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HOW ANCHOR CHARTS CAN ENGAGE STUDENTS IN INTERACTIVE READ- ALOUDS

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HOW ANCHOR CHARTS CAN ENGAGE STUDENTS IN INTERACTIVE
READ-ALOUDS

by

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A capstone submitted in partial fulfillment of the
requirements for the degree of Masters of Arts in Literacy Education

Hamline University

Saint Paul, Minnesota

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Abstract

The research question explored and answered in this project was, can anchor charts make read-alouds more interactive and engaging? This project documents the exploration and creation of anchor charts in a read-aloud setting. In conjunction with the *Journeys'* (2009) curriculum the teacher created four anchor charts with a goal to create more engagement and increase the interactive quality of read-alouds. The teacher utilizes different types of anchor charts to see student engagement responses. She details the literature surrounding anchor charts as well as giving some background regarding read-alouds and engagement strategies for young learners. The teacher then describes the different successes she found when integrating these charts into a kindergarten classroom and the reasons she finds them to be an essential tool for engagement now.

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Chapter One

Introduction

Read-alouds are an age old part of the kindergarten classroom. Teachers have been reading to students from the beginning of the creation of schools. But how to we make them more exciting? This is what I will be answering as I explore anchor charts and answer the question: *Can anchor charts make read-alouds more interactive and engaging?*

This chapter will describe my experiences with anchor charts and read-alouds. It will also give insight into my rationale for choosing this topic and why I am passionate about it. Finally, it will give a preview for what is to come in this paper and a clear picture of the following chapters. By creating and designing lessons with anchor charts I hope to find a new way to engage my students at a deeper level and make a lasting impact. But before that journey, there was the journey to becoming and loving being a teacher.

Personal Experience

Long before I sat in my bright blue polka dot chair, in front of my own class, I was the child listening to the read-alouds my teachers and family would choose. When I was the age of my students, I loved listening to any story I could get my hands on. A favorite in my household was *Yertle the Turtle* (1958) by Dr. Seuss, especially if Grandpa was reading. He would read it every time he came and visited us in Ohio. We would

curl up in the big chair in the living room and get cozy to share the story together. To this day, I cannot read that story without doing my grandpa's Yertle voice and reading it in the same cadence he would read to us in. When I was six years old he passed away. After that it became my dad's job to read *Yertle the Turtle* (1958) in our house. Just last year my dad came to visit my kindergarten classroom for the first time since I began teaching four years ago. He read my class *Yertle the Turtle* (1958) and it brought tears to my eyes. It was the same as I always remember it. Twenty years later and the same story, with the same words, can still invoke such a strong emotional connection and reaction to it. Reading aloud to children is one of the best things we can do to help them become readers. I am striving to make the same type of impression on my students and future generations.

Then it was my turn to try reading-aloud to students for myself. In 8th grade, as a volunteer project, I found myself in front of a group of first graders at Transfiguration School, reading the book *Snow Day!* (2002), about a group of alligators who did not have to go to school and they turned out to be the teachers. It was a safe place to explore my growing passion for teaching reading and test out if this is what I really wanted to do for the rest of my life. I discovered that reading to children was like an extension of my theater background. I could read with expression, do all the voices, and even have the kids join in on the different parts of the story. I fell in love with reading out loud and seeing the spark come alive in a child's eye when they make a connection to the story and can interact with it.

Once you have seen that spark it becomes a teacher's passion to find it again and again. It has made me gravitate towards read-alouds, like those from author Mo Willems,

that encourage students to react and interact with the text. Characters that make them think and feel new things. Places they have only imagined in their minds - come alive on the pages of a great story. Engaging them more in the process of a read-aloud is the goal of this project. To find new and exciting ways to get students to be a part of their learning process. One way I want to explore this is by using anchor charts. Through this paper I will explore the question: *Can anchor charts make read-alouds more interactive and engaging?*

Mo Willems Anchor Chart What makes a great read-aloud? Choosing the right book is the first challenge. One of my favorite read-alouds is Mo Willem's *Pigeon Finds a Hotdog* (2004). This story is all about how the main character in the story, Pigeon, finds a hotdog and does not want to share it. He is so insistent that it is his, that it gets the students all worked up about sharing and how unfair the Pigeon is being. This story has been a staple in my Mo Willems unit, an author study, for the last few years. This year though I decided to try and take my read-alouds to the next level knowing that they are the perfect time to teach listening and comprehension skills. The Mo Willems unit was my first time trying out the use of anchor charts in my classroom.

Based on the *Journeys* (2009) curriculum for the week - we were focusing on the author's message. I wanted students to be able to tell what the author was trying to get across to us by writing the story. I had read so much about anchor charts online and wanted to try it out for myself, so I began by creating a table that held a space for the book's name and a place to write the author's message in the story. We filled in the anchor chart after reading each Mo Willem's book I had chosen for the week. For example, before reading *The Duckling Gets a Cookie* (2012) I reviewed the purpose for

reading being to discover the author's message. As we read I did some think-aloud questions to get them thinking about the events and characters in the story and why they were acting that way. Then we brought the lesson to a close with a full discussion of the text and we recorded the message in the correct column of the anchor chart. By the end of the week we were able to look back and compare and contrast the messages in the Mo Willems books we had read. This chart allowed us to have a strong grounding in that conversation and the students could reference back to it as well as I could.

I found such a great sense of purpose using this chart throughout the week. Each book we read together was logged on the chart and immediately connected to the large collection of stories by Mo Willems. We could quickly compare and contrast the stories we had read and draw conclusions about the author's purpose for writing these books. While I loved this type of anchor chart from the teacher's point of view, I did not see if it truly benefitted my students' interactions with the stories. This experience was a key point of inspiration for doing this research paper and sparked my interest for further study.

Mo Willems Author Study	
Title	Author's Message
Don't Let the Pigeon Drive the Bus!	Don't give in to begging.
The Duckling Gets the Cookie!	Always say please.
My Friend is Sad	Be there for our friends who are sad
Should I share my Ice Cream?	Share with friends
The Pigeon Finds a Hotdog	Always share with a friend instead of getting mad

Figure One: Mo Willems Author Study Anchor Chart

Dr. Seuss Anchor Chart I wanted to give anchor charts one more attempt before committing myself to this idea. Going into this anchor chart I asked around and observed my neighbors charts and some attempts they had made. Some had beautiful artwork and drew the students' attention in. One thing I had worried about when committing to trying these was my lack of art skills. I also noticed that there was more student writing on most of the charts. Teaching kindergarteners - getting them to write can be a challenge, but also knowing this would help them take ownership of the anchor chart I was ready to attempt this as well.

Dr. Seuss week was upon us and we were doing a big review of rhyming. Every year I forget how long Dr. Seuss books can be, and I watch as my students' eyes glaze over when I get about halfway through the book. It could have had to do with their attention spans or the sheer length of the story, but I had clearly lost them. I wanted to try and get them more involved. *Fox in Socks* (1965) was coming up next and I quickly flipped through the book in search of word groupings that would stand out to them as a clear rhyme family. I recorded them on the paper in list form and introduced the chart before reading the story. We did a quick review of rhyming which is a strength of the majority of my students and then we worked our way through the book. They did not find all the words and sometime required hints or re-reads in certain sections but overall it was a successful use of an anchor chart. A photograph of this anchor chart can be found in appendix B. We decorated the anchor chart later on with socks that each student designed.

Through the read-aloud I noticed students listening more intently and actively engaging in the story. It was in that moment, when I had that realization, that I knew

anchor charts deserved a deeper look and more consideration. There were of course downsides as well though. It took them a long time to write out the words (we are still working on sounding words out). This made the whole process of the read-aloud almost double in time. On the positive side, it seemed to be much more effective when looking at student engagement and interaction.

As a teacher, it took much longer to read the story and left little else to focus on beyond the chart and the rhyming focus. I could see the pro's and con's in this situation and again was inspired to dig deeper. I can see a lot of potential with the use of anchor charts in the classroom and have first-hand seen the positives it can create. I look forward to trying more in the future and truly discovering if anchor charts can create more interactive and engaging read-alouds.



Figure 2: *Fox in Socks* (1965) Rhyming Words Anchor Chart

Rationale

The goal of this project is to dig deeper into interactive read-alouds and truly put into action a set of anchor charts to test and discover the engagement and interactive qualities. Read-alouds are the time to teach so many different things. I can teach reading strategies by modeling what to do when coming to a word that I might not know as well as teach comprehension strategies and a variety of ways to interact with a book. I can also teach metacognitive skills and show students how I think about what I am reading as I am reading it. There are so many options when crafting interactive read-alouds.

When it comes to anchor charts there are three main types of charts to work with; strategy charts, content charts and genre charts. I want to explore all three of these charts and see their impact on the interactive quality of my read-alouds. This will involve creating a series of anchor charts tightly tied to the reading targets/standards I will be teaching. This will hopefully help to focus my instruction - in a similar way that I felt when teaching Mo Willem's books by focusing on the author's message. This type of focus will hopefully create more meaningful instruction and opportunities for students to engage with the literature we are reading. I hope to see a positive effect that anchor charts can have in a classroom and collect data to analyze the outcomes.

Conclusion

This project focuses on an intensely important part of my teaching day. This research has the potential to affect many aspects of my teaching. It is a look toward the future as well as a redesign of my favorite time of day. It is a meaningful look ahead at curriculum and thoughtfully choosing a focus that is both appropriate and engaging to students. It is a challenge for both my planning and art skills. It is a commitment to

following through and making a change for the better. This project has the potential to positively affect my students' future and I am so excited about that.

In Chapter two, I will address the research behind anchor charts and creating interactive and engaging read-alouds. I will present the three types of anchor charts and how they can be used in a read-aloud setting. Chapter 3 will discuss the current environment in which I teach and the methodology to creating these anchor charts. In Chapter four, I will present the set of eight anchor charts to be used alongside the Houghton Mifflin *Journeys* (2009) curriculum for kindergarten. I will also include lessons that will go along with how to use these anchor charts in the read-aloud setting. Finally, in chapter five, I will conclude with reflections on the research that will delve into the positives and negatives I saw and experienced with this type of instruction and teaching tool. I am excited to embark on this journey of discovery and look forward to sharing my findings through this project as I look to answer the question: *Can anchor charts make read-alouds more interactive and engaging?*

Chapter two will present a variety of anchor charts and methods of using them within the classroom. The next section will cover the history of read-alouds and the changing shift to interactive read-alouds. The steps of a successful read aloud will be addressed and how an anchor chart can be used will be included. It was also present a variety of engagement methods and ways to get students involved in read-alouds. There is so much to discover about such a versatile medium such as anchor charts.

Chapter Two

Literature Review

This chapter will explore the literature about read-alouds and how different authors are working to make them more interactive and engaging. The goal being to give

context and background knowledge to help answer the question: *Can anchor charts create more engaging and interactive read-alouds?* This literature review will also delve into the use of anchor charts and how various types can be effective in different ways. The chapter will start by exploring the three types of anchor charts: strategy charts, content charts, and genre charts and how to integrate them into a classroom setting. The review will then look at read-alouds as a whole and ways to increase the interactive quality of them by including guided practice, shared thinking, activating prior knowledge and modeling. Finally, it will look at student engagement in literacy and strategies to hook children on reading and interacting with text. This chapter will also explore what some of the prominent scholars in this field have to say about anchor charts and their use in read-alouds. The works of Gay Pinnell and Irene Fountas (2007), - will be analyzed and reviewed.

Anchor Charts

Anchor charts can become a starting point, a jumping off point for students. Creating those opportunities is the intention of anchor charts. Gregory and Cahill (2010) describe a teacher's, Mrs. Hope's, philosophy regarding anchor charts, when explaining Mrs. Hope's goal was to have students make a lasting connection to the material which she refers to as the "Velcro Theory." This theory is that connection the big picture in a student's brain to smaller pictures is key in the memory building process. She offers anchor charts as an opportunity to make and build these connections and build a better understanding of the material. If using anchor charts correctly, students will have access to them throughout their day so that they can make connections to subjects and strands of

learning. When students take the time to interact with these charts it can be beneficial to the learning process.

What is Needed Almost everything needed to make an anchor chart is may be already in a classroom. Large chart paper or butcher block paper works best when creating an anchor chart in order to be sure the chart will be durable and able to last over a long period of time. A variety of markers and pens are helpful to make the chart bright and inviting for students, in order to catch their eyes and remind them to use them.

Potosky a first grade teacher, suggests creating a “sloppy copy” with the students and then going back later and “re-creating” it. She also adds, “You can always go back and add more color, cute lettering, or pretty borders” (as cited in Logue, 2015, p. 39).

Benefield offers an alternative to the usual supplies, “Instead of creating charts using only makers, [...] I grabbed a book off my shelf and did the unthinkable: I cut the book apart!” (as cited in Logue, 2015, p. 40) She did this in order to show authentic examples of the text features she was highlighting. See figure 4 on page 9.

Anatomy of an Anchor Chart. To build an anchor chart teachers need to understand the parts of an anchor chart. There are ten main portions of an anchor chart:

Part	Purpose
Title and Picture	Gives students a quick reference point as well as a way to grab their attention
Introduction	Activates prior knowledge and gives students a jumping off point to dive into a lesson
Essential Question	Sets up the goal for the lesson and chart
Drawing	Gives students a visual to associate with the skill or experience (needs to be simple)
Key Ideas	The learning targets
New Vocabulary	Gives the students the terminology to understand what is being taught
Labels	Give examples and label the visual as reminders for the future

Nonexamples	Gain a better understanding of new terms
Color Coding	Helps students and teachers to organize their thinking in relation to the chart
Organization	Essential for students to be able to follow and refer back to information they learned

Figure 1: Parts of an Anchor Chart (adapted from Logue, 2015)

The first part is the title and picture. Both are meant to draw students attention and focus them so they can be used as a reference later on and can quickly be identified and can be done beforehand or with the students. The second element does not appear on the chart but rather is the introduction to the story. Like the steps of an interactive read-aloud, the story introduction is meant to encourage students to think about their background knowledge and what they already know about a given topic. The end of the introduction should introduce the essential question which will provide students with a goal for what is to come and an idea of what their task will be (Brown, 2014).

The next step is to create a simple drawing. This is meant to give a visual to what they will be learning and help build those pictures in their minds. A picture or drawing can give students another entry point into the learning and offer another way to make the chart and lesson memorable (Mraz, 2016). This can be added to later and made more complex. This is a good place to include the key idea and establish the learning target for the anchor chart. Any new vocabulary also needs to be introduced at this time and explained – especially if it will appear on the anchor chart (Brown, 2014).

Some other helpful parts of an anchor chart can include labels, non-examples, color coding and organization. Labels are important when giving examples of a key idea or how to use it. Non-examples will help students gain a better understanding of the new material being presented. Color coding and other organization techniques are also

important in making sure that students can quickly and efficiently find what they are looking for when using the chart (Brown, 2014).

“A well-crafted anchor chart will contain all this information and also be easy to look at, colorful, and organized” (Brown, 2014, p. 48). An anchor chart this is missing pieces or is disorganized will only serve to confuse and frustrate the students who are trying to use and make sense of it. Every part of the anchor chart needs to be created for the use of students beyond the original lesson. Anchor charts are created to line the walls of a classroom and to be used as a reference for students far into the future.

Creating the Anchor Chart. Most teachers suggest planning anchor charts ahead of time and making a sketch to begin (Logue, 2015). More details can be added later so do not get too caught up in making it perfect. Organization is key when planning and executing anchor charts in order to encourage their use with and by students. Some alternate ideas for organization include Kelly Carlile’s (as cited in Logue, 2015) suggestion of using Google Docs to organize her charts and ideas. Carlile offers the idea of keeping mock-ups and prototypes of anchor charts in a shareable Google Doc that she could later push out and share with her students. But she also urges the adaptation of the anchor charts from year to year based on the needs of the student in that year’s class. (“Reflections on Learning”, 2015) Anchor charts are so versatile that differentiation and meeting the needs of a variety of students can easily be achieved.

When creating an anchor chart, the majority of it needs to be created with the students. This is done in order to encourage student participation and ownership in the process. Brand (2014) speaks to this when she writes, “It is important that the students help construct these charts. The humorous touches they provide make the charts a

success” (p. 48). An anchor chart should be able to be launched through a short lesson. According to Brown (2014), this process should only take about five to ten minutes. As long as the teacher is writing while they teach, this is a fair and flexible amount of time.

The goal is for students to be able to utilize these charts in their daily school life. “If the anchor chart is messy or disorganized, it could create confusion for students rather than serving its purpose of anchoring students’ thinking to their work” (Brown, 2014, p. 49). Logue (2015) presses the importance of keeping anchor charts “uncluttered”. While there may be ways to show a large amount of information on the chart - more is not better in this case. Clear and concise wording is important and key for when students are reading these later on. Berard shares that presenting information in multiple ways when explaining a concept can help more students connect with the anchor chart (as cited in Logue, 2015). Students learn and consume information in a variety of ways, so it is important to keep that in mind when planning and creating an anchor chart.

Fountas and Pinnell (2003) offer words of caution though when approaching the use of anchor charts. They stress the importance of not letting charts turn into just another worksheet. When used too often or in the same way, anchor charts can cause students to simply go through the motions rather than interact with the new concept or text that is being introduced. The students need to be an active participants and are essential to the process therefore, the launch lesson is just as important as the chart itself and must be treated that way. Launch lessons require “conversation, negotiation and mutual decision making” (Pinnell & Fountas, 2003, p. 199). Encourage and engage students in this way and create a lasting impression that will affect their learning for the days and weeks to come.

Strategy Charts

Strategy charts are a form of anchor charts that seek to, “demonstrate strategic thinking so that kids know when, how, and why to use a strategy in their reading and can refer to the chart for support” (Harvey & Goudvis, 2007, p. 51). Strategy charts are a great option to integrate into a read-aloud lesson. The more opportunities to include visual learners and give them a boost as well can only be positive. “Anchor charts make comprehension strategies concrete and can be invaluable for our English language learners and children just learning to read” (Harvey & Goudvis, 2007, p. 125).

One example of an anchor chart was created and used by an instructional coach at Riverview Elementary in Vancouver, Washington (as cited in Logue, 2015). She used this chart when teaching first graders the elements of fiction and how good readers use summarizing/synthesis as a strategy to check for understanding. “A wise reader combines what they already know with new information to create new understanding. This is ... Synthesis” (Logue, 2015, p. 41). The teacher then drew a picture of a four-piece puzzle and then an addition problem which showed the four story elements; characters, setting, problem and solution, being added up to make the larger puzzle. That puzzle is then labeled “The Big Picture.” It has minimal amounts of writing on it and really relies on the images to remind students of the concept that has been taught.

Harvey and Goudvis (2007) outline how they see integrating a strategy chart into a read-aloud. They put a strong emphasis on needing to “co-construct” the charts with the students. It is important for teachers to include students’ opinions and suggestions into the chart whenever possible. These will be what the students remember long after the initial lesson. By using specific language; “We capture the language that

demonstrates strategic thinking so that kids know when, how, and why to use a strategy in their reading and can refer to the chart for support” (Harvey and Goudvis, 2007, p. 51). Strategy charts are a great way to take a dip in the pond of anchor charts and try out something new. They can be applied to any strategy that would help students while reading and could use reinforcement and a visualization.

Content Charts

Content charts are a form of anchor chart that is aimed at pulling out the most important information being taught or read about. Harvey and Goudvis (2007) describe the process of creating a content anchor chart when they write, “Sometimes we record new learning, how our thinking has evolved and changed, or new information we have acquired during a content area study (p. 51)”. Not every new content area should receive an anchor chart considering when too many anchor charts are in use and flood the walls of a classroom, students will not be able to find the chart they are looking for and the resource becomes useless. Choosing the content wisely and contemplating what students would gain from having this resource accessible and in view at all times is important.

An example of this type of chart was created by first grade teacher, Teresa Potosky (as cited in Logue, 2015). She used this anchor chart as jump off point when introducing nouns to her students. The chart has a large, brightly colored, title at the top, “A noun is...” which quickly grabs the students’ attention. Then the chart is broken into three sections to describe the three types of nouns; people, places and things with each type of noun having a large picture to remind them of what each section is. Potosky also shared that she included all student suggestions as examples for each type of noun. It is fun to see what they can come up with and create something that is more meaningful to

them. They can go back to the chart and are able to say that one of the words is their word or their idea whenever they want or need to.

Potosky planned her chart ahead of time and had the basic organization in place before she began teaching. She had her students come up with the words and categorize them in order for them to take ownership of this chart and feel like they were a key part of the creation process.

It is important to note that content anchor charts do not need to be limited to language arts and read-alouds. There are many successful uses for content charts in math, social studies, and science. Aisha Hoilett, a fourth grade math, science and social studies teacher even describes a getting to know you activity she does that integrates math content and relationship building activities. Hoilett says, “I wanted my students to make personal connections to math in their daily lives. If they realize the many ways that we use numbers in our lives, math will be less abstract” (p. 39).

Genre Charts

Genre charts often are used to introduce text features and elements (Harvey & Goudvis, 2007, p. 51). This also helpful when students are struggling with a particular type of literature or text feature. The visual will help jog their memories and put their thinking into action for the work that needs to be done.

An example of a genre anchor chart was created by Kelly Benefield (as cited in Logue, 2015), a fourth grade reading and language arts teacher. An image of this chart can be found in appendix E. Benefield created the chart because, “Fourth-grade students often confuse the different feature in informational texts, so I wanted a colorful visual to

help my students remember and identify text features” (p. 40). The title of the chart is simply *Expository Text*. Since this is made for students who were struggling with this topic, it is important to draw attention to the topic first and foremost. The chart is very unique in that it has actual pages from a book that have been taken from a real book. It quickly and seamlessly shows the parts of an expository text and uses easy to read labels to show the important parts of the text. This anchor chart was made specifically for students, with students in mind throughout the creation process. She goes on to share what her next steps would be including hanging it in her classroom so her students have it as a reference.

Procedural Charts

Kristine Mraz (2016) presents another use for anchor charts beyond the conventional curriculum uses. Mraz suggests using anchor charts to present or reinforce classroom procedures such as lining up, appropriate voice levels, and even using materials in the proper way. She adds that pictures of students showing how to and how not to do certain procedures will help students take ownership of these actions and of the chart itself. It is important to include the goals of these charts up front and be sure they are present on the charts prominently (Mraz, 2016). These types of charts can help hold students accountable as well as provide them with a way to self-assess the behaviors they are exhibiting.

Alternate Forms of Anchor Charts

While most anchor charts are created using chart paper or butcher paper in the more traditional form, other teachers are thinking outside of the paper options and coming up with alternatives. Johnson (2016) showcases a new trend in anchor chart; taking them digital. She writes about how digital anchor charts follow the same process as traditional anchor charts. The difference being that they are able to be exported and placed in a digital medium such as a wiki, a Google Doc or a blog post for example. Johnson also writes about how digital anchor charts are a great opportunity to teach students about digital writing and model different strategies regarding the practice that is quickly becoming the norm in many classrooms. Digital anchor charts also allow for the storage and use of a much larger quantity of charts – a teacher is no longer limited by wall space. The conversation in many schools today is around how to integrate technology into classrooms as well as how to go paper-less. This can be one more option for teachers who are looking to answer that question (Johnson, 2016).

When to Use Anchor Charts

While anchor charts are a great strategy, every lesson cannot result in an anchor chart. There is simply not enough time and not enough space on the walls of a classroom for that. Harvey and Goudvis (2007) suggest “We identify and choose our most effective mini-lessons as anchors for students to remember what they learned and to better understand it” (p. 50). The lessons chosen need to be those that are most important to make an impact on students. Often it should be lessons that they will need to use over and over again. This is because the charts need to be hung up in order for students to have visual access to them. Make the most of the time and available space.

Why Students Use Anchor Charts

Teachers are always looking for strategies that they can use to get their students involved and thinking in new ways. One of the main purposes of anchor charts is that they are to be used by students after the initial launch lesson. Brand (2004) offers, “The charts serve as a quick reference so that students do not lose momentum while writing or reading” (p. 25). Why not identify those things that students struggle with and give them a tangible resource to refer back to? This can foster independence and lessen their reliance on others. “Charts that scaffold learning and provide a resource during work, help students feel increasingly capable and competent” (Turner, Warzon, and Christensen 2011, pg. 721).

As students learn to use the anchor charts outside of the launch lessons, their independence grows. Brand (2004) shares an experience from his classroom where the students ask if they can create an anchor chart about homophones. This is something they found themselves struggling with and thought it would be helpful to have. This is taking the construction of anchor charts to the next level and allowing them to be completely student driven. If the students are going to use them, then they should be in the driver's seat of what gets put on them and become an essential part of the process.

Why Teachers Use Anchor Charts

Anchor charts can be a great way to get students involved and into the lessons from the beginning. Brown (2014) writes about this when she says, “Anchor charts help create excitement for learning, establish real-world connections, and furnish a reference during work time as well as a solid foundation for later lessons” (p. 47). Fostering excitement during read-alouds is essential in getting students engaged in reading and the literacy process.

It is not only students that can find anchor charts useful. Lucy Prahm, a third grade teacher, describes why she uses anchor charts when she says, “I think anchor charts are key in the classroom. They can serve as tracks of learning while also used as guides to refer to throughout units of learning” (“Reflections on Learning”, 2015, p. 33). Anchor charts can serve as a jumping off point and a base for the lesson. It is there for a teacher, as well as students, to go back and refer to. The anchor chart can become a staple in the classroom if it is actually being used.

Brown (2014) offers an alternative view of the use of anchor charts when she says, “Anchor charts can also be interactive and support formative assessment” (p. 52). She goes on to explain, “After students complete their work, I analyze the chart. I look for overall evidence of readiness to move on to explore deeper concepts.” This is a unique way to look at formative assessments and an easy application in the classroom. Formative assessment is a significant strategy in making sure students are engaged at the right level. This type of assessment also allows the teacher to see who needs re-teaching and who needs a challenge. Conrad (2008) also writes about the use of anchor charts to prepare students for taking tests. Whether that be standardized or unit tests, students need strategies that they can use while taking a test. Anchor charts can add that concrete visual that will stick in a student's head even in the most stressful of situations (Conrad, 2008).

Anchor charts do not need to be just one more thing to add to a long list of strategies. They can easily be integrated into what is already being done. An example of this is done by Boushey and Moser (2014), the creators of the Daily 5 independent reading system. They have created I-Charts; their own version of anchor charts. I-Charts

are expectation or procedural charts about each type of job required during Daily 5. For example, the Read to Self I-Chart has two columns: 1) what the teacher is doing and 2) what the student is doing. With students help, a teacher makes a list of required or discouraged behavior during that time; quiet voices and bodies, working the whole time, staying in one spot, etc. They integrate this into the introduction of each new rotation of the Daily 5. Boushey and Moser have found that, “Making the charts constructs memories, schema, background knowledge, and experiences that become the multi-dimensional layers each student uses to create meaning and understand” (p. 61). This is what we are striving for students to gain; students interacting with this process will only strengthen their connection to the process. Boushey and Moser (2014) also share that students even remember where they were sitting when a given anchor chart was made. That speaks to the powerful memory that is created during the chart making process.

Finally, Brown (2014) brings up the important point that the application of anchor charts is truly “limitless”. There is evidence of anchor charts being used for all types of language arts lesson but they can go far beyond that as well. There are many strategy charts that math teachers have created to show strategies for addition, subtraction, etc (Logue, 2015) Brown (2014) uses anchor charts in math as well and adds to this idea when she says, “The use of anchor charts is a powerful way to help students solidify learning and connect math content to large math concepts” (p. 54).

With so many choices when it comes to finding the right anchor chart to go with the desired lesson. This paper will focus on how to apply anchor charts to a read-aloud setting. While there is much more one could explore, a more focused approach will be

take in the next two sections of the chapter. They will investigate what makes an interactive read-aloud and engagement strategies to go along with them.

Interactive Read-Alouds

Imagine a read-aloud: students becoming engaged with and lost in the story they are experiencing, the voice of the teacher fluctuating with emotion and character change as students sit on the edge of their seats, waiting to hear what is coming next. This is exactly how read-aloud affects student attitudes (Ciesla, 2016).

History of Interactive Read-Alouds. Interactive read-alouds is a term that became popular in the 1980's. As the word interactive implies, an interactive read-aloud has teachers posing question to students to help boost their understanding of the text and help them make connections to it (Miller, 2010). When students are listening to a read-aloud they are not worried about decoding or fluency, so they can truly focus on the words. This allows for deeper comprehension instruction and frees those students who get bogged down in the decoding process (Pinnell & Fountas, 2007). The goal of an interactive read-aloud is to focus on comprehension instruction but make it “more active and much more visible” (Gregory & Cahill, 2010, p. 519). The challenge is to let students, even at a young age, engage in this type of conversation with literacy. Hoffman (2011) argues, “children are entirely capable of engaging in higher level literacy practices when their meaning making is facilitated by teacher supports and interactive discussion” (p. 184). If teachers scaffold these conversations and prepare them properly, they will see that students can do it - even when they are in kindergarten.

Why We Read-Aloud. It seems today that as soon as someone has a child they are being told to read aloud to them. But why is there such a push for this type of early literacy? “Research around the world has proven that children who are read to regularly are better able to learn to read easily, happily, and quickly” (Fox, 2013, p. 4). Fox goes on to explain that reading aloud cultivates an excitement and engagement in read that needs to happen before they can read on their own. This speaks to the importance of read-alouds in the kindergarten classroom and how essential they are for the growth of students. She argues that simply reading from the basal readers that are available through the traditional curriculum of a school is not enough. Students need to be exposed to and given real texts and trade books. She says, “the books that children *listen* to provide the best possible words in the best possible places” (Fox, 2013, p. 4).

But there is more to an interactive read-aloud than just reading the text straight through. Teachers must engage students in a discussion about the text in order to dig deeper and examine it or make a lasting connections to it. The research backs up this approach as well. Miller (2010) writes, “Not only is being read to highly engaging for students, but research has demonstrated how reading aloud can promote language and literacy development through interaction among students and teachers about texts” (p. 183). Along the same lines, Barrentine and Sipe have said that reading aloud can strengthen and support students listening and speaking abilities as well as enhance their language development (as cited in Morrison & Wlodarczyk, 2009). Trachtenberg and Ferruggia (1989) came to a similar conclusion when reflecting on their experiences with high-risk beginning readers, both reported an increase in daily vocabulary use and a

richer language base. This goes to show the power that reading aloud and stories themselves have with young children.

Steps of an Interactive Read-Aloud. The first step of an interactive read-aloud happens before the book is even opened. The teacher must begin by activating and building their students' background knowledge, Harvey and Goudvis (2011, p. 48) suggest to do this by doing a "turn and talk" with children around them. This is a strategy where students turn to a neighbor and share everything they can think of that they already know about a topic. The conversation only needs to take a minute or two. The other step that can happen at this time if you are using a method like Sheltered-Instruction Observation Protocol (SIOP) or working with English Language Learners would be to pre-teach any key vocabulary that will be found in the text. The goal of this time is to engage students and get them ready to listen (Harvey and Goudvis 2011).

The next step is modeling. This involves digging into the text and reading it. This is the time to pull out all the voices, and fluctuation in order to build excitement and hook students into the story. With that excitement the teacher must model what they are thinking as a reader - using metacognitive skills. This should be focused on the lesson and the strategy that is being highlighted. Sharing these thoughts and "inner conversations" will help students to understand what good readers do as they read and what they should be doing in their brain when they are reading (Harvey and Goudvis, 2011).

Once the book is complete then the teacher needs to transition into guided practice. This time should be spent working on the skill that was talked about and modeled during the read-aloud. According to Collins (2004) this step allows for "a

chance for students to try out the skill or strategy right then and there” (p. 24). Students should be interacting with each other during this time and turning to each other to have conversations about the skill as well as testing it out (Harvey and Goudvis 2011). Give the students time to talk through what they are learning. Fountas and Pinnell (2007) assert that the more students talk through their learning the more evidence the teacher has to analyze what the students are thinking. “Numerous studies claim that peer interactive learning is conducive and perhaps essential to cognitive development” (Morrison & Włodarczyk, 2009, p. 111).

To conclude the interactive read-aloud, the teacher needs to engage the students in a reflection. This should return the focus to the lesson and emphasize the big ideas that were covered during the whole lesson. This would also be the time to invite students to share things they learned during the guided practice with their partners and synthesize that with the learning of other students during this time (Harvey and Goudvis 2011).

Choosing the Right Book. When planning for the read-aloud the most important choice the teacher will need to make is the book through which they will teach the lesson. Harvey and Goudvis (2011) make a strong argument for choosing the right book when they write, “If children are not reading engaging, interesting, thought-provoking text, why bother? A steady diet of textbooks and worksheets would be enough to turn anyone off to reading” (p. 62). Not every book in the classroom library is going to be a good option. Miller (2010) suggests, “For success, you need to find the most musical, creative, and engaging stories. Pick books that move quickly or have a strong sequence” (p. 42). It is also important to keep in mind what you will be teaching and if the book chosen will allow for the conversations that need to happen around it.

The next question is a deceptively hard one. Will the students like it? Ciesla (2016) suggests giving a student interest survey at the beginning of the school year to get an idea of what kinds of text the students like and would be interested to hear more of. She used this information to choose books that she thought her students would be comfortable with while she got them used to read-alouds and their process. Routman (2003) took this a step further and suggests interviewing students to get a better idea of what they were interested in reading about. She believes that this option gives students more of a chance to speak freely and even get an idea for how students feel about reading.

The other factor to remember when considering the students is their attention spans. This is especially important when working with beginning readers and the primary grades. There are so many other types of literacy besides the typical trade books. “At times it appeared that full-length stories demanded too much cognitive attention, so Mrs. Hope used poetry to help students develop their understanding” (as cited in Gregory & Cahill, 2007, p. 516). Fountas and Pinnell (2007) encourage, beyond a variety of text, to also have a variety of complexity to the texts they are reading. It is important to show students that literacy and words are found all around them. They simply need to look for it.

Student Engagement

Why Engage Students. The final piece to this puzzle is that of engagement. How do we get students excited about what we are doing in class? What is the benefit of having engaged students? The most important part of engagement is that by engaging

students in literacy, students are learning how books and other text works (Miller, 2010). When students are engaging in literacy they are using active thinking and reflecting which means they are working on building comprehension strategies (Morrison & Wlodarczyk, 2009). This is activating portions of their brains that focus on cognitive structures and understanding text.

Engagement with Anchor Charts. Anchor charts can be used as a form of engagement to add to a read-aloud but a teacher must also get students to engage in the process of the anchor chart. It is important to invite students into the development and to have them take ownership of the creation process (Logue, 2015). This makes the students feel like they are a part of the learning community and will encourage the use of these charts for the long term rather than a singular lesson. When students become a part of the creation process, they automatically become more engaged in the lesson. The discussion surrounding the creation is important to this process. The discussion can focus on building vocabulary, contributing ideas and finding as many ways as possible to incorporate their ideas (Brown, 2014). It is never okay to present an anchor chart to the students, instead the students must be active participants in the charts creation.

More can be done than just including students in the decision-making process. The students can get involved in the physical writing and creating on the chart. Harvey and Goudvis (2007) suggest including students in the drawing on the anchor charts. This is something that students often choose and enjoy, so integrating this into a new anchor chart will help engage them as well. They can draw the actual picture or be in charge of adding colors and details later on, any small part students do will help them take

ownership and pride in the chart and hopefully hook them to where they will use it again in the future.

Summary

The literature review delved into three major themes: anchor charts, interactive read-alouds, and engagement, that address the research question: *Can anchor charts create more engaging and interactive read-alouds?* Anchor charts are the main focus of the research question and therefore required a large section of the review. The anchor chart section looked at how to create anchor charts, the different types of charts, how to integrate anchor charts into a classroom and why students and teachers use anchor charts. The next section focused on interactive read-alouds. It provided a short background of the term and explained the process of a read-aloud. This section also touched on a few ways to include anchor charts in a read-aloud setting, while the final section concentrated on engagement in literacy. It explored how to get students engaged and strategies to use when doing a read-aloud or creating an anchor chart. Weaving these sections together creates a clear picture towards the goal of this research. To create an environment of engagement and enthusiasm surrounding read-alouds and literacy through the use of anchor charts.

Chapter 3 will begin to put these ideas into action. The plan will be laid out for a mixed methods approach to analyzing the question: *Can anchor charts create more engaging and interactive read-alouds?* It will outline the observational data that will be collected along with the student surveys that will be given. Also rubrics and rating scales will be presented that will be used as a self-assessment for each lesson and help gauge the

students' engagement level. The next chapter will provide a clear picture of how the research will be done and what to look forward to when learning more about the use of anchor charts during interactive read-alouds.

CHAPTER THREE

METHODS

In the previous chapter, I explored the use and applications of anchor charts. I also reviewed interactive read-alouds; their purpose and use in the classroom as well as student engagement strategies in regards to literacy. I gathered information and found that when incorporating anchor charts into interactive read-alouds, it is important to integrate other engagement strategies as well. Anchor charts can be used to create a

lasting visual for students and can be applied to a large variety of topics and strategies. The students need to be involved in the creation of these anchor chart and given the opportunity to take ownership of them. Also I found that it is important to display and use those charts over and over again as a resource for the future for both the teacher and for the students. It is important to integrate these key aspects of the literature review into the methods portion and research portion of this capstone as I worked to answer the question: *Can anchor charts create more engaging and interactive read-alouds?*

In this chapter I will detail the methods behind the research that is going to take place. I will show the context of the research to come and give details in order to show a clear picture of my classroom, school and the district in which this will take place. This chapter will also outline how the research will be conducted and analyzed. It will give a clear layout to the process and collection of data and show the tools that will be used to collect and observe data.

Research Paradigm and Methods

The research for this capstone will answer the question: *Can anchor charts create more engaging and interactive read-alouds?* This was studied through a mixed method approach. Specifically, in an explanatory sequential mixed method; which begins with a quantitative data collection and then follows up with qualitative collection before interpretation (Creswell, 2014).

Using portions of unit one from the *Journeys* (2009) curriculum, I created six anchor charts; each with a corresponding interactive read-aloud lessons. The idea was to strengthen and give narrative to the research by including both qualitative and qualitative research. This also allowed me to share the perspectives of my students and how they

use and reflect on the anchor charts. The charts are meant to help the students in their everyday lives at school and push beyond the lesson so it is important to incorporate a portion of this research beyond the initial launch lesson and into their possible usage time. I created both of the data collection tools in order to be sure they catered to the kindergarten level of students that I am working with. Also creating my own rubric allowed me to be sure that I am gathering information that will directly reflect on the research question.

This study took place over three weeks in the fall of 2016. I implemented four lessons over a three-week period of time. The main targeted skills that were covered were characters, setting, story structure and retelling (Houghton Mifflin, 2014). The lessons are described in the next chapter and can also be found in the appendixes.

Setting

I teach in a moderately sized rural school district in the Midwest. The town's population is just 4,538 but the district draws from the large area around it as well for a total of 11,323 people within the district boundaries. The ethnicity is primarily white/Caucasian (97.8%). The majority of people speak English though there is a small portion of Russian and other European language speaks; approximately 4%. The population is stable and consists of mostly families around the age of 30 with children.

The school district consists of four schools; a primary school, an intermediate school, a middle school and a high school. There are 2,793 students within the four schools in the district. The vast majority of students are white (98.2%). Two percent of the students are English Language Learners, many of those students speak Russian in their homes but have at least conversational knowledge of English when entering the

school system. Twenty-one percent of the students qualify for free and reduced lunch, which is much lower than the national average of 51%. Eight percent of students are a part of the special education programs. The school district has a very high rate of graduation at 92% and a low dropout rate of 0%.

I teach kindergarten in the primary school where students are ages five to eight. There are just over 600 students in the school. Of those students 195 are kindergarteners. The demographics of our school closely resembles that of the district as a whole. We have a low mobility rate and our population is very stable and consistent with a rate of 17%. There is a teacher to student ratio of 1:18 in the school as a whole. The median kindergarten class size is 21 students. It follows the standard self-contained classroom format. The school has a high retention rate of teachers and the mean range of years of experience for those teachers is 13 years. This commitment can be seen throughout the primary school and has had a very positive effect on the school community as a whole.

The primary and intermediate schools (kindergarten through fifth grade) in the district have implemented a new reading curriculum: Houghton Mifflin Harcourt's *Journeys* (2009). This is the second year of whole school implementation. The curriculum includes a very well organized plan for introducing reading strategies, phonics skills and big ideas in literacy. I used the scope and sequence in the *Journeys* (2009) curriculum to lay out my plan for research and observation as well as develop the lessons that integrate read-alouds.

The school district has also implemented a multi-tiered system of support (MTSS). This is an intervention system based off of the RTI method of intervention (Metcalf, 2016). The tiers are based on the criteria and assessments that were created

side by side with the *Journeys* curriculum. The teachers are in charge of giving the tier one and two instruction. The reading paraprofessionals administer the tier three interventions that are created by the reading specialist, who also creates and facilitates the tier four interventions. If a student is in need of a tier five intervention, then they must go through the process of qualifying for special education services and they will receive an intervention from their designated teacher.

Participants

This is my fifth year teaching kindergarten, and the second year teaching in this school district. My classroom has twenty-two students this year. The demographics of the students in my class are less diverse than the school population as a whole. All twenty-two (100%) of my students are white/Caucasian. There are twelve (54%) girls and ten (46%) boys in the class. Three (13%) of my students receive special education services for Autism Spectrum Disorders (ASD), speech and fine motor difficulties. I also have a full time paraprofessional in my classroom to help service one of my high needs special education students. I also have three (13%) of my regular education students receiving reading interventions. One is in a small group tier three intervention focused on raising reading levels. The other student is in a tier four intervention that is focused on phonics skill such as blending and segmenting. These interventions are determined by scores on the Fast Bridge tests that are administered three times a year, as well as monthly letter naming, letter sounds, and sight word scores. There are strict entering and exiting scores that need to be met that are laid out through the MTSS outlines.

The human subjects review consent form was completed during the initial conference meeting with students at the beginning of fall. This allowed me to explain the

process in person and answer any questions that parents may have at the time. This will also allow a month for any other preparations that may need to be made for the study. I did begin my research before receiving approval from the institutional review board.

Tools

I have developed two main tools that I used to collect data through during the research portion of the project. After each lesson I completed an engagement rubric and observation form (Appendix G). The rubric and observation form are in two parts. It began with a formal rubric of how the teacher saw her students interacting with the anchor charts and read-aloud. The goal of this section was to gather hard quantifiable data. Then there is an open space to give observational, qualitative data. This gave a more narrative look at the lesson as a whole. As a control for this research, I filled out the form for the two read-alouds without an anchor chart during those three weeks.

After the three-week period I interviewed small groups of students to learn about how they use and feel about anchor charts. The questions are aimed to gather information about what the students like about the charts and how they are impacting their everyday school life and gave background and narrative to the project and gave the students more of a voice in the project.

Summary

This section explored the mixed method approach I will be taking to go answer the questions: *Can anchor charts create more engaging and interactive read-alouds?* I used an explanatory sequential mixed method, which incorporates both quantitative and qualitative methods of data collection. My research occurred in three parts. I will teach six lessons that incorporate anchor charts into interactive read-alouds. After each lesson I

will complete a rubric (Appendix B), as well as observational notes. Then at the end of the three weeks of lesson, I will interview students in small groups asking them a series of questions to better understand their feelings and uses of anchor charts. The choice of an explanatory sequential mixed methods approach was in hopes of seeing the whole picture of how anchor charts can impact the classroom and read-alouds. The interview will show if there is a long term impact in the use of anchor charts outside the read-aloud setting.

The next chapter will present and analyze the data that was collected through these research methods. It will detail each lesson and the effects of the use of anchor charts in them and it will also dig deeper into the longer term use of the anchor charts. The final chapter will look at the finds and make recommendations based on those findings. It will put the data into action and make final conclusions on the question: *Can anchor charts create more engaging and interactive read-alouds?*

CHAPTER FOUR

RESULTS

In chapters one and two I laid out the research and personal experience I had with anchor charts. Read-alouds are a crucial teaching time in my day and keeping students engaged is paramount in their learning about literacy and comprehension skills. My question seeks a correlation when it states: *Can anchor charts create more engaging and interactive read-alouds?*

Chapter three described the methods I used to answer this question. These methods included creating four anchor charts and recording the engagement of students

as well as taking notes during and after each of the lessons. Then a follow up meeting with small groups of students where I facilitated a conversation (interview) about how anchor charts may have enhanced our read-alouds and if they had lasting staying power for their learning.

Letter of Consent

The first week of school we conducted entrance conferences and pre-testing with each of our students and families. I was able to sit down with each of the families in my class and explain my research and present my letter of consent. Many families signed on the spot, while others took it home and read through it before sending it back with a signature. I had a very positive response from families at this time and received all the forms back on time.

Developing the Anchor Charts

Using the *Journey's* (2009) reading curriculum I was able to pre-plan which lessons would be best suited for anchor charts. I looked at weeks four and five in the curriculum to find suitable lessons. I chose three read-alouds and a shared reading to focus my charts on. The shared reading would be focusing on a reading strategy, and would allow students to apply what they learned from the anchor chart right away. The read-alouds were a more classic application of an anchor chart and encouraged students' engagement throughout the stories. I created rough drafts of each of the anchor charts before creating them. Students would help in varying degrees throughout the process. With a plan in place and materials ready, I began my research.

***Please, Puppy, Please* Anchor Chart**

The first anchor chart we created went along with the book *Please, Puppy, Please* (Lee, 2005). The goal was to get students more engaged in conversation about the settings in the story. The week's focus was on identifying the characters and setting of a read-aloud. As we reviewed and talked through what a setting was, I saw about forty percent of my students showing understanding and participating. I stopped them a few pages in and we talked about what we thought the setting was for this part of the book. This story can be tricky because the setting changes about a third of the way in. As students shared what they noticed I invited them up to draw their addition to our picture. This encouraged students' excitement and suddenly almost every hand was up in the air wanting to add what comes next. Finally, we stopped after a little over five minutes in order to move on to read more of the story and finish within the 20 minutes of time allotted for the lesson.

When the setting changed to outside of the house a dozen hands shot up and a few students were already blurting that we had to start our other picture. I read a few more pages until we reached the portion of the book when they give the puppy bath. Because there is a great illustration of the whole backyard on that page, we spent a little more time on this picture ensuring everyone who wanted to participated could. Only two students chose not to draw. We then finished reading the story and wrapped up a few comprehension questions and then compared and contrasted the two settings. They had all been so focused on the creation of the pictures that the class burst into a discussion of who created what and where they found those portions of the setting. We ended up having to do a pair share just to let everyone have a chance to talk. They were so proud of their work.

I then gave each student half a post-it note. Most chose to partner, while a few worked on their own, stretching out a word I gave them to use to label our picture. This was our writing skill for the week. As the students finished, they came up and placed their post-it on the item that they wrote the word for, thus labeling each portion of our picture, thus our anchor chart looked like a sea of yellow post-its but the students were still able to make use of it. Throughout the rest of the week we talked about setting and would refer to our chart for help remembering the definition of setting and examples of what a setting might be. The picture on the following page shows the finished project.

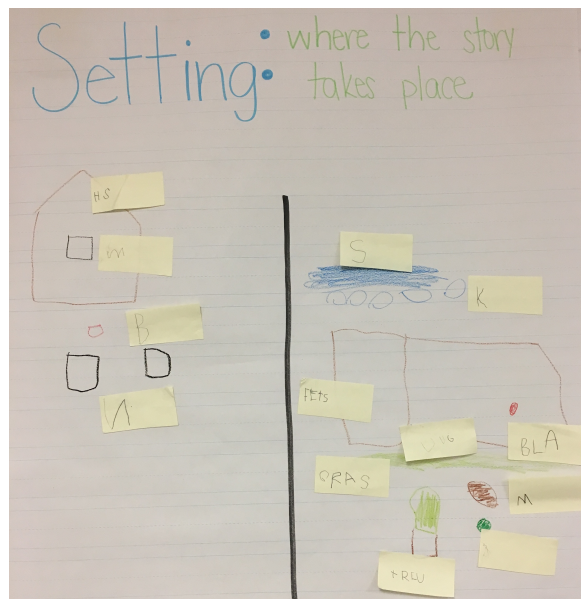


Figure 2: *Please, Puppy, Please* Anchor Chart

Eagle Eye Anchor Chart

The first lesson focused on a basic read-aloud format. For this chart I wanted to make sure that students would be using this chart as a skill builder for many weeks to come. We had done an introduction of the reading strategy Eagle Eye a few weeks prior, so students were familiar with the skill and we had used it as a class up until this point.

Eagle Eye is the reading strategy that encourages students to use pictures clues to help in decoding new words or learning more about what is happening in the story. The lesson would have them applying it to their own reading independently for the first time in a guided setting.

Before beginning the shared reading, we created the anchor chart. When introducing the anchor chart I related it back to the “Three ways to read a book” strategy that Boushey and Moser (2014) lay out in their *Daily 5* systems. This is something that had already been taught, right at the beginning of the year, when students first were able to get their hands on books in my classroom. We began to brain storm ways that Eagle Eye helps us read a book and what we need to do in order to be able to read the pictures. I had students throw out ideas and we slowly added them to our chart. Students suggested that they had to think about what was in the pictures, they needed to use their eyes to look at them, they needed to use their brain to imagine what could be happening and they needed to use to the book to be able to read. We brainstormed visuals together and I quickly drew them onto our poster. I used one word phrases to keep the chart from becoming too wordy. With kindergarteners its especially important to remember that they are just beginning to read and a picture truly is worth a thousand words in the classroom.

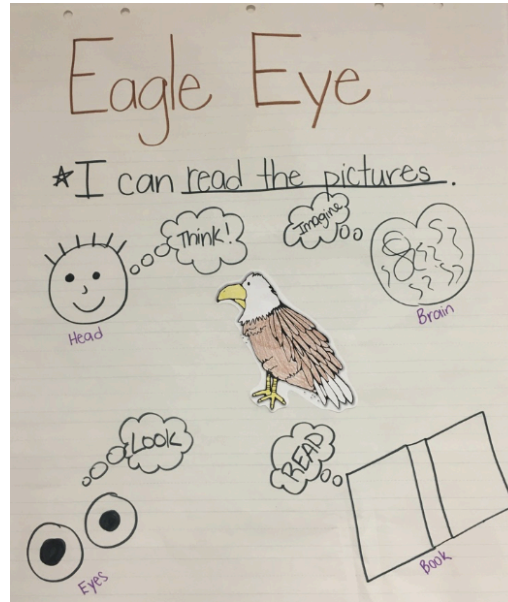


Figure 4: Eagle Eye Anchor Chart

Students then used their *Journeys Student Book 1* (Houghton, Mifflin Harcourt, 2014), specifically the story *Baby Bear's Family* (Gorman-Howe, 2014). This is a picture story, meaning it has no words. I projected the story on the white board and we walked through the story having students use their imagination and read the pictures to create their own story. Students were hesitant at first. Many saying they had never seen a book like this before. Most embraced the opportunity to use their imagination and share their stories with us. I noticed that students who were already readers, were some of the group that was choosing not to participate and one of those students even blurted out that this “wasn’t a real book.” While they may be able to read well beyond this level of story, this is an important skill to have when reading picture books and I emphasized this. Also when I was teaching their guided reading group later in the day I point out when they were already using that strategy when they reached a word they did not know and could not sound out. Making the strategy more concrete for them and grounded in a book at their level seemed to connect with it more.

Once we finished reading *Baby Bear's Family* we moved on to a more concrete example of reading the pictures. We read the story *The Party* by Ron Kingsley (2014). This is a rebus reader; a book with pictures to take the place of more difficult words. The students had had many exposures to the sight words in this story so they could focus on reading the picture at the end of each sentence. I had them read this story independently and then we talked about the experience. We continually related it to the anchor chart and I continued to emphasize the strategy in read-alouds as well as when we were working their guided reading groups. This is the chart that students said they used the most during the small group discussions.

The Little Red Hen Retelling Anchor Chart

The following week *Journeys* had us focusing on retelling familiar stories. This story is familiar to many of the students and is a very repetitive story, which makes for a good retelling. *The Little Red Hen* (Forest, 2006) anchor charts was one of the quickest to develop, however it was used for a larger lesson and intensively throughout the week. The ease came from knowing exactly what was going to be put on the chart before teaching it and being able to prepare each part in advance.

We had worked on story structure for the past few weeks so they were prepared for a discussion about the characters, setting and events of a story. As we read through the story we would stop and talk about the characters and then as they were brought up I would put each character onto our chart. The same went for the events. Though we did talk about focusing on just a few events and not trying to fit everything in. Once our chart was done students were ready to be able to use it the next day.



Figure 4: *The Little Red Hen* (2006) Retelling Anchor Chart

Students had made puppets of each of the characters so we used those on day two of the lesson to help us do the retell. As I read the book for the second time we referred to our chart and made sure we were following the events in order. This reading is meant to cement the story in the students' heads.

Then on day three we reviewed the anchor chart and the students worked with partner using the anchor chart as a guide and retold the story with their partner. I saw a lot of success with this chart and students were constantly check in with it as they worked though their retelling that day. The only drawback was that after we finished this three-day group of lessons students did not need to go back and use it again. This is a goal of many anchor charts, to ensure their use beyond the lesson. When looking at the engagement level and the change from previous years' lessons to this lesson I would absolutely use this chart again in the future.

Nature Made vs. Man Made Anchor Chart

The last anchor chart we created was an integrated language arts and science read-aloud. I took the story for the week *The Handiest Things in the World* (Clements, 2010), which is not an engaging one for students and twisted it into our science focus for the week. Students needed to be able to sort things into man made vs nature made groups. This was their first exposure to this concept so I had to open by explaining the difference between the two and introducing some new vocabulary. It took them a little bit to grasp what I meant by made but then they caught on quickly.

As we jumped into the story, I stopped every page or two and we added something new to our two groups on the chart. This is usually one of the read-alouds I dread slogging through and trying to keep students engaged. It is one of the least engaging stories, overly repetitive and contains no plot. But instead of the usual bored looks and distractions, this time I saw students excitedly raising their hands and whispering to their neighbors guessing what we would do and read next. This was by far the best experience with this read-aloud I have had.

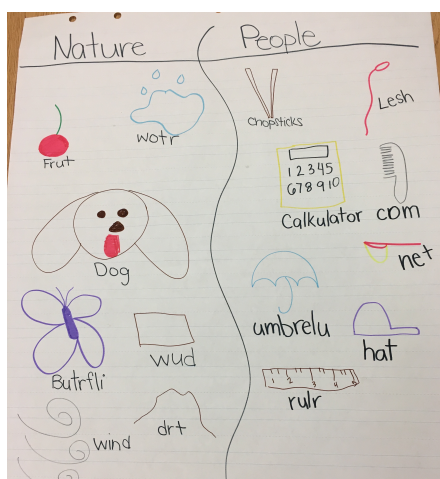


Figure 5: Nature vs Man Made Anchor Chart

Small Group Interviews

After the experience of the read-alouds, I waited about a week before conducting small group interviews. I chose to do this in order to allow time for the students to use the anchor charts outside of our read-aloud lessons and experience them in our classroom. I brought small groups of 5 students over to the reading area where all our charts were hanging. I then asked them a series of questions detailed in Appendix C. I took notes as well as audio recordings of the conversations for later reflection.

Overwhelmingly all the students said they liked creating our anchor charts and liked doing read-alouds more when we could make a chart together. We talked about their favorite part of a read-aloud and many said questions or looking at the pictures. When moving on to talk about their favorite part of the anchor charts many mentioned how they got to help with them. Some even pointed to the part that they drew on the setting pictures. At this point it was over three weeks since they had created the chart so I was impressed they still remembered.

We then discussed the charts themselves. The first question was, “What chart is your favorite?” There was actually a wide variety of answers for this one, many chose the Nature vs. Human made chart and they talked about how many pictures were on it and they liked that. One student named the Eagle Eye chart his favorite and said that it, “made his brain think more”. Two students said they liked the Eagle Eye chart the best because it was “important”.

We talked about which anchor chart we used the most next. Most students pointed to the Eagle Eye chart. One student said he used the Eagle Eye poster to “think of ideas how to solve a word”. He is one of the high level readers and that was great to hear him say. We had talked about that problem earlier during guided reading and when

creating the anchor chart. They also pointed out that they used the Eagle Eye chart during journal time or writer's workshop. When probing to hear more, one student said, "I draw the picture and then make up a story with my imagination before writing the words."

When asking if we should keep doing the anchor charts I even had some students shout yes right away. We wrapped up with talking about how anchor charts can help us. They told me that it helps them remember what is important. One student was able to put the charts in order, and describe how the charts helped him remember what he learned in order. Another student shared that we should make more with some of our just for fun books. Others told me they help them to "get smarter" and "read better". Anchor charts seemed to have been a resounding hit in my classroom.

In chapter five I will explore and reflection on the study and research as a whole. I will synthesize what I have learned through this process and my plans for moving forward in the future. I will also make a final determination for answering my question: *Can anchor charts create more engaging and interactive read-alouds?*

CHAPTER 5

REFLECTION

In the previous chapter I shared my results from my study that created and used anchor charts during read-alouds. The goal of this study was to create a new tool for

engagement with students and to answer the question: *Can anchor charts create more engaging and interactive read-alouds?* In this chapter I reflect on my study to a greater degree as well as exploring its ties to the literature review in chapter two. I will also explore the potential possibilities of the future use of anchor charts in conjunction with read-alouds to boost engagement and the limitations of this study as a whole.

Revisiting the Literature Review

The information presented in the literature review was an exploration of anchor charts and how they can affect a read-aloud. Through this review I learned so much about how to assemble and facilitate the use of anchor charts. Anchor charts are a method of lesson delivery but also a resource that can be used by students over and over again. There are so many benefits to using them, and I was excited and motivated to get started on my research and implement anchor charts into my classroom. Based on the different types of charts sections, I was very interested in trying a few different types of charts, many presented by Harvey and Goudvis (2007) as well as Mraz (2016) to see if they affected the students differently and if one type was a better engagement tool. It turned out that all were worthy of using again in the future as a tool for engagement and new learning.

The read-aloud section was a welcome reminder of the many parts of a read-aloud and how it is important not to simply go through the motions. I do read-alouds with my class at least two times a day. I know this is one of my students' favorite parts of the day and a time for all of them to feel successful.

Reflecting on the Evidence

Through the application of my study, I observed different outcomes from each lesson and learned a little bit more about anchor charts each time I created one. The *Puppy, Please, Puppy* anchor chart opened my eyes to the power of allowing students to take total control of the anchor chart. It reminded me of many of the tips Mraz (2016) had about making sure students are able to have their fingerprints on every part of anything that is hung up in their classroom and the importance of having students take ownership of their environment. Even though this was the first chart I created I saw an instant increase in engagement. I saw more hands in the air, more participation in pair-shares and even side conversations that were relevant.

The Eagle Eye anchor chart was a much more straight-forward chart. As a teacher, I find myself referring and referencing that anchor chart the most out of any of them. While the students did not get to hands-on create anything on the chart all their ideas were used to brainstorm it. The Eagle Eye and setting charts are the two that continue to hang in our reading corner to this day, whereas the other two have been taken down and we have moved on.

The retelling of *The Little Red Hen* (Forest, 2006) in anchor chart form allowed students to be much more independent than they had in previous versions of this lesson, that did not include a chart. This was a situation where students were not learning a new concept but applying a familiar concept to new material. I watched students on the last day of this lesson constantly checking in and utilizing it for its follow-up purpose and that in and of itself made it a success.

During the creation of the chart though I saw a lower engagement level than the other charts. This is the only anchor chart that I did not draw or write on while the

students watched. I had pre-printed the pictures out from clipart I already had in order to speed up the process. The biggest learning point for me, coming out of this experience, is that sometimes as teachers we need to take our ease and comfort out of the equation. I could have easily drawn or had students help draw the parts of the story. This proved extremely successful in the *Please, Puppy, Please* anchor chart. Often times I would worry when I was creating an anchor chart that it was taking too long, and that I would lose the students interest if our lesson lasted longer than the twenty minutes I had budgeted. The reality is though that if the anchor charts are the engagement strategy then they are doing their work by keeping the students hooked. I needed to let go and trust that they would do their job as long as I kept teaching. I never saw bored looks from students or watched engagement decrease from the original lessons I had taught in previous years, so trusting the charts is something to work on in the future.

The final chart we made was very different from the others, most likely because from the outside it looks like a science lesson. We had previously been working on pulling details out of what we read in read-alouds, so this was building on that skill in an indirect way. This anchor chart had the challenge of being tied to a book that often was seen as boring by past groups of students. Also it is not a book I am typically not as excited about teaching but yet it yielded many of my students' favorite anchor chart of the bunch. It proves the power of engagement that these anchor charts have and the ability for them to completely change the script in a read-aloud and because of that, this chart I will 100% be using again with this lesson. While others may need to be tweaked a bit, this one did the exact job I was hoping it would.

Through this experience I was so thrilled to see a higher level of engagement in my students in the crucial area of read-alouds. This is something I would wholeheartedly encourage other teachers to pursue and will outline how in the next sections. Thus the question: *Can anchor charts create a more engaging and interactive read-aloud?* can be answered; yes, anchor charts create a more engaging and interactive setting for read-alouds.

Implications

The implications of my study can be looked at from a small level or a larger scaled goal. When I presented this research project for approval of my principal at Becker Primary School the only stipulation he gave me was that I should share my findings with him and my team. So many of our staff meetings and professional learning days are filled with data, setting goals and creating scales today. I am constantly hearing from teachers that they want to find and tweak strategies that work. I would love the chance to present this information to my staff as a whole and help other teachers who may be interested. One of the great benefits of applying anchor charts is that they do not have a financial cost associated with them.

On a larger scale this capstone will be shared through the Hamline University website for others to be able to search and explore. While researching I was able to find many sources that offered just one or two pages of information about anchor charts. I hope future researchers can look to this paper as a jumping off point for their own research and studies.

Limitations

There are a few limitations of this study. With a different classroom make-up there may be differences in engagement. There was a definite lack of diversity in the classroom and that always needs to be taken into consideration, for example; taking this study into an inner city school with less resources may yield a different set of results. The results would also most likely differ based on the teacher who is presenting and creating the anchor charts. Every teacher has their own style which is wonderful but would change the results in a big way. Finally, it was difficult to track when students were using the anchor charts later on, so there was not a lot of data available on that except for the obvious examples. Such as when one of my students was using his Eagle Eye strategy and blurted out, "Hey I did it just like on that poster over there," in the middle of our guided reading group. Kindergarteners are not often mature enough to be able to explain their thinking in logical concrete ways. It would be interesting to have been able to do this project at the end of Kindergarten, with a more mature group of almost first graders. While I do not think it would have changed the outcomes, it most likely would have improved the quality of discussion during the small group interviews.

Future Research

In the realm of future research, the more I worked with anchor charts the more questions I received from other teachers. They wanted to know what all those things were doing hanging in my room. How did I use them? Did they work for kindergarteners? How do you keep them from getting too wordy so kindergarteners can use them? I happily answered these questions and more and inevitably the next question was: Can I do it in my room next year? Of course! I even had offers to complete similar charts and include their results here. But that is a much larger scale research project than

can fit in a capstone project. It would be beneficial to see if the application of this strategy along with the *Journeys*' (2009) curriculum yielded similar results to my study.

A larger scale curriculum project would also be wonderful. Taking the time to adapt and create a working document with ideas of how to create anchor charts for each unit or even week in the *Journeys*' curriculum would be great. It would be nice to be able to present this to my kindergarten team and move forward with this type of implementation in the years to come. Anchor charts opened the door for so many new ideas in my classroom and how to get my students even more involved in their own learning.

Conclusion

The research and study that is presented in this capstone represents a large amount of work that I found to be incredibly rewarding. I learned a lot about my students and their needs through this study. Also in retrospect I learned more about myself as a teacher. Anchor charts will become a staple in my classroom and I will continue to advocate for them with a strong voice. Through the writings of authors like Pinnell and Fountas (2007), Harvey and Goudvis (2007), and Logue (2015), I have found a wealth of knowledge and experience in the area of anchor charts. In my own research I found the evidence and encouragement to use anchor charts as a tool for engagement for many years to come. I can say confidently that I believe anchor charts do increase engagement and the interactive quality of read-alouds. And I strongly encourage you to try them as well.

APPENDIX A

To Parents/Guardians Requesting Permission for Minors to Take Part in Research

September 10th, 2016

Dear Parent or Guardian,

I am your child's kindergarten teacher and a graduate student working on a masters in literacy education at Hamline University, St. Paul, Minnesota. As part of my graduate work, I plan to conduct research in my classroom from October 10-25, 2016. The purpose of this letter is to ask your permission for your child to take part in my research. This research is public scholarship the abstract and final product will be cataloged in Hamline's **Bush Library Digital Commons**, a searchable electronic repository and that it may be published or used in other ways.

I want to study how anchor charts effect the engagement in an interactive read-aloud in my classroom. I have used anchor charts in my classroom in the last year and want to collect information about them for my study. I plan to use the anchor charts 6 times between October 3-14, 2016. Anchor charts help to make our thinking more visual and give students a reference point to use in the future. Each chart will tie into a reading strategy or phonics skill we are working on at that time. I will collect observational data while I teach these lessons. At the end of the project I will conduct small group interviews with the students to learn more about their feelings about the anchor charts and if they used them beyond the initial lesson.

There is little to no risk for your child to participate. All results will be confidential and anonymous. I will not record information about individual students, such as their names, nor report identifying information or characteristics in the capstone. Participation is voluntary and you may decide at any time and without negative consequences that information about your child will not be included in the capstone.

I have received approval for my study from the School of Education at Hamline University and from the principal of Becker Primary School, Dale Christensen. The capstone will be catalogued in Hamline's **Bush Library Digital Commons**, a searchable electronic repository. My results might also be included in an article for publication in a professional journal or in a report at a professional conference. In all cases, your child's identity and participation in this study will be confidential.

If you agree that your child may participate, keep this page. Fill out the duplicate agreement to participate on page two and return to me by mail or copy the form in an email me no later than _____.

If you have any questions, please email or call me at school.

Sincerely,
Christine Simmet
12000 Hancock Street Becker, MN 55308
763-261-6300 csimmet@isd726.org

Informed Consent to Participate in Qualitative Interview

Keep this full page for your records.

I have received your letter about the study you plan to conduct in which you will be observing students' behavior in groups. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw or my child may withdraw from the project at any time.

_____ Parent/Guardian Signature

_____ Date

APPENDIX B

Anchor Chart and Interactive Read-aloud Engagement Rubric

Date: _____ Lesson: _____ Unit: _____

Anchor Chart Type: _____ Focus: _____

Rubric: 1 - Never 2 - Seldom 3 Often 4 Whole Time

Students have eyes on the lesson:

1 2 3 4

Students are talking to their neighbor during pair share

1 2 3 4

Students are raising their hands to answer questions

1 2 3 4

Students are talking to their neighbor during pair share

1 2 3 4

Students are participating in follow-up activities to read-aloud

1 2 3 4

Students are actively using what they learned later on

1 2 3 4

Observations (What did you see and hear while teaching this lesson):

Interview Questions for Follow-Up

1. Do you like read-aloud time when we read and talk about books?

2. What is your favorite part of a read-aloud?

3. Do you like when we make anchor charts together?

4. Which chart is your favorite?

5. Which chart do you find the most useful? Which don't you use?

6. When do you use the charts in our day?

7. Should we keep doing them? What should we do instead?

Please, Puppy, Please **Anchor Chart Lesson**

Curricular Area(s): Reading

Intended Grade(s): Kindergarten

Lesson length: 20 minutes

Standards:

0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.

Targets:

I can identify the setting in a story.

Instructional Model:

Instruction will take place whole group, with a small independent portion at the end of the lesson.

Materials Needed:

- *Please, Puppy, Please* by Spike Lee
- *Journeys Literacy and Language Guide*
- Large Chart Paper
- Crayons
- Post-its (cut in half)

Prep: On the large chart paper write the word setting large and include your definition (ours is where the story takes place). Then draw a dark line under the definition and split the rest of the space in half vertically.

Lesson Description:

1. Opening: Review what a setting is: the where story takes place.
2. Introduce the anchor chart Talk about how in this story they are about to read there will be two different settings and their job is to keep an eye out for what is special about each setting and they are going to keep track of the settings on this chart.
3. Start reading the story. Stop on pages three and four and ask the students what they notice about the setting of the story so far. I roughly drew the room and then had students come up and add details that they had noticed about the inside of the house. For example: the newspapers, the red bowl, etc.
4. Make sure to continue to do the read aloud questions that are suggested in the *Literacy and Language Guide*. Follow up the conversation on page four by asking, “What did the puppy do when it stayed inside?” “Why would the puppy do that?”

5. When you get to page five comment on the change of setting. Talk about the difference. From the beginning of the story. Read a few more pages before creating the picture on the other half of the chart. (At least page sixteen so you can include the pool.) Or add to it as you read.
6. Once you have finished reading the story page back through and look at the picture the class has created in comparison to the pictures in the story. Have students come up and add to the pictures.
7. Finally split students up or have them work independently to create a label for each part of the picture using half a post-it note. They can then come up and label each part of the picture. (Labeling is also a major part of this week's lessons.)

Extension Option:

Students can do this more independently if you feel confident in their writing abilities. Once done creating the anchor chart rather than use post-its, students could choose one of the settings and create their own version and include labels for parts of the setting they find important.

APPENDIX E

**Eagle Eye Chart
Anchor Chart Lesson**

Curricular Area(s): Reading

Intended Grade(s): Kindergarten

Lesson length: 15 minutes

Standards:

0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

Targets:

I can use the pictures to help tell the story.

Instructional Model:

Instruction will take place whole group.

Materials Needed:

- *Journeys Student Book 1* (pgs. 30-37)
- Large Chart Paper
- Markers
- Think Central Website

Prep: Have the title and “I can” statement already written on the paper. I pre-drew the eagle in the middle of the paper – you could also use a picture or even attached a stuffed animal to the middle of the chart.

Lesson Description:

1. Have students come to a gathering space and open their books to page thirty.
2. Project the *Baby Bear’s Family* book using the Think Central Website
3. Hang your Anchor Chart next to the projection of the book and review the Eagle Eye strategy that was introduced earlier in the week. It is also helpful to connect this strategy to “3 Ways to Read a Book”, as introduced during Read to Self.
4. Have the students begin to brain storm how they can use this strategy while reading. We came up with visuals together to add to our posters. For example: Students said they had to imagine what could be happening in the story so we drew our brain where we can “make movies in our mind”.
5. Once the anchor chart is created then begin to “read” the book. Have students share their ideas about what could be happening in the story. How can we figure that out?
6. At the end of the story have them talk about how they used the reading strategy to figure out what was going on in the pictures. How does Eagle Eye make a group of pictures into a story?

7. Then move on to the next story *The Party*. This is a much more concrete example of using Eagle Eye. Students will use their sight words from the last two weeks and read I like... sentences. They will need to figure out what the word at the end of each sentence should be (represented by a picture).
8. Practice doing this together the first time before allowing them to be more independent.
9. Wrap up the lesson by again referring to the anchor chart and talking through how they used Eagle Eye today and some examples of how they will be using him in the future.

Extension Option:

Students could need more structured exploration or capable of more independent work at this point in the year. Make sure to adapt this lesson to meet the needs of your class.

APPENDIX F

The Little Red Hen Retelling
Anchor Chart Lesson

Curricular Area(s): Reading

Intended Grade(s): Kindergarten

Lesson length: 20 minutes
(for 3 days)**Standards:**

0.1.2.2 With prompting and support, retell familiar stories, including key details.

Targets:

I can retell familiar stories.

Instructional Model:

Instruction will take place whole group the first two days and in partners the third day.

Materials Needed:

- *The Little Red Hen* (2006) Retold by: Heather Forest
- Large Chart Paper
- Markers
- Puppet Cut Outs
- Popsicle Sticks
- Plastic Bags

Prep: Write the title of the book at the top of the anchor chart and break it into three sections, leaving the most space at the bottom. Label the portions of the chart, character, setting, events. This is a great anchor chart to print off clipart or have pre-drawn pictures since the focus needs to be on the retelling itself and not making the anchor chart. The chart will be used more interactively in the following lessons but day 1 needs to be story exposure. Students can pre-make the puppets to save time but I do suggest doing this after the Day 1 lesson so they understand the characters and can talk about them while they work.

Lesson Description:

Day 1

1. Opening: Introduce the story and check in to see if this story is familiar to any students already, often it is covered in pre-school which is great for this lesson. Pre-teach new vocabulary.
2. Begin reading the book.
3. Stop after reading page three. Ask students what the setting of the story is? Quickly draw or place pictures on the chart. (More details can be added later and students can help to color this as well.)

4. Continue reading until you reach page seven. Stop and ask students what has happened so far? Then ask who the characters in the story are and add them to the anchor chart. Place the pictures or draw the animals on the chart.
5. Make sure to stop and recap what has happened in the story from time to time to make sure students are getting the sequence and key details of the story.
6. At the end of the story talk with the students and determine the four or five main events in the story and draw or place pictures on the chart to represent these in order.
7. Talk through the moral of this story, what lesson are we teaching when we tell it?
8. Create the puppets to aid in the retell. Simple animals on popsicle sticks are great for this retell. Have them store the puppets in individual plastic bags to keep them organized and ready for use on the following day.

Day 2

1. Have all the students bring their puppets to the reading area. Make sure your anchor chart is displayed front and center.
2. Review the characters and setting of the story and have students get out their puppets and place them in front of them for easy access.
3. Read through the story encouraging students to pick up the puppets when each character speaks and chiming in with the parts they are starting to catch on to.
4. Use the anchor chart to help them remember the order of the story. This day should be focused on repetition and getting the story ingrained in the minds. If you have time to review at other parts of the day as well that would be helpful.
5. When finished students should pair-share the order the story goes in. If possible have these be the groups they will be working with tomorrow.
6. Have them pack up their puppets and save them for use tomorrow.

Day 3

1. Students come and gather with their puppets.
2. This time when reading the book the story itself should just be a touchstone. Make sure students are utilizing the anchor chart to help retell the story.
3. They should also begin to use their own words to retell- not just listening to me for cues. (I've often videotaped this retell to share with families as an example of how to retell stories at home.)
4. Then break students up into their groups from yesterday. One partner should be the little red hen and the other partner will be the other characters. They can then practice retelling the story on their own. They can use the anchor chart to check in with if they get lost.
5. This can be the end of the lesson of students can go on to practice this more and eventually you could record this retelling as well. Some groups will have more success than others but this is the first retelling in the curriculum and they will get much better throughout the year. It's a fun thing to look back and reflect on at the end of the year to show them how much they have grown.

Extension Option:

While I laid out how to do this lesson in partners, students could easily do this in groups of four in a more reader's theatre approach to the lesson. You could extend this to creating mini-plays and have them create scenery for their adaptation and have them perform for each other or find another class who would be willing to let them present the story.

APPENDIX G

The Handiest Things in the Word – Nature vs. Man Made
Anchor Chart Lesson

Curricular Area(s): Reading/Science

Intended Grade(s): Kindergarten

Lesson length: 20 minutes

Standards:

L.A.: 0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.

Science: 0.1.2.1.1 Sort objects in to two groups: those that are found in nature and those that are human made.

Targets:

I can tell key details in the story.

I can give examples of things that are made in nature and things made by humans.

Instructional Model:

Instruction will take place whole group, with a small independent portion at the end of the lesson.

Materials Needed:

- *The Handiest Things in the World* by Andrew Clements
- *Literacy and Learning Guide*
- Large Chart Paper
- Markers

Prep: Split the chart paper into two columns. Title one Human and the other Nature.

Lesson Description:

1. Introduce the concept of things being made. Talk about how nature creates many things and humans have made many things. Review sorting and define it as sorting things into groups. Today they are going to sort things into groups according to human made and nature made.
2. Begin reading the story. Read the first three pages. Make sure to do the read-aloud questions from the LLG along with creating the chart.
3. Stop on page six and talk about the dog for the first example. Do people make dogs or does nature make them? Draw the dog or have a student draw it in the correct group.
4. Stop on page 9 and talk about the calculator. Be sure to start with more concrete examples before expanding to more abstract ones.
5. As students become more comfortable with the topic they will begin to make suggestions form the story and it will get a bit chaotic.

6. Once finished reading the story – go over and review what was put in each column and even touch on how some of the things were made.

Extension Option:

A great extension for this activity is to have students get a paper that is split down the middle similarly and go on a nature walk. Have draw or write thing they see on the walk in the columns of human or nature made. Then when you come back inside you can add some of their recordings to the anchor chart.

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