categories: information-seeking, clarification, management, and off-topic. Information-seeking questions were further classified as low-level literal, high-level literal, low-level inferential, and high-level inferential. Comments were classified into five categories: clarification, evaluation, management, off-topic, and other.

Results indicated that 38% (range 36-39%) of teacher utterances were in the form of questions and 62% (range 61-64%) were comments. Teachers posed 89% (range 79-94%) of all questions asked during Sharing Time. Means and ranges for categories of teacher-talk during questions were as follows: low-level literal (46%, range 42-51%),

high-level literal (4%, range 2-5%), low-level inferential (2%, range 0-5%), high-level inferential (0%, range 0-1%), management (29%, range 23-44%), clarification (18%, range 9-23%), and off-topic (1%, range 0-2%).

Teachers made 53% (range 50-56%) of all comments during Sharing Time, including those made by the sharing child. Means and ranges for categories of teacher-talk during comments were as follows: clarification (44%, range 25-55%), evaluation (16%, range 14-21%), management (30%, range 22-51%), off-topic (2%, range 1-3%), and other (7%). Means and ranges for categories of teacher-talk across both types of utterances were as follows: information-seeking questions (20%, range 17-20%), management (30%, range 22-48%), clarification (34%, range 19-42%), off-topic (2%, range 1-3%), evaluation comments (10%, range 8-13%), and other comments (4%, range 4-5%).

Teachers' stated explanations for these utterance patterns, obtained from postobservational interviews, cited maturity level of students, time management, and quality of the sharing object as primary causal factors. All teachers recognized that differential responses were made to children based on their ability to maintain the interest level of the audience, enthusiasm, and quality of the sharing object. Results indicated that teachers responded more often to children evaluated as having a "good" sharing, especially in those categories of information-seeking questions and evaluative comments. These children typically were allowed longer turns as well.

During self-evaluations, teachers expressed personal boredom with Sharing Time. The format was routine and the objects were often considered to be at a low level of importance. Teacher #1 had considered omitting Sharing Time from her daily schedule. As an alternative, she opted for a decrease in the number of sharing days and encouraged children to share an experience instead of an object. She also hoped to increase audience participation, by deriving a form of physical response to be made by the listeners or implementing a student-led Sharing Time. Teacher #2 was generally pleased with Sharing Time since adopting a thinking skills and problem-solving list, though she wanted to increase parental involvement and integrate other areas of the curriculum in order to provide more structure. Teacher #3 hoped to incorporate more structured topics into her Sharing Time and to include the sharing of favorite books.

Discussion

This study contributes to basic research by providing a description of teacher-talk during kindergarten Sharing Time. Few Sharing Time studies were located in professional journals and little information is provided in college textbooks. The focus of a majority of located studies centered on child-talk. Very little reference is made in the professional literature regarding teacher-talk during Sharing Time. Since Sharing Time may account for 10% or more of the school day, this study provides new insight into Sharing Time and new directions for further research.

In those sessions observed, it appears that there is a mismatch between teachers' stated goals and actual practice. Despite the supposition that Sharing Time affords children an occasion to create oral texts, share out-of-school experiences, and produce narratives (Cazden, 1985), it was found that children actually have little opportunity to do so.

Three stated goals were common to the teachers in this study. These were to develop children's language skills, to identify children's interests, and to bridge the gap between home and school. During observations of Sharing Time, none were met with any degree of success.

One goal reported by all teachers was to develop children's language skills; however, children spoke only 28% (range 24-31%) of the time. Little language practice was provided.

One specific language skill that teachers sought to improve was the children's ability to give a precise telling with a beginning, middle, and end. Results indicated that a large proportion of student turns consisted of short answers or nonverbal behavior. One interpretation would support the need for this goal. Another interpretation would indicate that teachers themselves appear to be responsible for many of these limited turns. While teachers may have intended to elicit a complete three-part narrative, children's telling often consisted of "This is my _____." Considering the fact that teachers had instructed them to "make a sentence" or gave no directives at all, these restricted turns were not surprising.

Teachers repeated previous statements through comments and questions of clarification, and asked predominantly low-level literal questions which required either a short, known answer or a yes/no response. Occurring in a "ping-pong" style, Sharing Time discourse bounced between the teacher and sharer and the teacher and audience, with the teacher interjecting a comment or question before and after nearly every student turn.

Another specific language skill teachers sought to improve was the children's ability to formulate a question, though few opportunities were provided. All teachers expressed a need to limit student questions because of time constraints; yet teachers proceeded to ask an average of eight (range 4-15) times as many questions as they allowed children to ask. In addition, teacher #2 did not offer corrective feedback if a child made a statement when called upon to ask a question.

A second goal expressed by teachers was to identify children's interests. Teachers evaluated a child's sharing according to their own interest in the object or its appropriateness to a specific curricular or thinking skill objective, rather than the importance placed upon it by the child. Teacher #1 limited each child's choice of objects by assigning a specific topic each week. Both teachers #2 and #3 structured sharing topics occasionally and expressed a desire to increase this practice. All teachers devalued toys, yet toys are important to most children at 5 or 6 years of age.

A third goal stated by the teachers was to bridge the gap between home and school. Although children brought objects from home, their choices were limited as discussed above. Little communication was exchanged between the home and school that concerned sharing, besides an initial letter sent to parents notifying them of their child's assigned sharing day. An exception to this were monthly letters sent home by Teacher #1 listing her weekly topics.

Implications

The purpose of this study was to describe and report teachers' explanations of teacher-talk during kindergarten Sharing Time. Several implications for practitioners can be derived from this study. Suggestions for further research are also provided.

First, it may be necessary to question the age-appropriateness of Sharing Time. Teachers cite the immaturity of kindergarten children as one explanation for their specific utterance patterns. Results indicate that a large number of questions and comments addressed management issues. Teachers intervene during children's sharing because they feel young children often lack something prepared to say and are unable to maintain a sharing turn. Teachers also feel children are unable to manage participation turns during a conversation without assistance. They explain that the egocentric nature of young children prevent students from caring what a classmate has to say. They claim that children insist on telling their own story, rather than inquiring about another's sharing.

Teachers also identify restless audiences as a problem, despite their efforts to enforce the behavioral rules to sit and to listen. They feel the distraction is caused by the relatively short attention spans of this aged children. If these truly are developmental concerns, then perhaps an alternative to Sharing Time would more effectively meet the teachers' stated goals.

Second, while Sharing Time comprises up to 13% of the kindergarten day, time management is a factor teachers continually address. Teachers claim that they schedule sharing turns, limit student questions, and ask lower level and repetitive clarification questions due to time constraints. Despite this concern, a disproportionate amount of Sharing Time is consumed by teacher-talk. If teachers feel that only a certain amount of the day can be allocated for sharing, then it may be appropriate to examine ways to get more child-talk and reduce teacher-talk during Sharing Time.

Third, if teachers feel that a reason for such a high percentage of teacher-talk is that they need to model how children ought to develop ideas and learn to interact with those who are sharing, then they need to examine the nature of their modeling. Teachers spend a great deal of time dealing with management issues and questioning at the lowest levels of comprehension. It may be that teachers need to examine their own talk during Sharing Time and decide if the pattern of their talk achieves their stated curricular goals.

Fourth, teachers place a high value on the quality of the sharing object according to their own interest level, citing personal boredom

with familiar objects. Results indicate that teachers evaluate a child's turn and respond differently according to the item brought. Despite this fact, teachers give few examples of appropriate sharing, nor do they explain criteria to children. Students continue to bring items they deem important, unaware of the teacher's evaluative system. If teachers expect children to bring things that are important, it may be that they ought to explain their definition of this term, or be more accepting of what children bring. This is especially true when teachers acknowledge that differential treatment occurs.

Fifth, all subjects express an uncertainty regarding the "right way" to implement sharing. They note the lack of preparation during teacher education courses. If Sharing Time is to be a productive part of the kindergarten day, it may be that college-level early childhood and language development courses ought to address Sharing Time to better prepare teachers for this area of the curriculum.

Because little research about Sharing Time has been conducted, there are many possibilities for further study. Three specific considerations are presented.

First, the appended transcripts provide possibilities for further research. Teacher-talk may be reexamined using different categorical delineations, and child-talk may be analyzed. Insights from other teachers may be elicited as they examine copies of the transcripts, in an effort to identify additional explanations for teachers' utterances.

Second, this study focused on Sharing Time at the beginning of kindergarten. It would be of value to complete a time-study to determine if the established patterns of teacher-talk change substantially over the course of a year, as the subjects of this study proposed.

Third, because this study had a limited setting and population, it would be desirable to replicate this research in rural and urban locations, with populations of differing education levels and experience. Such research would demonstrate whether these findings are truly representative of teacher-talk during Sharing Time. Observing teachers during Sharing Time might lead to important discoveries and improvements being made during this speech event.

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APPENDICES

Appendix A

Core Questions for Initial Teacher Interviews

1. Why do you have Sharing Time? Please state your major goals for this area of the curriculum.
2. Describe the expected sharing structure which will be observed (spatial arrangement, allocation of turns, content/topic of sharing).
3. State your explicit behavioral rules for Sharing Time.
4. What is your prior teaching experience and educational background?

Appendix B

Teacher #1 Initial Interview

September 15, 1988

3:15 p.m.

- 001 TELL ME, WHY DO YOU HAVE SHARING TIME? WHAT WOULD BE YOUR GENERAL GOALS THAT YOU SEE HAVING FOR YOUR KIDS?
- 002 The beginning of the year part of my goals is to just to make them brave enough or self-confident enough to stand in front of a whole group of children. Too, it gives me some ways to see how articulate they are, which people need help with sentence structure, and which people might have speech problems, which people have voice problems, all these kind of little clues for me, and then my objective is to teach them to be able to talk to a group, speak in a sentence, a complete sentence, be able to formulate a question, and answer a question. That's basically, I think, it.
- 003 SO IT'S DIAGNOSTIC IN NATURE?
- 004 And also we do, we do themes, and subjects for every week of the year after the first couple of weeks. And there is some value in that, because they have to take this home to their parents, this schedule, and then I think they have done a little talking, communicating with their parents, on a certain topic. I think that is very good for children to do that with their parents. And it helps them when they stand in front of a group. I also think that it helps parents to know what we're doing in the classroom. And I think any communication with parents on a learning level is good because some of these people aren't really tuned in to that kind of communication. Their communication is more, "Go to bed." "Brush your teeth." "Come in from outside." They're not asking about the sound of W or you know, what are some signs of fall that they might take their child for a walk, that kind of communication going on there, which I think is the basis of all language: talking to someone. It's kind of where I'm at there.
- 005 WOULD YOU DESCRIBE, IF I WERE TO WALK IN, WHAT KINDS OF THINGS SHOULD I EXPECT TO SEE? AS FAR AS: HOW THE KIDS ARE ARRANGED; HOW THEY GET TURNS. GO A LITTLE MORE INTO THE CONTENT KINDS OF THINGS.
- 006 Okay. We, um, the children come up and sit in a large semicircle. And my chair is in the center. And they have schedule. A Monday, Tuesday, Wednesday, Thursday, Friday

schedule. Every child will have 2 days in the week. I don't use a schedule every year. It depends on my group of children. Some years, I don't need a schedule, because every child doesn't want to share every day. I could see after the first 3 days of school, I needed a schedule this year, because everybody wanted to say something whether it was pertinent to what we were talking about or not. And so, therefore, I made a schedule. And the schedule goes home, and their parents are supposed to keep it and post it on the refrigerator so that they will know when their day is. And after we have done our opening exercises, which involve the calendar, and the news story, and weather, then I just get the sheet from the bulletin board and read the Monday names and go down the names. "Johnny, do you have something to share today?" Johnny would come to the front, stand by my chair. There's lots of reminders about facing the group. Children this age really want to tell me instead of the other children. And they take their turn. We are just now starting to work on, "Can you think of a question to ask Johnny?" instead of a statement. Lots of times they'll want to say, "I have one of those." "I did that." So instead of that, we're talking about trying to get the idea of the difference between question and statement. So we're working on that. So you might see people raising their hand to ask a question and it turns out to be a statement. But it's--

007 YOU'RE TRYING TO GET THE FORM DOWN?

008 Yeah, we're trying to get that, that idea across. And so we have approximately, oh, between eight and nine people a day who share. And, "If it's not your day, I'm sorry but you can't share." Unless it's your birthday; you can share on your birthday. So that's basically the format. And then we have, oh like for September, oh, for September, I think that I can kind of remember off the top of my head. September starts with first 1 week will be pairs of objects; things that are the same or different. And kids are really thinking of some interesting things. They'll bring in candlesticks, a pair of shoes, a pair of slippers, mittens, gloves, toys that come in pairs, a pair of dice, things like that. And obviously, someone has been communicating with them what a pair was at home, "What is same?" and "What is different?" I ask questions on whatever this topic is. "Why do you think this is a pair?" "What makes this a pair?" "What is alike about it and what is different?" Because those are the concepts we are working on at this present time. And then, um, the other 2 weeks of this month is something in the shape of the four basic shapes. And they have to bring it to school and tell what shape it is, and why they think it is. And last will be signs of fall. We'll do signs of fall in October for a couple of weeks. So they bring in all kinds of things and then we talk about what it is, where they found it, um, why they think it is a sign of fall. So they always have some questions, background

questions. I like that much better than everybody just bringing their favorite object. Although, there's some merit in that. I just like this. Every once in a while, we do have a week just bring whatever you want to.

009 DO YOU GET MOSTLY TOYS?

010 Yes. We get mostly toys. We do things later in the year, like something from a favorite trip, something that tells us something about your mother, or something that tells us something about your grandparents. We have some real interesting things that help children bring some things about their family, too. And that's kind of neat. I like that to get all that stuff. So, I think that basically tells you what the format is.

011 WHEN THE KIDS--YOU SAID THEY ARE PRACTICING ASKING THEIR QUESTIONS NOW--DO YOU LIMIT THE AMOUNT OF QUESTIONS?

012 Yes! Definitely.

013 DO THEY RAISE THEIR HAND? WHAT KIND OF FORMAT DO THEY HAVE TO--

014 I'll ask after the child has shared, I'll say, "Does anyone have a question for John?" And I will only choose, you can only have two questions. So only two questions. And if it's not a question, that still counts. "I'm sorry, that was a statement." Then we'll go on to Mary. I usually explain to them why that was a statement. "You were telling us that you had a G.I. Joe man just like this." And instead of asking something to find out, and then on to the next person. We'll have that question. Hopefully, it'll be a question, if not, we're done with questions for the day. So that's yeah, just two. Otherwise, it just drags on. We don't like Show-and-Tell to drag on over, over you know, 5 or 10 minutes. Otherwise, the kids get restless and we're not being good listeners. We're not being polite to each other.

015 DO THE KIDS KNOW, THEN, ACCORDING TO THE CHART, THAT IT'S THEIR TURN EVERY TIME OR DOES IT VARY?

016 Yes, yes, they pretty much--both of these notes go home so they will know. They should know when their days are. They're getting pretty good already. And on Monday, I read who the Tuesday people are. Tuesday, I read who the Wednesday people are.

017 YOU FOLLOW IN THAT SAME ORDER?

018 Uh-huh. Uh-huh. It's always the same. It's the same all year long. If your day is on Monday and Wednesday in September, it

will still be that day later in the year. So they get it memorized. The parents get it memorized. Works out really well.

019 WHAT KINDS OF BEHAVIOR RULES DO YOU HAVE TO SET?

020 Okay. We have two basic rules in our classroom: be kind and do your work. Well, be kind works very well for Show-and-Tell because if you interrupt, or you're rude, or you laugh, any of those kinds of behaviors that are not appropriate, you're not being kind. Children remind each other. I just simply say, "Are you following rule number one?" They are to sit, and they are to listen. And be polite. And if they can't, they wish to go back to their seats. I don't have too much problem with that. Children like seeing and hearing what other children have to tell about. So there hasn't been a lot of problems with that. Once in a while. It's not my, it's my easiest time of day, that opening part. They're fresh. They're interested. It's a good time of day to do it. I know some people who have tried doing sharing later in the day. And when I try to do it later in the day, for some reason or other, perhaps we've had a field trip, or you know, Mr. _____ (last name of counselor) has come in or Mr. _____ (last name of principal) or something, and we've had to delay, it doesn't work as well. There's just, it's like out of sync, out of order for them and they're not as polite. And I cannot stand that when they're not polite. If they're at their table, and I think that I'm going to try to put this in while they're having snack or something, they are not polite. They need to be, seem to need to be in that semicircle with no distractions in front of them, you know, nothing in their hands. Nothing to play with. Then they are better listeners. Being a good listener is really, really important to me during that Show-and-Tell time.

021 CAN YOU GET EVERYBODY IN THE CIRCLE OR DO YOU HAVE TO HAVE KIDS BEHIND EACH OTHER?

022 One class I can get everybody in one circle. There is only 17. The second, the other class, there is, ah, five or six in the inside circle. And everyone is reasonably comfortable that way. It works out pretty well.

023 WELL BASICALLY, THEN, THOSE ARE MY MAIN SHARING TIME QUESTIONS.

024 Good. That wasn't too painful was it!

025 THE ONLY OTHER THING IS IF YOU WOULD TELL A LITTLE BIT ABOUT YOUR PRIOR TEACHING EXPERIENCES. HAVE YOU ALWAYS BEEN A KINDERGARTEN TEACHER, OR WHAT OTHER LEVELS HAVE YOU TAUGHT? WHAT IS YOUR EDUCATIONAL BACKGROUND?

- 026 No. I did, starting in second grade. And then I went to preschool. I loved teaching preschool. I did--I was the Head Start teacher/director. Basically, I set up my center, I set up my program in a very small town in Minnesota and I loved it. It was great fun! We did Show-and-Tell in preschool and it was really, it was basically run a lot like this, but probably not quite as structured. And then I went to first grade, and then I went to kindergarten. I have definitely taught longer in kindergarten than at any other level. I've taught, I mean, this is my 12th year in kindergarten. So that's my longest stint.
- 027 AND THEN YOUR EDUCATIONAL BACKGROUND, YOU HAVE ELEMENTARY AND-- (pause)?
- 028 I do not have early childhood, except the courses I took in early childhood. I did not, I just took lower elementary. I didn't intend to be a kindergarten teacher; I really didn't think I would like kindergarten. I really liked teaching second grade when I started out. So, basically all of my training in kindergarten and preschool was through the school of hard knocks and the additional courses I've taken since I graduated. And I have taken those kinds of things particular to early childhood. And I do like to go to those early childhood in-service things and seminars and conventions, et cetera. And I do try to do--go to at least few of those a year, but that's it. But basically, technically, I'm not qualified. But I'm not losing a lot of sleep over that.
- 029 NO.
- 030 We were talking about that with our curriculum study committee, that everybody hired in _____ (name of district) had to have a degree in early childhood. I said, "You're going to lose a few people." There's a grandfather clause for the rest of us.
- 031 YOU'RE NOT GOING BACK, THEN.
- 032 No, I guess, no they didn't see a lot of point for that because some of these classes, and courses, are obviously things we already do, because we've learned them through experience.
- 033 AND THEN TO GO BACK AND STUDENT TEACH AGAIN?
- 034 Well, it would be lovely for the person you were student teaching for. Wouldn't they love that! I know I'd love to have somebody student teach for me that had been teaching for 12 years. It would be fun.

035 YOU'D SAY, "OKAY, FINE."

036 I'll go clean out my storage cabinets. Something like that!

037 Dear Parents,

Physical Education classes with Mrs. _____ for the a.m. sections are scheduled for Thursday and the p.m. section for Friday. On the day of the P.E. class your child will need to wear or bring gym shoes.

In the month of September we will begin a schedule for Show-and-Tell. We would like your child to share only on his/her assigned days and to show or tell according to the topic assigned for that particular week. Your child may show an object or tell about something that correlates with these topics:

Sept. 12-16	Pairs of objects - same or different
Sept. 19-23	Something in the shape of a: circle rectangle square triangle
Sept. 26-30	Signs of Fall

There is an attached schedule of assigned days for each Kindergarten section.

Thank you,

Mrs. _____

Mrs. _____

Sharing a.m.

Monday

Michael	Kimberly
Sonja	Jason
Justin	Chris
David	Matthew
Amanda	

Tuesday

Casey	Jennifer T.
Rebekah	April
Erik	Katherine V.
Jill	John
Katy M.	

Wednesday

Jules	Michael
Jenny R.	Justin
Kimberly	Amanda
Jason	Craig
Chris	

Thursday

Jennifer	Sonja
April	David
Casey	Katherine
Matthew	

Friday

John	Jill
Craig	Katy M.
Rebekah	Jules
Erik	Jenny R.

Appendix C

Teacher #2 Initial Interview

September 16, 1988

4:00 p.m.

001 FIRST, WHAT I'D LIKE TO TALK ABOUT IS IF YOU WOULD TELL ME WHY YOU HAVE SHARING TIME. WHAT ARE YOUR CURRICULAR GOALS? WHAT KINDS OF MAJOR THINGS DO YOU HOPE TO ACHIEVE THROUGH SHARING?

002 Okay. First of all, one of the reasons that I have sharing is because it is a really good way to get know the children's interests. And, um, and a lot of times in Sharing Time we're able to--the child will bring, for example today somebody brought in a clam, and you know, "Where do you live?" and "How did you find it?" and "Do you go there a lot?" and you, you get to know a little bit more about the child. And then the children get to know a little bit more about one another, so it develops cohesiveness. So, one of the reasons would probably be to get to know one another better and to, and to develop a good relationship within the classroom. Second thing is to develop, um, language skills of listening, for the, for the students who aren't sharing and for the child that's, that's sharing it's-- some children are real, ah, reluctant to get up and say anything. And on the other hand you have the other the child who goes on and on and on and on. So, so that's a way to help them, um, learn how to be more, a little more precise and tell us you know, who's involved from the beginning, the middle, and the end and then get finished with it. Why do I have Sharing Time? Okay. I use Sharing Time, uh, to develop a lot of other content areas. Lot's of other thinking skills. Um, when, almost when every child comes up I try to develop some type of a thinking skill with that sharing. So I use it to develop some thinking skills. If a child brings a whole--I don't know if am I getting into, I should ask you if I'm getting into any other questions.

003 NO, THAT'S FINE, GO RIGHT AHEAD.

004 For example, if a child brings in his whole collection of Matchbox cars, we may sit them on, on the carpeting and classify them, or match them, or describe them. If I can think just what today happened. We had the clam today, so we had a discussion about where they live, and these were live clams, so inside there was an animal. And somebody said, what was it, "How do we know what it looks like?" And another child had seen the inside so that was kind of a, just more of a science related--another child brought a Pound Puppy and, and with my thinking, I thought, you know, "There's not a whole lot you can do with a Pound Puppy", so

we just listed on the chalkboard, "Let's describe this Pound Puppy. I'll write the words on the board and you describe this Pound Puppy." So they said, "Two ear, two, two ears, four legs, soft." And we wrote describing words. And, and somebody wrote tail and when I was writing the word tail, one of the children tried to spell the word with us so we stopped and we spelled the word "tail." So almost every time that somebody shares I try to develop some--and I have a list that I got from Judy _____ (last name).

005 OKAY.

006 So, and I don't know if I need to go over these on the tape, but I can give this list to you later.

007 SOMETHING THAT I CAN KEEP THEN.

008 Right.

009 GOOD.

010 When we're working on beginning sounds, I might, we might, I might say, "What do you think this begins with?" Or, um, count, we might count. The beginning of the year, some children still aren't real sure about their colors, so right now, I think, you know, I'll maybe ask children, the, the listeners, to tell me what colors they are. I try, I only--and that probably is in a later question--I only have five children share a day.

011 OKAY.

012 I separate the children by tables. So, Monday is purple table's day, Tuesday--and I send notes home to the parents. So they know that. To compensate for that perhaps rigidity, or that structure, um, we have visiting time every morning. That's right when they come. And so, um, visiting time for them to tell me things that happened la--, day before, or things I need to know about what's going on today for them, or maybe that night.

013 IS THAT DONE AS A WHOLE GROUP OR IS THAT A PRIVATE KIND OF THING?

014 Whole group. A whole group.

015 OKAY.

016 To eliminate a lot of that in the morning, "This happened" "That happened" so we all can share, it's better use of time, and everybody gets to hear what happening in our lives. And in that time, in that visiting time, I try to compensate for those children who may not have a chance that day. And if they brought

something, this is not, you know, etched in stone. If the child brings something it would be totally crazy beside the track if I'd say, "It's not your day! You can't--." So that might be a time to handle that. Today, a little boy was just about in tears because he didn't want to go to day care. In the visiting time, this came up. So I brought him up by me and he had his arm around me, and I said, "Let's talk about this little thing, you know, Justin's not feeling real well about it, going to day care." And so the other children say, "Yeah, I felt that way." And we got a lot of support and I said, "Can't you now? They're trying to help you. I'd like to help you. How can I help you?" We arrived at the fact that I would talk to his day care teacher. And, and when school was over he said, "Now you said you were going to talk to my teacher." And I talked to her and tried to explain to her some of the things that he was unhappy about and hopefully--so in the visiting time, I try to handle more of the social skills, like if somebody's grandfather dies, or a pet dies, or this other little girl the other day said she was afraid, she slept the night before without a night light on, she felt really good about that so we talked about some other children that were afraid of the dark. So the visiting time I try to encompass a little bit more of the social things. And scheduling what we're going to do today. And a child may say, "I forgot this" or "Here's a note." Or take care of kind of some of those--so I do have what I call visiting time and I really stress to the kids that, and, and it's even only 3 weeks into the kindergarten now and they're already doing it just perfectly, that we're not going to say, "Last summer I went to _____ (name of amusement park) and I rode on the--." We try to talk about things that are affecting them right now. You know, just like you or I, you know, to go in, you know, if you're not feeling real well, or if you have a problem and you want to share that with your colleagues. I want to give them that chance. Today it took a little longer because of Justin's little situation to take care of, but normally we can get pretty much, get that done probably in about 5 or 10 minutes. Now I ration--, you know, with time-on-task in _____ (name of district), situation with time-on-task, I try to rationalize that, and I rationalize that, that by getting some of those things taken care of we are more effective throughout the day because we're not making it--

017 NOT WORRIED ABOUT THOSE KINDS OF THINGS?

018 Right. So, so then I go into sharing. And then through sharing, I don't get so involved in a lot of the social aspect. Or I expect the children to be really good listeners. And to ask questions. And I want to get that whole camaraderie going, of "I also had a clam." And, "I like that, too." And, you know, "You could do this with that." Or--to get that good feeling. So

there, there are, is that aspect of social skills in the classroom as well.

019 WHEN THE KIDS OFFER, LIKE, "I HAD A CLAM, TOO" OR THAT KIND OF THING, CAN THEY JUST CHIME IN OR DO THEY--

020 No, I have them raise their hand.

021 OKAY.

022 Now, some years, you know, you do have classes that work real well. And a lot of times, as the year goes on, they're able to, it's a, it, it, it gets to that point. But the beginning of kindergarten, it's really difficult. And if they don't raise their hand and it's working out okay, I don't fuss that they have to raise their hand. But if they're all talking at once, then they know they ought to raise their hands. So it is, it is structured until--one year, I had a class that, you know, that wasn't necessary. But this, this year, so far, they have to raise their hand.

023 HOW DO THEY SIT? DO YOU HAVE THEM IN A CIRCLE?

024 Right. For visiting time, I have them still at their tables because we've just come in and I'm taking attendance and we're taking care of that. Unless a particular child has a particular problem that needs to be addressed that particular day. If a child's upset about a death, or then that child would come up. For Sharing Time, you're up on the carpet, and I sit at the chair, and the child comes up. And that's a time for me to get a little closer to the child, to get some good eye contact, to--you try to do it everyday with every child, but at least you know for that moment that child is getting it.

025 THEN THE LISTENERS ARE IN A CIRCLE?

026 No.

027 OR JUST KIND OF BUNCHED AROUND?

028 Yeah, how ever they want to sit on the carpet.

029 OKAY. HOW--YOU SAID THAT FIVE OR SIX SHARE PER DAY, DO THEY FOLLOW THE SAME ORDER--

030 Um-hm.

031 EACH TIME?

032 I do, and I have this chart on the board.

033 HOW DO THEY KNOW WHEN IT'S THEIR TURN?

034 The parents, the parents have--I send a note home when I start sharing. I start it about the second week of s--, the second to third week of kindergarten. I send a note home that says, "So-and-so's sharing day is on Monday." And I just have a form that I fill out, so that the child changes to a different table or so on, the parent knows what day it is. And then I have this chart that says The Sharing Chart. Purple table's day is Monday, blue table's day is Tuesday, gym is Wednesday, green table day, Thursday, square table, red table's day is on Friday.

035 SO THERE IS NO SHARING ON WEDNESDAY?

036 Because of gym.

037 THAT KIND OF THROWS IT OFF.

038 That, that, that--we used to have gym the very first thing and that, that ruined our Sharing Time at the very beginning of the day so that was--and I had to eliminate--I happen to have four tables, and there happens to be five days, so I thought, "That's a good day to cut out! I'll cut out gym day!"

039 SO THEN IF THEY SWITCH TABLES, THEY MAY HAVE A DIFFERENT DAY?

040 That's right. Then I would send that note home with the parent. But I also send notes home to the parents and say this is not a rigid schedule. This is, this is, ah, works well for me, but if your child is, you know--one child caught a frog the night before and brought it the next day. So the parents are real aware of that. The parents are also real aware, and so are the children, that there's favorite toys that you want to share with your friends. Teddy bears you sleep with, and dolls, and it's okay to bring toys. But, but not every single time. Try to bring other things that you're interested in. Now, with the seasons, you can--and, and just, and after I said that the next day a child brought acorns and--so that we can, in order for me, through Sharing Time, to meet a lot of these thinking skills: predicting, uses for things, using maps--I always usually have a map near my sharing area because a lot of children bring things from trips so that we can show that--um, in order for me to meet some of these objectives here: seriation, labeling, counting, sizes, relationships, shapes--depending on what unit I'm particularly involved in--right now we're working a lot with colors and shapes, so a lot of our things are centered around that. In order to meet a lot of these thinking skills and problem solving activities, I need to have good things from home.

041 UM-HM.

- 042 You know, and not just--
- 043 DO YOU SEND HOME IDEAS THEN, OR--(pause)?
- 044 Well, sometimes I do.
- 045 LIKE TOPICS?
- 046 Right. Sometimes I, like I, we have--when I'm working on rhyming words, I'll send home notes and say we're working on--and then I'll have a "Rhyming Day" and, and children bring things on that particular day that rhyme. I do things, sounds, they should bring something from home that makes a sound, and we talk about sounds. How sounds are alike and different. So parents probably get direct notes maybe, oh, maybe six or seven times a year, real specific things. Like today we want rhyming, or this week, we'd really like this. Then other times, through the monthly, my monthly notes to parents, we'll say your sharing, the sharing ideas may be centered around fall awareness, or winter awareness, or some science activities, or a beginning sound if we're working on beginning sounds, so--
- 047 EARLIER, YOU MENTIONED THE KIDS THAT JUST RAMBLE. WHAT KINDS OF THINGS DO YOU SEE--HOW DO YOU HANDLE THAT KIND OF THING?
- 048 Well--
- 049 DO YOU HAVE EXPLICIT RULES, LIKE THIS IS WHAT I WANT YOU TO SAY AND DO?
- 050 No, no, no--the only--no not really. The only thing I say at the beginning of the year, sometimes it's real difficult for them to say things--the beginning of the year, I'll say, "Tell us what--" 'cause some kids will just come up and just hold it and let, and want me to do the talking or have the children respond. So at the beginning of the year, I'll say, "Tell us what it is" and "Can you remember where you got it?" or "What do you like about it?" or "What's special about it?" And that is only for maybe three or four students at the beginning of the year who are a little more uncomfortable about speaking in front of a group. But for some reason, the children develop an idea of what they should be saying by the questioning that they get. Now, and I do control that a little bit, rather than children saying, "I have this" and "I have that" and "I have that." Occasionally that happens and I let it go, but my main, um, thing that I tell the students, the listeners the most, with the questioning, is for them to ask questions about an object, like, "Where did you get it?" or "How long have you had it?" or--so that they can identify right with that object rather than tell some story that happened to them a long time ago. And by, by the children's questions,

that kind of develops the format as the year goes on for children to kind of know what to say. Well they always ask where people got it, or they they always ask how long have I had it, and they ask where do I keep it, that was the thing today, "Where--?" That's the thing this week, kids are saying, "Where do you keep it?" "Do you keep it on a shelf?" "Do you keep it on--?" Now all week long, every time somebody raises their hand they say, "Where do you keep it?" "Do you keep it on the shelf?" "Do you keep it on the bed?" But those questioning skills kind of tunes in for the next child, and they think, "Well, that's, those are questions I better tell them now." So it's kind of that--I really don't set those rules.

051 DO YOU LET A LOT OF QUESTIONS JUST FLOW, OR DO YOU HAVE TO CUT IT OFF SOMETIMES?

052 Yeah, sometimes I do. Because I am, I'm a real time-on-task person and I want to do things. But I won't let it go. I do. There are times when I have to just say, "We've had a lot of good questions. Let's go on to someone else." Yeah. 'Cause it could really go on. And when I see that it's not really serving a purpose and, and I'm not getting to some of these things--

053 UM-HM.

054 Now, Judy _____ (last name), on this chart, she actually, for, for accountability's sake, she listed, "On Monday, we, in our Sharing Time, we discussed classifying; colors. We talked about word definition, um, we talked about wishes, we talked about maps." She will, to be accountable, she would actually check this off. Now I haven't gotten quite that accountable yet. But I am aware, and I keep this--

055 WITH YOU?

056 With me, occasionally, or I look at it. I've used it so much that I'm pretty used, I'm pretty--

057 FAMILIAR WITH THAT?

058 Um-hm. But my main goal, is not to have me be doing something else and the children saying, "Here's a book, and I got it from this, and here it is." And, you know, I really want interaction. So--sometimes as the year, let me just intersperse this-- sometimes as the year goes on, I'll say to the children, they get so used to this, that I will say to the children, "What could, what, what would you like to do with this Pound Puppy, or this clam shell, or this--?" "Well, let's, you know, write, let's write the word on the board." Or "Let's organize them," or "Let's classify them" or "Let's put them in size; seriation," you

know--as the year goes on, they get an idea what to do. But I, but at the beginning I, I pretty much control it. Or I'll say to the child whose day it is, "What, what would you like the kids to do, you know, with this today? What should we do with this?" And by asking a lot of those questions the child, as the year goes on, the child gets so that they want to bring things that, that's going to be kind of fun do something with. Or they have in their mind already before they come what they want to do. "I want to put these in groups, or match them."

059 DO YOU SEE A NEED FOR ANY KIND OF BEHAVIOR RULES FOR THE KIDS? DO YOU HAVE TO SAY AHEAD OF TIME, THIS IS HOW WE DO SHARING TIME? HOW DO YOU RESPOND TO THAT?

060 My, my only really big thing is to listen. This is really important. And you would want them, or I would say to the children, child, like for example, if a child shares and he sits down and he's bothering other children, I would say, "So-and-so listened to you, and now you need to listen to them." Listening is probably my biggest, my biggest, my only rule. We'll get on the videotape.

061 WE'LL FIND OUT!

062 Sit still! Don't move! Listen! It'll probably be like that. Right now, off the top of my head, I can't think of anything else. Sometimes, now, now that I think of it, um, if the child brings six or eight things I may say, "Let's show these, you know, real quickly, but let's just talk about your favorite one." Because that can be a problem.

063 GOING ON TOO LONG?

064 Right. And as the year goes on, the children see how accepting I am about a child that brings something on a day that's not his day. That it's some, some years, some classes, as the year goes on, almost everybody would bring something almost every day, and that does get a little, for time management, it does get a little out-of-control. So then I will, I would need to say, you know, "We really want you to bring your things, but let's not bring something every single day." And some years that's not a problem, the kids understand that, just bringing special things on the day that's not your day.

065 HAS THERE BEEN A TIME WHEN SOMEBODY HASN'T GOTTEN A TURN BECAUSE OF TIME?

066 Oh, no. No.

067 SO I MEAN, IF EVERYBODY BRINGS SOMETHING THAT DAY--(pause)

- 068 Oh, you mean, you mean--the five children always for sharing get a turn.
- 069 RIGHT. I MEAN, IF EXTRA PEOPLE BRING THINGS.
- 070 I've never, ever turned a child away. It may be really quick, like hold it up, let them see it. I mean, you know, you can only see so many Pound Puppies.
- 071 RIGHT.
- 072 So many Matchbox cars. No, I don't think I've ever said to a child, "It's not your day. We don't have time." I may have forgotten about it or said, "We'll do it later" and forgotten or--no, I've never, I don't think I've ever done that. Because those things are important and it does show a need for that child. For some reason that child is bringing that particular object. And as the year goes on, too, I really try to get away from objects. You know, I'll say to a child, "Don't--" and if a child forgets to bring something, we always try to think of something.
- 073 THAT THEY CAN TALK ABOUT?
- 074 That they can talk about, tell about, and then I try to pull-- when a child tells something it's a little bit easier do some of these things, like generalizing, predicting, conjecturing, deductive reasoning. Some of these--when a child is just telling an experience, it's a little easier to do some of these thinking skills and problem solvings, whereas concrete objects lend themselves a little bit more toward, you know, beginning sounds, rhyming, definitions. It's not a big lesson. I don't see it as, I don't know, just, "Let's put these, these in a group." "What color is that?" It's just real, just for them to develop awarenesses of everything in their environment. It can be--you could do something with it.
- 075 HOW LONG DOES SHARING TIME USUALLY RUN?
- 076 Well, ah, hm. I would say. Let's see, school starts, they have to go to the bathroom, I would say, I would say, visiting time, and then they go to the bathroom, because we do the visiting, originally I started it, kind of as, not because it was a great idea that I had, it's because I have a problem with bathroom. And the first graders using the bathroom at that time. So it kind of lended itself towards this is a time to get the day started and get people feeling good about themselves and getting things that need to be said. So, probably you have about 5 minutes of visiting, then they go to the bathroom then I probably have maybe, probably 5 to 10 minutes of sharing. Fifteen at the

most. I mean, there are times when the child who brings something and I'll just throw my lesson plans down the drain. And go with it. One child, just the other day, was talking about whistling. And we did a whole thing on whistling, and all, everybody was whistling, and I got Whistle for Willie out and we just went with that for a while. There have been times when I've just thrown everything. Because it was so strong and the children were so interested in it, and I happened to have a book or an activity or something that went with it and I just went with it. And then another thing a lot of times happens, when, when a class or a certain child gets interested in something, you'll have a lot of those kinds of things for a few days. You know, when I see that happening, I think, boy, there's a big interest here in dinosaurs, or shells, or--so then I'll, I'll go with it.

077 DO YOU GET EXTENDED TIME, LIKE A LITTLE MINI-UNIT KIND OF THING?

078 Well, yeah, if you'd consider from 9 'til 10:00 a mini-unit, I have. I, I have, I have. Uh, this week, we got--a child brought in a caterpillar, and one thing led to another, and I was digging up butterfly books, and we stopped and did a--yeah, I did, this week it actually, yeah, I did this week. I st--, 'cause I wanted to do it anyway and I was going to do it, and I thought, it's here, it's prime. The kids, the child--then they feel like they're a little bit more in control of, you know, I don't do it totally at, at the risk of it not being, you know, productive or wild. But if it's something I was going to do anyway, later on, or--I remember one time a child brought, somehow we got into opposites, and it just snowballed, and I just finally stopped everything, and I got my opposite cards out, and my list of opposite words, and just did opposites for about probably, that would be, that would probably be a miniunit of about 20 minutes. So lots of things come out of it, you know, it's hard to really be real specific.

079 IT SOUNDS LIKE A FUN TIME. IS THERE ANYTHING ELSE THAT I NEED TO KNOW BEFORE I COME IN?

080 I had allow extension from sharing, may develop into a miniunit, I've written that down. And I've told you about the special sharing. Oh, well, this doesn't really have anything to do with sharing, there is a couple of times during the year that I'll allow children to bring things that are really special to them. And they can keep them, keep it somewhere in the room where it won't bother other children or won't get in the way of our, our classroom. So that they can have their special object in the room somewhere. It just, you know, makes them feel more like it's their room, and they can keep it at the table if it's not a problem, or they can just set it up on the shelf.

081 WHAT ARE SOME THINGS THAT THE KIDS HAVE BROUGHT?

082 Oh, some children bring, um, like their trophies, in gymnastics trophies, or a lot of stuffed animals and dolls. (pause) I'm looking at my notes. (pause) There's a blank on the tape here. Danger if it's just telling. Oh, I think there's a real danger in Sharing Time if it's just, if it's just telling. You know, there, there were times, and there are years, and there are days where it takes a lot of energy, you know, when the kid says, "This is a dog, and I got it at K-Mart." "This is a cat, I got it at--" you know, but I think that's kind of dangerous to do that very much. You know, um, I think you need the interaction and the reaction to what the child is bringing is really, really important. But I was even, even though years ago, I was reacting and we had interaction, I, I, I still felt a little insecure about the time I spent on sharing. I feel a lot better now that I have this list of thinking skills that I use. I feel that we're doing a real heavy double whammy. We're getting good language, and we're getting some thinking skills involved.

083 AT THE SAME TIME.

084 And the child is feeling special and the children are developing resource skills. A quadruple whammy. Okay, I've told you about five children per day, I'm real flexible if someone brings something they're still allowed to share. Keeping parents informed, I think, really improves the whole sharing experience for you and the child. To set some limits, and I don't really set limits, I just, just suggest that not to bring toys everyday. And then like today when a child brought a toy, I said, "That was really nice that you brought a toy, Shannon. If you bring a toy next time, that's fine. But try to think of other things that you could bring, too." So I don't ever criticize, but they get, they get the hint right away. And kindergarteners love to please you so they--

085 THEY TRY TO.

086 They get the hint. And they start seeing other children bringing a book, or some--I specifically do not want to call it Show-and-Tell because I, I, that, that term really bothers me. So I inform that to the children, I inform the children of that right away, and in my notes to parents, I'll put in parentheses, you know, our Sharing Time, some people may call it Show-and-Tell, you know, is so-and-so. What they should, what they can bring. Another thing, another--there are things that are not on this thinking skills and problem-solving list. I, I remember doing things with role playing, and I can't specifically remember, but I can remember through Sharing Time, we've done some role playing that has come out of it. I can't, I can't specifically remember,

but I just remember being up there and we were doing it several times. There are a lot of times when I used to do, I don't know if you're familiar with Magic Circle?

087 UM-HM.

088 I don't do that anymore as a part of my curriculum, so I try to use some of those Magic Circle techniques in sharing. If anything comes up about feelings, then we'll deal with that feeling. So I do a little bit with that. Toward the middle to the end of the year, with Sharon _____ (last name) we've been really involved with inventive spelling. So, ah, and that's not on here, but there'll be times when children will bring things and I'll say, you know, "Would you like to write that?" After they get through sharing, they'll go to the board and try to write that what they brought on the board. And nobody else is bothering them, and we continue going on with the sharing. And then when we get all through, I'll say, "Look at all the words on the board, I'll bet you can read those. Even though, you know, kindergarteners wrote these, we, we know, we were here, we know what was here for sharing, so we know what these words say." And they get real excited. One child gets real excited because he can write the word, and the other child gets excited because he can read it. So as the year goes on and they get into inventive spelling, ah, they do a lot of that. But I, I guess it depends on what, what we're really working at in the classroom. How I kind of direct the Sharing Time. Like letter identification, you know, there will probably be times when, "So-and-so brought this, what do you think that starts with?"

089 SO YOU'RE USING SHARING TO REINFORCE THE KINDS OF SKILLS THAT--

090 Right. That we're working on.

091 AND CONCEPTS.

092 That's right. And then, as a language vehicle or tool, you know, I might say, "Describe it" or "How did you feel when you--" you know, to develop--you know, it's not totally lang--, I'd say, if I had to, I'd probably say it's about, ah, in my--now I never thought about this until right now, but if I had to list it, I would say it's probably a 50% language tool, or curriculum segment, and probably 50% to these thinking skills. I don't, years ago I probably did look at it as a total language, but, I don't know, it's hard to remember, it's hard to remember right now last week. But I know I didn't do these things years ago. I haven't, I didn't do these until I took Judy _____'s (last name) class.

093 WELL, BRINGING UP YEARS AGO, UM, JUST TELL A LITTLE ABOUT YOUR
PRIOR TEACHING--

094 Oh, Okay--

095 YEARS IN KINDERGARTEN,

096 I taught--

097 AND OTHER GRADE LEVELS,

098 Okay.

099 AND EDUCATIONAL BACKGROUND.

100 Okay, I got my um, I got my B.A. at _____ (name of
university) and I taught, this is tough, 20 years ago. Okay, I
got my B.A. from _____ (name of university) and I taught,
uh, first grade at, in _____ (name of school). It's a
school in the _____ (name of district), was a school in the
_____ (name of district) School District for a year and a
half. Then I went to _____ (name of district) and I taught
first grade for 3 years. And then I took a break when our son
was born and came back for, I took a pregnancy leave for a gal,
and taught second grade for a year. Then took another break for
a couple of years and came back to finish out a kindergarten year
in _____ (name of district). That was all in _____
(name of district). And then 10 years ago I took this half-time
job as a kindergarten teacher at _____ (name of school).
So I've been teaching kindergarten for, here I've been teaching
kindergarten for 10 years, and in _____ (name of district),
I finished out a year, so 10 1/2 years. You know, now that you
asked that, I'm wondering if I did sharing in first and second
grade? I don't remember. Is that typical? Do you know?

101 I KNOW THAT, UM, IN MY--I HAVE A DAUGHTER THAT'S A FIRST GRADER--
IN HER CLASS--

102 She still does it?

103 SHE HAS SHARING. IT'S NOT STRUCTURED. WE NEVER GET IDEAS HOME
SO WE HAVE A REAL HARD TIME DISCOURAGING THE TOY KIND OF THING.
TOYS ARE REAL BIG ON HER LIST, AND FROM THE SOUNDS OF IT, THAT'S
WHAT MOST OF THE KIDS ARE BRINGING. I HAVE A HARD TIME GETTING
HER TO BRING SOMETHING ELSE.

104 Um-hm.

105 UH, I KNOW OUR SECOND-GRADE TEACHERS DO. BECAUSE WE HAD A--

- 106 With objects, or just sharing ideas, or--?
- 107 OBJECTS, TOO.
- 108 They are?
- 109 BECAUSE THEY MADE A COMMENT THAT THEY'RE NOT REAL PLEASED WITH THE WAY IT GOES. BASICALLY THEY'RE NOT REAL PLEASED WITH THE LANGUAGE FROM THE KIDS. THERE'S NOT A LOT OF TELLING KINDS OF THINGS. THEY STILL GET UP THERE AND JUST STAND AND HOLD IT. THEY'VE EXPRESSED A CONCERN ABOUT WHAT VALUE IT REALLY HAS. AND YET, ON THE OTHER HAND, THEY FELT THE KIDS STILL WANT TO TELL A LITTLE BIT ABOUT THEMSELVES.
- 110 They do, they really need to do that. You never have to beg kids to bring things for sharing. Uh, I do, I do sort of keep track, at the beginning of the year I do it with a check-list. It's easier to tell if there's only five children sharing, it's easier to remember who consistently doesn't bring anything. But, that really isn't a problem either. If they're not bringing anything, they must not be interested and they still get their turn and they still--
- 111 STILL CAN TELL SOMETHING?
- 112 That's right, they still get a--I can't remember if we did it in first grade or not. But I feel a lot better about, about it now than I did years ago.
- 113 SEEMS LIKE IT HAS, WELL LIKE YOU MENTIONED, A DUAL PURPOSE.
- 114 Um-hm. And it's fun for them to classify things that are their own, or to talk--I mean you can get out a book and say, "Here's the colors" or "Here's putting things in order." Well today a little boy brought--
- 115 LIKE COLORING CIRCLES.
- 116 Yeah. It means more to them. It's more spontaneous, it's a little more natural to do it. So I feel a lot better about it. The kids feel good about it. And it's not boring, and the children get to be active listeners. They don't have to just sit there and be perfectly still. They get to, you know, they get to raise hands and ask questions, and there's that good interaction and, and the good social skills of children feeling good about questions and, and able to answer them. But you do have, I had a child last year, you just, oh, you just hold your, just hold your breath. When they shared, oh my goodness! How am I going to get--he doesn't take a breath! I can't get in, you know, to get him to stop! But that, yeah, that--and then I might just say,

"You know, can you tell us the end of the story, and then if there's any questions we, you might be able to tell us some of the other things that you want to tell?"

117 ARE THERE ANY RULES AS FAR AS THINGS YOU CAN'T TELL? LIKE T.V. SHOWS OR--

118 No, I never have. I don't think so. I can't think of a time. There are times when, oh, now that you mention it, there are times when children may get up and tell a problem that happened at home. Fights. Um, I don't even know if I should even say this, one boy, one morning brought, ah, pieces from a broken stereo that his father lost his temper and broke the stereo. So that was a little more difficult. But, I just try to look to the other half and say, "We live in families where everybody is really happy, but even in families where everybody is really happy, and ones that aren't always happy, things like that do happen." But there, yeah, last year, there were, I do remember now that you mention it, there were times when children would get up and tell things that I thought were a little private and some family matters. And just really have to not be shocked and just try to, uh, identify with what they needed to tell. But I've never really said, "You can't talk about family fights, or you can't talk about problems." I really haven't.

119 WELL I THINK I'VE COVERED EVERYTHING I HAD.

120 Well, before you came, I just listed some things down, and I think I've gone through everything. It was difficult for me, years ago, I used to allow everybody bring anything every day. And it was difficult for me to limit it to five children per day, because I mean, that is really structured. Monday's your day and now you take something. You know, that's really, that structure really bothered me. But I'm trying to rationalize it with the fact that I'm getting lots of good things out of it with a smaller amount of things. And by not being negative if the child brings something and it's not their day. But I, I remember, that was a real difficult thing for me to do. To limit it.

**THINKING SKILLS AND PROBLEM SOLVING
DEVELOPMENT DERIVED FROM SHARING**

	Monday	Tuesday	Wednesday	Thursday	Friday
Classifying					
Matching					
Shapes					
Sizes					
Colors					
Serialization					
Labeling					
Counting					
Letter Identification					
Rhyming					
Initial Sounds					
Word Definition					
Likenesses and Differences					
Front and Back					
Part/Whole					
Information					
Where something came from					
Relate an Experience					
Wishes					
Uses for Things					
Predicting					
Conjecture					
Generalizing					
Inductive Reasoning					
Deductive Reasoning					
Inquiry: questions, guesses, speculation					
Places: on map or described					

Appendix D

Teacher #3 Initial Interview

September 14, 1988

4:05 p.m.

- 001 I use a variety of approaches, I guess, in the sharing. One thing is I have a few people whose actual Show-and-Tell day it is, and those are the people that I require, er, not require, but those are the people that are allowed to haul things from home. You know, and they can tell, too. But then we also have a little talk time so that anybody who wants to, you know, talk and tell-- we try to do a little bit of news or the Olympics or somebody will talk about a TV show or you know, um, one morning we posed the question, "What do you sleep with?" "Who sleeps with you?" That kind of thing. And some of those kinds of things. And then we include our calendar, and we are talking about our day, and the actual sharing of a few people. I don't know--
- 002 HOW MANY KIDS DO YOU USUALLY TRY TO GET IN?
- 003 Oh, let's see, everybody gets to share once a week, so probably between five and six a day. I give a turn. I didn't use to do it that way. I used to let everybody that wanted to show something but I found out, you know, and it, just the language time was totally consumed by Sharing Time and I didn't have time to do other language experiences. And yet, I know that's, you know, it's really important, but, they also, I feel, need to be helped to distinguish between, you know, being able to, to drag anything they want to from home everyday and, you know, having it be important and a special time. So I'm not sure which is better. It's a, it's a real dilemma. I have done, a couple of times, I have done a small group where I just take five or six kids and I feel the language that I get there is much better than the language I get in front of the whole group. I do do things like after the person is finished sharing, I encourage, you know, two or three questions. Toward the question, um, I try to discourage, "I have one of those." You know, a telling statement by other people just because it gets into, you know, one another's sharing. "Well, I have 10" or you know, but rather, "Well, what's its name?" or "Where did you get it?" You know, trying to get, um, the children to begin to ask questions, to want find out more because this gets, goes, then this fits right in with my author's chair--
- 004 OKAY.

005 When we get into creative writing. So I want to do some-- encourage questions. Sometimes, I try to vary what it is we're going to share. I do let the parents know what our units are. I encourage kids to bring things that relate to what we're studying. Um, at the beginning of the year, we sent a note home at registration. And kids brought materials for math. You know, acorns, and keys and other things like that, so then they showed what they brought and we classified, and we made a chart. So that was a little different kind of sharing, but it was still language. So, um, I don't know. I don't know if I've said anything--you know, I'm hoping when you get this all done you're going to come back and tell me, "Hey, in my research, this is the way you do it and--." Because I'm not real pleased with the way Show-and-Tell looks other than when the child who gives very little language finally chooses to talk. Some kids, their parents really help them. You know, they tell you such neat things. You know that this has all been discussed ahead. And some come with garbage sacks full, you know. Getting them to choose one is a true challenge. So maybe that's it. You know, being able to discriminate. Look in this big sack. What's the best thing that you want to share.

006 WHEN YOU'VE GOT THE FIVE OR SIX KIDS, IS THERE A SPECIAL ORDER THAT THEY SHARE? OR IS IT JUST HOW THEY'RE SITTING? OR DO THEY--

007 Well, usually--

008 HOW DO THEY, HOW DO THEY GET A TURN?

009 Okay. On my "V.I.P." charts, I list their names in different colors and hang them somewhere in the room. This is because, this is a real quick way for me always to know whose turn it is to share. You know the first set is Monday, the second set, and so, you know, I can tell just by looking at it. I don't have to get a paper out or remember or say, "Whose turn is it?" you know, all those things that teachers do. And this just works really well for me. And so sometimes I start at the top of the list. Sometimes I start at the bottom. Sometimes somebody stands up first and that indicates, hey all right, that person can be first. I mean, it doesn't matter to me what order we go in as long as they have a turn. Some of them get so used to their name coming on that chart that they just automatically wait and when the person whose name is before theirs goes, they know it's their turn and they stand up. You know, we don't have to say, "It's your turn" first. They know.

010 THEY JUST GO.

011 Yeah. They know where their name fits in to that list.

- 012 WHEN THE KIDS ASK QUESTIONS AFTER THE SHARING, YOU MENTIONED TWO OR THREE, IS THAT TOTAL, ALL THE KIDS CAN ASK JUST A COUPLE?
- 013 Yeah.
- 014 AND THEN THEY RAISE HANDS OR DO THEY JUST TALK?
- 015 Well, um, initially, and probably the whole first semester we basically raise hands and ask. Then I encourage them--sometimes you have a counter where you can put the things out--and so then I'll encourage them, "If you have a question and you didn't ask it now, why don't you ask that person during work time?" "Why don't you stop over and check and see if they can answer your question?" So that it isn't just this moment that this experience happens and that you don't have to wait to be in a large group to ask questions. This can be an individual kind of thing. And some kids, you know, have no idea what questions are. They, they'll always say, you say, "Anyone have a question?" and they'll tell something. And you'll say, "Did you ask that person something? Is that something they can answer?" And you'll just say, "Well, that was a telling--" you know, and just go on. Not trying to put them down, but just to always help them be aware that some things tell and some things ask. You know, and that's a real hard concept for, for a lot of people at 5 years old.
- 016 TO FIGURE OUT!
- 017 To think, everybody knows that, but, um, not here!
- 018 IF YOU WERE TO LOOK AT YOUR MAIN GOAL, I MEAN, IF I SAID WHY DO YOU HAVE SHARING TIME? WHAT WOULD BE YOUR CURRICULAR GOALS FOR IT? WHAT KINDS OF THINGS DO YOU SEE HAPPENING IN SHARING TIME, IDEALLY?
- 019 Well, one of the things that happens because of sharing, is that early in the year it allows the child to bridge that gap between home and school. Allows him to bring some of his home into the school. And that helps him feel more of a part of the school. That's something that's really important. Another thing that I think is really important, is that some children have, are not yet into whole sentences and so by giving them more opportunities for language, of course, it's going to expand that. Um, some children need experience at telling. You know, actually, talking about something specific. And, also for a lot of children, it's standing up in front of a group. You know, all of those are good language building kinds of things. For the children whose turn it is not to share, it provides good listening interstructure. And lots of time, I'll say, for example, if three people have shared, I'll say, "Who remembers what Mary shared?" Or, "Where did Judy get her--?" You know, and ask the group questions so

that, that's a quick check, you know, "Were you listening?" and how many people can answer those. And it encourages the kids to listen because they want to answer my questions. You know, and so I'll try to do that, sometimes too, just to kind of keep them on their toes. But it's, it's a lot to expect for them to sit and listen to other people. You know how excited you get. That sometimes can be, you know if you're in a large group and you had Show-and-Tell, sometimes that of adults that gets real boring, too. But, it, um, I think the Talk Time actually is more effective because it gives them a chance to share a part of themselves. "What do you see?" "If, um, if you're sad, and your mom wants to make you happy, what does she do?" You know, little things like that, that help you better know more about the children. Because it's real hard to get a lot of personal kinds of things.

020 THEN YOU SEND ALL OF THOSE QUESTIONS--LIKE THAT KIND OF THING, WHAT EVER YOUR CONTENT IS GOING TO BE--YOU ACTUALLY SEND THAT HOME? DOES THAT GO HOME?

021 Yeah. We don't send the specific questions home. Like one day we saw a movie about Ira Sleeps Over from the book. Well, then we said, "Now boys and girls, tomorrow when you come to school, the first thing I'm going to ask you is: what is it that you like to sleep with?" Well, you know 99% of them could tell me because they didn't need to ask. They could answer the question or, "What makes you happy?" when we're talking about that. "When you're sad", or "angry" or something. "What do people do that make you feel angry?" We've talked about those kinds of feelings. So those are just a couple of examples. But no, I don't set up anything for that. Sometimes I do set up things like, "Put--have your child bring something in a bag and describe it." "Help them think up two or three things that describe what he has in the bag." So he can see if he can tell about it. You know, just to change it a little bit. Another thing is when I have "M" day. "For each, this week, we are encouraging the children to bring things for sharing that begin with an M." So you structure it from one side, which kind of helps the parents as they structure it.

022 WHEN THE KIDS ARE SHARING, WHAT KINDS OF BEHAVIOR RULES DO YOU HAVE AS FAR AS SO THEY KNOW, YOU KNOW, YOU MENTIONED AS FAR AS WORKING ON LISTENING, AND TAKING OUR TURN, AND THAT KIND OF THING? DO YOU HAVE ANY EXPLICIT RULES THAT THEY HAVE AHEAD OF TIME, OR HOW DO THEY KNOW YOUR EXPECTATIONS?

023 Um, probably because I tell them what the expectations are. When we sit in the circle, we always sit in a circle when we start the day, and it's group talk time. When it's your turn to talk we expect you to fold your legs, so nobody trips over your feet, and

put you hands in your lap so your fingers don't get stepped on if somebody needs to walk around the room. You know, you don't know how many times fingers do get stepped on just because they aren't, you know--and then talking about it. Usually, they've had some previous experiences with this. And this is always early in the day, so this is your very best listening time. You know, most people want to listen to you. Um, oftentimes, er, not often, but sometimes it takes a reminder, "Johnny, it's Susie's turn to talk and your turn to listen." I do do that. And if I notice that my audience is growing really restless, I'll use a fingerplay or a song. You know, a little interruption up and down kind of stuff and then, you know, settle back in.

024 AND THEN YOU'LL GO BACK TO THE SHOW-AND-TELL AFTER THAT?

025 Yeah. Yeah.

026 OKAY.

027 I do that all through the day. I decided a long time ago, if nobody's listening, I'm not talking about it. I'm doing something else. It's ridiculous, you know, to talk, I mean, I already know all this stuff so I don't--and so, I just do, I do fingerplays, and songs, and movements, and even stand up, turn around, you know, touch your toes, jump up, stick your tongue out, you know, anything that gives them a chance to wiggle a little bit. So, and then on we go. And I use Grandma's Spectacles and that kind of stuff just kind of settler downer's. With five or six kids sharing a day, that's not really a problem. Because, ah, oh, our talking time, and our calendar, and our little Sharing Time we probably aren't over there more than 10 or 15 minutes. And it, it grows or diminishes. You know some, some days we're over especially early, say 10 minutes, just because we don't have that much listening skill yet. To ask them to sit and do that any longer than that would be punishment for the teacher!

028 AS WELL AS THE KIDS!

029 Yeah, so you know, that's ridiculous. You don't gain anything. So you kind of, kind of gradually build on to that time and, you know, it just goes with the children's interest level at that point.

030 CAN YOU THINK OF ANYTHING ELSE THAT I WOULD NEED TO KNOW BEFORE MY VISIT?

031 One of the things that, um, really varies, and I'm not quite sure how to do this, sometimes I don't feel as effective, but some of the children hardly ever talk. They whisper. I say, "Open your mouth." And then I've tried several different ways, yet I've

never gotten to the point where I can really effectively get a child to speak louder. I can turn them around and say, "Now look at everybody. You know they want to see. You know, tell them--" and that's fine for getting the stuff panned out for, you know, that they bring. But if they're a real soft-spoken person I've tried, "Well, I'm going to sit at the back of the circle, and when I can't hear you, I'm going to raise my hand or go like this (cups ear) because I really want to know what you're sharing." Or, "John, over there can't hear. He really wants to find out about this." Or I'll have, you know, a couple of children and say, "All right now, children, at that end of the circle today, if you can't hear the sharer you'll need to raise your hand and that'll be a clue to the sharer that they need to speak up a little bit." But, I've never found the one thing that really promises that to help them to speak up a little bit. So maybe somebody will have some good ideas.

032 WHEN YOU SIT IN THE CIRCLE, I CAN'T SEE HERE, THERE'S NO LINE HERE, DO THEY SIT BEHIND EACH OTHER?

033 No, we sit in a circle. We have enough room that we can start right along this toy shelf over here, come back to my desk and go up to the calendar so we don't have to sit in the front. And we use that circle, and we use that for sharing and opening, and some other kinds of things. Then we have another circle where you can sit anywhere you want. We use that for storytelling, or if "Can-Do" and "Will-Do" are coming or, you know, some of those kinds of things. Just depending on whether I feel that it's important for everyone to have face contact. To do that, I think that at sharing, that, that being able to look at everybody is really important. That helps. As for in the story, it's more important for everybody to sit where they can see the book.

034 DO THEY HAVE ASSIGNED PLACES?

035 Not yet. I just kind of leave that real open. Some years, yes. When at your work table, you have, sometimes you have assigned seats, sometimes you don't have to. And that's because, I need, when I need to be assured that I have really good workers then I can't have silly people sitting next to silly people. But in the circle over there, as long as they continue to come to the circle and sit down without any hassles then I don't care where they sit. If I find that people are fighting over who they get to sit next to, or what spot they get, or you know, then I will give everyone assigned seats. If I have a couple kids, that no matter, that can just never sit next to each other, and do, you know, gain anything from the experience, then I will first give them the option of, "You may join our circle but you may not sit together." And if that still doesn't work, you know, if they don't take advantage of that opportunity, then I say, "All right,

this will always be your spot and this will always be your spot." And then--but I don't do that for everybody, then, because, I feel that, you know, as long as they're capable of making that decision, it is sure easier on me if I don't have to remember where everybody sits. And then I'd have another chart, you know! "I don't know where I sit, teacher." You know, kind of thing, so I just--and some years I've had to structure it, and some years I haven't. Sometimes in the morning I do, I don't in the afternoon. It's just the kids. And I tell them that. I say, "As long as I see that you can do such a nice job, like you did today, you can choose wherever you want to sit." And then, if they don't, then I say, "I'm sorry boys and girls, but I felt that it would be better if this is where you chose to sit. You will be better listeners and better workers." You know, I don't ever want to put them down, but I want them to know that they, you know, that I needed to make that decision for them. But that I had given them the chance to make that decision themselves. So, it seems to work. I think you've got to play every bunch of kids.

036 MAKES SENSE.

037 I can't--you couldn't make a generalization.

038 I DON'T HAVE ANY OTHER QUESTIONS (pause), EXCEPT I NEED TO KNOW HOW LONG YOU'VE BEEN WORKING AT KINDERGARTEN, OTHER GRADE LEVELS, AND PRIOR BACKGROUND.

039 I may object to this question! Let's just say, I've been at this grade level a long time! Um, the first year that I taught, the first couple of years that I taught, we went to a small town and my husband was already teaching there and so it was one of those situations where, "My you have a nice smile, you know, we'll hire you" kind of thing. Really hard interview! But, um, I was what you called a jack-of-all-trades because I was hired under a federal program to provide release time to the six elementary grades. And so I taught something different in each of the six grades. Whatever the teacher did not want to teach or so chose that she thought that I would like to teach, which was what, you know--then I taught that. So that I taught, like I might have taught first-grade art, and third-grade reading, and sixth-grade Minnesota geography, you know, a variety of things like that. And then in the afternoon I was the librarian for the school, K through 12. Of course it was an uncatalogued library so it was a real interesting experience. I had never worked with high school kids in my life, so that was--fortunately they were very well-behaved kids. And then, um, other than the first couple of years that I was here, was it 1 or 2--I can't remember, but anyhow I taught first grade at _____ (name of school) school and the rest of the time I've taught kindergarten. I've taught 2, 2

years I think at _____ (name of school). And then I was down at _____ (name of school) for a long time, I can't even remember it was--you know, people were saying, "Well, you had all of our 12 daughters, you know. Here's a plant, we really appreciate it." I was beginning to feel like a plant myself, so then I decided to move to _____ (name of school). I thought, I need to start fresh and I've been here, oh, 4 years. So most of my life has been kindergarten and I do have a early childhood certification, or what, yeah, that endorsement, whatever that endorsement is along with, um, an elementary child development, I think is how they refer to it, and I did my, I did also kindergarten education in Minnesota. When I was going through school you had to have 9 hours of kindergarten student teaching and something else over and above elementary, you know, back in, this was way back in the '60s, sometime, so that I had that but that wasn't enough to give me early childhood endorsement so I went back. But my Master's is just in elementary because they didn't have early childhood Master's when I came through. So, other than that, I guess this was what I always wanted to teach, was kindergarten.

040 BETTER THAN MINNESOTA GEOGRAPHY!

041 Fortunately, I knew a lot of rocks. So that helped. But you know, no I just, I just, I don't know, you know, it, it took me a while. But when, after I quit teaching, when my oldest daughter went to kindergarten, I quit teaching that year, and stayed home and started working on my Master's. But when I got ready to go back to teaching, I just said to my husband, you know, "I have no desire to teach anything but kindergarten." And so I'd call Mr. _____ (last name of director of elementary education) and I'd say, "Gee, I'm really interested in a kindergarten." And he'd say, "I don't have a kindergarten, _____ (first name of teacher), I have a first grade." And I'd say "Fine, _____ (first name of director of elementary education), call me when you get a kindergarten," you know. And he'd call and say, "_____ (first name of teacher), I have a first grade." And I'd say, "_____ (first name of director of elementary education), you know I only want a kindergarten. Call me when you get a kindergarten." And so finally, we were able, _____ (first name of principal) was, _____ (first name of principal) had a kindergarten, and I had worked with, um, _____ (first name of principal) before, so he had a kindergarten open up. He said, "Come on down. We'll talk about it." So I got the kindergarten and have had no desire to leave, to get smarter, or like that.

042 TO GROW UP--

- 043 And like I, like I told my husband once, "Where else could you get 40 lovers all in one spot?" And that's--
- 044 THAT'S TRUE.
- 045 This is simply a delight. I want to stay. Oh, I got this. This is a copy of the note, I don't know, you know, if it's anything you want, but this is the note that I just sent home a couple of days ago. It talks about some other things that are going on, but it just tells about, a little bit about our sharing and has our sharing schedule on the back.
- 046 OKAY.
- 047 And I have only done this for the last few years, but like I said, I just found the time commitment overwhelming.
- 048 UM-HM.
- 049 And especially when we're expected to do One Potato, Two and all that kind of stuff. You know, I couldn't do all the language, well, and the Big Books, too, and all that kind of stuff. It's just so hard, because I have them for such a short period of time, and I have so many things that I want to do with them, that it's not ever a matter of ever getting anything done, I mean I never get done all the things I plan. And so, you know, you just end up sneaking little smidgens everywhere you turn, and this was just another place that had to give up a smidgen. But I think most of them have it in preschool, that they have had a lot of sharing, so it isn't probably as strong a need as it used to be.

050 Dear Parents,

Kindergarten is in full swing. Already we have had our pictures taken, gone to visit the new park by our playground, learned the names of our shapes and written some stories. The boys and girls are getting to be pros at going to school!

Next week we are planning a bus trip to Safety City. The policemen and firemen share very important tips on being safe with our children. They do an impressive job! We are also studying about ourselves and our families. Please be sure your child knows both his/her telephone number and street address.

Several children have inquired about sharing. A few children will have a turn each day. We encourage the children to bring only one thing at a time and try to have a few important things to tell about it. It doesn't necessarily have to be a thing it might be something to tell. Also every child doesn't have to share every week. It is a choice! See the attached list.

Our gym days are:

am - Wednesday and Friday

pm - Wednesday and Thursday

Please help your child to wear tennis shoes on those days if they don't have gym shoes at school.

If your child is ill or not coming to school, please call the school office. This way we won't worry about them. If you don't call us we will call you!

Please mark Tuesday, September 20, on your calendar. The children and I would like you to visit our room that night to see all the neat things we have been studying.

If you have any questions or concerns, please feel free to call me at school or at home.

I am enjoying getting to know your child. Thanks for sharing them with me!

(teacher)

Home (telephone)

School (telephone)

SHARING SCHEDULE

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
AM	Josh JB Nick Amanda Kerri	Chris Nikki Lindsay H. Aaron Johnny Sofie	Hannah Maegan Nicole Adam Renee Eric S.	Matthew Ryan Joseph Jessica Lindsay V. Maureen
PM	Chelsee Sara Randi Forest Katie	Jon Issac Nancy Karlee Christopher La.	Christopher Ly. Andy Laura Shalani Michael	Roxanne Candice Zach Eric S. Brad Eric T.

Appendix E

Core Questions for the Preobservational Interviews

1. Why are you having Sharing Time today? What is today's goal?

Appendix F

Teacher #1 Preobservational Interview #1

October 4, 1988

8:40 a.m.

001 WHY ARE YOU HAVING SHARING TIME TODAY? WHAT IS TODAY'S GOAL?

002 Um, today's goal, we are working on reviewing the sounds of B; beginning sounds of B and C. Also they can bring something that starts with A, even though that's not a major goal. Beginning sounds of B and C.

Appendix G

Teacher #1 Sharing Time Observation #1

October 4, 1988

9:00-9:15 a.m.

- 001 TEACHER: Boys and girls, you remember, that this week we are sharing things that begin with A, B, or C.
- 002 CHILDREN: B or C.
- 003 CHILD: I didn't know that.
- 004 TEACHER: I know, you were gone, and that's okay. Let's see, Rebekah, do you have something to share this morning? And Casey, would you like, do you have something this morning?
- 005 CASEY: (shakes head)
- 006 TEACHER: Not today?
- 007 CASEY: I forgot.
- 008 TEACHER: You forgot. What do you say, Casey? (snaps fingers) John, sit down until I call your name. That's right. Would you like to get yours so you're ready to go? Erik, come over this way, honey, and you just wait in your spot until Rebekah's done. (Rebekah stands next to the teacher.) Okay, Rebekah. I would like you to turn around and nice and loud make a sentence for us.
- 009 REBEKAH: This is my cat.
- 010 TEACHER: All right. And what does cat start with?
- 011 REBEKAH: C.
- 012 TEACHER: C. Good job. And it's even the picture that we had for C wasn't it?
- 013 REBEKAH: (nods)
- 014 TEACHER: Okay. Do you remember how old you were when you got this cat?
- 015 REBEKAH: (shakes head) Uh-uh.

- 016 TEACHER: Would you like to take a guess? So we can sing our song?
- 017 REBEKAH: I, I think 3.
- 018 TEACHER: All right. Three is a good age. (begins singing with class)
- 019 ALL: When I was a little girl,
little girl, little girl,
When I was a little girl
(teacher holds up three fingers) 3 years old,
I got a little cat, cat, cat,
Got a little cat, then oh then.
(Teacher and Rebekah sway the cat to the rhythm of the song.)
Ha, ha, this a-way
Ha, ha, that a-way
Ha, ha, this a-way
Then oh then.
- 020 TEACHER: (Rebekah starts to leave.) Before you leave, tell us again what letter?
- 021 REBEKAH: C.
- 022 TEACHER: C. Cat, C.
- 023 CHILD: But what about a question?
- 024 TEACHER: Oh, it's a good thing I have you to remind me. One question for Rebekah. Would you like to call on someone?
- 025 REBEKAH: Um-hm.
- 026 TEACHER: Okay. Who would you like to call on?
- 027 REBEKAH: Katy.
- 028 TEACHER: Katy.
- 029 KATY: How long have you had it?
- 030 TEACHER: Well, let's see. Should we try to figure that out? Are you 6 now, Rebekah?
- 031 REBEKAH: (nods) Um-hm.
- 032 TEACHER: Rebekah is 6 now (writes the numeral 6 on the chalkboard). And she got this when she was 3 (writes the numeral 3 to the left of the 6 on the chalkboard). Okay. Here's how

old she was when she got it (points to 3). Here is how old she is now (points to 6). Let's put four and five in between (writes the numerals 4 and 5 on the board between 3 and 6). And then let's count how many years she's had it. One, two, three. So she's had it for 3 years. Okay, Rebekah, thank you. (Rebekah sits down.)

033 CHILD: She had it for a long time.

034 TEACHER: That is quite a long time. Rebekah, maybe we can go this way so you don't have to go over the cord. There, then you can go--that's right. Erik, we're ready for you. (Erik stands next to the teacher.) Turn around and make a sentence.

035 ERIK: This is my clown.

036 TEACHER: There's something special about this clown. Can you show them what it is?

037 ERIK: (turns the clown from front to back) It's happy and sad.

038 TEACHER: Yes. How is he feeling right now?

039 ERIK: (looks at both sides of the clown and shows one to the teacher) This way.

040 TEACHER: Okay. We'd better turn him this way. He likes us so he's smiling? Can you tell us, what letter A, B, or C, that clown starts with?

041 ERIK: C.

042 TEACHER: That's right. And do you have any idea how old you were when you got this funny clown?

043 ERIK: Um, (pause) 3.

044 TEACHER: Three? Three, too.

045 CHILD: And you can make him happy or sad.

046 TEACHER: Um-hm. You can make him happy or sad. So if somebody honks Erik on the head, then clown (takes clown and taps Erik lightly) will probably feel sad. But he likes us, right? We know that. (chuckles) We can sing the song about Erik's clown, too. Okay. (Erik rotates the clown's head.) His whole head turns. That's going to make him sad isn't it. (begins song) When I was a little boy,

- 047 ALL: Little boy, little boy,
When I was a little boy
(teacher holds up three fingers) 3 years old,
I got a little clown, clown, clown,
Got a little clown, then oh then.
Ha, ha this a-way,
Ha, ha that a-way,
Ha, ha this a-way,
Then oh then.
- 048 TEACHER: Does someone have a question for Erik? Let's not ask
him how long he's had it because he was 3 and he is--are you 6?
No.
- 049 ERIK: Five.
- 050 TEACHER: Oh, you could ask that. You could ask that. It's a
little different. Would you like to call on someone?
- 051 ERIK: Michelle.
- 052 MICHELLE: Where did you get it at?
- 053 ERIK: I don't know.
- 054 TEACHER: You don't remember? You've had it for such awh--, long
time. You can't really remember. Okay, thank you, Erik. That
was a good Show-and-Tell. (Erik sits down.)
Um, Jill, do you have something to share?
- 055 JILL: (nods)
- 056 TEACHER: And what about Katy _____ (last name).
(Erik's clown fell off of the sharing shelf onto the floor.)
Oops, and now he's going to be sad.
- 057 CHILDREN: (laughter)
- 058 CHILD: Now he's happy.
- 059 TEACHER: Something to tell Katy? (Katy stands next to the
teacher.)
- 060 CHILD: No, he's sad.
- 061 CHILD: The clown fell down.
- 062 CHILD: He's sad now.

- 063 TEACHER: All right. Everyone needs to look right up here at Katy, because she's the person who's sharing right now. Casey, I can't see your face. I see nice hair, but not a face. Okay, Katy, nice and loud so everyone can hear.
- 064 KATY: (softly) I, I got a Pound Purry from Hardee's.
- 065 TEACHER: Did you?
- 066 KATY: (nods)
- 067 TEACHER: And what is a Pound Purry? Is it a giraffe?
- 068 KATY: (shakes head)
- 069 TEACHER: No? What kind of an animal is it?
- 070 KATY: It's a cat--
- 071 TEACHER: It's a /k/--
- 072 KATY: It's a stuffed animal.
- 073 TEACHER: Uh-huh, and what does cat start with?
- 074 KATY: C.
- 075 TEACHER: C. Okay. Does anyone have a question for Katy?
- 076 KATY: (looks over the raised hands of the audience)
- 077 TEACHER: Hurry up, Katy, or Mrs. _____ (last name of teacher) will choose for you.
- 078 KATY: (points to student)
- 079 CHILD: How long have you had your cat?
- 080 KATY: Two weeks.
- 081 TEACHER: Two weeks. So it's kind of a new cat, isn't it. You haven't had your Pound Purry very long. Okay, thank you, Katy. (Katy sits down.)
All right, Jill. Are you being able to manage all of this stuff? Uh, Jennifer _____ (last name), go back and help Jill a little bit, will you?
April, do you have something you need to get?
- 082 APRIL: (nods)

- 083 TEACHER: Yes?
- 084 APRIL: Can I get it?
- 085 TEACHER: Yes, okay.
Just help her bring it up here, please.
- 086 CHILD: Man, she's got a whole lot of things there!
- 087 TEACHER: Um-hm. Jill forgot the rule about one thing, unless she brought one thing for every letter. Did you do that?
- 088 JILL: (Stands next to the teacher and nods. Jennifer helps with the items. Teacher takes all items but one.)
- 089 TEACHER: Oh, my, being a pretty good thinker. All right. Make a sentence, Jill.
- 090 JILL: This is my cat.
- 091 TEACHER: All right. What does cat start with?
- 092 JILL: C.
- 093 TEACHER: C. All right, let me hold the cat. What else did you bring?
- 094 JILL: My album.
- 095 TEACHER: Album. What does album start with?
- 096 JILL: A.
- 097 TEACHER: Good job! Is this a sticker album?
- 098 JILL: (nods)
- 099 TEACHER: Um! Here's some stickers that we recognize, aren't there? There's lots of nice stickers. Uh-huh. All right. I'll hang on to that. That's A and C so far. What else does she got here?
- 100 JILL: (whispers) Chris-Mutt.
- 101 TEACHER: Can you say that again?
- 102 JILL: My Chris-Mutt.
- 103 TEACHER: Chris-Mutt. And what does Chris-Mutt start with?

- 104 JILL: C.
- 105 TEACHER: C. All right. So we've got A, C, C (points to items that have been shared). What about this?
- 106 JILL: This is my bottle.
- 107 TEACHER: What does bottle start with?
- 108 JILL: B.
- 109 TEACHER: I bet this kitty cat would like a drink, here. Let's see what happens? (takes bottle and feeds Jill's stuffed cat) Oh, he's very thirsty, isn't he, Jill? Down it goes. Did you say this started with C or B?
- 110 JILL: B.
- 111 TEACHER: All right. Good girl. Something else you have?
- 112 JILL: A book.
- 113 TEACHER: Is that your library book?
- 114 JILL: (nods) Um-hm.
- 115 TEACHER: Um-hm. And what does book start with?
- 116 JILL: B.
- 117 TEACHER: B. All right. Let's get this in order.
- 118 JILL: This, this is a book that we can read. It is a funny book.
- 119 TEACHER: Is it from the public library or our library upstairs?
- 120 JILL: Public.
- 121 TEACHER: Oh, all right. You can put it right on the ledge. Album, A; book, B; what's this?
- 122 JILL: Bottle.
- 123 TEACHER: Bottle, B; Cat, C; Chris-Mutt, C. Which one would you like us to sing about? The cat or the Chris-Mutt?
- 124 JILL: The cat.
- 125 TEACHER: How old were you when you got the cat?

- 126 JILL: Six.
- 127 TEACHER: Six. Oh, it's new. You must have gotten it for your birthday?
- 128 JILL: (nods)
- 129 CHILD: Yeah, she did.
- 130 TEACHER: Uh-huh. Okay. (sings)
When I was a little girl,
- 131 ALL: Little girl, little girl,
When I was a little girl
(teacher holds up six fingers) 6 years old,
(Children sway heads to the rhythm of the music.)
I got a little kitty cat,
kitty cat, kitty cat,
Got a little kitty cat,
then oh then.
Ha, ha this a-way
Ha, ha that a-way
Ha, ha this a-way
Then oh then.
- 132 TEACHER: One question for Jill. You may choose any of the things she brought and ask one question. And would you look around, Jill. Choose someone who hasn't got to ask a question yet. Lot's of people to choose from.
- 133 CHILD: I haven't.
- 134 JILL: Rebekah.
- 135 TEACHER: Rebekah?
- 136 REBEKAH: Um, where did you get the Chris-Mutt?
- 137 JILL: Um, from Christmas, last Christmas.
- 138 TEACHER: Uh-huh. I thought that might be a Christmas present. Okay, can you manage to carry these, and we'll leave the book up here. (Jill takes items to the sharing shelf.)
- 139 CHILD: 'Cause it's Chris.
- 140 TEACHER: Yes.
- 141 CHILD: Christmas.

- 142 TEACHER: I think, boys and girls, that we're going to let Jennifer _____ (last name) and April, Katherine and John share when we get back from the library, because it's going to take us a few minutes to get our books ready. When we come back from the library--
- 143 CHILD: I brought mine back.
- 144 CHILD: I'll bring mine back.
- 145 JOHN: Mine will only take a minute.
- 146 TEACHER: Will it? Very quick? All right, John. When we come back from the library, we'll come back up to the circle and finish our last three people.
- 147 CHILD: Mine will only take a minute.
- 148 TEACHER: You don't get to share today. Tuesday is not your day.
- 149 CHILD: Oh.
- 150 JILL: I have one more thing!
- 151 TEACHER: You may have to wait, dear.
(John stands next to the teacher.)
- 152 JOHN: This is my Pound Purry.
- 153 TEACHER: And what is a Pound Purry?
- 154 JOHN: It's, um, a cat.
- 155 TEACHER: A cat. And what does cat start with, John?
- 156 JOHN: C.
- 157 TEACHER: C. All right, that was good thinking! Does your Pound Purry, kitty cat, have a name?
- 158 JOHN: Um, Tiger.
- 159 TEACHER: Tiger? That's a good name. He has stripes like a tiger. He looks a little bit like our book that we have with all of the different cats. Uh-huh. How old were you when you got your Pound Purry?
- 160 JOHN: Um, 4.
- 161 TEACHER: Four? Okay.

- 162 ALL: (sing) When I was a little boy,
 little boy, little boy,
 When I was a little boy
 (teacher holds up four fingers) 4 years old,
 I got a little kitty cat,
 kitty cat, kitty cat,
 Got a little kitty cat,
 then oh then.
 (Teacher shakes head and finger at child playing with the
 microphone cord.)
 Ha, ha this a-way,
 Ha, ha that a-way,
 Ha, ha this a-way,
 Then oh then.
- 163 TEACHER: Question for John.
 Look around. Use your head. See if you can choose someone who
 hasn't got to ask a question.
- 164 CHILD: I haven't.
- 165 TEACHER: John will figure it out.
- 166 CHILD: I haven't.
- 167 TEACHER: John will figure it out. Let him think.
- 168 JOHN: (points) Chris.
- 169 CHRIS: Where did you get it?
- 170 JOHN: Hardee's.
- 171 TEACHER: At Hardee's. Do you have to buy a special meal for it?
- 172 JOHN: (nods)
- 173 TEACHER: Uh-huh? Okay, thank you, John.
- 174 JOHN: A Kid's Meal.
- 175 TEACHER: A Kid's Meal. Okay.

Note. The kindergarten class went to the library for a half-hour period. Two children shared after they returned. The researcher was unable to return. The camera was left in the room and set up to record the event, however, the teacher was unable to start it. No videotape was recorded for the last few minutes of Sharing Time.

Appendix H

Teacher #2 Preobservational Interview #1

September 29, 1988

001 WHY ARE YOU HAVING SHARING TIME TODAY? WHAT IS TODAY'S GOAL?

Note. The teacher chose not to answer this question on audiotape. She preferred to state the goal for the day at the beginning of Sharing Time, and is included in the transcript of her first observation (see Appendix I, 001).

Appendix I

Teacher #2 Sharing Time Observation #1

September 29, 1988

9:02-9:18

- 001 TEACHER: Okay. Let's have sharing. Uh, our sharing today is whatever you want to bring from home. Remember when we talked about sharing? We said that you shouldn't bring what? Everyday, you shouldn't bring what?
- 002 CHILDREN: Toys.
- 003 TEACHER: You shouldn't bring toys everyday. Was it okay to bring toys?
- 004 CHILD: Yeah, but not everyday.
- 005 CHILD: Today is green table's sharing day.
- 006 TEACHER: Not everyday, right. So, so children have been bringing toys, they've been bringing rocks, and shells, and uh-- Matthew, do you know what I think that worm was? I think you were right. I think it was a worm. Somebody told me it was a tomato worm.
- 007 RYAN: (counts) . . . 21, 22, 23, 24 . . .
- 008 TEACHER: Ryan, please, Ryan. Somebody--so you were right. I kept saying it was a caterpillar. And somebody told me it was a tomato worm. Okay. So, uh, whatever you brought today is fine. And, um--oh, let's take a look at this. You know what today is? It starts with a T again. But it's a T and an H.
- 009 CHILD: Saturday.
- 010 TEACHER: You have to stick your tongue out just a little bit say this, this day.
- 011 CHILDREN: Saturday.
- 012 TEACHER: T, H. No, listen. Go like this. /Th/.
- 013 CHILDREN: Saturday.
- 014 CHILD: T, H.

- 015 TEACHER: /Th/. Stick your tongue out just a little bit. /Th/.
- 016 CHILD: Tuesday.
- 017 CHILD: Tuesday.
- 018 CHILD: Thursday.
- 019 CHILD: Saturday.
- 020 CHILD: Thursday.
- 021 TEACHER: Thursday. T, H. When you see a T, H on words, you just have to stick your tongue out just a little bit and say /th/.
- 022 CHILDREN: Thursday.
- 023 TEACHER: Thursday. It's green table's day. Green table.
- 024 CHILDREN: Thursday. Thursday. Thursday.
- 025 TEACHER: Now, uh, Brooke brought something. It's not her day. But we'll, we'll do that. We'll do yours, too. Do you want to get yours?
(to another child) What did you do with yours?
- 026 CHILD: I put it in there.
- 027 TEACHER: Okay. Go get it.
- 028 CHILD: Thursday.
- 029 CHILD: Thursday.
- 030 TEACHER: Now, we need everybody turned around and all eyes up here. Oh, we were going to turn just a little bit here. There we go.
Okay. This is Elizabeth. Would you all listen to Elizabeth now. Sit clear down so everybody can see. Okay, Elizabeth.
- 031 ELIZABETH: This is my dolly and I like it.
- 032 TEACHER: This is her dolly and she says she likes it. Turn it so the kids can see (takes doll). Can you tell us anything else about her? Do you remember where you--?
- 033 ELIZABETH: I got it, I got it from Christmas.
- 034 TEACHER: Any questions? Do you have a question, Matt?

- 035 MATT: It's pretty.
- 036 TEACHER: Matt thinks it's pretty! Um, I have a question. Shane, do you have a question?
- 037 SHANE: What's its name?
- 038 TEACHER: Name. That was my question. Did you give your doll a name?
- 039 ELIZABETH: Um-hm.
- 040 TEACHER: What?
- 041 ELIZABETH: Sherry.
- 042 TEACHER: Sherry. Do you have a question, Trinity?
- 043 TRINITY: Or you could tear it apart, and take its clothes off and make its clothes into a car.
- 044 CHILDREN: No! No!
- 045 ELIZABETH: (shakes head)
- 046 TEACHER: Trinity loves cars. Every time he sees something he thinks of a way to make it into a car, don't you?
- 047 TRINITY: (nods)
- 048 TEACHER: You love cars, don't you. He draws cars. He thinks about cars all the time. Ryan?
- 049 RYAN: I think it's cute.
- 050 TEACHER: Cute. Kind of cuddly, too. And her name is Sherry. Where would you like Sherry to sit today? Would you like her to sit somewhere special?
- 051 CHILD: Right where you are.
- 052 TEACHER: Right where you are? Would you like to have her sit on a chair somewhere?
- 053 ELIZABETH: (nods)
- 054 RYAN: Can I tell you something? Um, I have an aunt and it's a baby. Weird, too.

- 055 TEACHER: What now? You have an aunt?
- 056 RYAN: I have an aunt that's a baby.
- 057 TEACHER: So you are old, older than your aunt? And that's unusual. Usually your aunts are older than you.
- 058 CHILD: Quit it, Matt.
- 059 TEACHER: Okay. Sit her, sit her where you'd like to have her sit today (hands doll back to Elizabeth). Thanks, Elizabeth. (Elizabeth leaves.)
- 060 CHILD: She can sit on my chair.
- 061 TEACHER: (to children standing in line waiting to share) Would you two like to sit down so you don't have to stand so long? Okay, Amber.
- 062 CHILD: What is that?
- 063 TEACHER: Wait until everybody's eyes are right here, ready to go. There she is. There's Sherry. She's going to watch us today, huh? (touches child to have him sit down) Okay, Amber. (whispers to child) Please sit down, way down, way down. Okay, Amber?
- 064 AMBER: (Shows pictures. Teacher takes pictures. Amber whispers into teacher's ear.) This is Wayne.
- 065 TEACHER: This is what?
- 066 AMBER: (mouths) This is Wayne.
- 067 TEACHER: Can you talk a little louder so the kids can hear you? This is what, now?
- 068 AMBER: (whispers) That's Wayne.
- 069 TEACHER: That's what?
- 070 AMBER: Wayne.
- 071 TEACHER: Wayne. (looks at picture) Okay. And who's this?
- 072 AMBER: John.

073 TEACHER: John. Okay. Tell us, can you tell us who Wayne is, Amber?

074 AMBER: My mother's boyfriend.

075 TEACHER: (shows picture to the audience) Your mother's boyfriend. And look what he--now you would like this, Trinity. What now, tell us, now tell us, Amber, what is he doing with this? Can you all see it?

076 CHILD: Um-hm

077 TEACHER: Kevin? Scootch up a little bit so you can see this.

078 TRINITY: My dad has a car, too.

079 TEACHER: What does he do with this, uh, Amber?

080 AMBER: He rides in it.

081 TEACHER: He just rides in it.

082 AMBER: (nods)

083 TEACHER: He doesn't race in it or anything?

084 AMBER: (shakes head)

085 TEACHER: Have any of you seen a car like this before?

086 SHANE: Yeah.

087 TEACHER: Have you, Shane?

088 CHILD: I haven't.

089 CHILD: I have.

090 CHILD: I have.

091 SHANE: It's a dune buggy.

092 TEACHER: It's called a dune buggy?

093 AMBER: It's a pipe buggy.

094 TEACHER: Pipe buggy? That's new to me.

095 TRINITY: Some of them are called boon buggies.

- 096 TEACHER: Dune. Dune buggies. This is called a pipe buggy. Did he make it or buy it? Do you know?
- 097 AMBER: I don't know. I don't know what he done with it.
- 098 TEACHER: You don't know where he got it?
- 099 AMBER: (shakes head) Uh-huh.
- 100 TEACHER: Okay. What else?
- 101 CHILD: Uh-huh. He got it from Missiekotah.
- 102 AMBER: (shows the next picture to the teacher) That's Wayne in his thing.
- 103 TEACHER: Did he get hurt?
- 104 AMBER: Yes.
- 105 TEACHER: What happened?
- 106 AMBER: He didn't, he didn't even have his seat belt on in the pipe buggy.
- 107 TEACHER: He didn't have his seat belt on in the pipe buggy and he had an accident?
- 108 AMBER: (nods)
- 109 TEACHER: What happened?
- 110 AMBER: He was going really fast without his seat belt on turning a corner and a guy in the pipe buggy--and then--
- 111 TEACHER: Then he got hurt and he has to wear this.
- 112 AMBER: And then, and then, and then the pipe buggy fell over on top of him--
- 113 TEACHER: And now he has to wear this because does his neck hurt or his head hurt or something?
- 114 AMBER: (nods)
- 115 TEACHER: Anybody have any questions about these? Oh, and this (Amber shows the last picture to the teacher), and this is when he was in the hospital?
- 116 AMBER: (nods)

- 117 TEACHER: He has to wear that, um, contraption, see, on his shoulders because he got hurt in that accident?
- 118 SHANE: How did he?
- 119 TEACHER: How did he get hurt? Tell him, tell him, Amber. Tell Shane.
Can you all see okay?
- 120 AMBER: Well, my mom--me, and my brother, and my mom was at Tyler and Romainian's and Wayne was somewhere, but I don't know, and then Mom said, and then Wayne said he'd be back by 4 or 5, but he never does.
- 121 TEACHER: He didn't come back because he had the accident, huh? Now, how many of you wear your seat belts?
- 122 CHILDREN: (raise hands)
- 123 AMBER: Mommy did, and Mommy, and Mommy, my mother was in the ambulance with, with Wayne.
- 124 TEACHER: Was she in the car with him?
- 125 AMBER: In the ambulance.
- 126 TEACHER: She wasn't in the car with him?
- 127 AMBER: (shakes head) Uh-uh.
- 128 TEACHER: (to class) Do you wear your seat belts every time you get in the car?
- 129 CHILDREN: Yeah. Yeah. Yeah.
- 130 AMBER: But she was in the ambulance.
- 131 TEACHER: Why don't you lay those back on the table so the children can take a closer look at them. (Amber leaves.)
Okay. John.
(to Brooke) Let's do John, because it's his day and we'll do you later, Brooke.
- 132 JOHN: Do you know what it is?
- 133 CHILDREN: A flashlight.
- 134 TEACHER: It's a flashlight. Can you show us how it works?
- 135 JOHN: (turns flashlight on)

- 136 CHILD: My dad has one of those. You just squeeze it.
- 137 TEACHER: Tell us, tell us--do you know where you got it?
- 138 JOHN: My mom got it at _____ (name of shopping mall).
- 139 TEACHER: Uh-huh.
- 140 JOHN: Where she works.
- 141 TEACHER: And tell the kids--get it to, to light.
- 142 JOHN: You squeeze it.
- 143 TEACHER: Nice, isn't it?
(to child in the audience) And you said your dad had one, too?
- 144 SHANE: Can I see it? Can I see it, John?
- 145 TEACHER: Well, you know, you know what I think we'll do, Shane. We'll put it back on the table. Otherwise it'll take too long for everybody to get a chance. Is there, is there a battery? I bet there's batteries in it, huh?
- 146 JOHN: (shrugs shoulders)
- 147 CHILD: No, my dad don't have batteries.
- 148 TEACHER: Doesn't he have batteries in it?
- 149 CHILD: Nope. Nope.
- 150 CHILD: It doesn't take batteries.
- 151 TEACHER: I wonder how it works?
- 152 JOHN: You just squeeze it.
- 153 TEACHER: I know, but you have to have something inside there. Any, any questions for John. Anything you want to say to John? Trinity?
- 154 TRINITY: Or you could turn its light out and put it on the race cars.
- 155 TEACHER: (laughs)
- 156 BROOKE: No!
- 157 TEACHER: Oh, everything he thinks about is cars!

- 158 TROY: Did you recognize my hair?
- 159 TEACHER: Yes, I did notice your hair. Do you want to stand up? Troy got a hair cut. I did notice it, I just forgot to--I just didn't have a chance to say anything. Do you want to stand up? (John leaves.)
- 160 CHILD: (to Brooke) You have the same!
- 161 TEACHER: Who gave you a hair cut, Troy?
- 162 TROY: My dad's friend of his.
- 163 TEACHER: (Brooke stands beside her and hands her the shells.) You have the two that go together?
- 164 BROOKE: (nods) Um-hm.
- 165 TEACHER: How did you get that?
- 166 BROOKE: In the, in the, bag.
- 167 TEACHER: We've had a lot of shells. And when I always tell the children that, I always tell you that--
- 168 CHILD: Oh, it's shiny in there!
- 169 TEACHER: When you see one like this, you know that there was another one that matched it exactly and the animal lived inside.
- 170 CHILD: I hope there's not the animal in there.
- 171 JUSTIN: Let me see what's inside of that.
- 172 TEACHER: What?
- 173 JUSTIN: Let me see what's inside of that.
- 174 TEACHER: The animal's not in here anymore. Tell the kids how it feels.
- 175 CHILD: I'll feel it.
- 176 TEACHER: Let, let, let Justin feel it. Justin's right here. Let Justin do it. How does it feel, Justin?
- 177 JUSTIN: Smooth.

- 178 TEACHER: Smooth. Let's have somebody feel the outside. Everybody sit down. Sit clear down so everybody can see. You can stand up, Brooke. John, Justin said it's smooth on the inside. See how that feels. Can you think of a word that tells how that feels?
- 179 JOHN: Like a bumpy word. Like a bumpy road.
- 180 TEACHER: It feels like a bumpy road?
- 181 JOHN: Yeah.
- 182 TEACHER: Let's think of some other words to describe these. I've heard bumpy and smooth.
- 183 CHILD: Pretty.
- 184 TEACHER: Pretty.
- 185 CHILD: Clean.
- 186 TEACHER: Clean. There's a good one.
- 187 BROOKE: And here's another one I picked.
- 188 TEACHER: Now, how could you describe this one?
- 189 CHILD: Pretty.
- 190 TEACHER: Pretty.
- 191 CHILD: Pretty.
- 192 CHILD: Clean.
- 193 CHILD: Pretty.
- 194 CHILD: Clean.
- 195 TEACHER: Can you think of a word, Brooke?
- 196 CHILD: White.
- 197 TEACHER: Let Brooke think of some words.
- 198 TRINITY: Brooke, if you didn't want it, and you gave it to me, I would make it into a race car.
- 199 TEACHER: (chuckles)

- 200 BROOKE: I wouldn't give you any shells to you!
- 201 TEACHER: Oh, my goodness!
Can you think of some words to describe this, Brooke?
- 202 TRINITY: I'm going to sell my bike.
- 203 BROOKE: I got it from my grandma.
- 204 TEACHER: Yeah. She showed us some others, she showed us some others that she got from her grandma.
What words could you use to describe this?
- 205 BROOKE: Pointy.
- 206 TEACHER: Pointy.
- 207 CHILD: Like an ice cream cone.
- 208 TEACHER: Now also an animal lived in this shell, too, but it's out now.
- 209 TRINITY: How did he get out?
- 210 TEACHER: I don't know. I don't know. That's a good question.
How did he get out?
- 211 MICHAEL: Maybe--
- 212 TEACHER: Maybe another animal ate him.
- 213 MICHAEL: Maybe--
- 214 TRINITY: I know. I saw a spider got eaten.
- 215 TEACHER: Let's listen. Let's listen. Let's listen to Michael.
Michael? What?
- 216 MICHAEL: Maybe it really saw that because it chipped off another edge.
- 217 TEACHER: Kevin, would you come up here? I don't know--that might--I don't like you laying under there. Because that might fall down, you might get hurt.
(to Brooke) Now where did she find--where did she get these?
- 218 BROOKE: Probably from the water.
- 219 TEACHER: Right.

- 220 MATTHEW: Ocean.
- 221 TEACHER: From the ocean. These come out of the ocean. Sometimes you find some in the rivers and lakes, little shells, but these are--
- 222 TRINITY: I got one on an island. At _____ (name of park) Park.
- 223 BROOKE: (takes shell from teacher) And look at the top.
- 224 TEACHER: (takes shell back) Now how would you describe that?
- 225 RYAN: Pointy.
- 226 BROOKE: Pointy.
- 227 TEACHER: Pointy.
- 228 BROOKE: (takes shell from teacher) And look here.
- 229 TROY: It looks like an ice cream cone.
- 230 RYAN: Can I see it, Brooke?
- 231 TEACHER: It looks like an ice cream cone. It does.
- 232 RYAN: And look at this corner. It looks like it has teeth on it.
- 233 TEACHER: Okay. Thanks. Does anybody else have anything? Kevin, did you have something? Today's your day? Would you like to come up?
Thanks, Brooke. (Brooke leaves. She brings her shells over to the researcher to share.)
- 234 TRINITY: I couldn't bring any snacks.
- 235 TEACHER: You don't have to today.
- 236 KEVIN: I can't find it.
- 237 TEACHER: Is it in your pocket?
- 238 TRINITY: Is it okay if we play inside?
- 239 CHILD: Ow. You hit me on my head!
- 240 TEACHER: Well, Kevin, just come up here. You can tell the kids what you've got. What you had. Oh, he found it. Troy found it.

- 241 TRINITY: Teacher, is it time for recess?
- 242 TEACHER: Not yet.
(to Ryan) Would you sit down please.
- 243 TRINITY: Donny says we're missing recess.
- 244 TEACHER: Okay. Kevin's turn. Will you all listen to Kevin now?
- 245 KEVIN: (shows marble) I found this in my house.
- 246 TEACHER: Well, tell them what it is?
- 247 KEVIN: A marble.
- 248 TEACHER: It's hard isn't it? Where did you find it?
- 249 KEVIN: Down, um, down, down in the cash register.
- 250 TEACHER: In the cash register?
- 251 KEVIN: You know, that thing.
- 252 TEACHER: Well, you know, Kevin, we've been talking about shapes.
What shape is this in?
- 253 KEVIN: Circle.
- 254 TEACHER: Right, right.
Anybody want to say anything about marbles, or anything about
this?
Ah, Trinity?
- 255 TRINITY: Or you can make it into a car's tire.
- 256 TEACHER: (chuckles) You could?
Ah, Elizabeth?
- 257 CHILD: All you think about is cars.
- 258 TEACHER: Elizabeth?
- 259 TRINITY: See I told you.
- 260 CHILD: All you think about is cars.
- 261 TEACHER: Wait, wait.
Elizabeth has a question for Ryan. Listen. Listen.
- 262 ELIZABETH: Is it real cash register or is it--?

- 263 KEVIN: (shakes head) I don't think it's real.
- 264 TEACHER: Real cash register.
Elizabeth?
- 265 ELIZABETH: I have a marble--
- 266 CHILDREN: (all talking to themselves)
- 267 TEACHER: Wait. If everybody sits real still we'll be able to hear her, okay? And Kevin will be able to hear her. Okay, Elizabeth, try it again.
- 268 ELIZABETH: When I live in, when I lived in _____ (name of place) and when I lived there--and um, my old baby sitter gave me a marble and I didn't have, and I don't have it no more.
- 269 TEACHER: You lost it.
Matthew, do you have something to say about marbles?
- 270 MATTHEW: My dad, when he was a little kid, he had 10,000 marbles.
- 271 TEACHER: Ten--
- 272 MATTHEW: And there was a round thing and there's a whole bunch of marbles in it.
- 273 TEACHER: You know, when, if somebody brings marbles, we'll, I'll teach you how to play marbles sometime. You put them in a circle, and try to--
- 274 CHILD: Oh, yeah! And you take the big ones, and you snap them--
- 275 TEACHER: Uh-huh.
- 276 CHILD: And me and, and me--
- 277 TEACHER: And if you take the big one, and you, and if you snap another one, then you get to keep that one. That, that's your marble. Like, like say, (to Kevin) you would bring marbles to school, and (to Matthew) you would bring marbles to school and you would play marbles.
- 278 TRINITY: And I would.
- 279 TEACHER: And then you lay your marbles down and you lay your marbles down. And then you try to shoot them with a big marble and if you hit somebody else's marble, then you get to keep that one. It's called--

280 MATTHEW: My dad has, um, three big marbles.

281 TEACHER: That's what you'd use. (to Kevin) And you could use
this one for your big one.
Amber?

282 AMBER: Mandy has a board of marbles.

283 TEACHER: Okay. Anything else? Matt?

284 MATT: My brother has about 600.

285 TEACHER: Six hundred marbles!
Okay. Thanks, Kevin. (Kevin leaves.)

Appendix J

Teacher #3 Preobservational Interview #1

September 28, 1988

8:30 a.m.

001 WHY ARE YOU HAVING SHARING TIME TODAY? WHAT IS TODAY'S GOAL?

002 Well, basically yet, I'm just encouraging the children to bring things from home, and to, you know, think about it. I sent a letter home at the beginning asking mom to help them think of a couple pertinent things and this is what I want right now is, "Bring something from home that's very special to you and then to be sure to come up with those statements to tell about it." That's about it.

Appendix K

Teacher #3 Sharing Time Observation #1

September 28, 1988

8:48-9:02 a.m.

- 001 TEACHER: And on Wednesday, September 28, 1988, Maegan is our "V.I.P." Hannah, Maegan, Nicole, Adam, Eric, and Renee get to share today. If you brought something for sharing and it's in your school bag, will you get it and bring it over here to the circle with you?
- 002 ERIC: I didn't bring any.
- 003 JOSH: I didn't either.
- 004 TEACHER: Um.
- 005 JOHNNY: I didn't.
- 006 SOFIE: I didn't either.
- 007 TEACHER: It isn't your day, is it?
- 008 CHILD: I did.
- 009 TEACHER: Just those people--you got to share yesterday, Sofie. That was your day, yesterday, wasn't it?
- 010 CHILD: I didn't bring anything.
- 011 CHILD: I forgot to bring something.
- 012 TEACHER: You bring it on Tuesday.
- 013 AARON: You know what I forgot to tell you. I forgot to tell you--
- 014 RENEE: (Renee brings her sharing to the teacher. It is in a clothes bag that her mother had just brought into the room.)
- 015 TEACHER: Why don't I just hang this right up here until we get ready to share, okay? We'll wait for everybody to get back. Just Renee, then when it's time it will be right here. Okay. You can hang on to those for a few minutes.
- 016 CHILD: We're going to go to the Fun Fair.

- 017 TEACHER: (whispers) Okay, you can sit down, now.
- 018 CHILD: I know when Fun Fair is.
- 019 TEACHER: That's coming up isn't it. This day right here (points to calendar). Saturday.
- 020 ERIC: I forgot to bring one of my Show-and-Tell.
- 021 TEACHER: Three days until Fun Fair, right. We've got a poster in here that tells us about Fun Fair. Who came to visit us the other day to tell us about Fun Fair? Chris, thank you for raising your hand.
- 022 CHRIS: Pee Wee Herman.
- 023 TEACHER: Yes, he did, didn't he, all right. Okay, good, Aaron has his money for Fun Fair tickets. Did anyone else bring money for Fun Fair tickets? If you did, you'll want to get that out for me, too, please.
- 024 CHILD: Mrs. _____ (last name of teacher), at Donutland, they have the same thing, but it's a little different.
- 025 CHILD: I've already went to the Fun Fair.
- 026 TEACHER: The Fun Fair is next week, this year, yeah.
- 027 CHILD: Oh.
- 028 TEACHER: Yeah.
- 029 CHILD: Mrs. _____ (last name of teacher). Can I go get my bag?
- 030 TEACHER: Um-hm.
- 031 CHILD: Okay.
- 032 TEACHER: Kerri?
- 033 KERRI: Um, uh, the other day I got to go out to eat with my grandma.
- 034 TEACHER: Where did your grandma take you to eat?
- 035 KERRI: Show-Biz.
- 036 TEACHER: (nods)

- 037 ERIC: I didn't bring any Show-and-Tell.
- 038 TEACHER: That's okay. You don't have to bring Show-and-Tell things.
- 039 ERIC: Can I tell?
- 040 TEACHER: Um-hm. When it's your turn you can. Good. We'll wait for those two people to get over here and we'll be all ready to tell.
- 041 CHILD: Mrs. _____ (last name of teacher), I signed up for books, but I forgot, um, to bring it here.
- 042 TEACHER: You'll need to bring it tomorrow, then, won't you. We'll see if we can get those books for you. (takes money for Fun Fair tickets from a child) Okay, thank you. These are grandmother's spectacles, and this is grandmother's hat. This is how she folds her hands and puts them in her lap. Let's start with Renee for sharing today. Show Renee that you're ready to be a good listener and then she's going to remember to talk loud enough so everybody can hear. Let's stand right in front of the calendar. There you go. Good.
- 043 RENEE: These are my wedding pictures.
- 044 TEACHER: Okay, I'll tell you what. Why don't we choose three out of this big pack that you can Show-and-Tell them about right now, and then during work time, if they'd like to see more of them, they can stop over and visit with you, okay? (Renee chooses three pictures.) First of all, tell them about this one? (takes a picture and pans it in front of the audience) Where is this?
- 045 RENEE: Um (shrugs shoulders), I forgot.
- 046 TEACHER: Is it in the church?
- 047 RENEE: (nods) I was in a wedding.
- 048 TEACHER: And what was your job in the wedding?
- 049 RENEE: To be a flower girl.
- 050 TEACHER: (shows next picture) Can you tell us who the bride and groom were in this picture?
- 051 RENEE: Um, Marcia and John.

- 052 TEACHER: (nods) How do you know them?
- 053 RENEE: Because, um (shrugs shoulders), I don't know.
- 054 TEACHER: (nods)
- 055 RENEE: We took more pictures. This was after the wedding. And this was when we got, got out.
- 056 TEACHER: (to class as she shows the last picture) Do you recognize this person?
(to Renee) That's you being the flower girl, right? Did you carry your flowers in a basket?
- 057 RENEE: (nods) But they weren't too good 'cause all of them were coming and falling out.
- 058 TEACHER: (nods) Were they supposed to fall out or did they just do that on purpose? Or did it just happen?
- 059 RENEE: It just happened.
- 060 TEACHER: Is this part of your sharing here, too? (Stands and gets the clothes bag that Renee had given her earlier. The hook that held the bag falls to the floor.)
- 061 CHILDREN: (laughter)
- 062 TEACHER: That fell off, didn't it, when I tried to get this down! (unzips bag and takes Renee's flower girl dress out of the bag, and hands the dress to Renee)
- 063 JOSH: I got it (hands the hook to the teacher).
- 064 TEACHER: Thank you, Josh.
- 065 JOSH: That was sure a good sharing!
- 066 RENEE: This is the dress. All by itself.
- 067 TEACHER: (takes dress) Now tell us, is this the back or the front?
- 068 RENEE: (points) This is the back and this is the front.
- 069 TEACHER: And what kind of decoration does it have on the sleeves? Do you know what we call that?
- 070 RENEE: (shrugs shoulders)

- 071 TEACHER: It's called lace. It has lace trim. Oh, can you stand back so everybody can see? And there's some lace on the inside of the hem, too. Now, did you buy this dress or did someone make it?
- 072 RENEE: (shrugs shoulders) Um, my dad's mom, my dad's mom made it.
- 073 TEACHER: She's a good sewer, isn't she?
- 074 RENEE: I mean my dad's sister.
- 075 TEACHER: (nods)
- 076 RENEE: And she has a bad boy named, she has a bad boy, she has a bad boy named Jim.
- 077 TEACHER: She's sure a good seamstress, isn't she? Does it still fit you?
- 078 RENEE: (shrugs shoulders) Yep.
- 079 TEACHER: So you could still wear it for special occasions?
- 080 RENEE: (nods) But I don't get to wear it.
- 081 TEACHER: Why not?
- 082 RENEE: Not everyday.
- 083 TEACHER: It's not an everyday dress, is it?
- 084 RENEE: Uh-uh.
- 085 TEACHER: (puts dress back into bag) Well, that's really neat. We've been looking forward to seeing this because Renee has been telling us about the wedding and her wedding dress. Thank you. Let's see if I can hang it on another one, and not get this one to pop off here. (Renee sits down.)
- 086 CHILDREN: (laughter as another hook falls to the floor)
- 087 TEACHER: How about that, Ryan, can you scoot over a little bit and I'll hang it right there. Then I won't need to worry about that popping off until Renee gets ready. Well, if you're like me, I bet you're anxious to look at the rest of Renee's wedding pictures. So do stop by, and let her share them with you at work time today. Thank you, Renee.
- 088 RENEE: You're welcome.

- 089 TEACHER: Eric, did you have something to tell, today?
- 090 ERIC: (nods and comes to the front)
- 091 TEACHER: Turn around and look at them, so they can all hear.
- 092 ERIC: My dad had to push the truck when it was broke down. And he couldn't. And he had to bring the car. And the car started and it maded the truck start. (Eric sits down.)
- 093 TEACHER: Your dad has a lot of trouble with his truck, doesn't he. Wow!
Adam, do you have something for Show-and-Tell today?
- 094 ADAM: (shakes head)
- 095 TEACHER: Nicole has something to share with us.
- 096 NICOLE: This is my doll. She's 6 years old and I got her when I was a baby.
- 097 TEACHER: So she's--so did she have a birthday when you did?
- 098 NICOLE: (nods)
- 099 TEACHER: She's the same age as you are?
- 100 NICOLE: Yeah. (starts to sit down)
- 101 TEACHER: She's a treasure. Come back and tell us what you especially like about that doll.
- 102 NICOLE: 'Cause my--she's the same color as my dress.
- 103 TEACHER: Which dress is that?
- 104 NICOLE: My yellow one.
- 105 TEACHER: So you could be twins!
- 106 NICOLE: Yep.
- 107 TEACHER: Do you have a name for her?
- 108 NICOLE: Susie.
- 109 TEACHER: Would Susie like to sit up here where she could watch you listen today? (Nicole sits her doll on the floor against the wall by the teacher.) Thank you, Nicole.

Josh, did you have a question about Nicole's doll? (Josh stands)
Oh, you're ready to share.

110 JOSH: My dad--

111 TEACHER: Guess what? Guess what?

112 JOSH: What?

113 TEACHER: Monday is your sharing day. That was on Monday, wasn't it? So you'll need to save that for Talk Time, okay? So you sit back down, and we'll let you tell that when we have Talk Time. Okay.

Maegan, did you have something for Show-and-Tell, today?

114 MAEGAN: (shakes head)

115 TEACHER: Hannah, did you have something for Show-and-Tell today?

116 HANNAH: (shakes head)

117 TEACHER: Okay. Well, those were some special things that people brought today. And I'm sure that you'll enjoy looking at them during work time.

Now, Josh, let's tell just from your spot what it is that you wanted to share today.

118 JOSH: Dad started up the truck, and er, it won't start.

119 TEACHER: So what's he going to have to do now?

120 JOSH: He had to put a new hose in it. And it'll start out gooder.

121 TEACHER: Does he have to fix it all by himself?

122 JOSH: (nods)

123 TEACHER: Anybody else have something they just want to tell today? Sofie?

124 SOFIE: I got a ring.

125 TEACHER: I'm sorry, I couldn't hear you.

126 SOFIE: I got a ring. And it was made in Japan. And it came with a whole bunch of toys in it. And, and I got it out of some soap and it's just like some gold.

- 127 TEACHER: (nods) J B, did you have something you wanted to just tell today?
- 128 J B: Um, um, um, we, um, on Friday, um, we're going to go out to eat with our friends.
- 129 TEACHER: And where do you like to go out to eat?
- 130 J B: We haven't decided yet.
- 131 TEACHER: Kerri?
- 132 KERRI: One day I got to go to _____ (name of lake) Lake, but the water was too foggy.
- 133 TEACHER: So you couldn't swim?
- 134 KERRI: (shakes head)
- 135 TEACHER: Do you know what made the water too foggy?
- 136 KERRI: (nods)
- 137 TEACHER: Do you want to tell them what made the water too foggy?
- 138 KERRI: It was a day when, um, the water was just down.
- 139 TEACHER: (nods) Chris?
- 140 CHRIS: We're going to get a Halloween costume tonight.
- 141 TEACHER: So you're getting ready for Halloween already! Johnny?
- 142 JOHNNY: Guess what we did last night?
- 143 TEACHER: (shakes head)
- 144 JOHNNY: Last night? We went Halloween shopping and I got this tape that's spooky sounds and I'm getting this, and I got this little green thing that makes, that, that has, that has one color on it. It could be red, or yellow, or blue. And um, we all red or get blues on our pumpkin.
- 145 TEACHER: (nods)
- 146 ADAM: We already have all our Halloween stuff out.
- 147 TEACHER: Ooh. You're getting ready early, this year, aren't you?

- 148 JOSH: I can't, I can't buy a new Halloween costume. My other one is too little.
- 149 TEACHER: Maybe when it gets closer to Halloween, Mom will let you buy a new one.
Renee?
- 150 RENEE: We already have our Halloween stuff out, but we don't got it up yet.
- 151 TEACHER: (nods)
- 152 RENEE: We just have it out, 'cause Chrissy never have her costume and I don't have a hat. And I got to get it.
- 153 TEACHER: I think you'll probably have lots of time to shop yet, so you'll be just fine, won't you?
- 154 JOSH: I know where the store that has the Halloween stuff at. At Wal-Mart.
- 155 TEACHER: They do?
- 156 JOHNNY: K-Mart, too.
- 157 TEACHER: They do have some there, too, don't they.
(whispers) Eric--
Jessica?
- 158 JESSICA: I don't have to worry about shopping for a Halloween costume, because last year, my mom could make Halloween costumes. Because last year, she made me a Cinderella dress.
- 159 TEACHER: One of the things that in kindergarten, you know, lots of boys and girls like to tell what they are going to be for Halloween. But I like them to keep it a secret, so I'll be surprised. And then when we have a Halloween party, you get to wear your Halloween costumes to school. But I probably won't know who's wearing that costume if you don't tell me. So, you may want to keep it a secret. I'm not going to tell what I'm going to be for Halloween. 'Cause then you won't know if it's me or not and you'll be surprised.
- 160 CHILD: I don't know what I'm wearing for Halloween.
- 161 CHILD: I don't either!
- 162 CHILD: Do you know what I'm going to wear?
- 163 CHILD: Please?

164 TEACHER: No, I'm not going to tell anybody until Halloween.

165 CHILD: What are you going to wear?

166 TEACHER: You'll just have to be surprised.

167 CHILD: Are you going to wear a witch's, um, a witch's--?

168 TEACHER: I'll never tell! You'll just have to wait and be surprised!

169 CHILD: I bet it's going to be a witch!

Appendix L

Teacher #1 Preobservational Interview #2

October 24, 1988

8:20 a.m.

001 WHY ARE YOU HAVING SHARING TIME TODAY? WHAT IS TODAY'S GOAL?

002 Well, Sharing Time is for the Monday people and the goal for today would be the sound of letter G and also anything that has to do with our Halloween/Fall unit. We also can review the sound of F on Monday.

Appendix M

Teacher #1 Sharing Time Observation #2

October 24, 1988

9:07-9:10 a.m.

- 001 TEACHER: Monday people, boys and girls, what are we sharing this week? Does anyone remember?
- 002 CHILDREN: G.
- 003 TEACHER: All right. The sound of G.
- 004 CHILD: G.
- 005 JENNIFER: F.
- 006 TEACHER: And I'll write that--new week, the sound of G (stands and writes Gg on the left side of the chalkboard).
- 007 JENNIFER: Well.
- 008 TEACHER: This is the G side, let's hope everybody remembered it. If you forgot--(writes Ff on the right side of the chalkboard)
- 009 JENNIFER: I got a good favorite--
- 010 TEACHER: If you forgot, you can still share something that starts with F just today. Can you share something that starts with F tomorrow?
- 011 CHILDREN: No.
- 012 TEACHER: No. Just on Mondays if you've forgotten that we have a new sound. And also you may share something that has to do with Halloween.
- 013 JENNIFER: Mrs. _____ (last name of teacher)?
- 014 TEACHER: No, and you may not talk now. It's not your turn. I'll look and see if you share on Mondays.
- 015 JENNIFER: Nope.
- 016 TEACHER: No.
- 017 JENNIFER: Tomorrow I do.

- 018 TEACHER: Michael, do you have something to share?
- 019 MICHAEL: I forgot (goes out to the hall to bring in his bag from his hook).
- 020 TEACHER: And Amanda, do you have something to share?
- 021 AMANDA: (goes to the sharing counter and gets a ghost-head flashlight)
- 022 CHILD: I thought she already brought that.
- 023 CHILD: Amanda starts with M.
- 024 TEACHER: Amanda starts with A. It sounds like M real soon but it's A-manda.
- 025 AMANDA: (simultaneous) This is my flashlight.
- 026 MICHAEL: (returns from hall)
- 027 TEACHER: Does this flashlight really work?
- 028 AMANDA: (nods)
- 029 TEACHER: Let me see (takes flashlight and turns it on).
- 030 CHILD: She shared that before.
- 031 TEACHER: Well, it certainly does.
- 032 CHILD: She shared that before.
- 033 TEACHER: Well, Mrs. _____ (last name of teacher) didn't see it so that's why she brought it back.
What does flashlight start with?
- 034 AMANDA: I forgot, I guess.
- 035 TEACHER: Who could help Amanda out?
- 036 CHILD: F.
- 037 CHILD: F.
- 038 TEACHER: Raise your hand if you know and we'll call on you.
Jenny?
- 039 JENNY: F.

- 040 TEACHER: All right. Hang on to it and we'll put flashlight over here (writes flashlight under F f on the chalkboard).
Can she still share flashlight this week?
- 041 CHILDREN: No.
- 042 TEACHER: Can she?
- 043 CHILDREN: No.
- 044 CHILD: Yes.
- 045 TEACHER: On Mondays she can. Flashlight.
- 046 CRAIG: And it's a ghost flashlight.
- 047 TEACHER: I'll have to move my sign, won't I? (runs out of room on the chalkboard to write the word in the allotted space)
And it's a kind of a, a good flashlight because of what Craig said. What's on the top, here?
- 048 CHILD: Ghost.
- 049 TEACHER: /G/, /g/, ghost.
Who can help Amanda, and tell her what ghost starts with?
John, do you know?
- 050 JOHN: F.
- 051 TEACHER: /G/, /g/, ghost.
Matthew?
- 052 MATTHEW: G.
- 053 TEACHER: Can I put that over here then? (points to G g on the chalkboard)
- 054 MATTHEW: Yeah.
- 055 TEACHER: Yes. I can put this over here. /G/, ghost (writes ghost on the chalkboard).
- 056 CHILD: I thought it started with E.
- 057 TEACHER: Amanda, since you have shared this before and someone asked a question before, didn't they? Okay. Then I don't think we'll have a question for yours today, since you all ready shared it, all right. Thank you. (Amanda leaves.)
Ah, Michael, are you ready?

- 058 MICHAEL: (comes to the front) Yeah, but I forgot it was G day.
- 059 TEACHER: You forgot it was G day? But you'll remember your next turn, won't you, Michael?
- 060 CHILD: I didn't get a note.
- 061 CHILD: Neither did I.
- 062 MICHAEL: Here's an elephant for E.
- 063 CHILD: Neither did I.
- 064 TEACHER: Well, boys and girls, the note you got was a long time ago. It was at the beginning of the month.
- 065 MICHAEL: The letter F.
- 066 TEACHER: Ooh!
- 067 MICHAEL: For feathers.
- 068 TEACHER: Feathers for what letter, Michael? What letter?
- 069 MICHAEL: F. From the carnival.
- 070 TEACHER: F.
- 071 MICHAEL: And I returned my book.
- 072 TEACHER: Now you know where that goes. I'll let you take care of that later.
Can--where can we put feathers? Do we put feather under G or F?
- 073 CHILDREN: F. F.
- 074 TEACHER: Okay.
- 075 SONJA: Mrs. _____ (last name of teacher)?
- 076 TEACHER: No, Sonja, not right now.
- 077 CHILD: Feathers.
- 078 CHILD: F. F. F.
- 079 TEACHER: (writes feathers under flashlight on the chalkboard)
And can I put elephant up anymore?
- 080 CHILDREN: No.

- 081 TEACHER: (shakes head) No, that was the week before. So poor Dumbo has to go back in here. But what did Dumbo carry in his, carry in his trunk when he learned how to fly? (picks up feathers and puts over Dumbo's trunk)
- 082 CHILDREN: Feathers.
- 083 TEACHER: (nods) He carried a feather, didn't he? So it wouldn't have been this big a feather, though, would it Michael?
- 084 MICHAEL: (shakes head)
- 085 CHILD: He carried a smaller feather.
- 086 TEACHER: Who has a question for Michael about the feathers? Craig, are you ready?
- 087 MICHAEL: John?
- 088 JOHN: Where did you get the feather?
- 089 MICHAEL: From the carnival.
- 090 TEACHER: From the one we just had here?
- 091 MICHAEL: (shakes head)
- 092 TEACHER: Or from a different one?
- 093 MICHAEL: A different one.
- 094 TEACHER: I see.
- 095 CHILD: Was it the _____ (name of fair)?
- 096 MICHAEL: (shakes head) Um-mm.
- 097 TEACHER: Must have been a carn--, there are school carnivals. Maybe he went to another school carnival.
- 098 MICHAEL: (shakes head) Um-mm.
- 099 CHILD: Yeah, because Amanda had one, too.
- 100 TEACHER: He tried to explain that to me before.
- 101 CHILD: Jason knows.
- 102 CHILD: Jason knows where it comes from.

- 103 TEACHER: Thank you, Michael.
- 104 MICHAEL: (leaves)
- 105 TEACHER: Justin, do you have something to share?
- 106 CHILD: Mrs. _____ (last name of teacher)?
(This comment was unintelligible. Justin was sitting on the microphone and bumped it as he was stood to get his sharing.)
- 107 TEACHER: (nods) We're winning, we won a pizza party.
- 108 CHILD: I want pizza! I love pizza!
- 109 TEACHER: Well, I don't--
- 110 CHILD: Me, too!
- 111 TEACHER: I'm not sure when we'll get it.
- 112 CHILD: Did we win?
- 113 TEACHER: Yes, we won.
- 114 CHILDREN: (some clap hands) Goody!
- 115 CHILD: I know where we're going in Girl Scouts!
- 116 CHILD: Do we have a popcorn party, too?
- 117 TEACHER: I don't know, for sure, I'll have to ask. We're supposed to have both, I think, but I'm not sure.
- 118 JENNIFER: Mrs. _____ (last name of teacher)--
- 119 CHILD: Please, can we?
- 120 JENNIFER: Mrs. _____ (last name of teacher). Our class is lucky.
- 121 CHILD: Mrs. _____ (last name of another kindergarten teacher) didn't win.
- 122 JUSTIN: (stands next to the teacher)
- 123 TEACHER: Boys and girls, do you think I could hear my pin drop?
- 124 CHILD: No.

- 125 TEACHER: Maybe I could now.
John, could you sit all the way down? All the way down?
Okay, Justin.
- 126 JUSTIN: This is my skeleton. And, my, um, pumpkin that turns
into a spider.
- 127 TEACHER: How does this work? Oh, he goes in here, I bet,
doesn't it? (takes stuffed spider and pushes it into the
attached pumpkin)
- 128 JUSTIN: He tucks in.
- 129 TEACHER: He tucks in here? Ooh!
- 130 CHILD: Then how does your pumpkin turn into a spider?
- 131 TEACHER: He's just sitting here being a nice little pumpkin and
then zap! Ooh! He's awful, isn't he? Scary! Eck! This is a
nice Halloween decoration. Then of course, what do you do with
the pumpkin, Justin? Just sort of squish it up?
- 132 JUSTIN: (nods)
- 133 TEACHER: Um-hum. That's neat. And what is this?
- 134 JUSTIN: A skeleton.
- 135 TEACHER: A skeleton. We could have used spider for one of our
Halloween words, couldn't we? And we did use skeleton. Ooh!
All right, does someone have a question for Justin?
- 136 CHILDREN: (raise hands)
- 137 TEACHER: Can we put these two, pumpkin or spider or skeleton, on
the chalkboard?
- 138 JENNIFER: Yeah.
- 139 TEACHER: Can we?
- 140 CHILD: No.
- 141 TEACHER: Do they start with F or G?
- 142 CHILDREN: No.
- 143 JENNIFER: But they're Halloween.

- 144 TEACHER: So we're not going to put them under F or G. He can share them today, because they are Halloween things. Who has a good question for Justin? This is kind of a tricky little thing isn't it? (to Justin) Would you like to call on somebody or do you want me to?
- 145 JUSTIN: Jenny.
- 146 JENNY: Where did you get the skeleton?
- 147 JUSTIN: Um, from the fabric store where I got my Peter Pan suit.
- 148 TEACHER: Is mother making you a Peter Pan suit?
- 149 JUSTIN: (nods)
- 150 TEACHER: For Halloween? I'll have to try to forget that. Was that this year or last year?
- 151 JUSTIN: This year.
- 152 TEACHER: Oh, I'll have to forget all about Peter Pan won't I?
- 153 JUSTIN: (leaves)
- 154 TEACHER: I probably will. Thank you, Justin.
- 155 CHILD: I went to Peter Pan Preschool.
- 156 TEACHER: David, do you have something to share today? Where is David? Do you have something to share, David?
- 157 DAVID: Pass.
- 158 TEACHER: Pass? All right. Um, Kimberly. Do you have something to share?
- 159 KIMBERLY: (stands and goes to get sharing from the counter)
- 160 CHILDREN: (several yawn loudly)
- 161 KIMBERLY: This is my Gumby.
- 162 TEACHER: Gumby. Do you know what Gumby starts with?
- 163 KIMBERLY: G.

- 164 TEACHER: G. And you said he had kind of an interesting last name, didn't you?
- 165 KIMBERLY: Gumba.
- 166 TEACHER: Gumby Gumba (laughs and begins to write on the board). I think since it is somebody's name, even if it is a Gumby, I'd better put a capital G. And I think this is how you spell Gumby. All right.
- 167 KIMBERLY: Look, see--
- 168 TEACHER: Now, is Gumby still in a T.V. show, Kimberly?
- 169 KIMBERLY: (nods) Look--
- 170 CHILD: I don't see it very often.
- 171 CHILD: I do.
- 172 KIMBERLY: It's ripped.
- 173 JENNIFER: It's on every morning.
- 174 TEACHER: Ripped just a little bit, isn't he. Did you pull on him too hard?
- 175 KIMBERLY: No. I don't know who, who ripped him.
- 176 TEACHER: You're not sure who did it, hm? And he's kind of like made out of clay on the T.V. show, isn't he?
- 177 KIMBERLY: (nods)
- 178 TEACHER: Who has a question for Kimberly about Gumby?
- 179 CHILDREN: (raise hands)
- 180 TEACHER: I like the sound of the word Gumby.
- 181 JENNIFER: Hey, she could have used it for B!
- 182 TEACHER: No, she couldn't have.
- 183 KIMBERLY: Rebekah.
- 184 REBEKAH: Where do you keep Gumby?
- 185 KIMBERLY: I keep it on my dresser, but it's my dad's.

- 186 TEACHER: Oh, is it? And Dad just lets you have it.
- 187 KIMBERLY: (nods) Uh, he didn't, I don't even know if he let me have it.
- 188 TEACHER: (chuckles) You're just kind of keeping it for him, is that it? His arms move nice, don't they?
- 189 KIMBERLY: (nods)
- 190 JENNIFER: I have Gumby and Poky.
- 191 TEACHER: You're not sharing right now. Thank you, Kimberly.
- 192 KIMBERLY: (leaves)
- 193 TEACHER: Matthew, do you have something to share?
- 194 MATTHEW: (gets sharing from the counter)
- 195 TEACHER: Oh my, those are loud feet, Matthew. I bet you can be quieter. Thank you.
- 196 MATTHEW: This is my ghost.
- 197 TEACHER: How does this work?
- 198 MATTHEW: (pulls open a commercially made paper fold-out ghost) This goes here.
- 199 TEACHER: Oh, I like this ghost! He's nice. Let's see if I can hook him up for you. He has these little things that are supposed to hook up, doesn't he. Can you get that one?
- 200 CHILD: Ooh! Ooh!
- 201 TEACHER: Oh, my goodness! Both sides doesn't he. (A hook drops to the floor.)
- 202 CHILD: Chris gets it first.
- 203 TEACHER: That part, I think, is broken off. Then he can go like this. Do you hang this up so the wind can blow it?
- 204 MATTHEW: Yeah.
- 205 TEACHER: Do you?
- 206 JENNIFER: I have that!

- 207 TEACHER: Are you sharing right now?
(to Matthew) Would you like to hang on to it and make it go?
- 208 MATTHEW: (takes ghost and waves it)
- 209 TEACHER: Ooh! (whispers) How nice. Mrs. Witch will love this. Do you know what we should do with this, Matthew? We should hang it up there (refers to a wire strung across the room) for, just for today; hook it on a clothespin. Would you like to do that?
- 210 MATTHEW: (nods)
- 211 TEACHER: You hang on to him for just a minute, because I want to find out if you know what ghost starts with.
- 212 MATTHEW: G.
- 213 TEACHER: G. And it's all ready up there, isn't it (points to the board)? So I don't even have to write it. /G/, /g/, ghost starts with G. I love this nice paper ghost. Who has a question for Matthew?
- 214 MATTHEW: Michael.
- 215 MICHAEL: Where do you keep it?
- 216 MATTHEW: Um, down in the basement.
- 217 TEACHER: Does the wind blow it there at all in the basement?
- 218 MATTHEW: (shakes head)
- 219 TEACHER: Not too much.
- 220 MATTHEW: I hang it up in the living room.
- 221 TEACHER: (nods) You couldn't hang it up outside very well, could you?
- 222 MATTHEW: (shakes head)
- 223 TEACHER: Why couldn't you, Matthew?
- 224 MATTHEW: Because the wind would blow it back and it would, um, and the hook, and, and the string would go off the hook and it would fall down.
- 225 TEACHER: And what would happened if it rained?
- 226 MATTHEW: It'll get all wet.

- 227 TEACHER: Yeah. It's because it is made of paper--
- 228 CHILD: And the wind might blow it away.
- 229 TEACHER: I loved the way it moves though. Now what I was thinking was if we could just hang it up here. In order to take off a couple of these--Mrs. _____ (last name of teacher) is going to take these off (refers to other pictures hanging on the wire) today, anyway.
- 230 JENNIFER: I could bring in mine.
- 231 TEACHER: We'll just let him sit right there. Thank you, Matthew. That will decorate our room for today even, won't it?
- 232 JENNIFER: Yeah. And we have a pumpkin.
- 233 TEACHER: And Mrs. Witch will be so happy.
- 234 MATTHEW: (leaves)
- 235 CHILD: We can, we, can--and, and probably when we walk passed it we can swing it in the air.
- 236 TEACHER: How about if we don't touch it. We'll just let it move by itself. Because we wouldn't want it to get icky.
- 237 CHILD: Or we could blow it.
- 238 TEACHER: Otherwise--I think the wind will blow from our door when we open it now and then (waves hand like the wind). Christopher, do you have something to share?
- 239 CHRISTOPHER: Pass.
- 240 TEACHER: Pass? Christopher! You almost always have something. Okay, the day after Monday is what, boys and girls?
- 241 CHILD: Tuesday.
- 242 TEACHER: Tuesday. If you are a Tuesday person raise your hand. Rebekah is correct. Hand down. Erik's correct. Hand down. Um, Jill, you're right. Katy's right. Casey's right. Jennifer's right. April's right. Katherine's right.

John, you're a Tuesday person.
Sonja, you're a Monday--I think I skipped you.

- 243 SONJA: Yeah.
- 244 TEACHER: Yes. Do you have something to share?
- 245 SONJA: (nods)
- 246 TEACHER: Okay.
- 247 SONJA: (goes to counter to get sharing)
- 248 JENNY: Not tomorrow, but the next day will be my day.
- 249 TEACHER: Can you make a sentence, honey? Go on.
- 250 SONJA: This is my coloring book.
- 251 TEACHER: Where did you get your coloring book?
- 252 SONJA: I got it at the hospital yesterday.
- 253 TEACHER: At the hospital yesterday.
- 254 JUSTIN: It's called _____ (name of hospital).
- 255 TEACHER: At _____ (name of hospital) Hospital.
- 256 SONJA: That's where I got the hat (points to table).
- 257 TEACHER: The one that you gave for me.
And--is, has anything that Sonja shared started with F or G, boys
and girls?
- 258 CHILDREN: No.
- 259 TEACHER: No, I don't think so. Sonja, do you have that note?
Mrs. _____ (last name of teacher) sent it home, didn't I?
We did that.
- 260 SONJA: Yeah, but I don't remember where it is.
- 261 TEACHER: You don't remember where it is? Before you go home
today, ask me and I'll send home another one with you. So the
next time you share you can share, you can share something that
starts with F or G.
Does someone have a question for Sonja about her coloring book
that she brought from the hospital?

- 262 SONJA: (points to Jennifer)
- 263 TEACHER: Jennifer?
- 264 JENNIFER: Where do you keep it?
- 265 SONJA: Uh, I just kept it, uh, in my daddy's room.
- 266 TEACHER: In your daddy's room. Have you colored any pictures?
- 267 SONJA: (shakes head) Not yet.
- 268 TEACHER: Not yet. You haven't had it very long. Okay. Thank you.
- 269 SONJA: I'll color it and bring it back.
- 270 TEACHER: Uh-huh. Okay.

Appendix N

Teacher #2 Preobservational Interview #2

October 17, 1988

8:25 a.m.

001 WHAT IS YOUR SHARING TIME GOAL THIS MORNING? WHY ARE YOU HAVING SHARING?

002 We have sharing 4 or 5 days a week and we have no specific goal today. Ah, although a lot of the children are bringing lots of fall things, and we're doing some rhyming words, and they're bringing rhyming books, and beginning sounds. So there are some of those things that are coming for sharing. My other, my other goals for sharing are on-going, and they are to develop language skills, uh, questioning from the students to the child who is sharing, uh, just general language skills. And depending on what sh--, object the child brings or what topic of discussion we get, we'll get into some problem-solving thinking skills like we talked about; classifying.

Appendix O

Teacher #2 Sharing Time Observation #2

October 17, 1988

8:52-9:10 a.m.

- 001 TEACHER: Let's start today with sharing. We'll do things just a little bit differently today. Who is sharing today?
- 002 CHILD: Blue table.
- 003 CHILD: Purple table.
- 004 TEACHER: Purple table. Purple table, do you have anything for sharing? Would you get it? Also, today, I wanted to tell you. We're going to start talking about a new sound today. What sound did we do last week?
- 005 CHILDREN: B.
- 006 TEACHER: B. Today we're going to start with this new sound (writes M on the chalkboard).
- 007 CHILDREN: M.
- 008 TEACHER: M. And--
- 009 CHILD: I can make an M.
- 010 TEACHER: And we're going to do some things with it. Okay. (Sharers line up by the teacher.) Nicole, maybe you want to sit down while everybody else is sharing. (Nicole sits down in line. Others follow her lead and sit down also.) Okay. Matt's ready.
- 011 MATT: I made a book.
- 012 TEACHER: Did you bring it?
- 013 MATT: (nods) Uh-huh.
- 014 TEACHER: You brought it? With you?
- 015 MATT: I made it.
- 016 TEACHER: Did you, you didn't bring though?
- 017 MATT: No.

018 TEACHER: Well, tell us about it, Matt.

019 MATT: It has all kinds of pages in it.

020 TEACHER: So you took--tell me what you did. You took some paper and--

021 MATT: Made a book.

022 TEACHER: So you--how did you put the paper together? Did you staple it?

023 MATT: Stapled it.

024 TEACHER: How many pages?

025 MATT: Fifty.

026 TEACHER: Fifty?

027 MATT: (nods)

028 TEACHER: Fifteen.

029 MATT: Fifty.

030 TEACHER: And what did you write on the pages? Do you remember?

031 MATT: (shakes head)

032 TEACHER: Did you write the words or did your mom write the words or--?

033 MATT: My brother.

034 TEACHER: What did he write? What, like what words did he write on the page?

035 MATT: ABCs.

036 TEACHER: Oh! He wrote the--you made an ABC book. Oh!

037 SHANE: It would probably take a couple of days for all that.

038 TEACHER: Would it? Did--yeah--Shane thinks it would take awhile for that. Did it take a long time to do that?

039 MATT: Yeah.

040 TEACHER: Did you put a picture on the page?

- 041 MATT: (nods) Um-hm.
- 042 TEACHER: Do you remember any, any letters of the alphabet, or any thing you put on the pages?
- 043 MATT: (shakes head) No.
- 044 TEACHER: Like, did you do the letter B?
- 045 MATT: (nods) Yeah.
- 046 TEACHER: Do you remember--did you put a picture for B?
- 047 MATT: (nods) Um-hm.
- 048 TEACHER: Do you remember what it was?
- 049 MATT: (shakes head)
- 050 TEACHER: You know, you kids are, are getting pretty good at writing and coloring. You could all make some books. What could you make books about?
- 051 CHILDREN: ABCs.
- 052 TEACHER: (simultaneous) ABCs.
- 053 TEACHER: Any other ideas for if you were going to make a book?
- 054 CHILD: Words.
- 055 TEACHER: You could write words that you know.
- 056 CHILD: Make a big picture.
- 057 TEACHER: Some of you know, can write some words.
- 058 CHILD: Make a big picture.
- 059 TEACHER: You could draw pictures. Do you got an idea for a book?
- 060 ELIZABETH: You could the write names of the class.
- 061 TEACHER: You could write names of people in your class and make a book. You know what I think we might do? I might put some paper out. Would you be able to show the kids how you did it? Why don't you tell them the first thing you did? And the second. And I'll put some paper out and, and if you kids would like to

make some books today, you could. What else could you do? You could do ABCs, kid's names. What else could you do? Troy?

062 TROY: I know how to make one.

063 TEACHER: What?

064 TROY: A book.

065 TEACHER: What could you put in it?

066 CHILD: Pictures.

067 TROY: Pictures and stuff like that.

068 TEACHER: You know what? You could do a fall book.

069 TROY: Oh.

070 TEACHER: Everything about fall.

071 CHILD: A fall tree.

072 TEACHER: Right. Birds flying south. You could do a fall book. You could do an ABC book, what else could you do?

073 CHILD: A winter book.

074 TEACHER: A winter book. A Halloween book.

075 CHILD: A snow book.

076 TEACHER: Okay. You could do a snow book. Matthew, what else could you do?

077 CHILD: A tree book.

078 CHILD: A green book.

079 MATTHEW: You could do a leaf book.

080 TEACHER: A leaf book. You could collect leaves--

081 MATTHEW: And glue 'em in there--

082 TEACHER: And glue them in. And uh-huh. You gave us lots of ideas. Could you bring that and show that to us?

083 MATT: (nods)

- 084 TEACHER: Okay. Now Matt's going to tell us if you're going to make a book what you have to do first. Explain what we have to do now. Okay, what would you have to do now?
- 085 MATT: Staple it.
- 086 TEACHER: Put the papers together and staple it. Okay. Then what? (pause) Then what would you do?
- 087 MATT: Then you write stuff that you want to.
- 088 TEACHER: Write stuff that you want to. Okay. Would you like to try that?
- 089 CHILDREN: Uh-huh. Uh-huh. Yeah.
- 090 TEACHER: I'll lay some paper out, and we could make some books. You know, we could read the books. You know what we could do? We could read the books to your Big Friends. Like they made a book for us?
- 091 CHILD: We could write a book for them.
- 092 TEACHER: (simultaneous) We could make a book for--yeah. Will you bring that and show that to us sometime?
- 093 MATT: Um-hm.
- 094 TEACHER: Thanks, Matt. (Matt sits down. Whitney stands next to the teacher.)
Whitney.
- 095 WHITNEY: I got this from McDonald's.
- 096 TEACHER: Now, what is it? Does it fit on your nose?
- 097 WHITNEY: (puts on a tiger-nose mask) See my brother got one at home, too.
- 098 CHILD: My cousin has one.
- 099 TEACHER: (chuckles)
- 100 CHILD: My cousin has one.
- 101 CHILD: Can I put it on?
- 102 TEACHER: Show Ryan.
- 103 CHILD: My cousin has one, too.

- 104 CHILD: It don't go there.
- 105 CHILD: My cousin, Natalie, has one.
- 106 TEACHER: Uh-huh. Do you have something about this, Matthew?
- 107 MATTHEW: I have one just like it.
- 108 TEACHER: You got it--where did you say you got it? At McDonald's?
- 109 WHITNEY: (nods)
- 110 TEACHER: Did you get yours at McDonald's, too?
- 111 MATTHEW: (nods)
- 112 CHILD: I got mine there, too.
- 113 CHILD: What day did you get it?
- 114 TEACHER: Do you remember what day you got it?
- 115 WHITNEY: (shakes head)
- 116 CHILD: How much--
- 117 TEACHER: Did you get it over the weekend?
- 118 WHITNEY: (directs glance at teacher)
- 119 CHILD: How much did it cost?
- 120 WHITNEY: (directs glance at child)
- 121 CHILD: It's free.
- 122 MATTHEW: They're free in Happy Meals.
- 123 TEACHER: Let, let, let Whitney tell, okay? It's her day.
- 124 WHITNEY: It comes in a Happy Meal.
- 125 TEACHER: She doesn't know what day. Did you get it over the weekend, like Saturday or Sunday?
- 126 CHILD: How much does the Happy Meal cost?
- 127 WHITNEY: I don't know.

- 128 TEACHER: Does anybody know how much a Happy Meal costs?
- 129 CHILD: Probably about five bucks or more.
- 130 TEACHER: Oh, I don't think it's that much.
- 131 CHILD: Or three.
- 132 TEACHER: Er, I don't know. It might be closer to three.
- 133 CHILD: Two.
- 134 TEACHER: What do you get in a Happy Meal?
- 135 WHITNEY: You could get a other kind of animals like if you go to the other store you get the same faces.
- 136 CHILD: I know we've seen that. We've seen that store.
- 137 TEACHER: Amber has her hand up. Amber?
- 138 AMBER: Me and my brother got one at home.
- 139 TEACHER: You have one of these, too?
- 140 AMBER: (nods)
- 141 CHILD: My cousin has one.
- 142 TEACHER: Elizabeth?
- 143 ELIZABETH: My baby sitter, my baby sitter has one, too.
- 144 TEACHER: Trinity, you have something about this?
- 145 TRINITY: Put it over your mouth.
- 146 TEACHER: Well, it's, it's on your nose. Is this a tiger?
- 147 CHILDREN: Yeah.
- 148 TEACHER: Tiger nose. That's cute. (Whitney leaves. Angel stands up.)
Angel. Oh my goodness!
- 149 CHILD: A fall tree!
- 150 TEACHER: (Angel brought pressed leaves in waxed paper which falls off of the teacher's lap.) Oh, my goodness!

- 151 ANGEL: We went and got pretty leaves.
- 152 TEACHER: Uh-huh.
- 153 ANGEL: And then, um, we got this kind of paper and we laid these designs we wanted out and then we took, we had some more crayons and we took them and grind them. And then took, we got some other crayons and sprinkled it, and then another piece of it, and ironed it.
- 154 TEACHER: And ironed this.
- 155 AMBER: (nods)
- 156 TEACHER: Is that beautiful! Tell us about some of these leaves, Angel. Like what color they are, or shape, or are any of them the same? Tell us some things. Can you--
- 157 CHILD: There is some the same.
- 158 TEACHER: There are some the same. Let her tell us about these a little bit.
Why don't you stand right here, Angel. (Angel moves to the other side of the teacher.) There you go. Tell us something about this.
- 159 ANGEL: These two are the same.
- 160 TEACHER: Can you see that? Did you see what she just showed you? Those. Do it again so they all can see.
- 161 ANGEL: (points to leaves)
- 162 TEACHER: Those two are the same. Uh-huh. Tell us.
- 163 TRINITY: (sings) A, B, C, D, E, F, G, H, I, J, K . . .
- 164 ANGEL: (points to more leaves)
- 165 TEACHER: All of those are the same aren't they? They're just different. Are they exactly the same?
- 166 TRINITY: (sings) . . . O, P, Q, R, S, T . . .
- 167 CHILD: No, there's one that's not the same, because there's one down at the bottom.
- 168 TEACHER: They're, they're the same shape, they're just different--

- 169 TRINITY: (sings) . . . W, X, Y, and Z . . .
- 170 CHILD: Colors.
- 171 TEACHER: Colors, different--
- 172 CHILD: Shapes.
- 173 TEACHER: What else?
- 174 CHILD: Shapes.
- 175 TEACHER: Well, no, these are all the same /sh/--can you see this? Look. Can you see it better if I hold it like this? (turns picture around) These are all the same shape (points to leaves), but they're different colors and different--
- 176 CHILD: Shapes.
- 177 TEACHER: Sizes.
- 178 CHILD: Sizes.
- 179 TEACHER: When we go to _____ (name of nature center)--. Uh, Thursday, I have to tell you that, we're going to _____ (name of nature center) Reserve, and we're going to--. These are called maple leaves. They come off of a maple tree, and we're going to find maple leaves. So take a look at this leaf real closely; these are the leaves we're going to be looking at. Do you like to ask us, ask Angel a question and she'll find the leaf that you're thinking of? Like say, "Find the leaf that--." Can you ask a question and Angel will point to it? Okay? Uh, John.
- 180 JOHN: Point at the yellow leaves.
- 181 TEACHER: The yellow leaves.
- 182 ANGEL: (points)
- 183 TEACHER: Yeah. That's kind of yellow isn't it? Question, Troy?
- 184 TROY: Point at the green leaves.
- 185 TEACHER: Green. He wants green.
- 186 TROY: One up there and one up there (points from his seat).
- 187 ANGEL: (starts to point)

- 188 TROY: No, down.
- 189 CHILD: Down. Down.
- 190 TEACHER: That's kind of yellow green, isn't it.
- 191 CHILD: Down.
- 192 TEACHER: It's kind of hard.
- 193 CHILD: Down. There's--(points)
- 194 TEACHER: I think that's, yeah, I think that's green.
Amber, do you have a question?
- 195 AMBER: Point out the red leaves.
- 196 TEACHER: The red leaves.
- 197 ANGEL: (points)
- 198 TEACHER: All of them. Has anybody found a purple leaf yet?
They didn't believe me the other day, when I told them there were
purple leaves.
Did anybody find a purple leaf yet?
- 199 CHILDREN: (raise hands) I've seen some. Um-hm. Um-hm.
- 200 TEACHER: If you find some purple leaves, bring them to school.
- 201 CHILD: I've seen some red leaves.
- 202 TEACHER: You have.
Okay. Next, let's ask her some questions about this one (holds
up another leaf picture).
Does she--look at how she has a pattern here. Look at a pattern.
It's up-and-down sideways, up-and-down sideways (points to
leaves), up-and-down. See how she has a pattern there?
Did you do that on purpose?
- 203 ANGEL: (shakes head)
- 204 TEACHER: Can you--
- 205 CHILD: It could be a butterfly!
- 206 TEACHER: Yeah, it does sort of look like a butterfly. Can you
see there's a pattern here, kids? Look it. Say it with me.

- 207 ALL: (teacher points) Up-and-down sideways, up-and-down sideways.
- 208 CHILDREN: Up-and-down.
- 209 CHILD: Sideways.
- 210 TEACHER: (turns picture over) I don't know the best way for you to see this.
Now, uh, ask her some questions about this and we'll find them for you.
Elizabeth?
- 211 ELIZABETH: Point to the up-and-down ones.
- 212 TEACHER: She wants you to point to the up-and-down ones.
- 213 ANGEL: (points to a leaf)
- 214 TEACHER: There's an up-and-down.
- 215 ANGEL: (points to a leaf)
- 216 TEACHER: There's an up-and-down.
- 217 ANGEL: (points to a leaf)
- 218 TEACHER: And there's an up-and-down.
What about this one?
- 219 ANGEL: (points to that leaf)
- 220 TEACHER: Uh, Matt?
- 221 MATT: Point to the sideways ones.
- 222 TEACHER: She wants--he wants you to point to the side, the ones that are laying on their sides.
- 223 ANGEL: (points)
- 224 TEACHER: I'd like you to find the smallest one. (pause) Which one do you think is the smallest?
- 225 CHILD: The one up there.
- 226 TEACHER: Do you got your eyes on it?
- 227 CHILD: Um-hm.

- 228 TEACHER: I think I know which one.
- 229 CHILDREN: I do, too. So do I.
- 230 TEACHER: Now, let her decide.
- 231 CHILD: I do, too.
- 232 ANGEL: (points to a leaf)
- 233 TEACHER: I think so.
Don't you agree?
- 234 CHILDREN: Um-hm.
- 235 TEACHER: How about the largest one?
- 236 CHILD: (points)
- 237 TEACHER: The biggest one?
- 238 ANGEL: (points)
- 239 TEACHER: Yep. Do you have another one here? (picks up the third picture)
Oh, I see another pattern! Do you see a pattern in this one?
- 240 CHILDREN: (unison) Yeah.
- 241 CHILD: It's a circle.
- 242 CHILD: A circle.
- 243 TEACHER: I see a pattern. Here's a circle (points to shape).
- 244 CHILD: There's one out.
- 245 TEACHER: Are there any questions about this one?
Whitney?
- 246 WHITNEY: Point to the circle one.
- 247 TEACHER: The what?
- 248 WHITNEY: The circle one.
- 249 TEACHER: The circle, the circle one? What do you mean? I don't know what you mean, Whitney, the circle one?
- 250 WHITNEY: (points in the air, from her seat) Goes around.

- 251 TEACHER: Okay, but let's just pick out one. Can you pick out one leaf and see if she can find just one, Whitney?
- 252 DERRICK: The heart.
- 253 WHITNEY: The red one.
- 254 TEACHER: The red one, she wants you to find.
- 255 ANGEL: (points to a leaf)
- 256 TEACHER: Ah, Derrick?
- 257 DERRICK: Pick out the heart one (points to the picture from his seat).
- 258 ANGEL: (points to leaf)
- 259 TEACHER: Yeah! This--here--you have good eyes. Look at this. (points to leaf) She says--he says this is kind of in the shape of a heart.
- 260 CHILD: 'Cause it does go this way and that way (makes heart shape motion in the air).
- 261 TEACHER: Uh, now, before you go Angel, tell us the process. What's the first thing you did, the second thing you did? Okay. Will you listen to her tell us this? What was the first thing you did?
- 262 ANGEL: I took a piece of waxed paper--
- 263 TEACHER: And laid it down. Right?
- 264 ANGEL: (nods)
- 265 TEACHER: Okay, then what? Listen to what, listen to all the, all the steps.
- 266 ANGEL: Then we got the leaves in the way we wanted them, and then we--
- 267 TEACHER: Okay. First the wax paper, and then the leaves--
- 268 ANGEL: Then we sprinkled the crayon--
- 269 TEACHER: Sprinkled the crayons on.
- 270 ANGEL: Then we put a piece of, another piece of waxed paper, and then we ironed it.

- 271 TEACHER: You could--the reason I wanted her to tell you this whole, ah, process is that you could do this at home. First, it was what? Put the--(pause)
- 272 CHILDREN: Waxed paper--
- 273 TEACHER: Waxed paper down. What was second?
- 274 CHILDREN: Put the leaves on.
- 275 TEACHER: Put the leaves on. What was third?
- 276 CHILD: Put the crayons on.
- 277 TEACHER: Put the little, the little--
- 278 CHILD: Pieces.
- 279 TEACHER: Broken crayons on. Then what?
- 280 CHILD: Put the waxed paper on.
- 281 TEACHER: On top. And the last thing?
- 282 CHILDREN: Iron it.
- 283 TEACHER: Iron it. If you do this, though, your parents should do the ironing. Don't--'cause irons can get hot. Okay. Thanks, Angel. (Angel leaves.)
- 284 CHILD: They could burn you.
- 285 TEACHER: Okay, Brooke. (Brooke stands by teacher.)
- 286 BROOKE: This is my clown.
- 287 TEACHER: (chuckles and takes clown from Brooke) What would you like to talk about with your clown today?
- 288 CHILD: What's that zipper for?
- 289 TEACHER: Would you--
- 290 BROOKE: (takes clown back to demonstrate things to do) I'll show what I can do with it. You can do that (shows how shoe can snap).
- 291 TEACHER: And what would you call that?
- 292 BROOKE: And you can do this (shows clown's bare foot).

- 293 TEACHER: Okay. First of all, what would you call this?
- 294 BROOKE: A--
- 295 TEACHER: What would you call this?
- 296 BROOKE: A foot.
- 297 TEACHER: No, no. What would you call this thing right here?
- 298 CHILD: A snap.
- 299 BROOKE: Snap.
- 300 TEACHER: A snap. Let her tell. Okay, so you can snap it (takes clown).
Can you see this? What could you do with that?
- 301 BROOKE: Count.
- 302 TEACHER: Can you do it? Do it.
- 303 BROOKE: (points to clown's toes) One, two, three, four, five.
- 304 TEACHER: What else could you do?
- 305 BROOKE: You could do this. You could do this.
- 306 TEACHER: What would you call that?
- 307 BROOKE: You can button it.
- 308 TEACHER: Button it. So you can snap, you can count, you can button. What else can you do?
- 309 BROOKE: And, and you can tie, but I don't know how to tie.
- 310 CHILD: I do.
- 311 CHILD: I do.
- 312 TEACHER: What else can you do? Anything else?
- 313 BROOKE: Uh-huh. You can do something. I'll show you what is in here (takes clown and unzips hat). This little bird.
- 314 TEACHER: What did you just--what, what would you call this?
- 315 BROOKE: A bird.

- 316 TEACHER: No, but I mean what would you call this that you just did?
- 317 BROOKE: A zip.
- 318 TEACHER: Zip. Uh-hm.
- 319 BROOKE: And there's a bird inside.
- 320 TEACHER: (chuckles) Now, tell, tell all the things you can do. You can snap (points to snap), you can--(points to clown's bare foot)
- 321 CHILDREN: Count.
- 322 TEACHER: (points to button) You can--
- 323 CHILDREN: Button.
- 324 TEACHER: (points to shoe string) You can--
- 325 CHILDREN: Tie.
- 326 BROOKE: And you can zip.
- 327 CHILDREN: (one at a time) Hey, zip. Zip. Zip.
- 328 SHANE: Zip. Zip. Zip, rip.
- 329 TEACHER: We've got a rhyming word? Shane? Zip, whip?
- 330 SHANE: Zip, nip. Zip, nip.
- 331 BROOKE: (leaves teacher and brings sharing to researcher)
- 332 TEACHER: Zip, nip?
Would you put that back there, please, Angel? (gives envelope to Angel)
Would you like to--let's, let's write some words today. What did Matt talk about today?
- 333 CHILD: ABCs.
- 334 TEACHER: He talked, Matt talked about an ABC and what, what? An ABC what?
- 335 CHILDREN: Book.
- 336 TEACHER: How, how would--if, if I were going to write book, how would I do it?

- 337 CHILD: B.
- 338 TEACHER: B. Do you hear anything else? /B/--/oo/--/oo/--/k/?
- 339 SHANE: K.
- 340 TEACHER: Do you hear a K, Shane? Good! (teacher writes A B C Book on the chalkboard)
Okay. What did, ah, who was next? Whitney. What did Whitney talk about in sharing today?
- 341 CHILD: Tiger.
- 342 TEACHER: If I were going to write tiger, how would I write that?
- 343 CHILDREN: T. T.
- 344 TEACHER: Do you hear anything else? /t/, /i/--? Ti--, ti--ger? Do you hear anything else?
- 345 CHILD: G.
- 346 TEACHER: /R/, /r/--
- 347 CHILD: G. G.
- 348 TEACHER: R. (writes tiger on the chalkboard) So we have an ABC Book, we had a tiger--
- 349 CHILD: Clown.
- 350 CHILD: Leaves.
- 351 TEACHER: Leaves. Ryan help me with leaves. /L/.
- 352 RYAN: L.
- 353 TEACHER: (writes l on the chalkboard) /E/.
- 354 RYAN: E.
- 355 TEACHER: (writes e on the chalkboard) /V/.
- 356 RYAN: V.
- 357 TEACHER: (finishes writing leaves on the chalkboard) Leaves. And the last one was Brooke.
- 358 CHILD: Clown.

- 359 TEACHER: Help me with clown. /K/, /k/.
- 360 CHILDREN: K.
- 361 TEACHER: Sounds like a k, but it's a c. Clown. (writes clown on the chalkboard)
Now I wonder who can read this? Anybody?
- 362 CHILDREN: (raise hands)
- 363 TEACHER: Jill's going to try this. Jill?
- 364 JILL: ABC--
- 365 CHILD: Book.
- 366 JILL: Book.
- 367 TEACHER: Right. /T/. Look at the first letter. /T/. I'll give you a clue. It's what Whitney brought.
- 368 JILL: Tiger.
- 369 TEACHER: Right. And this starts with an L. L sounds like this: /l/.
- 370 CHILD: Leaves.
- 371 JILL: Leaves.
- 372 TEACHER: Leaves. And the last one was Brooke's.
- 373 CHILD: Clown.
- 374 JILL: (simultaneous) Clown.
- 375 TEACHER: Let Jill read, okay?
One more person. Let's have one more person read. We'll help you if you can't read them all.
Michael? What did Matt bring?
- 376 MICHAEL: ABC Book.
- 377 TEACHER: He didn't bring it, but he told us about it. ABC.
What does this word say?
- 378 KEVIN: Book.
- 379 TEACHER: Book. It says book. Michael, what does this word say?

380 MICHAEL: Um--

381 TEACHER: It starts with a T.

382 MICHAEL: Tiger.

383 TEACHER: Um-hm. And this one is what Angel brought. It starts with an L.

384 MICHAEL: Leaves.

385 TEACHER: Um-hm. And this starts with a--

386 MICHAEL: Clown.

387 TEACHER: C. Clown. Good.

Appendix P

Teacher #3 Preobservational Interview #2

October 20, 1988
8:25 a.m.

001 WHAT IS YOUR SHARING TIME GOAL TODAY? WHY ARE YOU HAVING SHARING TIME?

002 Um, as, as I said last time, our Sharing Time goal remains basically the same throughout this first 9-week period and that, um, I encourage the children to bring things from home, and, um, to have talked with their parents about some important things to say. And then the basic goal is to get the child up in front of the class and work at speaking with volume that the other children, you know, can understand. And also to have, to figure out important things to say about what it is they brought.

Appendix Q

Teacher #3 Sharing Time Observation #2

October 20, 1988

8:56-9:16 a.m.

- 001 TEACHER: On Thursday, October 20, 1988, Lindsay is our "V.I.P.," Matthew, Ryan, Joseph, Lindsay _____ (last name), Jessica, and Maureen get to share with us today. It's Maegan's birthday. We want to spend some time working with our math things this morning. We want to have some center time. We want to get a chance to work with the lady on the tape recorder. If it doesn't rain, we'll get to go outside to recess. We have a game to play today called, "Mr. Bones is Missing." And then we want to watch Reading Rainbows. So lots of things are happening here today. If it's your sharing day, and you didn't bring your sharing with you, will you please go right by Joseph to get it? Lindsay, you may choose someone to take this note to the office with you.
- 002 LINDSAY: (points to Nikki, whispers to another) I'll pick you when we get milk, okay?
- 003 CHILD: (whispers) Okay.
- 004 TEACHER: Can you get through there?
And if you remember, we met this lady over here with the camera before. Her name is Mrs. Elliott. And she's here because she wants to take a picture of our Sharing Time. And I haven't got a chance to share the tapes with them yet, but one day we'll get that camera down here, that T.V. down here and we'll take a look at you during Sharing Time, too.
Let's start our sharing with Matthew. Matthew (gestures to Matthew to come to the front).
- 005 ERIC: I've got a headache.
- 006 TEACHER: I'm sorry.
- 007 ERIC: I said I got a headache.
- 008 TEACHER: I know.
(to Matthew) Just a minute, Matthew.
(to Eric) Eric, would you like to go over and sit down at your desk and put, at your table, and put your head down for a little while? Do you think that would help?
- 009 SOFIE: I can't even see.

- 010 TEACHER: Just a minute.
Why don't we, Eric, if your headache is still real bad after we get done with sharing, why don't you tell me and maybe we'll want to go down to the office and have them take your temperature, okay?
- 011 ERIC: Okay.
- 012 TEACHER: Move way over here, because Sofie wants to see. (moves Matthew closer to her, and turns him to face the audience)
- 013 MATTHEW: This is a toy and, and it can move and it can roll and have a farmer on it.
- 014 TEACHER: Can you show us how it rolls?
- 015 MATTHEW: Uh-huh. (rolls toy covered wagon across to floor to the other side of the circle)
- 016 TEACHER: What is that part where the farmer is sitting? What's that part called?
- 017 CHILD: (rolls wagon back to Matthew)
- 018 TEACHER: Do you know what this part here is called (points to wagon seat)? This part?
- 019 MATTHEW: It's, it's right here that part animals in.
- 020 TEACHER: Oh. So it's a covered wagon and the farmer could put his animals in there, huh? (moves Matthew back towards her) If you turn it around, this side has some words on it. Can you turn it around and show the boys and girls those words? It says, "Oregon Trail."
If you have a question to ask Matthew, something he didn't tell us, yet, will you raise your hand? Now we will have three questions.
- 021 MATTHEW: Jophus.
- 022 JOSEPH: Um, um, did you get it somewhere?
- 023 MATTHEW: Yeah.
- 024 JOSEPH: Where?
- 025 MATTHEW: At, at, at Wal-Mart.
- 026 TEACHER: (holds up one finger) Another question. Can you ask someone else to ask you another question about it?

- 027 MATTHEW: Um, Lindsay.
- 028 LINDSAY: Do you play with it a lot?
- 029 MATTHEW: Uh-huh.
- 030 TEACHER: (holds up two fingers) One more.
- 031 MATTHEW: Kerri.
- 032 KERRI: Do you share it? With someone?
- 033 MATTHEW: Uh-huh.
- 034 TEACHER: Who do you share it with?
- 035 MATTHEW: With my brother.
- 036 TEACHER: Thank you. You can put it right here. (Matthew puts his wagon on the floor to the right of the teacher and leaves.) Ryan, do you have something that you would like to tell us, today?
- 037 RYAN: (shakes head) No.
- 038 TEACHER: (nods)
Joseph, do you have something you would like to Show-and-Tell today?
- 039 JOSEPH: I have two things (takes his sharing from his bag and goes up to the teacher). This is--
- 040 TEACHER: (whispers) Just a minute. (turns Joseph around to face the audience)
- 041 JOSEPH: A book and I'll show you a page that, that you can see. This is--
- 042 TEACHER: (moves Joseph behind the book) Can you stand behind it? Here, let's get it this way.
- 043 JOSEPH: Okay, and this is a man's eye, and this is how, um, um, the man can see a flower. This is a bug's eye and this is how can it, and this is how it can see a flower.
- 044 TEACHER: So this is, this is an eye of a bug and it shows how it can see, right?
- 045 JOSEPH: Yeah.

- 046 TEACHER: And then you brought something that goes with it. Tell them what you have here?
- 047 JOSEPH: Um, this is--you look through it and there's a lots of stuff.
- 048 TEACHER: Okay. What does this look like when you look through it? (pause) Is it like looking through a bug's eye?
- 049 JOSEPH: Yeah.
- 050 TEACHER: Oh. (takes eyepiece) See, on this end right here, can you just show? The glass has lots of little squares on there and that's the way a bug's eye looks. So when you look through this, you'll be able to see how things look to bugs when you look through their eyes.
- 051 JOSEPH: Um.
- 052 TEACHER: Is it just like you see?
- 053 JOSEPH: Um, can I show them?
- 054 TEACHER: I think we'll let them take a chance, take a turn to look through it during work time.
- 055 JOSEPH: Okay.
- 056 TEACHER: But they should check with you, so you can tell them about it. When you look through there, does it look like, do things look like the same as when you're looking with your own eyes?
- 057 JOSEPH: (nods) Yeah.
- 058 TEACHER: Oh. So if you would like to see how things look to a bug, ask Joseph, because we're going to set his book right here. You can look at the bug's eye in there, and then you, he'll let you look through this little lens. We'll set it right here and you can see how things look to a bug.
- 059 JOSEPH: Okay. (puts his lens next to the book on the floor and returns to his place in the circle)
- 060 TEACHER: Thank you, Joseph. That will be interesting to check out how things look to bugs.
Lindsay.
(Joseph takes another book to the teacher.) Oh, and that's your library book?

- 061 JOSEPH: Um-hm.
- 062 TEACHER: Okay, why don't you put that--Joseph, see that plant sitting right up there above the mailboxes?
- 063 JOSEPH: Yeah.
- 064 TEACHER: There's a pile of books right next to it. Put that one on it, and then during work time, you can find your other one.
- 065 JOSEPH: (puts book with others)
- 066 LINDSAY: (stands near the teacher, takes a violin out of the case, and tightens the bow) This is a violin, and um, when I first, when my mom and dad wanted me to, wanted me to play a violin I had to use a wooden one. And as I got older, like I think when I was, ah, 4 or 3, I got a real violin because I had to learn how to use a real violin just by a pretend violin that they made up of a kleenex box and a ruler. (chuckles) And, um, when you play the violin, you have to work very hard, and you have to get your fingers on these little, um, silver, silver tapes and white tapes. The one would be a white tape, and the silver, and the silver ones would be a two and three. And when you get about, I think 6 or 7, and still are playing the violin, you will get to use your pinkie and then you have four. And I don't know what color of tape you have then. Probably a white one, but I don't know. And you have to use the bow the right way, and I'll show you how. You have to use, you have to practice on your fingers. Well, when you're real little, you have to put your, um, your thumb right here. But, um, when I, like when I was almost getting 6, I just learned how to put it there. And I'm almost 6, so I just learned about a few weeks, about, ah, in September, I think, I learned to how to put my thumb right between the black line and the brown line right there. And, you have to, um, when you're ready to play the violin, of course, you have to put your thumb there, your pinkie on this part and you have to make the huggers go down to this silver tape. And you have to put, oh, I'm getting mixed up, all mixed up. And you have to put, uh, this finger right like this, and you have to put your hand like that. Because if you don't put your hand like that and you put it like this, it will be touching this and that will make the rosin come off the bow. And if you want to play, of course, I'll show you. See, you can't play like this (demonstrates), that doesn't, that's not a good tune. How you play the violin is the right finger way. You have to play, you have to put your fingers like this. And on the violin, you can see that these, these are little things (points to tuners) and you have to, if you, if you're tuning not very good down on this part, then you have to move those. If you're not tuning very good up here, you have to tune those (points to

pegs). But you can see that this is the fat part and the little ones are connected. And the skinny part, and, and it has, um, and this is the skinny part and it has fat ones right there. It's--I don't know why they put them like that but it's, I guess it's just supposed to be oppo--, opposite so, um, they can, so you can play it and I guess that's just how they made violins, (shrugs shoulders) I don't know. (chuckles) Well, when I got the violin, I learned a few songs. Well, I learned on the A Scale, that was the first one. And then I learned the See Song, the See-Saw Song, and, ah, then, let's see, and then I learned Twinkle, and then I learned, um, let's see here, and then I learned all my variations, and then I learned, um, I think, uh, what one, oh, oh, I forget the name of it, but, I learned very many songs. And I'm, now, I'm just learning another song and that song is, that song is pretty long and when I was small, you know, I played short songs. And then when I, as I got older, I played longer songs. I am very used to, you know, the A Scale because that's the first one I ever played. And, when we had the wooden violin, we, all we did was work on our tapes, because the tapes are the most important thing. You have to put the one on this one, the two on that one, and the three on this one. My mom always says that the two and three are best friends, but they don't like the one. 'Cause the one isn't as close as the, as, um, the one and the two. 'Cause see, I'll show you, you put the one here, two fingers there. (shakes head) They're not as close, are they? They're not as close. So they're not as, well, you have to work on the violin. You have to be careful with the violin. A few times, you know, people have chipped their violins. And that means, see, the wood has came off. Just by their bow, bow. See the bow can just chip it off. So that's why you cannot swing the bow around. You could hit somebody in the eye, you could poke somebody, you could probably hurt anybody with the bow. You couldn't do anything that would hurt somebody with the bow. And that's why you have to be careful with this. 'Cause this is wood. On the back, you can see that there's a little bump, and a little pad. Well, the pad is for, because under here it's real breakable. And I, I guess they should have it all along the back because the back is, if you lay it down, if you lay it down hard like that, that would hurt the back. It won't hurt the front, it will hurt the back. And if you lay it down like--(demonstrates bridge side down) the strings could come off and you could make these tip like that. There's a lot of things you have to learn about the violin, before you do anything. So you have to learn a lot about the violin, and I'm going to play Twin-- um, let me see here--these two--

067 CHILD: Twinkle, Twinkle Little Star?

- 068 LINDSAY: Uh-huh, I know that one, but I got mixed, I got too mixed-up, so I'm going to play the A Scale. You can listen and see how it sounds. (Lindsay plays the scale.)
- 069 CHILDREN: (A few cover their ears.)
- 070 TEACHER: (shakes her head at those covering their ears)
- 071 ALL: (clap)
- 072 LINDSAY: There. When you always put the bow away, you always have to loosen it, because when you get it out, well, there's so tight, that this thing right here (points at bow holder in case), see it? It could pluck the bow. It could grab onto the string. And so I always put it on the wooden spot, because there's no loose strings. And you always have to loosen it, too. I can get this shut, too. (puts her violin away, but has some trouble getting the case to shut) The hard thing about it. (starts to go back to her seat)
- 073 TEACHER: Lindsay, could we put your violin up here? And then if during work time, they wanted to--let's leave it closed. If you want to see Lindsay's violin, you'll need to ask her to open it up and show it to you. Because violins are very expensive instruments and so we need to handle them very carefully. (Lindsay leaves.) But that way you could get a better look. So if you'd like to see Lindsay's violin close-up, have Lindsay come over and show it to you. Just like you're going to have Joseph come over and share his bug eye with you.
- 074 CHILD: Or even Matthew.
- 075 TEACHER: Thank you, Lindsay.
Jessica, do you have something to share with us today?
- 076 JESSICA: (stands next to the teacher and takes her sharing out of her bag) This is my Gummy Bear. I got it from Lindsay _____ (last name). I mean _____ (different last name). (rocks with her bag)
- 077 TEACHER: (holds Jessica's bag) Do you have some questions you'd like to ask Jessica? Remember, something she hasn't told us yet. Three questions.
- 078 JESSICA: Nikki?
- 079 TEACHER: (holds up one finger)
- 080 NIKKI: Do you take it to bed?

- 081 JESSICA: Since I got it, I have it last night.
(nods) Maegan?
- 082 TEACHER: (holds up two fingers)
- 083 MAEGAN: Do you sleep with it?
- 084 JESSICA: (nods) Lindsay?
- 085 TEACHER: (holds up three fingers)
- 086 LINDSAY: Is it soft?
- 087 JESSICA: (nods) Um-hm.
- 088 TEACHER: (whispers to Jessica) That was three. Thank you.
- 089 JESSICA: (puts Gummy Bear on the floor with other sharing items)
- 090 TEACHER: He has a shiny cap on. Can you be careful of the cord?
Thank you.
Maureen, do you have something to share with us this morning?
- 091 MAUREEN: (stands next to the teacher with her bag) This is my
favorite bear in here.
- 092 TEACHER: (whispers) Okay, let's take it out. (turns Maureen
around to face the audience)
- 093 MAUREEN: (Maureen has a speech impediment and speaks very
quietly. It is very difficult to understand her. Parts of her
sharing are unintelligible. She also holds her bear in front of
her face) This is my favorite bear. He is 3 years old (pause)
and I always sleep with him (pause). And he's the rest of my lot
(pause). And we have his hair out (pause). And this is my
necklace it's (pause) and it's my own, and this is my own. It
was from my mom.
- 094 TEACHER: Does anybody have a question they would like to ask
Maureen about this soft animal that she hasn't asked yet?
Johnny? (holds up one finger)
- 095 JOHNNY: Do you take it to bed?
- 096 MAUREEN: (nods)
- 097 TEACHER: Somebody else?
- 098 MAUREEN: (points)

- 099 TEACHER: J B? (holds up two fingers)
- 100 J B: Is it, um, furry?
- 101 MAUREEN: (nods)
- 102 CHILD: What's it's name? (holds up three fingers)
- 103 MAUREEN: Johnny.
- 104 CHILD: What? Johnny?
- 105 MAUREEN: (nods)
- 106 TEACHER: Thank you, Maureen. Nice job. (Maureen puts her bear with the other sharing items and takes her seat.)
- 107 MAEGAN: Teacher, Eric's leaning against me.
- 108 TEACHER: Eric, why don't you lean against the cupboard instead of the kids.
Maureen? (holds Maureen's bag in front of her)
- 109 MAUREEN: (retrieves bag and sits down)
- 110 TEACHER: Thank you. We had some interesting things here for sharing today.

Appendix R

Core Interview Questions for Postobservational Interviews

I have compiled some initial data that I would like to share with you. Because of your important role as the teacher in this research, you are an invaluable resource in helping me to interpret this information by adding your insights and explanations of this data.

1. When we visited together about your Sharing Time goals, you indicated the following: (see i, ii, and iii). After thinking about these, were there any others you would like to add?
2. Other teachers in the study stated the following goals: (see ib, iib, and iiib). Would you care to comment on or add to the list?
3. When examining the initial findings, it became apparent that teachers talk more than students. The mean percentage for teacher-talk was 66%. When one extremely lengthy sharing turn (1,127 words) and accompanying responses were omitted from the data, the mean percentage of teacher-talk rose to 72%. Does this surprise you? Please comment on this pattern.
4. Teachers responded through comments and questions after almost every student turn (mean number of teacher turns = 44%) in what could be described as a "ping-pong" style. Please comment on this pattern.
5. It was also found that teachers make comments to students more frequently than ask questions of them. Comments of clarification were the most frequent type of comment made by the observed teachers, followed by evaluative comments (examples provided from selected

portions of transcripts from that teacher's sharing observations).

Please comment as to why you feel this is so.

6. The questions that teachers asked tended to be low-level literal type questions and very few higher order questions (examples provided from selected portions of transcripts from that teacher's sharing observations). Please comment as to why you feel this is so.

7. Almost one out of every four questions and one out of every five comments concerned management. Would you care to comment on this pattern?

8. A goal expressed by all 3 teachers involved in the study was the importance of a child communicating about a topic in a precise, focused manner. Using the following list of sharing turns (see ic, iic, and iiic) and the transcripts, please identify those children you consider to have given "good" sharing turns and explain why.

9. Are you aware of any differences in your responses to children's sharing when you feel it is going well versus when it is not?

10. Despite teachers' estimates of spending 5 to 10 minutes per day on sharing, actual sharing took 13 to 20 minutes. Do you feel sharing is a valuable way to spend up to 13% of the kindergarten day? Why or why not?

11. If you could change something about sharing as a part of the curriculum what would it be? Why?

12. Is there anything else you would like to add that may give insight into these interpretations?

i

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To develop self-confidence to stand in front of a group.
2. To develop language skills which enable them to talk to a group, speak in a sentence, formulate a question, and answer a question.
3. To communicate with parents about a specific topic.

Sharing time provides the teacher with the opportunity:

4. To identify articulate children and their development of sentence structure.
5. To identify speech and voice problems.

ib

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To develop language skills which enable them to be good listeners; speak in whole sentences; give a specific telling with a beginning, middle, and end; and stand in front of a group.
2. To develop thinking skills.
3. To bridge the gap between home and school.

Sharing time provides the teacher with the opportunity:

4. To identify children's interests.
5. To develop group cohesiveness.

ic

 Observation: 1 Date: October 4, 1988

 Daily goal: To review the beginning sounds of B and C.
 Sharing may also include A.

<u>Scheduled Sharer</u>	<u>Item</u>
005 Casey	pass
009 Rebekah	stuffed cat
035 Erik	two-faced clown
064 Katy	Pound Purry (cat)
088 Jill	album, bottle, book, cat, Chris-Mutt
152 John	Pound Purry (cat)

 Observation: 2 Date: October 24, 1988

 Daily goal: To review the beginning sound of G.
 Children may also bring things pertaining to the
 Halloween/Fall unit and the beginning sound of F.

<u>Scheduled Sharer</u>	<u>Item</u>
025 Amanda	ghost flashlight
058 Michael	Dumbo (elephant), feathers
086 Craig	pass
126 Justin	skeleton, stuffed pumpkin that turns into a spider
157 David	pass
161 Kimberly	Gumby
196 Matthew	paper fold-out ghost
239 Christopher	pass
250 Sonja	coloring book

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To develop language skills which enable them to be good listeners and give a precise sharing with a beginning, middle, and end.
2. To develop thinking skills.

Sharing time provides the teacher with the opportunity:

3. To identify children's interests.
4. To develop group cohesiveness.

iib

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To develop self-confidence to stand in front of a group.
2. To develop language skills which enable them to talk to a group, speak in a sentence, give a specific telling, formulate a question, and answer a question.
3. To communicate with parents about a specific topic.
4. To bridge the gap between home and school.

Sharing time provides the teacher with the opportunity:

5. To identify articulate children and their development of sentence structure.
6. To identify speech and voice problems.

iii

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To bridge the gap between home and school.
2. To develop language skills which enable them to speak in whole sentences, give a specific telling, stand up in front of a group, and develop good listening.

iiib

GOALS OF SHARING TIME

Sharing time provides children with the opportunity:

1. To develop self-confidence to stand in front of a group.
2. To develop language skills which enable them to be a good listener; talk to a group; speak in sentence; give a precise telling with a beginning, middle, and end; formulate a question and answer a question.
3. To communicate with parents about a specific topic.
4. To develop thinking skills.

Sharing time provides the teacher with the opportunity:

5. To identify articulate children and their development of sentence structure.
6. To identify speech and voice problems.
7. To identify children's interests.
8. To develop group cohesiveness.

iiic

 Observation: 1

Date: September 28, 1988

 Daily goal: To bring something from home that is very special.
 To have statements to tell about the special thing.

Scheduled SharerItem

043	Renee	three wedding pictures, flower girl dress
092	Eric	dad's broken-down truck (telling)
094	Adam	pass
096	Nicole	doll (Susie)
114	Maegan	pass
116	Hannah	pass

 Observation: 2

Date: October 20, 1988

 Daily goal: To bring things from home with important things to say.
 To speak with volume.
 To stand in front of a group.

Scheduled SharerItem

013	Matthew	Oregon Trail wagon
037	Ryan	pass
039	Joseph	bug eyepiece, book about bug and human eyes
066	Lindsay	violin
076	Jessica	Gummy Bear
093	Maureen	stuffed bear

Appendix S

Teacher #1 Postobservational Interview

March 1, 1989

3:45 p.m.

Note. A student teacher was present during part of this interview.

001 I HAVE COMPILED THE INITIAL DATA. BECAUSE YOU AND THE OTHERS ARE THE IMPORTANT PEOPLE IN THE RESEARCH, I AM JUST COMING IN AND GETTING A GLIMPSE OF WHAT'S HAPPENING, JUST A SMALL PORTION OF THAT--

002 Um-Hm.

003 YOUR INSIGHTS ARE REALLY GOING TO HELP ME IN THE INTERPRETATION--

004 Okay.

005 WHERE THIS IS GOING TO LEAD AND WHAT YOU THINK ABOUT THE COMMENTS.

006 Um-hm. Okay.

007 WHEN I ASKED YOU BEFORE ABOUT YOUR GOALS FOR SHARING TIME--

008 Um-hm.

009 I PULLED THESE OUT (displays Appendix R, i). I DIDN'T KNOW IF AFTER YOU THOUGHT ABOUT THEM, IF YOU HAD ANYTHING TO ADD OR IF YOU THOUGHT THAT WAS PRETTY MUCH IT.

010 That seems pretty conclusive to me. Perhaps maybe to, um--that, that pretty much is it.

011 OKAY.

012 There isn't anything I would really want to add.

013 I ALSO HAD THE ONES THAT THE OTHER PEOPLE THOUGHT OF--

014 Um-hm.

015 AND I COMBINED THOSE (displays Appendix R, ib). IF YOU WOULD COMMENT ON WHAT YOU THINK OF WHAT THEY SAID. IF YOU AGREE; DISAGREE.

- 016 This is the other one that I was thinking that I didn't say. (Points to #3: To bridge the gap between home and school.) That it would give you insight of what's going on in the family and the home. (reading) "To identify children's interests," that kind of thing, uh-huh. That's interesting, isn't it? (refers to #5: To develop group cohesiveness.)
- 017 UM-HM.
- 018 Lot of them are the same!
- 019 THEY ARE.
- 020 They really are. Um-hm.
- 021 YOU WOULDN'T BELIEVE! A LOT OF THIS WAS AMAZINGLY ALIKE.
- 022 That one I, I wouldn't have ever thought of.
- 023 THE GROUP--
- 024 Cohesiveness.
- 025 OKAY.
- 026 Because I probably don't feel like Show-and-Tell does a lot for that. For that gap of like we're looking at a picture. It's not like a project. And because we were painting together, that seems like that builds more group cohesiveness. And you can see what they think. Um-hm. That's interesting. Yeah, this is the only one I would probably add.
- 027 THREE?
- 028 Yeah, these two I would kind of--(points to #3: To bridge the gap between home and school; points to #4: To identify children's interests) just, just so you get to know the children better. Especially right at the beginning of the year. You can find out lots of things that are interesting. Not that you're prying, but just so that you find out things they like and kinds of things they do and to listen to things they like. But other than that, I'm pretty happy with what I've said.
- 029 OKAY.
- 030 Okay?
- 031 WHEN I LOOK THROUGH THE AMOUNT OF, BECAUSE I WAS LOOKING AT TEACHER-TALK--

- 032 Um-hm.
- 033 AND I FOUND THAT TEACHERS TALK A LOT MORE THAN STUDENTS DO.
- 034 Too much! Too much!
- 035 IN FACT, THE PERCENTAGE WAS, WHEN I COMBINED EVERYBODY--
- 036 Um-hm.
- 037 FOR ALL SIX TIMES, WAS 66% OF TEACHER-TALK.
- 038 Um-hm. Um-hm.
- 039 THERE WAS ONE CHILD THAT HAD AN EXTREMELY LENGTHY SHARING TIME--
LIKE 1,127 WORDS--THAT THIS CHILD JUST WENT ON AND ON.
- 040 That was _____'s (first name of another teacher in the
study) violin child, I bet.
- 041 YEAH.
- 042 Uh-huh.
- 043 OKAY, WHEN I TOOK HER OUT--
- 044 Uh-huh.
- 045 AND I TOOK ALL THE RESPONSES RELATED TO THAT OUT, THEN THE
TEACHER RESPONSES ROSE UP TO 72%.
- 046 That doesn't surprise me at all.
- 047 DOESN'T IT?
- 048 That's atrocious! That doesn't surprise me, because I, because
I've been taking some other things that really talk to that
subject. I think it's outrageous that we talk that much and are
not letting children, ah, do enough where the children are
interacting with each other in a conversation with things going
back and forth through us. It is something I'm actually working
on but--(pause)
- 049 OKAY. DO YOU CATCH YOURSELF?
- 050 Well,
- 051 NOTICING THE DIFFERENCE?
- 052 Yes.

- 053 SINCE I'VE DONE THIS, TOO, I'VE BEEN TRYING--
- 054 Trying to let children have a little bit more wait-time, so they have time to think. Have a little bit more time so when they pause, you don't jump right in. I'm working on it because I think it's pretty bad. They can't listen to us that much. They absolutely can't listen to us that much so it's just wasted time.
- 055 BECAUSE EVENTUALLY, I THINK, DON'T YOU THINK THEY TURN YOU OFF?
- 056 I know they turn me off. They turn me--they just, they cannot listen anymore. So, it doesn't surprise me, though, Deb. (chuckles) I'm sad--
- 057 ALSO, WITH THE COMMENTS AND QUESTIONS, TEACHERS RESPONDED ALMOST AFTER EVERY STUDENT TURN.
- 058 Um-hm.
- 059 LIKE 44%--
- 060 Um-hm.
- 061 OF THE TIME, OF THE TURNS WERE TEACHER TURNS. KIND OF IN A "PING-PONG"--
- 062 Right.
- 063 KIND OF STYLE.
- 064 Right.
- 065 DO YOU WANT TO COMMENT ON THAT?
- 066 Not good. That's another thing that I've been reading about and studying. That that's not particularly good, because lots of times that squashes thinking. You're not going to get--not so much for Show-and-Tell because it is kind of just a statement of fact. It's not quite the thing like when you're doing a language lesson or a math lesson when you want to draw out more, or a social studies lesson when you want to draw out more things for children because--you know, basically you have to stop somewhere. (chuckles) They'd talk all day! But I do think that I think that kind of just stops kids from saying things more when you've got that real "ping-pong" sort of thing and no wait-time in between. They just, they would probably get up and say four, five, or six things and then sit down if you had it less, less done in that fashion. Where the teacher is constantly giving feedback. They don't need that much. They just don't need all that. They just don't need that. They don't need to be told.

- It actually stops them from having fun. "Well that's it! I'm done!" So--(pause)
- 067 THAT REALLY SURPRISED ME. ALSO, I FOUND OUT THAT TEACHERS MAKE COMMENTS MORE OFTEN THAN THEY ASK QUESTIONS. THE RATIO WAS ABOUT 2:3.
- 068 Oh! That's interesting. That kind of surprises me because I think I usually try to make, ah, make up questions to ask students. That's interesting.
- 069 COMMENTS OF CLARIFICATION WERE MORE FREQUENT.
- 070 Oh.
- 071 AND THEN SECOND, WERE EVALUATION COMMENTS.
- 072 In other words, we're helping the child to do Show-and-Tell.
- 073 WELL--
- 074 Okay.
- 075 WHEN I WAS LOOKING BACK, FOR ME THE COMMENTS OF CLARIFICATION WERE EITHER A REPETITION OF THE CHILD OR--
- 076 Um-hm.
- 077 SOMETIMES AN ELABORATION.
- 078 Um-hm.
- 079 THESE ARE YOUR TRANSCRIPTS (refers to transcripts from the first observation, see Appendix G). LIKE HERE THE CHILD SAYS "C" AND YOU REPEAT HIM. DO YOU--
- 080 Um-hm. Oh, right. They don't make very interesting responses when you do this.
- 081 CARE TO COMMENT?
- 082 Some of them don't. (reading) "What about a question?" (chuckles)
- 083 AND THIS WAS VERY TYPICAL,
- 084 Uh-huh. Uh-huh.
- 085 FOR THE CHILD TALKING,

- 086 Uh-huh.
- 087 AND THERE WAS AN ECHO BACK.
- 088 Uh-huh.
- 089 AND IN FACT, THAT WAS THE HIGHEST COUNT OF THE CATEGORIES. DO YOU HAVE A COMMENT ABOUT WHY YOU THINK THAT MIGHT BE SO?
- 090 I don't know. Uh, let's see. Why do you suppose we do that? I think actually, probably the clarification comment may be to keep it short because the group will get restless and you're trying to keep the attention of the listeners and keep it moving fast. Um, I've been trying to think of ways to make Show-and-Tell more meaningful. Perhaps they, if I was to leave and let them share. It's an important thing for children. Teachers are just bored to death with Show-and-Tell, but it's very important to children. Very important to children. That's their--I suppose that's the reason we do that, in order to help them out rather than let them do it themselves which is--
- 091 TO KEEP IT MOVING.
- 092 Right, and keep them from just standing there.
- 093 WHAT DO YOU THINK ABOUT THE EVALUATION? NOW, I DIDN'T DESIGNATE WHETHER IT WAS POSITIVE OR NEGATIVE. IT COUNTED--
- 094 Um-hm.
- 095 JUST AS A SINGLE COMMENT.
- 096 Um-hm. Um-hm. Well, it probably goes back to you really should be careful about those things. I mean, I think once again, that research shows that if you don't--you know, even if you comment about everything, the child has basically done a good job, they'll know they've done a good job. Sometimes it's, perhaps it gets to the point, you know, we give a few comments when they can do it themselves. So (pause), interesting.
- 097 WHEN I LOOKED AT QUESTIONS, I DIVIDED THEM INTO LOW-LEVEL LITERAL,
- 098 Um-hm.
- 099 HIGH-LEVEL LITERAL,
- 100 Um-hm.

- 101 LOW-LEVEL INFERENTIAL, AND HIGH-LEVEL INFERENTIAL, AND THEN I
ALSO--
- 102 I bet they're all low level for Show-and-Tell.
- 103 A BIG PERCENTAGE.
- 104 Yeah. They're just boring things (chuckles).
- 105 THERE WERE SOME--
- 106 Well, they are! They really are!
- 107 NOW, I DON'T KNOW IF YOU REMEMBER BACK, WELL, BECAUSE MOST OF
THEM (refers to transcripts from the first observation, see
Appendix G), YOU KNOW, LIKE THIS FIRST SECTION--
- 108 Um-hm.
- 109 WAS HOW OLD--
- 110 Um-hm.
- 111 LOTS OF THEM--
- 112 Um-hm.
- 113 BECAUSE OF THE SONG. I DON'T KNOW IF YOU REMEMBER, BECAUSE THIS
WAS SO LONG AGO--
- 114 Yeah, basically. We were doing numbers or something.
- 115 (refers to transcripts from the second observation, see Appendix
M) BUT WHEN THE LITTLE BOY BROUGHT HIS GHOST, PAPER GHOST--
- 116 Um-hm, ghost.
- 117 THIS WAS AMANDA'S GHOST FLASHLIGHT.
- 118 Oh, look at all these pages here.
- 119 OKAY, MATTHEW'S GHOST. HERE YOU HAD SOME HIGHER LEVEL ONES--
- 120 (interruption)
- 121 Okay, sorry about that.
- 122 THAT'S FINE.
- 123 Level of questioning, right?

- 124 YEAH. UM, WHEN MATTHEW HAD HIS GHOST,
- 125 Oh. Um-hm.
- 126 NOW HERE YOU HAVE SOME HIGHER LEVEL--
- 127 Um-hm.
- 128 BECAUSE IT WAS (reading) "WHY COULDN'T YOU, MATTHEW?"--RELATED
BACK TO HIS PRIOR EXPERIENCES.
- 129 Um-hm. Um-hm. (reading) "Because the string would probably
fall down." He had a pretty good answer for that.
- 130 YEAH. (reading) "AND WHAT WOULD HAPPEN IF IT RAINED?"
- 131 Uh-huh.
- 132 THOSE KINDS OF THINGS--PREDICTING--THAT ARE MORE INFERENTIAL
KINDS OF QUESTIONS.
- 133 Maybe I'll have to start thinking about questions, too. I mean,
I have really started thinking about it with other subject areas.
- 134 BUT IT WASN'T UNCOMMON. IN FACT, USUALLY THERE--IF THERE WAS A
HIGHER LEVEL QUESTION WITHIN THEM (refers to the transcripts), I
FOUND ONLY ONE OR TWO.
- 135 Um-hm. Um-hm.
- 136 BECAUSE IT'S NOT THAT COMMON. OTHERWISE THERE WERE ONLY ONE OR
TWO.
- 137 I'm sure, it's just general: "What is this?" "Where did it come
from?" "Didn't it just bore me to death? (chuckles) Oh. Well,
I wonder how you can get around that? I think--I've been
thinking about--_____ (first name of student teacher),
you'll have to think about that. How to get Show-and-Tell to
be--it moves better now, because the kids are older, more mature.
They know the whole routine. They just pop up and pop down. I
don't know. I've been thinking about having them share
experiences completely and let it--instead of "things".
- 138 THINGS. UM-HM.
- 139 I think if you get away from "things" after a certain time. I
think probably when you're very young and first starting in
school, they need a "thing" as a crutch. I don't think they need
a "thing" as a crutch anymore at all. Even by midyear, they

don't need a "thing". Probably they don't need a "thing" after the first couple of months. So, uh--

140 MAYBE THAT, TOO, WOULD EXPAND THE LANGUAGE, BECAUSE WE WOULDN'T ALL HAVE THAT COMMON BASE OF "THE THING"--

141 The "thing."

142 TO LOOK AT. THAT IS A VERY LITERAL CONCRETE OBJECT.

143 Well, that is kind of what I was thinking. Then give, the note that goes home, the next one that I have talks, that's what it does. It, you share, uh, your favorite page of, of your favorite book. And you read a page or you tell about a page. Or it will be to relate an experience that was exciting, or scary, from a vacation, or something you did last week. It's specific experiences from now to the end of the year. So most of the kids will do that, reasonably well. Then there doesn't have to be so much talking on my part. To shorten it up sometimes. So it doesn't go forever.

144 UH-HUH. UH-HUH. THAT WAS KIND OF--WE CAN KIND OF SKIP TO--NO LET'S NOT SKIP.

145 You might get mixed-up.

146 YEAH. THE TIME-WISE FACTOR. THAT WAS INTERESTING, TOO. WE'LL GET TO THAT. ANOTHER THING WE'RE LOOKING AT, WITH BOTH COMMENTS AND QUESTIONS, WAS ONE OUT OF EVERY FOUR QUESTIONS AND ONE OUT OF EVERY FIVE COMMENTS CONCERNED MANAGEMENT. EITHER TURN ALLOCATION OR JUST MANAGEMENT OF THE GROUP.

147 Um-hm. Of the whole group.

148 YEAH.

149 Um-hm. One out of four?!

150 UM-HM.

151 Ahh!!! (chuckles) Well--

152 AND THIS OF COURSE IS ACROSS THE BOARD. THAT EVERY--IT WAS SO SURPRISING, IN FACT, THAT 3 ENTIRELY DIFFERENT PEOPLE HAD SIMILAR RESULTS.

153 I wonder if that says something?

154 GIVE OR TAKE A FEW--

- 155 Um-hm. I wonder if--that's real interesting to me. I wonder if it would still be this, this time of year? Oh, probably. Because some children are still, are needing as much or more management. Where as others don't need any.
- 156 THEY BECOME TOO FAMILIAR WITH THE SITUATION.
- 157 Exactly. Whereas other children don't need any. Zilch. None. So--(pause). Hm--(pause). I notice that listening to my student teacher, there are a lot of interruptions for the least little thing. And I wonder if I do the same exact thing. I do. Hm. That's interesting.
- 158 BUT YET, MANAGEMENT IS A BIG SECTION OF IT. I MEAN, THAT'S--
- 159 Yeah, you can't let it--
- 160 I MEAN, A THIRD OF MY SECOND CHAPTER WAS ON MANAGEMENT,
- 161 Uh-huh.
- 162 AND TEACHER CONTROL IN THE CLASSROOM, BECAUSE YOU'RE THE PERSON IN CHARGE.
- 163 Uh-huh. Well, and it's kind of a, it's kind of a difficult time, and that is the reason I think the whole thing of Show-and-Tell needs to be rethought. It's a long time for children to sit and listen to a child in front. It's a long time. I almost think it's too long, but on the other hand, it seems to be such a valuable thing for the child who's participating. And a difficult thing for a child who's listening. So it does bring up how important management is. Probably more so than we want. Because we do talk too much.
- 164 BECAUSE THERE'S ONLY ONE PERSON "ON STAGE" AT A TIME.
- 165 There's so much sit-time. Yeah. There's not much involvement. Not much class involvement. I really believe in class involvement. You don't get nearly the problems with kids. For instance--
- 166 LIKE THE MURAL?
- 167 Yeah. Today, I mean, you know, people think, "Oh my gosh! Why do you paint with 20 kids?" And we've been making giant bunnies and stuff, but, you know, once they all understand what they're supposed to be doing, uh, there's really not much of a problem because they're having a really good time doing it.
- 168 UM-HM.

- 169 And they're interacting as a group to make something as a group.
- 170 UM-HM.
- 171 And you know, they--
- 172 YOU GET THAT COOPERATION.
- 173 Yep. They really like it. And they're all helping with the grass and cut it out and put it up to see how that looks and very interested in how--very little management. One or two things, you know, that might have to do with someone who might trip with the paint or--I don't know. I think that's part of the problem of Show-and-Tell. The management. So--(pause)
- 174 A GOAL THAT WAS EXPRESSED BY ALL 3 OF YOU TEACHERS, WAS THE IMPORTANCE OF THE CHILD COMMUNICATING SOMETHING IMPORTANT--
- 175 Um-hm.
- 176 ABOUT A TOPIC--
- 177 Um-hm.
- 178 IN A PRECISE TELLING--
- 179 Um-hm.
- 180 BASICALLY FOCUSED ON SOMETHING.
- 181 Um-hm.
- 182 USING THIS LIST TO HELP YOU REMEMBER (displays Appendix R, ic), AND IF YOU WANT TO, GO BACK INTO THE TRANSCRIPTS. WOULD YOU IDENTIFY WHO YOU WOULD CONSIDER TO HAVE A GOOD SHARING?
- 183 Um-hm.
- 184 WHAT WOULD CONSTITUTE A PRETTY GOOD JOB?
- 185 Probably, probably Erik and his two-faced clown.
- 186 UM-HM.
- 187 I don't know why Erik, two-faced clown. Oh, for C.
- 188 C.

- 189 Here. The beginning sound of C. Uh-huh. Yeah, that was probably it. But, who knows? Hm. Because they apparently all did the right sound.
- 190 UM-HM.
- 191 But these people that did Pound Purries at that time didn't call them cats. They had to be elicited from them.
- 192 RIGHT.
- 193 They didn't know that it was a cat for C. And I, I think that Erik, I think he had made that clown, as a matter of fact, or it was something he did, it was some project. So it had a little bit more meaning to him. And his understanding of that was so.
- 194 IT WAS THE ONE THAT WAS HAPPY AND SAD.
- 195 Uh-huh. Uh-huh.
- 196 AND THAT WAS THE ONE, TOO, WHERE YOU ASKED HIM, "HOW DOES IT FEEL?"
- 197 Right.
- 198 (reading) "HOW IS HE FEELING NOW?"
- 199 Uh-huh. Uh-huh. Yeah. And we did--and there was something that involved some thinking there.
- 200 UM-HM.
- 201 This has got to be--this one here is the Matthew one. Where the ghost actually did something. We could talk about what you do with it. Some of this doesn't even go with (chuckles).
- 202 I KNOW. WE HAD A FEW OFF DAYS. THAT WAS THE ONE WHERE EVERYONE SAID, "NO, WE DON'T HAVE THE NOTE ANYMORE."
- 203 Yeah, well, "We never got a note." I love that! Some kids. You wonder where they were. Or where--or then you start wondering if you really did get it together. Except you wonder why some kids have it and some kids don't.
- 204 UH-HUH.
- 205 So then you know somebody's been "out-to-lunch." So, yeah, I would think Matthew's paper fold-out ghost. Because he had the idea of the sound of G and he could do something with that and he was pleased with that. He did a pretty good job of showing and

explaining what he could do with it, where he got it, and all that good stuff. So that would probably be the two best ones.

206 OKAY. DO YOU FEEL WHEN A CHILD IS UP THERE DOING A GOOD JOB, THAT YOU NOTICE A DIFFERENCE IN YOUR COMMENTS OR RESPONSES COMPARED TO SOMEBODY WHO IS NOT DOING SO WELL?

207 Yeah, I think I try to get rid of them. The ones that are not doing too well (chuckles) faster. Because, ah--basically it's because I'm more concerned about the audience, then. Obviously, if the child is doing a good job, and it's something interesting, the audience is more tuned in. If the child is off-base and mumbling or not making a lot of sense, then I think I do more substituting for them, more talking for them, more guiding them along. Which is really kind of ridiculous because they're the ones who need the most. But, it's still a question of management and maintaining the interest of the group. I'm guessing that's probably what I do. I don't know for sure. It probably is, because we're doing this GESA (Gender/Ethnic Expectations and Student Achievement project) scoring thing also where we're looking at how we treat children. And you think of yourself as really good at it, and then you go home and someone starts coding that stuff for you and you find out you do some things that, that's very good to find that out, because then you take some steps to remedy it. But I guess I do a good share of that. Sometimes, in order to move, sometimes I'm feeling like I'm just sick of it.

208 THEN LITTLE KIDS WITH THEIR SHORT ATTENTION SPANS THAT ARE 5 OR 6 YEARS OLD--

209 I think, hmm, we better move this along. I just think they're spacing it off. They do. And then it isn't very nice for the person that's up there 'cause you know how it feels when you're talking to a group and, and half of them are nodding off, then you know that you're, you're not, you don't feel real good about yourself. Because I think you kind of take a gamble standing in front of a group. And it really is a gamble to do that. So, I'm guessing. I probably do that to move things along.

210 EVERYBODY PRETTY MUCH GUESSED, WELL, WHEN I ASKED HOW LONG SHARING TIME WAS, THE ESTIMATE WAS BETWEEN 5 TO 10 MINUTES.

211 Um-hm.

212 BUT I TIMED IT. AS THE TAPE ROLLS, THE TIME SHOWS.

213 Um-hm.

- 214 THE SHORTEST WAS 13 AND SEVERAL WERE 20 MINUTES LONG. AS AN AVERAGE, IT WAS RIGHT AROUND 17 TO 18 MINUTES.
- 215 Who said 5? I wouldn't have said 5. I must have said a total of 20. I, I know it takes 20 minutes.
- 216 DO YOU THINK--
- 217 Did I say 5 minutes? Gol, I couldn't imagine I saying that.
- 218 OR MAYBE YOU COULD HAVE SAID 10 TO 15.
- 219 Yeah, because I really know it takes--
- 220 LONGER.
- 221 Yeah. Yeah. Or if I did, I had to be "out-to-lunch" to say that.
- 222 DO YOU THINK, WE KIND OF ELUDED TO THIS A LITTLE BIT. IT FIGURED OUT TO BE ABOUT 13% OF THE KINDERGARTEN DAY. HOW DO YOU FEEL ABOUT USING THAT TIME?
- 223 I'm not real comfortable with that. I would be comfortable with it if I felt it was a more meaningful thing. I, I just, if I were really brave, I would do away with it. But it seems to be a real institutionalized tradition (chuckles) in kindergarten. And, you know, I, I just don't know if I'm brave. It's like giving up snack. I'd also like to do that. You know, I feel like these are maybe not, with such a short amount of time, they're probably not my most valuable things to do. Eating and socializing is great, because it is fun, and, you know, kids enjoy that. But I, I question how much of the time, and I question Show-and-Tell. How much you get out of that. It's valuable for the kids, for the four or five kids that are sharing. Perhaps, to teach social skills to the ones who aren't. I don't know. The fact you need to sit, and listen, and be polite. If I ask a question, how you respond. That kind of thing. So, it may, it may be that I feel this way simply because I've done it for so long. Other things you change in your schedule. You teach the same math lessons, but you do it in a different way every time. Whether you get, you know, a different approach to reading, or you do things different. And Show-and-Tell is always the same for 20 years. (chuckles) I mean, you can change the topics, but basically, you know, basically it's always the same. So I always have to question myself, whether I'm the one who is really bored with this and if that's the reason I'm questioning the validity of it. Or if it really is valuable, because I'm not real comfortable with it.

- 224 THAT WAS MY NEXT QUESTION. IF YOU COULD CHANGE SOMETHING ABOUT SHARING--IF YOU DID GET BRAVE--WHAT WOULD YOU DO? IF YOU DIDN'T HAVE TO WORRY ABOUT--
- 225 Well, the first thing, the first thing I would do was maybe just have it one, two, maybe two or three times a week instead of five. Or go to 3 days, then maybe 2, and then maybe 1. You, know, which I'm really considering doing now for the last weeks of school. Doing that, so we'll see how I like that. And then start out with it earlier next year. So half a year at a time. We do do, on Wednesdays, we, we don't share any "thing". On Wednesdays we don't have sharing as such. We do our, uh, we write in our journals what we did the night before. And the kids can read their journals. And then we write in them. But as far as anything to share--the kids seem to enjoy that as much or more than the traditional sharing.
- 226 WHEN YOU COMPARE THE LANGUAGE PATTERNS, WHAT DO YOU SEE?
- 227 I would say it's better.
- 228 (interruption)
- 229 I, I think maybe, um, that I feel we're getting more out of, but once again, that's kind of a new project for me and I'm enjoying doing it, and my kids are writing just, I mean, everybody is attempting in my morning class to do beginning sounds, and all but three are in my afternoon class. So everybody--I really see the pluses with that and I really see how they're tickled with writing, and coming up and sharing. Nobody is dragging their feet. And everybody shares quick. Because they know there's a lot of people so they just get up. They show their, they read their paper, turn around and show it to the children, hand their book to me and I write a comment. And then they're dying to practice reading their comment or ask me what it says. Uh, I don't know. It's an entirely different thing. Because they're obviously--but they're still sharing something of themselves. They get to tell about something they did the night before or the day before. It's something they did. So that's--
- 230 RATHER THAN THE OBJECT.
- 231 Right. Um-hm. And it is not something they made up or anything. It has to be that they did when they weren't at school to let the rest of us know what happened in their lives. They all follow that rule really well. I mean, sometimes we get "I went to bed." (chuckles) Which we giggle about because we all know it will be a picture of somebody under their covers, but the child who's writing is tickled with, you know, even making "I went to bed." So I don't know, that's something, that's something I've done.

- You know, Wednesdays are journal day. So I suppose I've done something to change Show-and-Tell Time. And I might try to figure out some other new song-and-dance to do another day (chuckles). Or a different day of the week. Thursdays ought to be stand on your head day or something; physical trick day. What trick can you show us? How about jokes? You can get really bad, that would be really awful.
- 232 JOKE DAY. I HAD A LITTLE KID YESTERDAY WHO SHOWED UP WITH TWO PAGES WORTH.
- 233 Oh, jokes are just wicked. At this stage, it's pretty awful, isn't it?
- 234 OFTENTIMES, THEY DON'T REALIZE WHY IT'S FUNNY.
- 235 Exactly. No, and then you're not sure whether or not you should laugh at this corn or not. It's pretty funny.
- 236 IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO ADD THAT WOULD GIVE ME INSIGHT BEFORE I PULL THIS ALL TOGETHER?
- 237 Hm--(pause), I don't know, uh, I think I've pretty much ranted and raved about Show-and-Tell. Like I said, it's not my favorite thing at all. One of the reasons we sing in the middle of it is to break up with two or three different songs. We sing just because then everybody can get involved with the singing at least. So everybody doing that kind of thing. I'm, I'm--
- 238 SO YOU FEEL IT'S MORE A MANAGEMENT KIND OF THING?
- 239 Yes. Yeah, definitely more of a management thing.
- 240 OKAY.
- 241 I'm also toying with the idea that there is some kind of way, I was thinking about that, there's some kind of a physical response that children can make for other children so they can move a little bit. Kids need to move. I haven't come up with anything that is workable. I mean, we do, we do clapping for each other sometimes, we do thumbs up for each other sometimes during math. Sometimes it's a management thing. I've tried to think of something without singling out some kids, because then that wouldn't work. But, um, and I suppose, you know, a great deal of thought could be given to the kinds of questions and responses that teachers give long-speaking children. Especially in the afternoon, Deb. Wow!
- 242 ONE FOR 20 MINUTES.

- 243 One for 15. You know, I could--now I have had, I have done this, and the thought has occurred to me. Let children do the Show-and-Tell for each other. And I am toying with that idea and I might do that. Because they've seen how to do it so much, that perhaps--I thought about the leader, the "Great Leader of the Day" being in charge of Show--I have done that in past years.
- 244 HOW DOES THAT WORK?
- 245 Really quite well. Really quite well. I mean, you still have, I sit in the circle with the children. Once in a while you do have to do some kind of management things, but it depends on the classes. There are a couple of classes--my afternoon class, I'm kind of leery doing that. Whether they would get really, they're very immature. They could be really silly about it. Perhaps they wouldn't. I think it's almost worth a shot and I wouldn't have to do as much talking, because the person in the chair is getting some really good experience running the show there.
- 246 A COUPLE OF KIDS ON STAGE AT THE SAME TIME.
- 247 Um-hm. A little more involvement that way. I don't know. I can't think of anything else right off hand. We're changing patterns, and changing kinds of things they share, changing more into experiences, and language, uh, relating what they did, rather than objects. You know, I've never just done, I've never just done Show-and-Tell you can bring any old thing. But it still has, it still has a "thing" and I think the "thing" just kind of squashes the language and perhaps the sharing. Yeah, yeah, I think so. So I think that's all I have to say.
- 248 THANK YOU.

Appendix T

Teacher #2 Postobservational Interview

March 3, 1989

2:00 p.m.

- 001 THIS AFTERNOON, I WANT TO GO OVER WITH YOU SOME OF THE INITIAL DATA THAT I HAVE COLLECTED BECAUSE I DID GET SUCH A SHORT GLIMPSE OF--AND YOU ARE WITH THIS ALL THE TIME. YOU ARE THE RESOURCE PERSON TO KNOW THE INSIGHTS AND EXPLANATIONS FOR THIS INFORMATION. WHEN WE VISITED TOGETHER ABOUT YOUR SHARING TIME GOALS, WAY BACK LAST FALL, THESE WERE THE ONES THAT I PULLED OUT FROM THE TAPE (displays Appendix R, ii), AND I WAS WONDERING, IF AFTER YOU A CHANCE TO THINK ABOUT THEM MORE, IF YOU HAD ANY MORE YOU WANTED TO ADD OR WAS THAT PRETTY MUCH IT?
- 002 Okay, uh, did I, did I ever give you a list of--
- 003 YOUR THINKING SKILLS? YES.
- 004 Right. Now, would you, would you consider all of those included in this "To develop thinking skills."
- 005 I HAD THOSE UNDER THINKING SKILLS, YEAH.
- 006 I think that would probably be there. Okay.
- 007 THAT WAS THINKING SKILLS. IT WAS ALL THERE.
- 008 (mumble reading) "Good listeners . . ." "Give precise beginning, middle, and end." ". . . children's interests . . ." I'm sure there are more. But prob--, these are probably the basic.
- 009 OKAY.
- 010 The basic ones. Uh, you know, just as I was saying earlier, um, things come up and we go, "Oh, yeah, this is really important and this needs to be--." Uh, I do use it, we do use it for, uh, problem solving sometimes, too. Could that be included under here?
- 011 OKAY. SO THAT SHOULD BE ADDED?
- 012 I think problem solving might--
- 013 OKAY.

014 Somebody'll say, "I have a problem." Or, "I didn't like that."
"How could you handle that?" We'll do some role playing
sometimes during Sharing Time. This morning it was a health
lesson. This little boy said--a little, a little girl was eating
an apple. She asked if she could eat the apple because, um,
she--they didn't have time for breakfast and that was no problem.
And then it started with a couple other children said they hadn't
had breakfast, so we stressed that and one of the other children
said, um, "My mother didn't have time." And I said, "Well, you
need to keep bread in the house." Or, so, you know, incorporate,
incorporated it into like a health--but the actual Sharing Time,
that would be--I think this is pretty good.

015 OKAY. OKAY. THEN I ALSO PULLED--BECAUSE I HAD ASKED THAT OF
EVERYBODY. THESE ARE FROM THE OTHER TEACHERS IN THE STUDY
(displays Appendix R, iib), AND THESE WERE THEIR GOALS. AND I
KIND OF COMBINED BECAUSE SOME ARE THE SAME, SOME ARE DIFFERENT.

016 So you took my goals--

017 THESE ARE YOURS (points to Appendix R, ii).

018 And theirs and put them all into--?

019 NO.

020 No.

021 THIS IS THE OTHER 2 (refers to Appendix R, iib).

022 This is theirs.

023 YEAH.

024 Okay.

025 THIS IS THE OTHER 2. AND IF YOU'D COMMENT, WHAT YOU THINK OF
THEIRS. IF YOU, IF YOU AGREE; DISAGREE WITH SOME OF THESE.

026 All right. (reading) "To develop self-confidence to stand in
front of a group" is very important, although very few children
have that problem. I, I would say, typically, if you have one or
two that would be a lot for me. Usually children, that's not a
problem. That is important. (reading) "To develop language
skills which enable them to talk, to talk to a group, speak in a
sentence, give a specific--." That's really good. (reading) "
. . . formulate a question, answer a question." Very good,
that's wonderful. (reading) "To communicate with parents about
a specific topic." I, I don't--

- 027 IN THAT PERSON'S ROOM, THEY SEND SPECIFIC TOPICS--
- 028 Specific?
- 029 YEAH. AND THEN THEY EXPECT THE CHILD TO DISCUSS THAT WITH THE PARENT.
- 030 Um-hm.
- 031 WITH THE PARENTS. SO--
- 032 Yeah. Okay.
- 033 THAT WAS THEIR RATIONALE.
- 034 And, uh, also in here, it's a good, ah, home-school bringing things together.
- 035 UM-HM.
- 036 (reading) "Bridge the gap between home and school." That's good. (reading) "Sharing Time provides the teacher with the opportunity to identify articulate children and their development of sentence structure." That's really good. (reading) "To identify speech and voice problems." Um-hm. These are good.
- 037 OKAY. WHEN I LOOKED AT THE INITIAL FINDINGS, IT, IT WAS REAL APPARENT THAT TEACHERS TALK A LOT MORE THAN STUDENTS.
- 038 Especially that early in the kindergarten year.
- 039 UM-HM. UM-HM. THE PERCENTAGE ACROSS THE STUDY WAS ABOUT 66% OF TEACHER-TALK. NOW THERE WAS AN EXTREMELY LENGTHY SHARING TURN FROM ONE OF THE OTHER ROOMS, WHERE A CHILD WENT ON FOR 1,127 WORDS, NONSTOP.
- 040 Didn't take a breath, huh? (chuckles)
- 041 NO. (chuckles) AND, UM, WHEN I TOOK THAT OUT--BECAUSE THAT WAS ATYPICAL OF THE OTHERS,
- 042 Um-hm.
- 043 AND THE ACCOMPANYING RESPONSES FROM THE ADDITIONAL CHILDREN AND THE TEACHER RESPONSES--THEN IF THAT WHOLE PERSON WAS REMOVED FROM THE STUDY, THE PERCENTAGE ROSE TO 72%. DOES THAT SURPRISE YOU?
- 044 Not for the beginning of kindergarten. Because at that point, we have, we don't have that, this group cohesive--, cohesiveness, and they don't have, uh, some of the mechanics, uh, that are

important for that Sharing Time. So the teacher has to, at least in my class, I have to direct a lot of that.

045 UM-HM.

046 Whereas toward the middle or end of kindergarten, they know the plan, they know the procedure. And they could almost, I don't let them, but they could almost carry the whole thing off by themselves. Because they would ask questions and support, "I did this." "I did this, too." "I like this." "What did you like about that?" "How is it different?" "How is it the same?" "What could we do with these things?" Yeah, at the beginning, at the beginning of kindergarten, that's probably pretty accurate. I would hope that by the time it got to be middle of kindergarten it would be 50% or less.

047 UM-HM. OKAY. ALSO I NOTICED THAT TEACHERS RESPONDED THROUGH COMMENTS AND QUESTIONS ALMOST AFTER EVERY STUDENT TURN. IT CAME OUT TO BE ABOUT 44%. SO IT GOT TO BE QUITE A "PING-PONG"--AS THE STYLE. DO YOU WANT TO COMMENT ON THAT, TOO?

048 Now, ah, like, ah, that the, the sharing was between the teacher and the child.

049 THE CHILD. UM-HM.

050 That was doing the sharing.

051 UM-HM.

052 Um-hm. At the beginning of the year I'd say that was pretty typical.

053 OKAY.

054 Because it's real difficult for beginning kindergartners to raise their hands, or even be that interested. You know, they're pretty still egocentric in, and, and it's, it's difficult for them to be very interested in what someone--unless it's a very obvious new, brand-new on the market toy that everybody's crazy, nuts about. So, uh, yeah. The question was: Is it typical to have the ping-pong style?

055 WELL, ER, NO, JUST HOW DO YOU FEEL ABOUT THAT? JUST YOUR COMMENTS.

056 Well, it, it would be my goal, partly, you know, not to have the ping-pong type, that you want that interaction. But at the beginning of the year, it's--you want Sharing Time to be exactly that. A child sharing with the rest of the class. And if the

children would have enough skills that they would be able to respond and go back and they could all work without teacher intervention. Of course, that's almost impossible. You know, but it, it does get better as the year goes on. But at the beginning of the year, it is pretty ping-pong. Although, you know, that may sound, seem kind of negative, but it really isn't. That is a really good time for, uh, the teacher and that child to develop some relationships.

057 UM-HM.

058 And for the other children to observe my reaction to children, or, you know, at the beginning of kindergarten. So I think it does serve a purpose, even though it is ping-pong. Even though it is 70%, um, teacher-talk. (chuckles) I'm going to defend it 'til the end!

059 (chuckles) I'M NOT MAKING JUDGMENTS! JUST SAYING WHAT I FOUND OUT AND, AND THAT'S, AND THAT'S THE PURPOSE OF THIS THESIS, TOO. I'M NOT TRYING TO PROVE OR DISPROVE ANYTHING. I'M JUST--

060 Telling what you saw. Um-hm.

061 TELLING WHAT I SAW. YEAH, SO IT'S VERY NONJUDGMENTAL. ALSO I FOUND THAT TEACHERS MAKE COMMENTS TO STUDENTS MORE FREQUENTLY THAN THEY ASKED QUESTIONS. IT WAS PROBABLY ABOUT TWO QUESTIONS FOR EVERY THREE COMMENTS. AND--

062 What, you're saying, they made more comments--

063 MORE COMMENTS.

064 Rather than questioning them.

065 WHEN I LOOKED AT THE WHOLE AMOUNT OF TALK.

066 Oh, I think that's good don't you? Three to two.

067 UM-HM. WHEN I LOOKED AT THE COMMENTS AND I TRIED TO CATEGORIZE WHAT KINDS OF COMMENTS I SAW, AND THEY DIVIDED UP BETWEEN CLARIFICATION COMMENTS, AND THESE WERE WHEN THE TEACHER REPEATED THE CHILD OFTEN TIMES, OR EXPANDING ON WHAT THEY HAD TO SAY. EVALUATION COMMENTS WERE AS, "OKAY." "THANK YOU." "GOOD JOB."

068 Oh, so you, so you categorized the comments?

069 UM-HM. AND THE EVALUATION DIDN'T NECESSARILY HAVE TO BE POSITIVE. IT COULD BE NEGATIVE, ALTHOUGH THERE WAS LITTLE OF THOSE KINDS OF--

- 070 Um-hm.
- 071 COMMENTS--
- 072 Um-hm.
- 073 WHEN YOU'RE JUST ACKNOWLEDGING SOMEONE.
- 074 Um-hm.
- 075 THEN I LOOKED, UM, CATEGORIZED THE MANAGEMENT COMMENTS, AND ANY TIME THERE WAS AN OTHER OR OFF-TOPIC COMMENT. AND I FOUND OUT THAT THE CLARIFICATION COMMENTS WERE MADE BY MOST OF THE TEACHERS. AND THAT CAME IN AS THE HIGHEST RANKING CATEGORY OF-- FOLLOWED BY THE EVALUATION COMMENTS.
- 076 And what was the third one?
- 077 AND THEN THE THIRD ONE WAS THE MANAGEMENT.
- 078 Clarifying meant, like to the rest of the students?
- 079 WELL, YEAH. I'VE GOT SOME EXAMPLES I CAN SHOW YOU. (refers to the transcripts from the first observation, see Appendix I) I BROUGHT THE TRANSCRIPTS ALONG SO YOU CAN SEE.
- 080 Oh, I would like to read my transcripts!
- 081 WELL, LIKE A CLARIFICATION COMMENT COULD BE LIKE A CHILD SAYS SOMETHING--A REPETITION.
- 082 Um-hm.
- 083 OR IF, UH, LIKE HERE. THERE'S A CLARIFICATION.
- 084 Oh, how interesting.
- 085 YOU EXPLAIN, LIKE HERE, YOU EXPLAIN ABOUT TRINITY LIKING HIS CARS.
- 086 Um-hm.
- 087 YOU'RE EXPANDING ON HIS COMMENT.
- 088 Um-hm. Um-hm.
- 089 SO THAT WOULD BE A CLARIFICATION COMMENT.
- 090 Um-hm. And, and that was your highest percentage?

- 091 UM-HM.
- 092 And evaluation was second?
- 093 UM-HM.
- 094 Hm!
- 095 ANY COMMENTS ABOUT THAT?
- 096 That's really interesting. When we do it we don't even think about what we're doing. I think that's probably, that's probably how I handle it, too.
- 097 UM-HM.
- 098 You know, I get real, um, I get really uncomfortable about asking questions, because as soon as you ask a question then there has to be an answer, and then, then you, you don't want to make the child think that it has to be the right answer, and this is a, you know, that kind of a situation.
- 099 I LOOKED AT QUESTIONS, ALSO. AND THOSE ARE DIVIDED UP INTO HIGH, ER, EXCUSE ME, LOW-LEVEL LITERAL, HIGH-LEVEL LITERAL--
- 100 Oh!
- 101 LOW-LEVEL INFERENTIAL, AND HIGH-LEVEL INFERENTIAL. AND THEN ALSO THERE WERE SOME QUESTIONS THAT WENT WITH THE MANAGEMENT OR THE CLARIFICATION LIKE THE COMMENTS. IT JUST HAPPENED THAT THOSE WERE PHRASED, YOU KNOW--
- 102 Um-hm.
- 103 WITH AN INFLECTIONAL ENDING SO IT TURNED THEM INTO A QUESTION. BUT, UM, OF THE FOUR CATEGORIES, THE LOW-INFER, ER, LOW-LITERAL--
- 104 Um-hm.
- 105 WAS THE HIGHEST.
- 106 Uh-huh.
- 107 THEN JUST A FEW LATER ON--(refers to the transcripts from the first observation, see Appendix I)--
- 108 Hmm.
- 109 I WAS JUST LOOKING FOR SOME EXAMPLES, HERE. OKAY, UH, OKAY, THE YES/NO--AND THEN, NO, WELL THIS WAS A REPETITION. SO THESE WERE

LIKE THE LOW-LEVEL ONES BECAUSE THEY WERE ANSWERING WITH A YES/NO KIND OF THING.

110 Um-hm. Um-hm.

111 THEN, UM, SOME HIGHER ONES, LET'S SEE. I HAD SEVERAL FROM BOTH OBSERVATIONS IN HERE. LIKE THIS WAS A HIGHER LITERAL ONE, "NOW TELL US, AMBER, WHAT IS HE DOING WITH THIS?"

112 Um-hm. Um-hm. That's low-level.

113 WELL, IT'S A HIGHER LEVEL, BUT IT'S STILL A LITERAL QUESTION.

114 It's still literal.

115 BECAUSE IT'S SOMETHING SHE KNOWS, BUT YET YOU'RE ASKING HER TO EXPLAIN, WHICH IS A LITTLE HIGHER THAN JUST A STRAIGHT YES OR NO, UM, QUESTION. AND THEN--

116 Now, this, this question here, "Have you ever seen a car like this before?"

117 UM-HM.

118 Is that? That would be--that's literal again.

119 UM-HM.

120 Isn't it?

121 UM-HM.

122 See, that's a clarification.

123 UM-HM. UM-HM.

124 This is really interesting.

125 OH, IT WAS! IT WAS JUST FASCINATING GOING THROUGH THIS BECAUSE OF, YOU KNOW, THE PATTERNS THAT PULL OUT. YOU KNOW, AT FIRST I THOUGHT, "HOW AM I GOING TO COMPARE THIS?"

126 Yes, what am I going to do with all this, all this mess?!
(chuckles)

127 BUT IT DOES. IT JUST KIND OF--

128 Oh, yes.

129 AFTER A WHILE IT STARTS STARING YOU RIGHT IN THE FACE.

- 130 Uh-huh!
- 131 SOMETIMES I HAD TROUBLE BECAUSE THERE WERE SOME, THOSE WERE THE ONES I NEED TO FIND OUT ABOUT. ONE GROUP, THEY SANG A SONG IN THE MIDDLE--
- 132 Look how much!
- 133 AND, UH, I SAID, I THOUGHT IT WAS JUST ANOTHER LITTLE SONG. AND I, I CODED IT AS AN "OTHER" AND THEN AFTER OUR VISIT, THEY SAID, "NO, WE DO THAT FOR MANAGEMENT AND GROUP PARTICIPATION", SO I FIND OUT, TOO.
- 134 Um-hm. Um-hm.
- 135 AND, ON THE NEXT PAGE I THINK I HAVE SOME, SOME INFERENTIAL THINGS GOING ON. YEAH, LIKE WITH THE BATTERY. WHEN HE SAYS, "IT DOESN'T TAKE BATTERIES." AND YOU SAY, "WELL, I WONDER HOW IT WORKS?" THERE, THERE'S NOT A REAL KNOWN ANSWER. IT'S KIND OF A PREDICTING MATTER, YOU KNOW.
- 136 Um-hm. Um-hm. Oh, my goodness, isn't this interesting?
- 137 UM-HM.
- 138 (reading) "Did you recognize my hair?" Isn't that cute.
(chuckles) See, this is literal.
- 139 UM-HM.
- 140 Oh, this is really interesting. I wonder how it looks now. I wonder if they're able to do anything more than this. I wonder what I do now. Hm. (reading) "Tell the kids how it feels."
- 141 UM-HM.
- 142 That's literal. (chuckles) Oh, my goodness, I'd hate to count all those words.
- 143 OH, THERE'S 13,000 SOMETHING. (chuckles)
- 144 Oh, my goodness! (reading) "Like a bumpy word. Like a bumpy road." Oh, I'd love to read that sometime.
- 145 OH, SURE.
- 146 Well, that's really interesting. I'm getting sick.
- 147 THAT'S WHAT I SAID, IF ANYBODY DID ME, OH NO!

- 148 Oh, I know, you just hate it.
- 149 BUT I'M GLAD YOU LET ME DO THAT. BUT, I DON'T KNOW IF I WOULD WANT TO DO IT. IT'S, IT'S JUST SO INTERESTING. DO YOU, DO YOU THINK THERE WOULD BE, PROBABLY A DIFFERENCE IN YOUR QUESTIONING YOU DO NOW? OR DO YOU SEE A NEED FOR LITERAL QUESTIONS?
- 150 I should have taken a better look at it the last couple of days since I knew you were coming, so I could answer these questions. Ah, well, probably not, although the children are more in charge of it and they're asking more questions. But, uh, that really, that's would be a really, and I think that's on my list, isn't it? Questioning?
- 151 QUESTIONING? YEAH. IT IS. I BROUGHT IT WITH ME. WHERE IS IT?
- 152 I would hope. I wouldn't, I wouldn't swear to it.
- 153 HERE IT IS (refers to thinking and problem-solving list, see Appendix C, 121).
- 154 I would, I would hate to say it is.
- 155 REASONING.
- 156 Generalizing, here.
- 157 UM-HM. THIS WOULD BE IT, HERE.
- 158 I would hope there was more of that going on, now. I couldn't tell you. You see what I do, early in the year, and I can see I'm getting a little lax now, because we've really gone through--
- 159 THESE FIRST ONES?
- 160 Right. Classifying--and just, just talking to you today reminds me that I need to take another look at this. Um, see I go through and I check (makes check-mark motions), da, da, da, da.
- 161 UM-HM. UM-HM.
- 162 But we do get a little lax about this time of the year. This time of year, the main thing I'm doing, is when they talk I try to get it, try to write some sentences on the board or they write on the board. That's where we kind of are right now.
- 163 MAKING THAT SPEECH-TO-PRINT CONNECTION.
- 164 Right. Um-hm. Um-hm.

- 165 OH. I MENTIONED THE, THE BUSINESS WITH THE MANAGEMENT BOTH IN
THE QUESTIONS AND THE COMMENTS. IT CAME OUT ABOUT ONE OUT OF
EVERY FOUR QUESTIONS AND ONE OUT OF EVERY FIVE COMMENTS CONCERNED
MANAGEMENT.
- 166 Management.
- 167 UM-HM.
- 168 Hm. That one out of five for management at the beginning of
kindergarten is not too bad, was it? What was the other? One
out of?
- 169 ONE OUT OF FOUR QUESTIONS.
- 170 Was what?
- 171 MANAGEMENT.
- 172 Oh, one out of four was management? What was one out of five?
- 173 AND THAT WAS THE COMMENTS THAT CONCERNED MANAGEMENT. IT WAS
EITHER A QUESTION PHRASE, LIKE--AND THIS COULD BE TURN
ALLOCATION--"IT'S YOUR TURN." OR RESPONDING TO SOMEONE WHO HAS
THEIR HAND UP, OR IT COULD BE, YOU KNOW, CLASSROOM CONTROL,
DISCIPLINE, THAT KIND OF THING.
- 174 Um-hm.
- 175 ANYTHING THAT WAS KEEPING SHARING GOING.
- 176 Um-hm. Um-hm. Hm. Now that your question to me was what does
that do for sharing?
- 177 JUST, IF YOU WOULD CARE TO COMMENT ON THAT PATTERN.
- 178 One out of four--(pause)?
- 179 QUESTIONS, AND ONE OUT OF FIVE COMMENTS.
- 180 I'm surprised. I think that's pretty good. I would think at the
beginning of the year, so often you have so many interruptions.
Someone has to go to the bathroom, someone drops something,
it's--that was typical for everyone?
- 181 UM-HM. UM-HM. YEAH. YOU WOULDN'T BELIEVE THESE (similar
results).
- 182 You should have asked me, that's what you should have done,
instead of telling me. You should have asked me, "What

percentage of the questions or comments are management?"
(chuckles) And I would have said, "Oh, around 90%." (chuckles)
I think that's real optimistic.

183 GOOD.

184 Well, I suppose people look at that and that's 25%, but again
that was beginning of the--

185 YEAH, THIS WAS RIGHT AWAY.

186 I hope it would be less than that now.

187 A GOAL THAT WAS EXPRESSED BY ALL THOSE INVOLVED, WAS THE
IMPORTANCE OF A CHILD COMMUNICATING WITH SOMETHING IN A PRECISE,
FOCUSED MANNER, WITH A BEGINNING, A MIDDLE, AND AN END, YOU KNOW,
THAT WE HAVE A TOPIC THAT WE'RE TALKING ABOUT. WOULD YOU GO BACK
IN THE TRANSCRIPT--AND I ALSO LISTED THE CHILDREN THAT SHARED ON
THESE DAYS, (displays Appendix R, iic) AND WHAT THEY BROUGHT. IF
YOU WOULD TELL ME, OR IDENTIFY THOSE CHILDREN THAT YOU WOULD
CONSIDER HAVING A GOOD SHARING TURN. THAT THEY--

188 On that particular day?

189 UM-HM. FOR BOTH TIMES.

190 Oh, I don't have to read the whole transcript would I? Do I have
to?

191 DO YOU WANT TO? WOULD THAT BE EASIER?

192 The question is, what?

193 WHO, WHO HAD GOOD SHARING TURNS?

194 In my opinion.

195 IN YOUR OPINION.

196 Who had a good sharing turn.

197 UM-HM.

198 I'd have to look back. I don't remember.

199 OKAY. AND THAT'S WHY I PUT THESE LINE NUMBERS WHERE THEY
STARTED. OKAY. HERE'S WHERE ELIZABETH STARTS (refers to the
transcripts from the first observation, see Appendix I).

- 200 (pause while reading) Okay, uh, uh. Do I--now, what was the question? Do I think it's good?
- 201 IF YOU WOULD IDENTIFY WHO HAS A GOOD, GOOD ONE. AND WHY? WHAT MAKES IT--
- 202 Identify--
- 203 KEEPING IT ON TOPIC.
- 204 Um-hm. Okay.
- 205 LIKE WOULD YOU CONSIDER ELIZABETH'S A GOOD SHARING?
- 206 Well, it was all right. You know, doll's are not my favorite thing, but it looks here like there are some questions here. Trinity--oh shoot. (reading) " . . . make it into a car."
- 207 THAT WAS HIS CAR DAY.
- 208 (chuckles) Children go, "No, no." That one's all right. Not that great.
- 209 AND AMBER STARTS ON 064.
- 210 Oh, this is still all the doll, here?
- 211 UM-HM.
- 212 (reading) "Wait until everybody's eyes are right here, ready to go. There she is." Ohh. Now here's, this is the whole thing with the pictures.
- 213 THIS IS AMBER.
- 214 And Amber is really shy. She's, no, she's a real controlling child. But when she gets in a group, or has to do anything in a group, she's just meek as a lamb. And it was, it was really interesting to see this different, ah, type of personality. She's kind of controlling, kind of bossy, kind of mothering, a little mouthy in a social situation with her friends in a group playing. Every time she's got up in front of a group, she's just really, really shy. So, when, I remember this particular one, and I, uh, thought, I remember thinking this was pretty, for Amber it was pretty good. She's really, I mean, I really had to pull for answers.
- 215 UM-HM.

216 (reading) "He rides in it." "Nods her head." See, she wouldn't
even answer.

217 ANSWER. UM-HM. AND IT TOOK--

218 And it takes her--(reading) "Shakes her head."

219 YOU KNOW, ALL THESE TIMES, TOO, TO GET HER--

220 Um-hm.

221 TO SAY--

222 Um-hm.

223 "THIS IS WAYNE."

224 But I remember, ah, for Amber, that was really, ah, more than
she, she's used to doing.

225 UM-HM.

226 And I think what gave her the motivation here, was the
photograph.

227 UM-HM.

228 So for Amber, yeah, I think this met a lot of needs, here. For
Amber's personal, ah, development. Elizabeth, I don't know.
John. John starts on--let me see, is this a good one?

229 UM-HM.

230 This is where you got it, what you do with it.

231 UM-HM.

232 Not a whole lot here. (chuckles) Cars again. Oh! Now we get
Troy interrupted here.

233 UM-HM.

234 Huh?

235 UM-HM.

236 Now we do Troy? He was unscheduled.

237 NO, HE JUST, HE JUST STOOD UP.

- 238 The question was, "Do I think that was a good sharing?" Yeah, it was all right. Okay, Kevin starts on 246.
- 239 WELL, NO.
- 240 What is this all?
- 241 THIS IS BROOKE.
- 242 Okay.
- 243 SHE WAS UNSCHEDULED FOR THAT DAY BECAUSE I CHECKED BACK, YOU KNOW, TO SEE WHO, WAS ON THE CHART. (pause) AND SHE, SHE HAS HER SHELLS.
- 244 She's a real verbal, verbal child. Does it show up here?
- 245 Mmm--
- 246 How come she's done already?
- 247 WELL, SHE'S NOT. SHE JUST DOESN'T TALK MUCH.
- 248 (chuckles)
- 249 JUST EVERYBODY ELSE DOES.
- 250 "She's just a very verbal little child." And then here she doesn't talk much.
- 251 HERE SHE IS AGAIN.
- 252 (reading) "Feels like a bumpy road. Pretty. Pretty. Clean." Some good--I think this was good for describing, right?
- 253 UM-HM.
- 254 (reading) "Describe this." "I'm going to sell my bike." Here we go. See, there's an interruption, isn't it?
- 255 UM-HM.
- 256 How did that get in there?
- 257 WELL, NO, THIS IS STILL BROOKE. AND SHE'S ASKING, ANSWERING THE QUESTION FROM--
- 258 But, I mean, we're talking about, "Can you describe this?" And Trinity says, "I'm going to sell my bike."

- 259 YEAH, HE WAS KIND OF OFF--
- 260 "Off-the-wall" there.
- 261 UM-HM.
- 262 (reading) "Pointy." "Like an ice cream cone." I like this. This is excellent. (chuckles) Took a long time but it was good. Okay. 246. (mumble reading) He's not very verbal. Real nondescr--, unable to be very descriptive. Just to even to speak in sentences. Does this show up here? Where's Kevin?
- 263 I THINK THAT'S ABOUT ALL HE--
- 264 He's real--yeah.
- 265 HE SAID, AND THEN THE REST IS THE--
- 266 Right.
- 267 THE RESPONSE TO HIM.
- 268 Well, it was all right.
- 269 SO YOU'D SAY PROBABLY BROOKE'S WAS THE BEST ONE OF ALL THOSE?
- 270 Yeah, because we got into some concepts here. And I liked Amber's because, ah, the goal, she needed, she needed to be, feel, to feel more comfortable, and, ah, more confident, and I'm concerned about her because she shows two, two completely different kinds of behavior with the group and with other children. So, in my opinion, we met some good goals with Jo--, ah, Amber, and with Brooke, some nice descriptive things, there.
- 271 OKAY.
- 272 Elizabeth and John, nah, average. And Kevin, for him, that was all right.
- 273 UM-HM. OKAY. WELL, LET'S FLIP OVER TO THE SECOND ONE. refers to the transcripts from the second observation, see Appendix O) MATT STARTS ON 011. HERE HE IS.
- 274 No-- (chuckles) Now Matt's very, very, very shy. Look! Now this is really prodding to get him out.
- 275 UM-HM. UM-HM.
- 276 But he didn't bring anything, but he just shared. But that was really good for him, because, oh, he just stood back for about 3

weeks and looked at people. He would not get involved. He's one of my better students right now.

277 IS HE?

278 (reading) "It might take a couple of days," Shane says. (chuckles) Now, see, I like that because he's responding. He's, he's, Shane was, was not, ah, very sympathetic toward other children and, and was pretty egocentric, and--but see, he got-- Shane made a comment there, he got right into--oh, gol, it must have taken a lot of time to do that. (reading) "Shane thinks it would take awhile--." I repeated that. Uh-huh. No. See now here, I'm, I'm sure I really added to the, um, percentages here, because--

279 UM-HM.

280 Because Matt just would not--see.

281 UM-HM.

282 He's not, he's just not--

283 UM-HM.

284 Wanting to talk at all.

285 UM-HM.

286 Let's see, now I'm still real optimistic when I look at that as being really good for Matt, because for 3 weeks he wouldn't do anything.

287 UM-HM. AND CONSIDERING WHERE HE CAME FROM, THIS IS--

288 Right, and for the fact that he would come up and share anything and not have anything in his, in his hands to share.

289 UM-HM. UM-HM.

290 Whitney. So I think that's good, knowing that child, that was a real good experience for him. He really needed to feel real important. Whitney talked about a tiger-nose mask. Where's that start?

291 ON 095.

292 Ninety-five. This is all--? This is still--

293 STILL THE SAME ONE.

- 294 This is still Matt? Pretty long, though.
- 295 UM-HM. (chuckles)
- 296 Huh? We go further, yet?
- 297 OKAY. HERE'S--
- 298 No.
- 299 HERE'S WHITNEY.
- 300 Okay, that's just, no, not all that great. Ah, you know, the, the worth of the, of the experience, a lot of times in sharing, is, is dependent on the object or the topic, or--that's very important.
- 301 UM-HM.
- 302 Angel. See, these three children were very shy, quiet children, weren't they? Does that show up on the tape? Can you see that they're real shy?
- 303 WELL--
- 304 Angel was really--
- 305 SHE TOLD QUITE A BIT ABOUT HOW--
- 306 Oh, this was the wax leaves--
- 307 SHE MADE THE--THIS WAS THE LEAVES.
- 308 That was great, wasn't it?
- 309 UH-HUH. UM-HM. YEAH, WE WENT HOME AND MADE IT.
- 310 Did we do some things about describing?
- 311 RIGHT. AND SEQUENCING.
- 312 Which one is this? We did sequencing?
- 313 UM-HM.
- 314 Trinity was singing, "A, B?" Huh? Was he really? Oh! No! (reading) "Points to more leaves." Yeah, she's real--shy.

- 315 SHY. UM-HM. BUT THE PATTERNS OF IT, AND THEN SHE ALSO, YOU ALSO HAD HER SEQUENCE, "OKAY, FIRST YOU DID THIS--." SO THAT THE KIDS COULD MAKE--
- 316 Okay.
- 317 ONE, TOO.
- 318 (reading) "Come off a maple tree." Oh, gee! I can't believe I did--I'm getting paranoid. Okay, that was good.
- 319 UM-HM.
- 320 Brooke. What was this?
- 321 I CALLED IT A CAN-DO CLOWN. IT WAS ONE THAT YOU COULD TIE, AND IT WOULD SNAP, AND ZIP--
- 322 Oh, yeah.
- 323 AND ALL THAT KIND OF THING.
- 324 Yeah. Was she verbal this time? She's a real verbal child.
- 325 HM-HM.
- 326 (reading) "What are zippers for?" ". . . show what I can do with it." "You can do this." "First of all . . ." "What do you call this?" Real literal questioning, here, isn't it? You can do this, you can do that. (reading) "And you can tie." I like this. I think it's good.
- 327 OKAY. OKAY. WHEN YOU SEE A CHILD'S HAVING A PRETTY GOOD TURN, AND THINGS SEEM TO BE GOING ALONG, VERSUS A CHILD THAT'S NOT HAVING A REAL GOOD SHARING DAY--EITHER BECAUSE OF THE OBJECT OR THEY'RE NOT SAYING A WHOLE LOT--DO YOU SEE A DIFFERENCE IN YOUR RESPONSE PATTERNS?
- 328 You know, it's hard to get real enthusiastic when they're not real enthusiastic. Or the class is not responding to the child or the object. I suppose you would. You try not to, of course. You try to be equal. But, you know, you only see so many boxcar, what do you call them?
- 329 MATCHBOX CARS?
- 330 Matchbox cars (chuckles) and be enthusiastic. Oh, but you can usually find something to do even with the stupid Matchbox car. Just the other day, we still had Matchbox cars. Not, not as much as at the beginning, because we're trying to, uh, categorize a little bit more, and, uh, uh, and bring a little bit more

specific things from home that-- . Just the other day we had some again and someone said, uh, "I'll describe them, you guess what they are." So this one child said. But the question was, um, "Is your response dependent on what the child says?"

331 OR DO YOU SEE A DIFFERENCE IN YOUR RESPONSE TO A CHILD HAVING A GOOD SHARING DAY VERSUS, AH, MAYBE ONE THAT'S NOT GOING SO WELL.

332 Yeah, yeah. Yeah. I'd say, yeah.

333 OKAY. ORIGINALLY, THE TEACHERS ESTIMATES FOR, IN OUR INITIAL INTERVIEW, HAD SHARING RUNNING ABOUT, OH SAY, 5 TO 10 MINUTES. THAT WAS PRETTY MUCH ACROSS THE BOARD. AND WHEN I ACTUALLY TIMED THE TRANSCRIPTS--

334 It was longer.

335 IT WAS MUCH LONGER. YEAH. THE SHORTEST ONE WAS 13, THE LONGEST WAS 20 MINUTES. DO YOU FEEL SHARING IS A VALUABLE WAY TO SPEND 13% OF YOUR KINDERGARTEN TIME?

336 You're saying 13 minutes is 13% of your time?

337 NO--

338 You're saying 20 minutes-- (pause)

339 IS 13% OF THE TIME.

340 Twenty percent?

341 THIRTEEN PERCENT.

342 Thirteen percent. Well, you know, oh, years ago I didn't. Because years ago it was, "I got this doll, and this doll, I got it, you know, at K-Mart." And "I got--." No. The way I do it now, I do, I feel really good about it. Because--now, right now, I'm, I'm slacking off a little, but at the beginning of the year I really try to zero in on--I didn't realize it was 13% of the day. I couldn't do without it.

343 UM-HM.

344 I absolutely couldn't be without, because of these reasons.

345 UM-HM.

346 And so I, then I must say that it must be worth it.

- 347 IF THERE WAS, I KNOW YOU'VE BEEN EXPERIMENTING AWHILE NOW, YOU'RE USING THE THINKING SKILLS AND PROBLEM-SOLVING THING. IF THERE IS ANYTHING ELSE YOU COULD CHANGE ABOUT SHARING, WOULD YOU? AND WHAT MIGHT IT BE?
- 348 Hm. Probably the time to send parent letters home and get the parent more involved. You know, it takes probably 15 minutes to write the letter, type it, run it off, and, uh, explain to the kids. Yeah, if I were to change, and if were to, because I have changed my sharing, you know.
- 349 UM-HM.
- 350 It started out with this, with this check-list that you see. And I was, I was really, ah, religious about checking it to be sure I was getting everything. Now I feel a lot, lots more confident that I'm, I'm hitting lots of areas, so I'm, I'm not checking it off. Although when I look at it now, I see that questioning isn't there. So I really feel like I've developed it, and I've changed it, and it's, it has met some really good goals. But, if I were to improve it, I would include, ah, parents a little bit more. Incorporate more units into the Sharing Time. I do, but not, not as much as I probably would like. I probably would like to do that at least once a month, maybe twice a month. To send a nice note home and say we--
- 351 FOR A WEEK?
- 352 Right. And say, "This week is, this week will be--." In fact, next week I'm st--, I have, I've done senses. I've gone through the whole senses in the fall, in science. And then we went into water play. Water. Understanding water and properties of water in science. And just next week I'm starting science again, and getting a little more into senses, doing some real serious smelling, touching, and some categorizing, and classifying, and describing, and so on. And that would be a really good time. As a matter of fact I think I'll do that. Send a note home. "This week, we're going to be working with our sense of sight. Encourage your child to bring something for sharing, uh, something he particularly likes to see."
- 353 UM-HM. OKAY. IS THERE ANYTHING ELSE THAT YOU THINK MIGHT GIVE ME INSIGHT AND HELP INTERPRET ALL THIS?
- 354 Well, you know, the year I took Judy _____'s (last name) course about 3 years ago, there was a parent taking that course that had kindergarten children. And about that time in my life, I had spent about 5 years in kindergarten listening to sharing and about going crazy out of my mind. Trying to be enthusiastic, trying to find purpose, and trying to rationalize the time I'm

spending on it. When Judy _____ (last name) presents this form (refers to thinking skills and problem-solving list, see Appendix C, 121). So then I get excited about it. And also in all that class, was a, also taking that class was a woman who had a child in kindergarten, and she started, and she said, "Can you believe it? My child's in kindergarten and that teacher won't allow them to do any Sharing Time." So she was on the other end, she was on the parent end as well as on the teacher end. Because I was, in my mind thinking, I'm about ready to chuck this whole sharing experience. (chuckles) And when I heard that mother say that, and when I see the enthusiasm. I mean, these children never forget when it's their day. Uh, rarely forget when it's their day, I should say. For some reason, it's very important to them. So I would just add that. If it's handled right, I, I think it's really important. Um, there's another thing I was going to say, uh, that just left me. It's coming. Oh, the other thing I wanted to just say, uh, there are some teachers, and I've heard about it, where the child brings something from home, will just leave it in the room. Now, if, I have such a small room, it's very difficult.

355 UM-HM.

356 But just to make them feel, you know how you feel comfortable about things that makes you, you know, your classroom feel more like home. Or little, just leave, leave that object that you brought at your table. Or, you know, that--the reason I said that was, I, still even though it's kind of boring to the teacher, and it does take time, it, it, I think it's really important.

357 IT KIND OF GIVES THEM OWNERSHIP FOR--

358 Ownership for it.

359 FOR THEIR ROOM. "THIS IS MY CLASSROOM."

360 "I'm special. I'm unique with this." I'm trying to think what we had--I, I, I think that people have to be really careful about the amount of time, unless you're really into classifying, or describing, or beginning sounds. Oh, I would, I would like to just say this. Um, we did sharing, and I wrote some sentences on the board, like so-and-so brought it, so-and-so, and so-and-so likes this. I wrote some sentences on the board, and Kevin said something like, "Look it, there's two words start the same." Or something like that. And they didn't actually. One started with an S and the other ended with an S. And I just stopped and we did a whole little, you know, a whole little lesson, on, on beginning sounds. And he kept calling it, "There's an S and the front of the word and there's an S at the bottom of the word."

So we talked about that and, "Yes, you're right." But we talked about a train and it has a beginning and an end. And, and when you look at a train, the train is going from left to right. The beginning shouldn't be at the end, and you know. Some way he got that all confused. And, and it was just a really important time to stop. Now, now, some people might think, "Well, you wasted all the other kids' time clarifying this one thing for this child." But it was a real teachable moment and it just had to be done at that time. And the whole sharing process of getting it on the board made that a teachable moment. And that came out from that, that point. So, the time element would concern me. You know, the percentage of time spent on it. If it's just--I think it has to, I think you have to think about Sharing Time as part of of the curriculum and you have to set some objectives and some curriculum goals, and what were we going with that? It is kind of, it is kind of a thing that's just kind of, (sings to tune of Twilight Zone theme) "Ooh, do, do do." You know, way out in no man's land. You know, it's just kind of--

361 EVERYBODY DOES THEIR THING.

362 We don't know why do we do it. We don't know how to do it.
(chuckles) We don't know what results from it.

363 THAT'S WHY I'VE FOUND THIS SO INTERESTING.

364 Really! It's really the beginning of, ah, something that really needs to be looked at.

365 AND THERE JUST ISN'T ANYTHING. I MEAN--

366 Nothing written.

367 TRYING TO FIND ARTICLES TO DO THE RESEARCH AHEAD OF TIME WAS JUST A FEW HERE. JUST A FEW.

368 That was all!

369 SO--(pause)

370 And that's probably why, I don't know about your other teachers, but why I'm kind of squirming in my chair and, and I've got curriculum, science curriculum, social studies, I've got curriculums 'til who laid the rail. And I've read them, and I know them. But this is an area where you really don't, you don't have good background. You know, it's something you've just done for so long. And you hope you have a feel for it, and you hope it's right. I like thinking about it.

371 THANK YOU.

APPENDIX U

Teacher #3 Postobservational Interview

March 2, 1989

4:00 p.m.

Note. A college participant was present during part of this interview.

- 001 I'LL GO OVER SOME INITIAL DATA THAT I HAVE PULLED OUT RIGHT NOW, BECAUSE THIS IS STILL IN PROCESS. BUT, UM, LIKE I SAID, BECAUSE I WAS JUST IN A COUPLE OF TIMES AND YOU'RE SO INVALUABLE IN INTERPRETING THIS THAT I'LL SHARE SOME INFORMATION AND ASK YOU TO COMMENT OR ASK YOU WHAT YOU THINK ABOUT IT. WHEN WE VISITED BEFORE, YOU'D INDICATED YOUR GOALS FOR SHARING TIME WERE THESE (displays Appendix R, iii). I DIDN'T KNOW, IF AFTER YOU HAD A CHANCE TO THINK ABOUT IT, IF YOU THOUGHT OF ANYTHING ELSE YOU WANTED TO ADD OR--
- 002 Well, we're still working on those same goals, but we've also added the goal of learning to question, you know, and after someone shares, then three people in the group are able to ask them a question about their sharing. You get some very repetitive, you know, "Where do you keep it?" "Do you play with it?" "Do you like it?" You know, some of those are repeated over and over again. And then some children come up with, you know, "Well, how does it work?" Or, um, "Do you share it with your brother?" You know, but, basically the idea that that's a question. You know, something that somebody can answer back is also another goal. And we're doing really well with that.
- 003 OKAY. I COMPILED THE GOALS FROM THE OTHER TEACHERS, TOO. SOME ARE VERY MUCH ALIKE, AND SOME ARE SOMEWHAT DIFFERENT. IF YOU WOULD COMMENT ON THIS LIST. (displays Appendix R, iiib) IF THERE'S ANYTHING THAT STRIKES YOU ONE WAY OR ANOTHER?
- 004 (pause while reading) I like that idea of using a beginning, a middle, and an end, along with formulating a question, and answering a question. That would be, you know, interesting, too. Some children do that just naturally, and some children may get up and say, "This is my Barbie. Are there any questions?" (chuckles) You know, I mean that's--
- 005 UH-HUH.
- 006 And the questioning then, helps them think a little bit harder. But I like that idea of working towards that goal. Um (pause), I guess, you know, that I would have to agree that it does help you

identify children's in--, interests. Um (pause), and you, you could pick up the development of sentence structure, but I feel that I get a better command of that from one-to-one talking, because sometimes in sharing in front of a group, they do not use whole sentences. But when they talk to you on a one-to-one, they speak in complete sentences.

007 DON'T YOU THINK SOMETIMES TOO, JUST BY STANDING UP IN FRONT OF A GROUP, THE NERVE--

008 Yeah, yeah.

009 THE NERVOUSNESS COMES THROUGH.

010 The fear. Yeah, yeah. The fear of, you know, talking in front of a group.

011 I CAN GET UP IN FRONT OF A GROUP AND, "B-DAH, B-DAH" (chuckles).

012 Well, you know, hey, I do that. You know, I stand up here in front of a group and sometimes will say, "Me here. (chuckles) What you want?" You know, you just, you know, you just--that I--

013 UH-HUH.

014 Yeah, I think you're right.

015 OKAY. UM, I WAS LOOKING PRIMARILY AT TEACHER-TALK AND WHEN I LOOKED AT THE INITIAL DATA, THE MEAN PERCENTAGE, WHEN I AVERAGED OUT EVERYBODY, FOR TEACHER-TALK WAS ABOUT 66% OF THE TIME. AND WHEN I TOOK OUT THE ONE REALLY LENGTHY SHARING TIME-- REMEMBER LINDSAY WITH THE VIOLIN? THEN IT WENT UP TO 72%. DOES THIS SURPRISE YOU?

016 Uh-uh. Uh-uh.

017 NO, NOT REALLY? DO YOU CARE TO COMMENT?

018 Well, you know, I think that, that's a real problem that teachers have (chuckles) every other word. You know, I say to kids, "It's not your turn to talk." You know, but--and, um, my kids get better at being the talker. And I find that if I force myself, and Jody (name of participant) could probably tell you whether I do a good job at that or not after watching this week, to also, if I want to comment, be a hand-raiser. And wait my turn. I always get asked. You know, they giggle. But, um, that helps limit the amount of talk that I do. Also, if I can use a visual clue, a nod, or smile that it's your turn without having-- initially, I do a lot of talking, because I feel like I need to, you know, keep the conversation rolling. But I try to back off.

But I actually, you know, tell that the teacher should be able to remove herself either by moving to the back of the room and joining the sharing group and letting the children go on their own once they don't need that arm or that hug, um, to being able to sit on that chair and not comment is, I think, is really important.

019 ARE THEY AT THAT POINT?

020 (participant) Yeah.

021 Oh, yeah. And I find that if you use wait-time, you know, someone is sharing, and you don't say anything until they say, "Are there any questions?" that oftentimes they do, you know, you just wait, and then all of a sudden another statement comes out, another--and so, I think, you know, that wait-time that they talk about in science and in other areas is also really important to your Sharing Time. Because kids will come through if you don't try to fill it up yourself.

022 (participant) Yeah. She'll wait sometimes, and I'm just like, "What is she doing?" (chuckles) And then all of a sudden, some kid's like, "Oh, I've got something to say!"

023 Or even the sharer--

024 (participant) Yeah.

025 Will, you know, say something else. And I, and I don't, very seldom, I try not to say, "Are you going to ask them for questions?" I try to let them decide when it's time. And sometimes we get more conver--, talk that way.

026 WHEN I ALSO LOOKED AT COMMENTS AND QUESTIONS FOR TEACHERS, I FOUND THAT, AT LEAST IN THE INITIAL INFORMATION, THAT TEACHERS RESPOND ALMOST AFTER EVERY TIME. AND YOU'VE TALKED A LITTLE BIT TO THAT NOW. AT THAT TIME, THE MEAN NUMBER OF TEACHER TURNS WAS ABOUT 44%, WHICH GOT TO BE KIND OF A "PING-PONG" KIND OF STYLE. DO YOU HAVE A COMMENT ON THAT?

027 Well, I think it would have been interesting, had, you know, had we thought about this ahead of time, maybe was to do some first semester and some second semester to see if that changes. Um, I guess initially, when the kids come, we do a lot of talk with, you know, back and forth like that, just because they aren't real comfortable yet. And this kind of tides them over. I think if I were to use the wait-time immediately, some kids might tend to panic. But after they see me using it enough of the time, you know, they don't feel uncomfortable with it. And, and yet in the same token, maybe I should use more wait-time at the beginning,

too. It seems like it takes me awhile to where I feel the children are comfortable with my using wait-time.

028 I KNOW I'VE TRIED TO WATCH HOW I'M DOING. AND I CATCH MYSELF ALL THE TIME. I HAVE MY LITTLE STORY I WANT TO TELL, YET WE DON'T HAVE TIME FOR ANYONE ELSE. WE'VE GOT TO GET ON. IT'S REAL EASY TO DO.

029 And I try to avoid telling my little story.

030 YEAH.

031 Because I don't, I don't allow the children to do that either. And not that I don't feel their story is important, but it is time to realize that, hey, "This is Jody's time right now to talk and the thing we're talking about is what Jody's sharing. So yes, she's going to give us some ideas. You can ask questions to find out more about it, but it's her time."

032 UM-HM.. UM-HM.

033 You know, and you know, we all have kids that if you gave them, every time--

034 THEY'D TALK ALL THE TIME.

035 Well, you know, "My sister has one." "My uncle has one." "My dad has one." You know, they would just monopolize the conversation.

036 (participant) Or they'd even make up someone.

037 YEAH, JUST TO KEEP GOING.

038 And those kids, and those kids don't need it. They're not the ones who need to be the talker.

039 WHEN LOOKING AT COMMENTS AND QUESTIONS, I FOUND THAT TEACHERS MAKE COMMENTS TO STUDENTS MORE FREQUENTLY THAN QUESTIONING. IT WAS ABOUT A 2:3 COMMENT, ER, QUESTION TO COMMENT RATIO. COMMENTS OF CLARIFICATION WERE THE MOST FREQUENT TYPE OF COMMENTS MADE. AND THEN THE SECOND WAS EVALUATIVE COMMENTS. AND BY CLARIFICATION COMMENTS, THAT WAS EITHER A REPETITION OF WHAT THE CHILD HAD JUST SAID, OR EXPANDING THAT TO GIVE MORE INFORMATION THAT THE TEACHER COULD PROVIDE. I BROUGHT YOUR TRANSCRIPTS ALONG SO WE CAN SEE--

040 Truth (chuckles).

- 041 HOW THAT GOES. LET'S SEE, HERE'S SOME TALK TIME BEFORE WE GOT INTO--THIS WAS WAY BACK RIGHT AFTER PEE WEE HERMAN AND FUN FAIR TIME. I DIDN'T SEE MUCH REPETITION HERE AT ALL (refers to the transcripts from the first observation, see Appendix K).
- 042 I did ask a question there, did you see that?
- 043 YEAH I DID.
- 044 (chuckles)
- 045 NO, THERE WERE QUESTIONS. THERE WERE A LOT OF QUESTIONS.
- 046 See. I asked a question!
- 047 BUT, UM, THERE WERE TIMES THAT YOU EXPANDED. NOT I'M NOT SAYING THAT'S GOOD, BAD, OR OTHERWISE. WOULD YOU CARE TO COMMENT? (pause) THIS ONE, LET'S SEE, OH, LIKE YOU'RE EXPANDING HERE ABOUT THE LACE ON HER TRIM ON RENEE'S DRESS, AND LET'S SEE. OH, ANOTHER ONE THAT STRUCK ME WAS THE SECOND ONE (refers to the transcripts from the second observation, see Appendix Q), THAT, UM, MATTHEW, YEAH, THAT HAS HIS LITTLE OREGON TRAIL CART. AND HE DIDN'T HAVE A LOT TO SAY AND THERE WAS SOME EXPANSION ON IT.
- 048 Well, I guess, initially, you know, what I'm doing what I'm doing at sharing with my, or what I'm attempting to do, I may be not successful, is that I'm trying to give them some ideas, you know, what kinds of things could you tell. We send a note home asking Mom to help them think of three or four things, or two or three things to tell, and some moms really do a good job, and, you know, Matthew just arrives.
- 049 (participant) He hadn't read his book or his article.
- 050 Yeah, he just doesn't, you know, really doesn't know what's going on. And so what I, what I'm trying to do there, plus for example with the lace, I'm introducing a concept that obviously was, you know, not everybody knew this was lace.
- 051 UM-HM.
- 052 But, you know, I don't know, I don't know if that's a good part of sharing, you know, to expand concepts like that, or whether you should let just it be totally child-centered. I don't know.
- 053 AND I'M NOT--I DON'T HAVE A JUDGMENT EITHER. THIS IS JUST TO FIND--
- 054 If you find out, let me know.

- 055 OKAY.
- 056 I want to find out how to do it correctly.
- 057 THIS IS JUST STATEMENT OF FACT, THERE WAS, THERE WAS NO JUDGMENT.
- 058 (to participant) Do you have any--? Have you heard about whether--?
- 059 (participant) I don't know. I've never heard.
- 060 When you go back to class, you ask, "In sharing, if the teacher should ever talk?"
- 061 (all laugh)
- 062 (participant) They'll all get me for that one! "Mrs. _____ (last name of teacher) wanted me to ask you--." I don't know.
- 063 AND THEN THE EVALUATION COMMENTS; I DIDN'T RANK IF THEY WERE POSITIVE OR NEGATIVE. SOMETIMES NONVERBAL, LIKE IF YOU HAD A NOD OR WHATEVER. IS THAT TO ACKNOWLEDGE WHAT THEY SAID?
- 064 Um-hm. I don't see any--
- 065 ANY NODS?
- 066 No, there's a nod, yeah.
- 067 THERE'S A NOD. AND SOME PLACES--
- 068 No, what I was wondering was, you know, some evaluation. If I made any evaluation statements. I try not to make evaluation statements, you know.
- 069 HERE'S A NOD--
- 070 The only reason I nod is to let the child know that they're finished--
- 071 OKAY.
- 072 That it's done. Um, rather than to be eval--, evaluative of what they said. Just thank you.
- 073 UM-HM. YEAH. BECAUSE THAT'S BASICALLY THE ONLY ONES. I HAD VERY FEW.

- 074 See, I knew what I was talking about. Yeah, in that case I knew what I was talking about.
- 075 YEAH. YOU HAD NODS AND THANK YOUS. BASICALLY, AND THERE WEREN'T, THERE WEREN'T A LOT. BUT THAT CAME UNDER SECOND OVERALL, YOU KNOW, AFTER CLARIFICATION CAME EVALUATION. AND IT WAS THAT WAY ACROSS THE BOARD.
- 076 Well, at least there was consistency.
- 077 YEAH.
- 078 Good or bad. Wait until Jody comes back with the answers there.
- 079 THEN I LOOKED AT QUESTIONS, TOO. AND I DIVIDED THEM INTO LOW-LEVEL LITERAL, HIGH-LEVEL LITERAL, LOW-LEVEL INFERENTIAL, AND HIGH-LEVEL INFERENTIAL.
- 080 And I'm sure that most of mine were low level at that point.
- 081 UM-HM.
- 082 I would anticipate that.
- 083 UM-HM. THERE WERE A FEW THAT, UM, LET'S SEE, GOT INTO A LITTLE BIT OF "HOW WOULD YOU DO THAT?" OR--THAT WOULD CAUSE MORE EXPLAINING, LIKE A HIGH-LEVEL LITERAL THAT WOULD HAVE BEEN. THERE WERE A FEW. OH, HERE, (refers to the transcripts from the first observation, see Appendix K) LIKE, "HOW DO YOU KNOW THEM?" RATHER THAN JUST, "WHO ARE THEY?"
- 084 Um-hm.
- 085 UM, AND LET'S SEE.
- 086 Did, you know, just out of curiosity, did a lot of people ask high-level questions?
- 087 NO, NO. IT WAS PREDOMINANTLY LOW LEVEL. I MEAN, THERE WOULD BE ONE OR TWO, MAYBE THREE QUESTIONS.
- 088 See again, I would like to see--
- 089 THROUGHOUT THE WHOLE STUDY THERE WAS ONLY ONE HIGH-HIGH, HIGH-LEVEL INFERENTIAL QUESTION.
- 090 I would like to see what would happen--
- 091 NOW.

- 092 Yeah, you know, with the different semester. Because as these little ones come in they grow and change, and you know, you kind of change with them. So that would be interesting to see.
- 093 UM-HM. BUT THOSE WERE A FEW THAT I FOUND. OH, GETTING HER TO EXTEND, "COULD YOU STILL WEAR HER DRESS FOR SPECIAL OCCASIONS?"
- 094 Um-hm. Um-hm. Yeah.
- 095 THOSE KINDS THAT AREN'T STRICTLY PRETTY MUCH KNOWN ANSWER.
- 096 Um-hm. That's interesting. You know, it's just, you know, as you think about when you came, too, I didn't know what to do, actually. You know, and I didn't know if I should do it the way I always do.
- 097 YES, THAT'S WHAT I WANTED TO SEE.
- 098 Sometimes, I find sharing to be kind of boring, and as you probably sat through several sharings, you realized that. (chuckles) This is not high level! You know, and I, I'm always trying to think of ways to improve, so, you know, if you saw any ideas that other people used, that you would be willing to share back with me, that you felt, you know, improve the quality, I would be more than happy to hear about them.
- 099 OKAY.
- 100 Because, um--
- 101 PRETTY MUCH, EVERYBODY REALLY PRETTY MUCH RAN THE SAME.
- 102 Because, I don't know, you know, I don't know how you ever, if you should let, like I said, if you should let it be the child's time. You should use it as a teaching time, how much of your day, you know, do you want this to extend into? It's difficult, you know, to know.
- 103 UM-HM. I ALSO LOOKED AT QUESTIONS. ABOUT ONE OUT OF EVERY FOUR QUESTIONS, AND ONE OUT OF EVERY FIVE COMMENTS, AGAIN THIS IS ACROSS THE STUDY, CONCERNED MANAGEMENT. AND THIS COULD BE TURN ALLOCATION, "NOW IT'S YOUR TURN" OR ALLOCATING A TURN TO SOMEBODY WHO HAS A QUESTION OR WHOSE TURN IT IS TO SHARE, OR STRICTLY CLASSROOM DISCIPLINE.
- 104 What did you use for your, um, analyzing the questions? Did you use the Flanders?
- 105 NO, NO. THIS WAS JUST--I HAD--FOR CATEGORIES OF COMMENTS, IT WAS EITHER CLARIFICATION, EVALUATION, MANAGEMENT, OFF-TOPIC OR OTHER.

AND THE "OTHER" ONES, I'M FINDING JUST AS I VISIT THAT THEY CAN BE CLASSIFIED. IT WAS JUST THAT I WASN'T SURE WHAT THE INTENTION WAS. AND THEN THE QUESTIONS WERE THE FOUR STEPS, AND THEN I ALSO, THERE WERE SOME CLARIFICATION QUESTIONS THAT I COULD COMBINE WITH THE CLARIFICATION COMMENTS. BECAUSE IT WAS EITHER-- SOME PEOPLE REPEATED WITH AN INFLECTIONAL ENDING AND IT BECAME A QUESTION, OR ELSE IT WAS JUST ANOTHER, YOU KNOW, STATEMENT. AND SO, AND THEN MANAGEMENT QUESTIONS. AND THEN IT WAS BASICALLY CATEGORIES THAT FELL OUT OF THE STUDY.

- 106 I was, I was just curious, because I'd done, I've done some work with Flanders, you know, and it's always embarrassing to do one of those counts because your, you know, the amount of questions or the kinds of questions usually fall lower than--
- 107 YOU'D HOPE FOR.
- 108 Well, than you ever anticipate. You know, me? I ask all those dumb questions in one day?
- 109 AND THEN SOMETIMES, IT'S KIND OF HARD, YOU KNOW IT DEPENDS ON, I DON'T KNOW, DO YOU THINK IT'S THE LEVEL OF THE KIDS, TOO, LIKE YOU MENTIONED BEFORE?
- 110 I think somewhat the level.
- 111 THAT MAYBE, MAYBE THEY COULDN'T HANDLE HARDER ONES?
- 112 Yeah, and yet sometimes I think that for speed.
- 113 UM-HM.
- 114 You know. Maybe you know, you don't get the in-depth because, you know, because that involves a lot of discussion and I guess if I'm going to do in-depth questioning, I'd prefer to have it be, um, unit-related to what we're doing, rather than actually to the sharing. And that maybe that makes my sharing a little lower level than it should be, but, I don't know. Yet I feel that it's important for the children to be able to tell and bring things from home. And, um, my kids are now even to the point that they can tell. They don't all need, "Well I don't have a show, but I have something to tell." Then I'll say, "That's fine, that's sharing, too." You know, and getting away from that dragging of stuff from home.
- 115 THERE DOESN'T HAVE TO BE AN OBJECT THERE.
- 116 Also, sometimes, what is being shared is not really a quality sharing. For example, the day that Joe shared, and I know that you were here that day--

117 UM-HM.

118 When he brought the bug's eye and the little magnifier, you know, that showed things like a bug's eye. Well, that was a really quality sharing. I mean, you can tell that time had been put into it. You know, it was something that would be of high interest. Something that we didn't know anything about. Whereas if you bring a Barbie doll, and you say, "This is my Barbie doll. I play with her a lot." Even the Barbie doll is a low-level sharing. You know, unless you would say, "My Barbie loves to sing and here's the song she sings." You know, or something like that. Then that would move it to, I would feel a higher level sharing object. And so sometimes, I think maybe your questions go along with the kind of sharing.

119 OKAY.

120 And for example, in Renee's case, where she brought the dress from the wedding, well that was, you know, that was something that none of us knew about. We needed to know more about. But most people know everything there is to, you need to know about Barbies--

121 UM-HM.

122 Or, you know, trucks or things like that. So I think sometimes what is shared also affects how you react to it.

123 I'M GOING TO SKIP SINCE YOU BROUGHT THIS UP, BECAUSE THAT IS SOMETHING I WANT TO TALK ABOUT, TOO. YOU'RE REMEMBERING REAL WELL WHAT HAPPENED A LONG TIME AGO. I PUT THE KIDS THAT WERE SCHEDULED TO SHARE AND THEN WHAT THEY BROUGHT OR IF THEY PASSED. LOOKING AT THEM, WHAT WOULD YOU CONSIDER THE GOOD SHARINGS FOR THOSE TIMES? (displays Appendix R, iiic)

124 Well, I guess I thought the wedding dress was. For Eric to be able to, to just have something that--like the other day he told that he didn't eat the eggs cooked in the refrigerator. That his mom bought eggs and cooked them in the refrigerator but he didn't get to eat the cooked eggs. The eggs in, that were cooked in the refrigerator. And I'm going--? You know and none of this makes any sense to me at all, because, you know, and I didn't want to pursue it too far because I know Eric well enough to know that obviously he had no idea what he was talking about. (chuckles) And so when he talked about the broken-down truck, at least there was some sequencing to his telling. So for Eric, that would have been. And Eric often doesn't have things to share and feels really bad. Obviously, nobody takes the time.

125 UM-HM.

- 126 You know, so I felt for Eric, that probably would have been a good sharing. And the same way with Renee's wedding dress, um, and the bug I felt was very good, and of course the violin. You know, I mean, everything you wanted to know and a little bit extra. I'll never forget that one. Off-hand, I don't recall--
- 127 IF YOU WANT TO LOOK, THAT'S FINE.
- 128 What the other three said about those things that they had brought.
- 129 LET'S SEE, 096 IS WHERE NICOLE STARTS. AND IT'S HER--SHE STARTS RIGHT HERE. (refers to the transcripts from the first observation, see Appendix K)
- 130 Well, see then in this case, I feel that the facts that she told about it made it a special sharing. If I had just looked at this and saw doll, I would think insignificant.
- 131 UM-HM.
- 132 You know, it's not a high level. But the fact that she was, she had she was 6 years old just like Nicole was because she got her when she was a baby, shows that someone had taken time to help Nicole figure out some important things, some things should be of interest to us about this doll. So yeah, I would raise that to a higher level. If she just stood up there and said, "This is my doll. Her name is Susie." And that was all she had to tell, then I would think that would be a lower level because she didn't have anything significant, really to say. Does that make sense?
- 133 YEAH, IT DOES.
- 134 Okay. So that, that in, in Nicole's case, yes, then I would rate the doll, you know, being a little higher. And let's see, and then we go to Matthew. 013 must be backwards?
- 135 YEAH, WELL, THIS IS, THIS IS THE SECOND TIME. SO LET'S GO BACK HERE. (refers to the transcripts from the second observation, see Appendix Q) MATTHEW STARTS RIGHT HERE.
- 136 Now at that point, for Matthew, that probably was good language. Because Matthew is one of my very immature kindergartners and was even more immature at the beginning. And he did have a couple of things to tell specifically about it. So, I would have to probably rate that as a middle.
- 137 OKAY.
- 138 You, know, if nothing else it showed preparation.

- 139 UM-HM.
- 140 And that's maybe, at the beginning that's more what we're looking for than, you know, the, the, the object, too. The preparation, um, would go into it, the quality of what is being shared. Both of those would be important.
- 141 UM-HM.
- 142 And then let's see.
- 143 BACK TO 076. WE HAD THE BUG AND THE VIOLIN AND THEN THE GUMMY BEARS AT 076.
- 144 We kind of have a lot in here.
- 145 NO, THIS IS STILL THE VIOLIN. SHE TALKS A LOT!
- 146 She did! I just couldn't believe it.
- 147 SHE JUST WENT ON AND ON!
- 148 I'm going--snore. Ah, that isn't nice. Okay.
- 149 JESSICA.
- 150 See, now Jessica brought something, but she really didn't have, other than she got it from Lindsay.
- 151 UM-HM.
- 152 She really didn't have anything to share about why we would, you know, some information that would be beneficial to us about that. It was just something, I think, that she just brought from home.
- 153 UM-HM.
- 154 The fact that she used complete sentences is good.
- 155 UM-HM.
- 156 And, you know, early on, maybe that would be--I guess that might be an objective right off the bat. You know, if it was, um, into November, I don't know when this was done--
- 157 THIS WAS--
- 158 This wasn't in November, was it?
- 159 NO, THIS WAS OCTOBER 20.

160 Okay, you know, but at the same token it's not, you know, for Jessica that's not a high-level sharing which Jessica doesn't do. Well, I shouldn't say that, because she has brought, like the other day she brought a paper, I don't know where it went, that was on black history from the Mini Pages. And when we did about George Bush, she cut out a lot of things about George Bush and Ronald Reagan from the paper, and would bring those. Didn't have, always have a lot to tell about them, but they were very, very on-task and very on-topic kinds of sharing things, so this must have been an off-week for Jessica. (chuckles) But I wouldn't rate that, you know--

161 OKAY.

162 Jessica could have left the Gummy Bear home and we, none of us would have been a--

163 ANY WORSE OFF?

164 Yeah.

165 AND THEN MAUREEN.

166 Um, Maureen has lot's to share. Probably for Maureen this is good language.

167 UM-HM.

168 You know, she does tell--

169 I AM ASSUMING SHE IS ESL.

170 No, she's not.

171 OH, NO SHE'S NOT? OH, OKAY.

172 But she's, but she's American Indian. She has speech.

173 OKAY.

174 Speech is what her problem is. She goes to speech.

175 OKAY.

176 Yeah. Um, (pause while reading transcript) I don't understand-- but for Maureen, she does tell some facts about the things that she brought to share. You know, which shows that she's thought about it, or that, you know that somebody has helped her. And this is probably very typical of Maureen's sharing and probably very typical of Maureen's thinking level, too. So, I guess in

Maureen's case, this would be one of her exceptions. And this is the kind of quality that I get across the board.

177 THE BOARD FOR HER.

178 Yeah. Whereas in Jessica's case, you know, her clear across the board skills are so much higher, than her sharing skills, so I would have expected, yeah, a different kind of sharing. And that's the same way with Matthew. Matthew's across the board skills are right, you know, maybe a little bit, even, below what he shared.

179 OKAY.

180 So, you know, I would feel, it's--you know, here I am. I'm saying all these things, you know, I'm eating my words coming and going (chuckles) across this tape. I mean, you're getting full, _____ (first name of teacher), spit a few of those--but, you know, it's so subjective. You know, and it's so dependent on each child. That, you know, maybe my goals and objectives need to change. (chuckles)

181 WHEN SOMEBODY IS GOING ALONG PRETTY WELL, FOR THAT CHILD, VERSUS WHEN IT'S NOT GOING SO WELL, DO YOU SEE YOURSELF MAKING DIFFERENT COMMENTS OR QUESTIONS TOWARDS THOSE STUDENTS TO EITHER ENHANCE, OR WHATEVER, THEIR SHARING?

182 Then I think it depends on the quality of the sharing. And it goes back to what we talked about.

183 YEAH.

184 Sometimes, I'll ask, you know, if somebody got it somewhere. We might ask, you know, "Did you buy it with your own money?" You know, "Why did you choose to buy that?" You know, trying to get some, some different kind of responding from them, or trying to raise their level. But on the whole, um, it just depends, I guess, on the quality of the object. And, that's, again, a subjective thing. If I, I don't think that, um, Barbies are a high-level sharing object, unless there's something specific about the Barbie. You know, and so I probably wouldn't ask the same kind of questions of someone who brought a Barbie as I would of someone like Joseph who brought that, um, multimagnifying glass lens, you know, kind of thing. If he didn't tell much about it.

185 UM-HM. OKAY.

186 It's not good to eat my words (chuckles).

- 187 LET'S SEE, OH, AT THE BEGINNING I ASKED EVERYBODY ABOUT HOW LONG DO YOU THINK SHARING GOES, AND BASICALLY, THE ESTIMATES WERE ABOUT 5 TO 10 MINUTES. AND THEN ON TAPE IT ENDED UP BEING MORE. WELL, THE SHORTEST WAS 13 MINUTES AND THE LONGEST WAS 20 MINUTES.
- 188 I think that probably sharing goes about 15 minutes.
- 189 DO YOU?
- 190 Yeah.
- 191 OKAY.
- 192 Because, uh, I guess we finish up with sharing and opening anywhere between 5 and 10 after 9. And that depends on how quickly everybody gets their boots and things off, and how long it takes us to get counted, or get the calendar done, and then-- now like this morning, or it was yesterday morning, we only had two people share. Well, that was overin, you know, in a real hurry! And I'm finding that more and more kids are not choosing to share in that respect. And that's fine, because I feel that it's not pure and simple, but they don't want to share. So I said, "Well, that's fine, this is not a requirement. (chuckles) You're not going to pass of fail if you share." I think the option should be there. I, I would worry if somebody never shared all year long. But you know, some kids, they don't like to stand up in front of a group. And, and, um, yet, they're not nonverbal. You know, they do use sentences. They do, you know, do all the language kinds of things that you would like from the group. They do contribute. You know, and they raise their hand, and they contribute in that way. So, then I, I don't think that whether you share or don't share is, is a real, in itself, critical. It just depends on all the other things that I've gone over.
- 193 WHEN I AVERAGED OUT EVERYBODY'S SHARING TIME, THE AVERAGES CAME TO 17 OR 18 MINUTES AND THAT FIGURED OUT TO ABOUT 13% OF THE KINDERGARTEN DAY. DO YOU THINK THAT'S A VALUABLE USE OF TIME? IF SO WHY? OR WHY NOT?
- 194 Well, I, every year I have to convince myself that having sharing is valuable. And every year I think, "How could you make this be better?" And every year I add, maybe, or take away, maybe something. Um, I feel that the fact that the child can bring their things to school, you know, that ownership and that, um, bridging between home and school is really important, for some children more than for others. Um, I feel, that getting up in front of the group, you know, and feeling comfortable enough to, to speak is important. I don't always feel that the quality of what is said or the interactions that go on are that, as

important as I would think some other things are. But, I think that in looking at sharing, you have to evaluate it from the child's objective rather than the teacher's objective. I mean, not to be unkind, but, you know, I get tired of, you know, this Barbie and that--you know, and this. But yet, you know, "Is it my day to share?" "Is it--? It's my sharing day!" "I've got something in my bag!" You know, that excitement of looking forward to, "Well, I have to wait 'til Thursday, but, but we don't have school on Thursday. What day do I get to share, then?" You know, and the excitement of the child for this and the purpose, sometimes, that it gives to their day. It, it probably makes it important from that aspect. Now, it's not always important to every other kid, and so I try to, um, as we move into the year, I try to help them use this as good listening, um, practice. You know, when someone is speaking we always listen to what they're saying, but you also look at the speaker. Because that let's them know that you're interested in what they brought. And, you know, also, um, trying to encourage them to do questioning. You know, "What would you like to know that they didn't tell you about this sharing?" And a level of my question is not high level, the ones that the kids ask back, but at the same token, you know, this is, we were, it takes us a long time to get to the point where they're asking questions rather than telling facts. And, you know, we try to, we try to stress that a question is something that somebody has to tell you something back. Because everybody wants to tell, "Well, I have one of those." Or, "My brother--," you know, that. And so beginning that development, too, and so gradually trying to put into it learning experiences for the others, and yet, keeping it short enough that people are not, you know, out of their seats and off the walls. "You know, that, that is not too long a time to ask you to listen to your friends. After all, when it's your turn, they are going to be willing to listen to you." And so, you look at it from the child's view, then it is very important, and, and so I, I have to sometimes evaluate it from that side. And, yes, good language does come, you know, there's good experiences, we do learn things that we didn't know before. Even if it's something that the child is interested in. You know, "Oh, do you play with it a lot?" You know, and the child says, "Yes, I like to play with it a lot." Or, "Do you look at that book a lot?" "Yes, this is one of my favorites." Well, then you know, whereas if the child says, "No, I don't ever play with it." You know, hey, that wasn't, that isn't something that's very important to that child. And so, that helps you and the children get a little bit of insight. And sometimes, you know, you don't have enough time to be personal with kids like that.

- 196 And so, in that aspect, yes, it is an important time. As far the, all the things that you want to do and you want to get done, you know, it would be nice to have that time to do some other things. But, that's inflicting, always, my, um, program, my objectives continually, and not ever allowing the other to happen. And so you have to, sometimes, just kind of back down. And I think that, I became very aware of that, because I have a storyteller who comes. A mom who started 3 or 4 years ago. She comes every week, you know, alternates half-days. And, you know, I catch myself thinking, I can't afford the 20 minutes that she's going to read to my kids. But, you know, when you stop and look at here's, here she is. She's showing, "I'm a mom. I'm not a teacher. I love to read stories and love to read to little children." What a good example, you know, she's presenting. Plus she's giving them a whole different--because I choose stories to read that go along with or that I like. And she brings stories, "Oh, my mom read this to me when I was little and it was one of my favorites." Or, "My kids just love--." So she brings a whole new avenue to storytelling that I don't have.
- 197 UM-HM.
- 198 And, you know, that's really important for them to see other people. Because, you know, I'm the only person they see. And so it's really important for them to see that other people care and do those same kinds of things. And so, sometimes you have to really look carefully at your objectives and I think that's the same way it is with sharing.
- 199 UM-HM.
- 200 You know, you have to value the child's right to have their time to get their two cents worth in, too.
- 201 AND IT'S IMPORTANT TO THEM.
- 202 Yeah, so, you know, it's, it always leaves me in a quandary. That's why I was hoping you going to come back and tell me (chuckles), one way or the other. "You don't have to do sharing anymore. No value any more."
- 203 (chuckles) NO.
- 204 Or, "This is really great. You know you should be doing this." That's not nice. But, you know, I don't know. I think from the child's perspective, that it's really important. It's one way, I'd really like a different solution.
- 205 IF THERE WAS ANYTHING THAT YOU COULD CHANGE ABOUT SHARING, WOULD YOU? AND WHAT WOULD IT BE?

206 Oh, maybe I could stay home and come in later (chuckles). I, I don't know. I would somehow like to be able to put more structure to my sharing. And I do do a little bit of that sometimes, you know, when we do the circus, I say this week, er, like when we've been doing famous Americans, I send a note home. We were talking about famous, ah, American singers, you know, "Encourage your children to bring things that, that relate to that." Or, famous cartoon characters, I got a lot. Or famous presidents, or famous black Americans, you know. Trying to structure by the notes I send home. And some parents really do oblige. Some parents, you know, keep sending the same old--I'm sure they don't know what their child is bringing for sharing. Um, I've toyed with the idea of having the children share favorite books and seeing if I couldn't get, raise the level of consciousness. "Why would you like other people to read this book?" And, but the, when children share books I do encourage that, but I have not done that as a total. Um, I've done, I've tried, um, sharing where you bring in your bag and you have to describe, and the children try to guess. You know, trying to give new approaches and new ways to share. But, initially, and probably the times that you were here, I followed pretty much the same format, because I'm getting used to the children. The children are getting used to being at school, and I'm just wanting that comfort level of speaking in front of a group. And some, for some kids that takes a long time. You know, sometimes I have kids who don't share until December. And so I don't want to intercede either, you know, and make them not ever be willing to attempt an experience. I don't know. It's useful, yeah. And yet I, I see a lot of things that could be happening during that Sharing Time, but again am I inflicting? You know, am I then structuring it so it's not theirs anymore? I don't know. But I, I wish that somebody would, you know, do a study that would come out and say, this is what should--

207 SHOULD BE DONE.

208 Be going on. Yeah.

209 I THINK, I THINK RIGHT NOW, WE'RE JUST TRYING TO FIND OUT WHAT--

210 You know, this is the best--

211 YEAH, WHAT HAPPENS.

212 This is the best channel, this is the best way to do sharing to benefit the children the most. I don't know, but it's true for a lot of things that we do. Just to do them the best you can. Hope that what you're doing is in the best interest of the little kid.

- 213 IS THERE ANYTHING ELSE THAT YOU WOULD LIKE TO ADD THAT WOULD HELP IN INTERPRETING ALL OF THIS?
- 214 I've already said more than you want to have to type up (chuckles)!
- 215 NO (chuckles). BUT IT'S SO INTERESTING. I JUST--THIS HAS REALLY BEEN A FASCINATING THING FOR ME AND, AND NOW TO BE GETTING FEEDBACK FROM YOU--BECAUSE I, YOU KNOW, I'M LOOKING AT THOSE NUMBERS AND THEN TO HAVE SOME EXPLANATION FOR THAT IS REALLY GOING TO BE HELPFUL.
- 216 What feedback do you get, you know, have you gotten as you've visited with other people?
- 217 WELL, THE SAME, I THINK A LOT OF THE SAME CONCERNS AS FAR AS VALUABLE TIME. YOU, KNOW, IT'S KIND OF BORING FOR THE TEACHER BECAUSE IT'S THE SAME ROUTINE, BUT THE IMPORTANCE FOR THE KIDS. THAT THEY JUST LOVE IT AND THEY LOOK FORWARD TO IT. AND--
- 218 You know, And I feel that's hampered by having set days. But yet, if you let everybody share who wants to--
- 219 THAT'S ALL YOU'D DO ALL DAY (chuckles)!
- 220 You know, I mean, I'd get white hair, and, you know, I'd still be going through sharing. And so, I don't know. And I, if somebody shows up and their tooth just falls out I'm not going to say, "Oh, it's not your sharing day."
- 221 UM-HM.
- 222 But if somebody comes with something and it can be saved until sharing day, then I have to encourage that, because otherwise everybody shows up with something. "I forgot--." You know, or, "I got this today." But, I don't know about that. Sometimes that's real hard for me because you see little hurt faces.
- 223 I DIDN'T, JUST BY OUR VISIT--UM, THEY SANG AFTER EACH LITTLE SHARING. JUST A LITTLE, LITTLE RHYMING SONG. AND I JUST, WHEN I WAS CODING I PUT IT AS AN OTHER BECAUSE I JUST FIGURED IT DIDN'T FIT INTO ONE OF MY NICE, NEAT CATEGORIES. AND THEY WERE USING IT, LIKE YOU HAD MENTIONED GRANDMA'S SPECTACLES, JUST AS A GROUP INTERACTION THING AND THEY CONSIDERED IT WAS MANAGEMENT. SO, YOU KNOW, JUST THOSE KINDS OF THINGS TO HELP ME GET SOME INSIGHT INTO THE INTENTIONS OF WHAT THEY WERE DOING.
- 224 And I do a lot of management, you know, depending on how your children respond. You know, if everybody is sitting there quietly listening--

225 WHICH WAS LIKE THE DAY WHEN I CAME. THEY ALL WERE.

226 Yeah, you don't need a lot of management.

227 UM-HM.

228 But, you know, if everybody is crawling on the carpet, putting their feet up above their head and their nose, you know, um, under one wing, then yeah, you're going to need a management technique. And so I just kind of, and if it seems like it's long, then we'll stand up and do something. So I just kind of leave that to be real flexible. But that, you know, that is a good idea to get a little break.

229 BUT THAT'S, BUT YOU HAD MENTIONED THAT YOU DO THAT SOMETIMES, TOO. I JUST KNOW, THE DAYS THAT I WAS HERE EVERYBODY, THEY JUST SAT THERE.

230 Everybody seemed to just do their, their things. Some years that happens more than others. You know, and some days it does that more than others (chuckles). I go, "Are you the same kids I knew yesterday?" (chuckles) You know, so okay, no, uh, if you come up with anything I'd certainly like you to share it with me.

231 OKAY. THANKS.

