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# Big Book in a Small Pond: An Investigation of Preschool Teachers' Use of Emergent Literacy Strategies When Reading Big and Typical-Sized Picture Books Aloud

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BIG BOOK IN A SMALL POND: AN INVESTIGATION OF PRESCHOOL TEACHERS'  
USE OF EMERGENT LITERACY STRATEGIES WHEN READING BIG AND TYPICAL-  
SIZED PICTURE BOOKS ALOUD

by  
Sara Beckstrom

An Independent Study Thesis  
Presented in Partial Fulfillment of the Course Requirements for  
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Advisor: Joan E. Furey, Ph.D.



## ABSTRACT

The purpose of this study was to investigate the frequency with which preschool teachers use a variety of instructional strategies to promote students' emergent literacy skills during group read-aloud time. These strategies included print-referencing, dialogic reading techniques, and Shared Book Experience practices. More specifically, the researcher compared the teachers' use of these strategies when reading typical-sized books versus big books. A total of eight preschool teachers participated in this study. The researcher filmed each participant reading two children's books aloud—one big and one typical-sized, and the videos were transcribed and coded for read-aloud behaviors. The teachers' use of emergent literacy reading strategies did not differ as a function of book size. Additionally, the teachers' use of read-aloud strategies was infrequent in general. These findings suggest that big books are not inherently helpful in improving teachers' use of these strategies, and that further read-aloud training may be necessary in order to elicit a higher frequency of these behaviors in teachers.

**Keywords:** emergent literacy skills, read-aloud strategies, preschool teachers, big books

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## CHAPTER I: INTRODUCTION

There are many different options teachers have when choosing books to read to young students. These options include nursery rhymes, alphabet books, books with words, books with no words, pop-up books, board books, and many more. Oversized picture books, called “big books,” can often be seen in early childhood classrooms. They are also a common resource marketed by educational material companies. *Becker’s School Supplies*, an online shop, claims that “Big Books allow us to have more peaceful reading times” because children “have a much easier time... staying focused” (“What Did We Do Before Big Books?”). These companies make broad claims about big books, such as, “[they] will help students develop their listening comprehension skills,” (“Children’s Books: Big Books”) and that they “are great for... meeting a variety of instructional needs” (“Product Information: Big Books”). *Becker’s* even advertises that “big books have changed the experience for many a teacher and child” (“What Did We Do Before Big Books?”). However, none of these companies cite any evidence to back these claims about using oversized books. This chapter includes the purpose of this study, three rationales, pertinent background information, and a brief description of the methods used in the study.

### **Purpose Statement**

The purpose of this study is to investigate the frequency with which preschool teachers use a variety of instructional strategies to promote students’ emergent literacy skills during group read-aloud time. These strategies will include print-referencing, dialogic reading techniques, and Shared Book Experience practices. More specifically, I will compare the teachers’ use of these strategies when reading typical-sized books versus big books.

## **Rationales**

There are both scholarly and practical reasons to support the conduction of this study. First, despite the fact that there are many anecdotal reports recommending the use of “big books” or “oversized books,” there appears to be limited empirical research regarding the uses and effects of this particular classroom resource. Researchers have examined the reading strategies adults use when reading fiction versus nonfiction books (Bortnem, 2008, p. 29), alphabet books versus narrative stories (Stadler & McEvoy, 2003, p. 502), and electronic versus printed books (Korat & Segal-Drori, 2016, p. 532) to preschoolers. However, to the best of my knowledge, no experimental research has been conducted to investigate how the use of larger sized children’s books impacts the way teachers read aloud in order to promote emergent literacy skills. Therefore, this study will help fill this gap in the literature.

Second, to the best of my knowledge, this will be the only study on the subject of big books conducted in recent years in the United States. In Malaysia, Rahim, Rashid, Subramaniam, and Roslan (2009) studied the use of big books (p. 200), but even that most recent study was completed nine years ago, outside of the United States. Aside from this, what little empirical research there is on the subject of big books was mostly conducted in the 1980s and 1990s, (e.g., Combs, 1987, p. 422; Eldredge, Reutzler, & Hollingsworth, 1996, p. 201). Because big books are still used today, it is important to continue studying the role they play in the early childhood classroom.

Finally, teachers and speech-language pathologists (SLPs) can benefit from this study, since it will provide insight into the benefits, or lack thereof, of using a larger-sized book when reading aloud. A quick internet search showed a cost discrepancy between big and typical-sized books. Because these oversized books are costlier than typical picture books, it would be helpful

for educators to know whether or not they are worth the extra cost. Speech-language pathologists could also benefit from understanding the potential application of big books as a resource during therapy sessions or when consulting with preschool teachers regarding emergent literacy.

### **Background**

In order to better understand the context of this study, some background information is needed. First, it is important to emphasize the connection between oral language and literacy. At this point, it is well understood that language plays an important role in literacy development (Arnold, Lonigan, Whitehurst, & Epstein, 1994, p. 235). As Owens, Farinella, and Metz (2015) stated, “literacy rests on a language base” (p. 104). That is, oral language skills become the foundation for early literacy. Aspects of oral language such as letter identification, sentence imitation, phonological awareness, and rapid naming are predictors of future reading skills (Catts, Fey, Zhang, & Tomblin, 2001, p. 38). DeThorne, Petrill, Schatschneider, and Cutting (2010) examined the relationship between children’s early conversational ability and literacy skills and found that proficient conversational abilities were positively correlated with increased early literacy skills (p. 215). Therefore, children with age-appropriate language skills are more likely to meet literacy standards, and children with language impairments are at greater risk for literacy impairments. According to Aram and Hall (1989), between “40% and 75% of preschoolers with early language impairment develop reading difficulties later” (p. 496). Similarly, Bashir and Scavuzzo (1992) found that as many as 60% of children with language impairments have additional difficulties with literacy skills (p. 58).

When children struggle with literacy, one of the professionals who can help them improve their literacy skills is the SLP. Because of the close ties between language and literacy, the American Speech-Language-Hearing Association (ASHA) considers literacy to be within the

scope of practice for SLPs, both in clinical and research settings (ASHA, 2016). Their responsibilities within the realm of literacy include identification of children who are at risk for literacy impairments, prevention of those difficulties as much as possible, and intervention to improve literacy skills (Roth, Paul, & Pierotti, 2006). An important element of literacy intervention for SLPs is helping children improve their ability to complete classroom literacy curriculum at school (Hall, Culatta, & Black, 2007, p. 3).

### **Definitions**

In order to understand this study, the following concepts must be defined: *emergent literacy*, *print referencing*, *dialogic reading*, and *Shared Book Experience*. *Emergent literacy skills* can be defined as the set of foundational capabilities children gain that contribute to their literacy development. The stage of *emergent literacy* development “begins at birth and continues through the preschool years” (Roth et al., 2006). *Literacy* refers to “the use of visual modes of communication, specifically reading and writing” (Owens et al., 2015, p. 104). The term “*emergent literacy*” expresses the idea that literacy is not a concrete set of skills that are acquired by a certain age, but rather, that many different skills ultimately contributing to literacy are a sort of “developmental continuum” (Whitehurst & Lonigan, 1998, p. 848). *Emergent literacy skills* include, but are not limited to, “understanding print and the relationship between oral and written language, recognizing words as discrete elements of print and speech, and showing sensitivity to the phonological structure underlying oral and written language” (Justice & Pullen, 2003, p. 99).

The remaining terms refer to read-aloud strategies: *print-referencing*, *dialogic reading*, and *Shared Book Experience*. *Print-referencing* refers to “an adult’s use of nonverbal and verbal cues to direct a child’s attention to the forms, features, and functions of written language”

(Justice & Ezell, 2004, p. 186). This could include pointing to textual features, tracking the print as one reads, asking questions about the print, and commenting on the print (p. 186).

The third term, *dialogic reading*, is another instructional strategy that adults can use when reading aloud to children. In *dialogic reading*, the adult reader asks questions and makes comments that elicit a dialogue between the child and the adult. Dialogic reading is meant to increase the child's language use during the reading to make him or her a more active participant in the reading process (Pentimonti, Justice, & Piasta, 2013, p. 122).

*The Shared Book Experience* was the first read-aloud strategy that involved the use of big books. The strategy was created with the goal of creating a "secure" reading environment that mimics parent-child reading experiences at home, prior to formal schooling (Holdaway, 1979, p. 39). The practice includes displaying an over-sized book so it can be seen from about 15 feet away, using predictable texts to encourage child participation, pointing at the large print as one reads aloud, and the re-reading of big books over the course of the school year (pp. 65-67).

### **Description of Methods**

This study will employ an experimental design that compares preschool teachers' use of particular strategies when reading average-sized books and larger-sized books. The study will be conducted in preschool classrooms during whole-group read-aloud time. The teachers will be video recorded while reading each book size, counterbalancing the order of book size across participants. The videos will be transcribed and the teachers' verbal and gestural communication will be analyzed, including the frequency with which they use print-referencing behaviors, dialogic reading strategies, and Shared Book Experience strategies, as a function of book type.

## **Conclusion**

Oversized books are a common resource in the early childhood classroom. However, very little empirical research has been conducted to explore the uses and benefits of these books. To the best of my knowledge, this study will be the first to examine the frequency with which preschool teachers use read-aloud strategies with oversized picture books to promote emergent literacy skills. In the next chapter I will add additional context to this study by reviewing previous research conducted on the subject of emergent literacy teaching practices.

## CHAPTER II: LITERATURE REVIEW

In recent years, preschool teachers have been under increased pressure to teach their students complex skills at younger ages. As a consequence of education initiatives, preschool teachers are experiencing what has been deemed an “academic push-down,” wherein the standards their students are expected to meet are vastly more advanced than they had been. A notable shift in these expectations occurred when former U.S. President George W. Bush signed the No Child Left Behind Act (NCLB) in 2002 (Popham, 2004, p. 13). Initiatives created in response to NCLB, such as Good Start Grow Smart, outlined specific academic standards for preschool students, aged 3-5 which many complained may be “inappropriate” and “damage[ing]” (Stipek, 2006, p. 456). These standards include a strong emphasis on literacy development for preschoolers (Stipek, 2006, p. 456). Because of this “push-down,” it has become even more important for early childhood educators to use evidence-based and developmentally appropriate practices.

In this chapter I will discuss past and current research on the topic of emergent literacy and joint book reading. First, I will describe some early predictors of literacy and academic success. Second, I will examine key evidence-based practices and strategies that preschool teachers can use to promote and enhance emergent literacy skills. Third, I will explore the use of big books in the classroom and how they may contribute to emergent literacy development.

### **Predictors of Academic Success**

When determining what literacy practices will benefit children the most, it is important to examine what researchers have found to be predictive of students’ success in literacy. Emergent literacy skills are “strong predictors of later literacy achievement” that can be used to identify at-risk students who may develop reading difficulties (Spencer, Spencer, Goldstein, & Schneider,



2013, p. 45). According to the National Early Literacy Panel (NELP), alphabet knowledge, phonological awareness, rapid automatized naming, early writing or name writing, and phonological memory are predictors of later success with decoding, reading comprehension, and spelling (Spencer et al., 2013, p. 46). The NELP also found that concepts of print, print knowledge, oral language, visual processing, and “reading readiness” have “moderate predictive validity” with regards to future literacy achievement (Spencer et al., 2013, p. 46-47). Puranik, Lonigan, and Kim (2011) examined a number of literacy skills, including name writing, letter writing, and spelling and found that print awareness and alphabet knowledge predicted later success in the aforementioned areas.

Given this strong connection between emergent literacy skills and later literacy abilities, we must be concerned for children who struggle with these skills at a young age, as they may experience greater difficulty with literacy acquisition. Juel (1988) found that students who entered first grade with difficulties in reading and writing, continued experiencing these difficulties by the end of fourth grade, rather than catching up to their peers (p. 444). As students move up through elementary school, difficulty with reading becomes even more of a challenge, as other content areas become more emphasized. According to Wanzek et al. (2013), after third grade, the focus of general education classrooms moves away from reading instruction, and more towards other areas of study (p. 164). This leaves students who are finishing third grade with persistent literacy difficulties “fac[ing] serious consequences in their academic achievement” (p. 165). Even further into a child’s academic career, the effect of early reading difficulty can be devastating. Hernandez (2012) found that third-grade children with the “lowest reading scores account for... more than three-fifths of all children who do not graduate from high school” (p. 6).

These data emphasize the need for children to enter grade school with a strong foundation in emergent literacy, so that they are not falling behind by the end of first grade.

Given the strong evidence supporting the benefits of a strong foundation in emergent literacy skills, many states have now added early childhood education standards that specifically address emergent literacy development (Spencer et al., 2013, pp. 48-49). For example, Florida's state literacy plan includes emergent literacy professional development courses and an entire instructional domain dedicated to emergent literacy requirements for pre-kindergarten teachers (Florida Department of Education, 2012, p. 7). While Ohio's Learning and Development Standards do not specifically use the term "emergent literacy skills," they do include standards focusing on related skills, including phonological awareness, print concepts, and reading comprehension (Ohio Department of Education, 2012, p. 2).

It is very important to be proactive in teaching emergent literacy because these skills lead to reading success, and reading is crucial to a child's academic success. The next section will include descriptions of several practices to promote emergent literacy skills that are based in empirical evidence.

### **Evidence-Based Practices to Promote Emergent Literacy Skills**

When examining teaching strategies for literacy skills, it is important to explore the practices that researchers have found to be most effective in early childhood education classrooms. Starting in the 1990s, literacy development has been increasingly studied (Justice & Pullen, 2003, p. 99), so there is a growing body of literature on the subject. Therefore, there are many practices in the literature that have been shown to promote emergent literacy. The following section includes information about two of the most prominent categories of evidence-

based practices that can help improve children's emergent literacy skills. These can be grouped into the broad categories of environmental manipulations and explicit phonological instruction.

### **Environmental Manipulations**

Classroom walls are often crowded with student art, calendars and many other items. One way to promote emergent literacy development in young students is to affix literacy-related objects to the walls and other areas of the classroom. In the following section I will focus on environmental manipulations teachers can use in their classrooms to promote the development of emergent literacy skills.

Decorating the early education classroom with literacy-related objects, or "literacy artifacts," can be a simple way to help start children on the path to literacy. These can be items such as word walls or alphabet posters. This can also include easily accessible bookshelves in the classroom. Adding these items increases the students' easy access to "literacy supports" that promote emergent literacy skills (Chandler et al., 2008, p. 4).

Another way to integrate literacy instruction into the classroom is through literacy-enriched play. This activity is usually done by adding literacy-related artifacts to dramatic play areas for children to use on their own. Morrow (1990) found that adding reading and writing materials, such as books, pencils, and paper, to preschool dramatic play areas significantly increased the children's "voluntary literacy behaviors," even with varying amounts of teacher guidance (p. 537). Morrow (1990) broke down these "literacy behaviors" into three categories: writing with activities such as scribbling or drawing; reading, such as pretending to read to others; and "paper handling," such as sorting papers (p. 548). Similarly, Christie and Enz (1992) examined literacy-infused dramatic play. They found that the benefit of literacy-infused dramatic play areas is enhanced by "adult mediation" (p. 215). This manipulation of the classroom

environment, with guidance from the teacher, helped increase the frequency with which preschool students participated in literacy-related play (p. 215). Environmental manipulations related to literacy have not been extensively studied, but appear to be a promising approach to promoting emergent literacy skills in the classroom. In the the following section I will describe a more thoroughly examined topic: phonological awareness instruction.

### **Explicit Phonological Awareness Instruction**

Phonological awareness, or “the knowledge of the sounds and syllables and of the sound structure of words” (Owens et al., 2015, p. 106), is an important element of emergent literacy that can be a difficult skill for young children to master. Teachers may use incidental or implicit methods when teaching phonological awareness in the classroom, wherein they may seize opportunities to discuss letter sounds when they arise (Phillips, Clancy-Menchetti, & Lonigan, 2008, p. 8). However, children may benefit from, or even require a “systematic and explicit” approach to phonological awareness instruction (Phillips et al., 2008, p. 8). Phillips et al. (2008) described this explicit teaching method, saying that it “intentionally includes a focus on building conceptual understandings in the process of helping children to master specific tasks” (p. 8). Justice and Pullen (2003) included explicit phonological awareness instruction, what they called “teacher-led structured phonological awareness curricula,” in their list of “promising intervention methods for promoting emergent literacy skills” (p. 109). These curricula include “teacher-led games and activities promoting phonological analysis and manipulation” (Justice & Pullen, 2003, p. 109). More specifically, these activities tend to incorporate “rhyming, phoneme identity, blending, and segmenting” (Justice & Pullen, 2003, p. 109). Justice and Pullen (2003) noted successes with four curricula that follow this method: *Ladders to Literacy* (Notari-Syverson, O’Connor, & Vadasy, 1998), *Phonemic Awareness in Young Children* (Adams, Foorman,

Lundberg, & Beeler, 1998), *Road to the Code* (Blachman, Ball, Black, & Tangel, 2000), and *Sound Foundations* (Byrne & Fielding-Barnsley, 1991) (pp. 109-110).

In several recent studies, researchers examined various forms of this explicit phonological instruction. Fälth, Gustafson, and Svensson (2017) studied the effects of using a “phonological awareness training with articulation program” called *FonoMix* in preschool classrooms (p. 265). *FonoMix* is a “phonological, multi-sensory methodology for teaching reading,” which connects the visual, auditory and kinesthetic senses and solidifies the relationship between phonemes and graphemes (p. 265). The researchers found that the explicit phonological awareness instruction with a multisensory approach helped improve the reading skills of both at-risk and not-at-risk preschoolers (p. 270). “Short, intensive” phoneme-specific phonological awareness instruction programs can be very beneficial to students, as well (Carson, Gillon, Boustead, Nippold, & Troia, 2013, p. 147). Carson et al. (2013) found that this type of program positively impacted five-year-olds’ literacy skills one year after a short phonological awareness program that lasted 10 weeks (p. 157).

Explicit phonological awareness instruction can be especially helpful for students who have atypical development, and may be at-risk for literacy difficulties. In a longitudinal study of kindergarteners, Leafstedt, Richards, and Gerber (2004) found that non-fluent “English learners” from low socioeconomic status (SES) families who were given 300 minutes of intensive phonological awareness intervention outperformed students without the intervention in both phonological awareness and word reading (pp. 258-259). Students with speech and language impairments, who are at-risk for literacy difficulties, can also benefit from this type of explicit instruction. Ziolkowski and Goldstein (2008) documented the improved phonological skills of 13 preschoolers with language delays, following multiple weeks of explicit phonological awareness

programs—either *Rhyme Time* or *Initial Sound Off* embedded into storybook reading (pp. 77-82). Another effective program for explicit instruction of phonological awareness is *Promoting Awareness of Sounds in Speech*, which improved the blending ability of preschoolers with language impairments (Roth, Troia, Worthington, & Handy, 2006, p. 67). Explicit phonological awareness instruction is an important early literacy teaching practice because it has been shown to have a positive effect on students who are both typical and at-risk. It is also an important practice to consider because it can be used on its own or embedded into activities such as storybook reading. In the next section I will examine the practice of book read-alouds.

### **Reading Books Aloud**

The subject of reading to young children has been heavily studied (e.g., Debaryshe, 1993; Scarborough & Dobrich, 1994; Whitehurst, Arnold, Epstein, Angell, Smith, & Fischel, 1994). From this research, several strategies have emerged as common and effective practices for adults to use when reading aloud to children. However, there has long been a debate about the extent to which read-alouds ultimately affect student outcomes. In the following section I will examine the efficacy of reading to children, as well as describe several strategies teachers can use when reading aloud. The strategies include print-referencing behaviors and dialogic reading.

### **The Efficacy of Reading to Children**

Reading books aloud is extremely common in the early education classroom. However, there has been some discussion of the role reading aloud plays in children's outcomes. Bus, van IJzendoorn, and Pellegrini (1995) found that reading books aloud to preschool-aged children only accounted for about eight percent of the variance in their child outcome measures, which included language growth, emergent literacy, and reading achievement (p. 15). Scarborough and Dobrich (1994) also concluded that children being read to was responsible for approximately

eight percent of the variance in literacy abilities (p. 289). However, Whitehurst, Epstein, Angell, Payne, Crone, and Fischel (1994) argued that viewing this eight percent variance may be underestimating the impact of shared book reading, stating, “given the many statistical and methodological problems in the literature reviewed by Scarborough and Dobrich, such firm and pessimistic conclusions may be unwarranted” (p. 542). Ezell and Justice (2005) also noted that this view of reading aloud to children may be pessimistic, since it is important to consider that even though eight percent is a small percentage, reading aloud is one aspect of emergent literacy that “can be influenced by professionals” (p. 11), versus a variable such as SES that cannot be changed by the teacher. Therefore, educators of young children should not discount the role reading aloud plays in literacy development. The following subsections include two strategies teachers can use to make their read-aloud times most effective for their students’ emergent literacy development: dialogic reading and print-referencing.

### **Dialogic Reading**

Dialogic reading involves a continuing conversation among the reader and the listener(s) during a shared book reading experience. Adults using dialogic reading techniques will “(a) [ask] open-ended questions and [limit] use of yes/no (close-ended) questions; (b) [follow] children’s answers with additional questions; (c) [repeat] and [expand] on what children say; (d) [offer] praise, encouragement, and feedback for children’s participation; and (e) [follow] children’s interests” (Justice & Pullen, 2003, p. 107). In the following section, I will examine past research conducted on the impact of dialogic reading, including information about dialogic reading with parents, classroom dialogic reading, and the effect of dialogic reading on preschool children.

**Dialogic reading in the classroom.** Dialogic reading is a read-aloud technique most often used by teachers in the classroom. In the following section I will examine past research

conducted on the use of dialogic reading in the early education classroom, and the effect this strategy had on the students.

Researchers examining the use of dialogic reading in the classroom have outlined the various skills children can improve upon when their teachers utilize this strategy. Pillinger and Wood (2014) found that dialogic reading resulted in superior understanding of print concepts, compared to children who were read to with a more typical shared reading approach (p. 161). Dialogic reading can also help improve children's oral narrative skills. For example, Lever and Sénéchal (2010) found that dialogic reading had a positive impact on the way kindergarteners retold the stories they had heard (p. 17). More specifically, the kindergarteners who participated retold stories with more structural components, and their retellings were "better decontextualized than students in the alternative treatment group" (p. 17). Dialogic reading can also have a positive effect on preschoolers' knowledge of rhyming (Sim & Berthelsen, 2014, p. 53), which is an important skill because of its role in phonological awareness. Recently, researchers found that dialogic reading can be used in preschool classrooms to teach mathematical language (Purpura, Napoli, Wehrspann, & Gold, 2017, p. 116). Purpura et al. (2017) found that students who were taught using dialogic reading practices related to math, tested higher on mathematical language, such as "more," "less," "many," and "fewer," as well as mathematical knowledge.

**Parents and dialogic reading.** In addition to teachers, parents play an important role in emergent literacy development. Researchers have examined the effects of parents' use of dialogic reading techniques with their young children. The following section includes the outcomes of some of these studies.

As discussed in Chapter I, children's oral language skills have a strong impact on their early literacy development. Joint book reading has been shown to have a positive influence on



children's oral language skills. Debaryshe (1993) found that joint reading between parents and preschool-age children had a positive impact on the children's receptive language abilities (p. 459). Whitehurst et al. (1994) found that when practiced both at day care and at home, dialogic reading improved expressive and receptive vocabulary in three-year-olds (Whitehurst et al., 1994, pp. 685-686).

Training parents on the techniques used in dialogic reading has been shown to have positive effects on the reading quality the parents provide. After being trained in dialogic reading, family members of preschoolers asked more questions, provided more feedback and expansions on children's comments, and had overall more "verbal interactions" with their children than those who read without dialogic reading training (Brannon & Dauksas, 2012, p. 9).

Teaching parents how to practice dialogic reading when reading to their children can also affect children's interest in reading. This is important because children's interest in literacy-related activities may account for approximately 14% of the "variance in literacy outcomes," which is fairly high, considering the many factors involved in literacy ability (Lonigan, 1994, p. 320; Scarborough & Dobrich, 1994, pp. 250-253). Lacour, McDonald, Tissington, and Thomason (2013) examined the effect that a dialogic reading workshop for parents had on their children's interest and attitude towards reading. The researchers found that parents indicated a significant increase in their children's interest in reading after the parents were trained in dialogic reading techniques. In addition, the parents trained in the workshop reported increased confidence regarding reading to their children, and that they read to their children more in the home after participating in the workshop (pp. 7-8).

Dialogic reading is an evidence-based practice used during read-alouds, which is focused on creating a conversation between the child and the adult. Print-referencing, another evidence-

based reading practice, is a strategy that aims to expose children to specific print concepts. In the following section I will explore studies conducted on teachers' print-referencing behaviors.

### **Print-referencing**

Print-focused strategies can be strong practices to include in the early childhood education classroom, as print awareness is an important aspect of emergent literacy. The most prominent print-focused strategy in the literature is called "print-referencing." Print-referencing "involves the adults' incorporation of explicit attention to the words, letters and functions of print within the text by making verbal and nonverbal references, such as asking questions about print and pointing to print" during read-alouds (Dynea, Justice, Pentimonti, Piasta, & Kaderavik, 2013, p. 262). In the following section I will discuss past research on this strategy, including child emergent literacy outcomes with use of this strategy, the use of print-referencing for at-risk children, and the frequency with which this strategy is utilized in early childhood classrooms.

**Print-referencing and emergent literacy skills.** Print-referencing has been shown to be an effective strategy for increasing students' emergent literacy skills. Justice, McGinty, Piasta, Kaderavek, and Fan (2010) studied the effect of print-referencing on preschool students' print knowledge, compared to students who received the "business-as-usual" style of reading aloud (p.504). The researchers found that four and five-year-olds who were exposed to explicit print-referencing over a 30-week period made larger gains in their print knowledge, compared to children who were read to without teacher print-referencing (p. 513). They noted that the importance of print-referencing derives from the fact that "teachers can make very modest adjustments in the way they read... to increase... children's knowledge about print" (pp. 512-513).

Justice, Kaderavek, Fan, Sofka, and Hunt (2009) also examined the effect of print-referencing on preschoolers' print knowledge, with similar results (p. 67). The researchers studied the impact on these students over the course of one academic year, and found that teachers' use of print-referencing during large group story read-alouds improved preschoolers' print-concept knowledge, alphabet knowledge, and name-writing skills (p. 75).

Additionally, Reutzel, Oda, and Moore (1989) studied numerous approaches to developing print awareness in kindergarteners, and the impact they had on the students' "reading readiness" (p. 197). While the results of the study were mixed, the researchers concluded that activities, like print-referencing, that can be incorporated into multiple elements of the class, were more effective at increasing students' reading readiness than explicit print instruction. Therefore, print-referencing during read-alouds may be a developmentally appropriate strategy for introducing print concepts at an early age.

**Print-referencing and at-risk students.** Print-referencing has also been shown to be an effective strategy to help students who are at-risk for literacy difficulties, such as children from low-SES backgrounds and children with language impairments. Many researchers have studied the impact of print-referencing on the literacy skills of children living in low-SES households, which has revealed the positive effects of print-referencing (e.g., Justice et al., 2009, p. 75; Justice & Ezell, 2002, p. 25). Justice and Ezell (2002) compared the effect a series of print-focused read-alouds had on low-income preschoolers, compared to a series of picture-focused read-alouds (p. 17). During the pretest, the children were assessed for print awareness (p. 21). Both the intervention and control groups were read to by the first author, a speech-language pathologist. The intervention group performed better on measures of "words in print" and "print recognition" during post testing (p. 25). The intervention group also made significant progress in

phonological awareness, compared to the control group (p. 26). These results indicate that the print-focused read-alouds were an effective strategy to help preschool students at-risk for literacy difficulties in Head Start.

Lovelace and Stewart (2007) studied the effect of using explicit, “non-evocative” print-referencing during shared book reading in the classroom, with at-risk, preschool-aged children who had language impairments. “Non-evocative” print-references were defined as emphasizing print concepts without carrying any “obligation for the children to respond” (p. 18). The researchers found that this type of print-referencing greatly improved print concepts such as book orientation, for children with language impairments, even after only four sessions using the technique (p. 25). Justice, Logan, and Kaderavek (2017) also found positive results after incorporating print-referencing into joint reading with preschool children with language impairments. After follow-up assessment, the researchers found that these favorable results lasted a full year after the initial study was completed (p. 10).

**Frequency of teachers’ print-referencing behaviors.** Researchers have shown that without specific print-referencing training, the frequency of teachers’ print-referencing when reading aloud is fairly low. Zucker, Justice, and Piasta (2009) found that pre-kindergarten teachers only used a print reference on average about once per minute of reading aloud (p. 387). Within these print references, the teachers used many more print-references that related to book and print organization, as well as letter-names and letter-sounds, compared to print-references related to words and the use of “print as an object of meaning” (Zucker et al., 2009, p. 384). Print salience, or “the extent to which print is emphasized as a compelling part of the book design, as supported by interesting fonts or font changes, environmental print and word bubbles” (Dynea et al., 2013, p. 265), has been shown to correlate with increased teacher print-referencing during

class read-alouds (Dyner et al., 2013, p. 270; Zucker, et al., 2009, p. 388). Ezell and Justice (2000) found that teachers used print-referencing much more frequently after receiving specific training on the strategy (p. 36).

Without explicit print-referencing, children may only look at print in a book five to six percent of the time. However, when an adult references print “verbally or non-verbally,” while reading aloud, children’s “visual attention to print increases significantly” (Justice, Pullen, & Pence, 2008, p. 855). Given the importance of print knowledge, this shows the benefit of using print-referencing in early education classrooms. Because of the clear positive effect print-focused strategies have on literacy development, these techniques should be considered when deciding what practices to use in the classroom. They are also among the most cost-effective literacy strategies (Justice et al., 2009, p. 77), since they only require resources that are already available in most classrooms: children’s books. Print-referencing is especially relevant to this study because drawing attention to print concepts and conventions are important elements in the use of big books.

In this section I focused on teacher’s print-referencing behaviors. In the following section I will describe several studies that focused on ways that early child educators increased their use of print-referencing and other evidence-based read-aloud behaviors.

### **Teacher Behaviors During Group Read-Alouds**

When describing educational strategies, it is important to examine the teachers’ behaviors. Are they utilizing evidence-based strategies, and with what frequency? Many studies have been conducted in order to determine what will help teachers use effective teaching methods more frequently when reading aloud to their students. Gettinger and Stoiber (2016) studied the effect that “classroom coaching” had on the teachers’ behaviors used to promote

various literacy and language skills in their students. (p. 117). The researchers grouped the teachers' read-aloud behaviors into categories of behaviors that promoted the following skills: oral language, phonological awareness, alphabet and word knowledge, and print awareness. The researchers also included the teachers' total literacy behaviors during book reading, and responsiveness (p. 124). They found coaching to be effective in increasing these positive behaviors (p. 133). Dennis and Horn (2014) trained preschool teachers in a combination of dialogic reading and print-referencing strategies, as well as strategies to increase the quality of interactions, via a web-based professional development package (p. 1163). They found that the teachers' use of these strategies increased after participating in the professional development program (p. 1175). Additionally, Girolametto, Weitzman, Lefebvre, and Greenberg (2007) provided early childhood educators with a two-day in-service education program in order for them to learn about practices that promote emergent literacy skills, and to increase children's response to these practices (p. 75). The educators were taught to use abstract utterances and print-referencing behaviors (pp. 76-77). The results revealed that after a short, two-day program, "educators and children can make measurable behavioral gains relative to a control group" (p. 80).

In this section I examined two evidence-based practices preschool teachers can utilize when they are reading aloud to their students, as well as several studies on professional development programs that may help teachers use these practices. Print-referencing and dialogic reading can both be used to the students' benefit when reading many different types of books, including big books. In the following section I will explore past research conducted on the study of big books in early education classrooms.

## **Big Books**

Big books are oversized children's books, often used during group read-alouds in early childhood education classrooms. These books are typically between 18 to 20 inches tall, with noticeably large print that is over an inch high (Nambiar, 1991, p. 4). The use of big books in the classroom during what is called a "shared book experience" (Holdaway, 1979, p. 64) began in the 1970s, and is considered a "style of teaching which allow[s] all children to enjoy and cope with a challenging, ungraded, open literature at the center of their instruction" (Nicoll-Hatton, 1992, p. 4). In the following section I will describe the background information and recommended best practices for reading big books to young children, as well as several studies conducted on the shared book experience.

### **Holdaway's "Shared Book Experience"**

A literature review on the subject of big books would not be complete without the inclusion of Don Holdaway, who is considered to be the "'father' of shared book experience" (Nicoll-Hatton, 1992, p. 3). In *The Foundations of Literacy* (1979), Holdaway described the theoretical foundations for using big books in the classroom. He also provided a description of the specific teaching procedures he recommends in order to attain the most positive outcome for the students. Holdaway (1979) viewed individual home read-alouds with parents as the most "secure" environment for early literacy development, wherein a child develops a positive attitude towards reading books and learns about "reading behavior" (pp. 39-40). He therefore sought a teaching method that could approximate the security and accessibility of that reading environment in the classroom. Because big books have larger print and can be seen clearly by an entire group of students, they allow teachers to draw students' attention to "the fact that the

[reading] process is print stimulated” (Holdaway, 1979, p. 65), encourage students to participate in the reading process, and provide a “clear and spoken model for the book language” (p. 72).

Holdaway (1979) detailed his guidelines and instructions for reading big books in the classroom. He described in great detail the steps teachers could take in order to benefit the most from shared reading experiences that range from the first time reading a big book to activities to do with the same book months later (pp. 65-80). This level of detail is beyond the scope of this study. However, an interested reader may find *The Foundations of Literacy* (Holdaway, 1979) to be informative. In the following section I will examine research conducted on the efficacy of using big books to teach emergent literacy skills.

### **The Efficacy of Big Books and the Shared Book Experience**

Elements of the Shared Book Experience (SBE) have been incorporated into early childhood curriculums, starting in the 1990s (Hoffman et al., 1994, p. 61). However, few empirical studies have been conducted on this subject. Brown, Cromer and Weinberg (1986) exposed kindergarteners to shared book experiences in an attempt to improve the children’s “literacy competence and preparation for formal first-grade reading instruction” (p. 397). The researchers were not referring to Holdaway’s SBE, but rather, a “situation in which a group of two or three children sit close enough... to see the print as a book is read” (p. 397). This idea is related to Holdaway’s SBE, and in fact, the aforementioned study included the use of big books as well as typical books. They found that the students in the experimental group showed increased visual memory and listening skills, among other measured outcomes (p. 403). The students exposed to more accessible literature also demonstrated more interest in reading and literature (p. 404).



Eldredge, Reutzel, and Hollingsworth (1996) studied the effectiveness of the SBE compared to another strategy, “round-robin reading” (RRR), in four second-grade classrooms (p. 201). The researchers defined RRR as “‘turn-taking’ oral reading, [where] children take turns reading a part of the story out loud” (p. 203). In the study, two teachers were assigned to practice RRR, and two teachers were assigned to be trained in the SBE. They found that the students in the SBE group performed significantly better on “measures of reading growth” compared to the RRR group. These outcome measures included vocabulary acquisition, word analysis, word recognition, reading fluency, and reading comprehension (p. 218). They also noted that the SBE was most impactful in the following areas: inference of meaning “implied by written discourse,” vocabulary, and recall of what was read (p. 221).

Certain elements associated with the SBE have been studied, with and without the presence of actual big books. The following section will include a discussion of the key components of the practice of SBEs, and the results of related studies.

### **Components and Practices of Reading Big Books**

Several of the components and practices surrounding Holdaway’s practice of SBE with big books have been incorporated into early literacy curriculum documents and other resources for early childhood educators (Nicoll-Hatton, 1992, p. 3). While there has been very little research conducted on the subject of big books, the existing literature does provide evidence to suggest that they can be used to promote literacy development. One recommended practice to use with big books is for teachers to make their own big books, or create big books with their students. However, this practice is beyond the scope of this study. I will discuss the following components in this section: the predictive nature of the story, practices surrounding the re-

reading of big books, the visibility of the print and illustrations, and the teacher's ability to model the reading process.

**Predictive stories.** While many stories have been turned into big books, one particular type of story is recommended for big book use: predictive stories. Hall and Fuhrmann (2002) described an ideal big book as “very predictive, with repetitive sentences, pictures to support these sentences, and not too much print on each page” (p. 8). Pike and Nash (1990) studied child responses to two different big books upon repeated readings (p. 2). The two books “differed in length and in the level of demand made on the reader,” but both included a repetitive pattern within the story (pp. 2-3). The researchers concluded that the “predictable text and limited amount of print... allowed the children's focus to readily shift to the meaning and appearance of language” (Pike & Nash, 1990, p. 7). Given that predictability is a key component to big book instruction, it is important to examine the usefulness of predictive literature for children.

Evidence suggests that the use of predictable texts and materials in the classroom can improve early literacy skills. Sullivan and Martin (1994) studied the literacy outcomes in 15 kindergarteners using the traditional basal reading instruction versus instruction utilizing predictive texts (pp. 4-5). The traditional instruction is a common practice in early childhood classrooms that includes “unnatural language patterns... that make learning to read unnecessarily difficult” (p. 4). Conversely, predictive instruction focuses on the child as a reader, allowing them to “role play themselves as successful readers” (p. 5). The researchers examined the students' oral vocabulary, visual discrimination, and word recognition, as well as attitude towards reading, before and after completing an 8-week program using predictable texts (pp. 1-2). Sullivan and Martin (1994) found that, compared to the control group, the students who were taught with predictable texts recognized more words in the post test than the pretest (p. 12) and

learned more target words in general (p. 17). Additionally, the researchers found that the students in the intervention group used a wider variety of strategies beyond “sound it out” when asked to read an unfamiliar word in a sentence (p. 15). As they participated in the study, the students in the intervention group appeared to enjoy the reading process more than those in the control group, as their answers to the questionnaire regarding reading were more positive (p. 15). Overall, the researchers concluded that utilizing predictable texts to teach beginning readers was beneficial.

While the prior study did not involve the use of big books, the positive outcomes suggest the promising effect of predictable materials. Because big books are often predictable, and designed to be used with instruction such as the one in this study, the results show that this method of teaching is an effective practice. Perhaps big books could enhance the benefits of using predictable texts even more.

**Re-reading the books.** In Holdaway’s model for using big books, he placed a large emphasis on re-reading the books. Holdaway (1997) described SBE as having three stages: discovery, exploration, and independent experience. The second stage, exploration, involves re-reading the books for the sake of “familiarization” and to “deepen understanding and response” (p. 72). Pike and Nash (1990) examined kindergarten students’ responses during multiple re-readings of five big books. The researchers grouped the responses into the following categories: responses to illustrations, responses to story lines, responses to language, and personal responses (p. 3). They found that children participated more as the stories became more familiar. However, during the fourth and fifth readings, responses decreased, suggesting that perhaps the students’ “attempts to construct meaning were satisfied” (p. 7). An important finding of the study was that the children concentrated on different and deeper aspects of the story as re-readings were

conducted (p. 7). Pike and Nash ultimately concluded that big books allowed children to respond to both the story and the print, emphasizing the opportunity for children to “discover meaning in print” (p. 8).

**Visibility of the print and illustrations.** Because reading is a visual task, it is important to consider the visibility of the books one presents to students when reading aloud. This is a particular concern in large group read-alouds, where children may be located farther away from the book, compared to an adult reading to a child individually. Many instructional guides encourage the use of big books in early childhood classrooms because of this very reason (e.g., Beaty, 2005, p. 127; Moomaw & Hieronymus, 2001, p. 14; Morrow, Freitag, & Gambrell, 2009, p. 41). Morrow et al. (2009) noted that big books are advantageous because children are able to “see that books are for reading” (p. 41). This may seem like an obvious concept; however, children who have little exposure to reading at home may not grasp the concepts and purposes of written language when simply hearing an average-sized book read out loud (Dixon, 1984, p. 169). Increasing the visibility of the text allows the teacher to “consciously model the reading process” for her students (Loughrey, 2001, p. 92). As Loughrey (2001) described, the children “see the visual display of the pictures, they see the teacher tracking the print as she reads, they see and hear the relationship between print and illustrations as the teacher interprets the text in the sharing of the reading” (p. 92).

Despite the visibility of big books being central to their advantage, little research has been conducted on the specific benefits of having larger print and illustrations. Rahim, Rashid, Subramaniam, and Roslan (2009) investigated students’ opinions and understanding of stories read in big book format (p. 200). In the study, teachers read big books aloud to groups of 7-year-old students. Afterward, the students each completed a 20-item questionnaire regarding their

experience with the big books (p. 200). The researchers concluded that children found big books to be enjoyable and easy to understand (205). However, the researchers did not compare the big books to average-sized books, so it is difficult to determine whether the children's enjoyment was a function of book-size or simply the book itself. Additionally, the researchers relied on subjective reflections of the children, rather than objective data.

Hughes and Wilkins (2013) also examined the affect of text size for children during read-alouds. The researchers studied children's rate of reading and letter acuity when reading various sizes of print (pp. 217-218). They found that there was "a tendency for children to read larger text more fluently than smaller text" (p. 223). The researchers also discovered the students themselves reported reading larger text as preferable (p. 221). Although this particular study does not pertain to group shared reading time, it does highlight the importance of the visibility of books for school-aged children.

**Modeling the reading process.** Another positive aspect of the large size of the print in big books, is the ability for teachers to model the reading process as they read aloud. This is an important teaching strategy to include in read-alouds because beginning readers may not understand that the words being read-aloud by the teacher are represented visually on the page (Reutzel, 1995, p. 314). According to Dixon (1984), many students enter their first year of school having very little idea of what reading actually is (p. 168). Sometimes as teachers read aloud, they show the pictures to the children, and read from the book without looking straight at it (p. 170). This disconnect between students' perception and the reality of the reading process can leave students feeling even more mystified by reading than before. Teachers must find ways to make this connection between spoken and written words concrete. Dixon (1984) argued in favor

of the use of big books to solve this problem, stating “enlarged books should be used from the children’s first introduction to reading” (p. 170).

One way to model the reading process with big books is to “fingerpoint-read,” in order to represent the reading process visually. The inclusion of pointing with reading big books dates back to the beginning of the big book movement. Holdaway (1979) included pointing to the words as an important strategy to use when reading big books aloud (pp. 75-76). Reutzel (1995) also discussed the fingerpoint-reading as a stage in literacy development that children must reach when learning to read (p. 310). He highlighted the importance of teachers modeling this fingerpoint-reading when they read-aloud (p. 314). This process was aided by the inclusion of big books, as the format allows the entire group of children to have visual access to the print (pp. 314-315).

Combs (1987) studied the effect of modeling the reading process with big books on kindergarteners’ attentiveness during reading time, ability to recall story elements, and the nature of their pretend reading (pp. 424-425). Teachers introduced the reading by asking the students about their knowledge of the subject of the book. While reading, the teachers would “think aloud” about “how they knew certain aspects of the story,” as well track the print while they read (p. 423). The teachers would alternate between this style of reading, and the more traditional style of reading aloud that focused on the enjoyment of the activity. Each day that a book was read, the researcher would interview the students (p. 424). The results of the study showed that modeling the reading process through the use of big books was beneficial to the students. Story recall was much more accurate after the reading process was modeled, with an average of 61% recall after the traditional reading, versus an average of 94% recall after the modeled reading (p. 424). Children’s attentiveness was also increased during the modeled reading approach. In

particular, the below average readers in the class “were noticeably more involved with the larger texts” (p. 425).

### **Conclusion**

In this chapter I have addressed the importance of emergent literacy skills, as well as two types of evidence-based practices preschool teachers can use to promote emergent literacy skills: environmental manipulations and explicit phonological awareness instruction. I also summarized past research conducted on various read-aloud strategies, which included dialogic reading, print-referencing, and elements of Holdaway’s SBE. Additionally, in this chapter I addressed practices surrounding the use of big books. While elements of big books have been studied, there remains more to study within the realm of big books and emergent literacy skills. In the following chapter I will describe the methodology used to conduct this study.

## **CHAPTER III: METHOD**

The study investigated the frequency with which preschool teachers use various read-aloud strategies to promote emergent literacy skills while reading big books versus typical-sized books. This chapter will include a justification of the methodology used in this study, information about the participants and materials, and an overview of the procedures of the study.

### **Justification of Methods**

This study employed an experimental research design; I manipulated variables during the data collection process, rather than simply observing behaviors. Experimental designs are often chosen for research because they allow for “demonstration of causal relationships” (Wrench, Thomas-Maddox, Richmond, & McCroskey, 2016, p. 262). In this study, the independent variable being manipulated was the book size, since each participant read both a typical-sized book and a big book. This allowed me to examine whether or not the preschool teachers’ reading behaviors varied as a function of picture-book size.

This study was conducted in the field, rather than in a controlled laboratory environment. A benefit to setting research in the field is the fact that participants are expected to act more naturally, compared to how they may act in a clinical environment (Wrench et al., 2016, p. 284). Given that this study took place in the participants’ own preschool classrooms, the results of the study are expected to more accurately represent behaviors of the general population of preschool teachers.

### **Participants**

The participants for this study were eight preschool teachers from five different preschool centers in northeast Ohio. All of the participants were female. The teachers’ level of education ranged from high school diploma or GED to Master’s degree in education. Two teachers had a



high school diploma or GED, two teachers had an Associate's degree, three teachers had a Bachelor's degree, and one teacher had a Master's degree. The participants' years of experience teaching ranged from 3 to 21 years ( $M = 12.38$ ,  $SD = 5.9$ ). On the pre-reading questionnaire, all 8 teachers answered that they do use big books in the classroom. When asked to indicate how frequently they read big books using a Likert scale where 1 represented "never" and 5 represented "very often," seven teachers selected "sometimes," and the remaining teacher selected "rarely."

### Materials

Participants in this study read two children's books. In order to maintain consistency of writing style, I chose two books by the same author, Martin Waddell. The first book, *Farmer Duck* (Waddell, 1991) is a Parent's Choice Award winner. It includes a total of 386 words. The second book, *The Pig in the Pond* (Waddell, 1992) includes a total of 376 words.

Each book was obtained in typical and big book format. The smaller version of *Farmer Duck* was 9 1/8 in. x 9 7/8 in., while the larger version of *Farmer Duck* was 14 3/4 in. x 16 in. The letters in the smaller version of *Farmer Duck* were about 1 1/4 cm tall; in the larger version, the letters were about 2 cm tall. The smaller version of *The Pig in the Pond* was 10 1/4 in x 8 1/2 in., while the larger version of *The Pig in the Pond* was 17 7/8 x 14 3/4 in. The letters in the smaller version of *The Pig in the Pond* were about 1 cm tall; in the larger version, the letters were about 2 cm tall.

Both books contain similar literary elements. *Farmer Duck* and *The Pig in the Pond* include the use of familiar farm animal noises such as "quack," and "moo." Both include the repetition of a phrase multiple times throughout each story. In *Farmer Duck*, the phrase, "How Goes the Work?" is repeated, to which the Duck always responds, "quack!" In *The Pig in the*

*Pond*, the phrase, “The pig’s in the pond!” is repeated, as well as animal sounds. Although both books have instances of rhyming, neither story has a consistent rhyming scheme. *The Pig in the Pond* utilizes rhyming words more often than *Farmer Duck*.

### **Procedure**

Prior to initiating data collection, the protocol was approved by The College of Wooster’s Human Subjects Research Committee. The potential participants were identified through an internet search of preschool sites in northeast Ohio, and contacted via a recruitment email (see Appendix A). I visited each classroom once between December and January. After signing a consent form (See Appendix B), each teacher completed a brief questionnaire that included demographics, including their highest degree and years of experience teaching (see Appendix C).

Following the pre-reading paperwork, I filmed each participant reading both stories out loud to their class. Although the students were present, I made every effort not to film the students. The teachers were not given specific instructions regarding the read-aloud process. Each teacher was offered the option of using an easel to stabilize the big book. Three teachers chose to use the easel, and one teacher used her own easel when reading the big book. In seven classrooms, the students were seated on the floor facing the teacher, while the teacher sat in a chair. One teacher sat on the floor with the students seated on the floor facing her. I counterbalanced the books by size and title across all of the participants. Two teachers read the small *Farmer Duck*, followed by the big *Pig in the Pond*; two teachers read the big *Farmer Duck*, followed by the small *Pig in the Pond*; two teachers read the small *Pig in the Pond*, followed by the big *Farmer Duck*; and two teachers read the big *Pig in the Pond*, followed by the small *Farmer Duck*. The reading of both books generally took between 15-25 minutes. After reading both of the books, the participants each completed a post-reading questionnaire,

regarding their opinions on the level of engagement and the level of comfort in maneuvering both books (see Appendix D).

I transcribed the videos orthographically (see Appendix E). Each video was then coded for several read-aloud behaviors. The categories for coding included: print-related behaviors, picture-related behaviors, print/book concepts, phonological awareness, vocabulary comprehension, dialogic reading, and Shared Book Experience. Within each category, I specified several different behavior types. The coding system is described in greater detail in Appendix F.

I debriefed the participants on the purpose and results of the study via email. This email also included a brief overview of read-aloud behaviors teachers can use to help increase their students' emergent literacy skills (see Appendix G).

## **CHAPTER IV: RESULTS AND DISCUSSION**

The purpose of this study was to compare preschool teachers' use of read-aloud strategies, including print-referencing behaviors, Shared Book Experience strategies, and dialogic reading techniques, when reading typical-sized books versus big books. To conduct the study, I filmed eight preschool teachers reading aloud large and typical-sized books to their classes. In this chapter, I will describe the results of the experiment, and then provide a discussion of those results.

### **Results**

In this section, I will describe the data and calculations I ran on the teachers' read-aloud behaviors. More specifically, I will describe the various composite variables I created, whether or not story or order effects were present, the behaviors coded from the videos, the language behaviors from the video transcriptions, and the responses from the post-reading questionnaire. An alpha level of 0.05 was selected to identify statistically significant differences.

### **Composite Variables**

There were a total of 26 dependent variables calculated in this study. In order to account for differences in the number of opportunities for print and picture-related behaviors across the two stories, I converted all the raw scores of print and picture-related behaviors to percentages. Prior to analyzing the data, I also grouped related variables together into composite variables. See Table 1 for a list of these composite variables and the individual variables that are included within each of them.

Table 1

*Components of Composite Variables*

Composite Variable	Individual Variables
Total Print-Related Behaviors	Point to print Draw attention to letters Ask students to name letter
Total Picture-Related Behaviors	Point to picture Comment on picture Ask question about picture
Total Dialogic Reading Behaviors	Elaborate on child's idea Open-ended questions Praise student participation
Total Shared Book Experience Behaviors	Call-and-response Model the reading process
Total Print/Book Concept Behaviors	Call attention to parts of the book Draw attention to directionality of reading Discuss title/author/illustrator
Total Vocabulary/Comprehension Behaviors	Define/ask about vocabulary word Check understanding of content Ask students to recall story details
Total Phonological Awareness Behaviors	Call attention to rhyming/alliteration Call attention to words with the same sound Ask students to generate rhyme

**Story and Order Effects**

In order to determine if the teachers' literacy-enhancing behaviors differed as a function of book size, I first had to ascertain whether differences could be explained by variance in the stories themselves. If this were the case, it would be difficult to interpret the subsequent analyses with respect to book size. Four paired-samples *t* tests were calculated to compare the frequency of four types of behaviors during the reading of *The Pig in the Pond* (PitP) versus *Farmer Duck*

(FD). None of these  $t$  tests were statistically significant. Therefore, the teachers' behaviors did not vary as a function of story. The results of these calculations are presented in Table 2.

Table 2

*Results of Paired-samples  $t$  Tests for Story Effect*

Behavior	PitP $M$	PitP $SD$	FD $M$	FD $SD$	$t$	$p$
Print (%)	0.10	0.10	0.17	0.11	-1.68	0.14
Picture (%)	0.14	0.09	0.25	0.11	-1.87	0.10
DR	5.38	3.54	6.50	3.07	-0.81	0.45
SBE	7	5.61	8.25	5.73	-0.54	0.61

*Note.* PitP = Pig in the Pond; FD = Farmer Duck; Print (%) = Percentage of print-related opportunities used per book; Picture (%) = Percentage of picture-related opportunities used per book; DR = Dialogic Reading behaviors; SBE = Shared Book Experience behaviors

Next, prior to analyses concerning the book format, I explored whether the frequency of these same behaviors differed as a function of the order in which the two books were read. Four paired-samples  $t$  tests were calculated to compare the frequency of four types of teachers' behaviors as a function of reading order (i.e., first book or second book). Three of the four calculations for order effect were not statistically significant. However, the paired-samples  $t$  test comparing Shared Book Experience (SBE) behaviors for the first versus second book read was statistically significant ( $t(7) = 2.71, p = 0.03$ ). Teachers demonstrated more SBE behaviors during the first read-aloud. The results of these  $t$  tests are presented in Table 3.

### **Behaviors Coded from Videos**

The frequencies of total print-related behaviors and picture-related behaviors were calculated for both big and typical-sized books. The mean and standard deviation for each of these variables are presented in Table 4.

Table 3

*Results of Paired-samples t Tests for Order Effect*

Behavior	1st <i>M</i>	1st <i>SD</i>	2nd <i>M</i>	2nd <i>SD</i>	<i>t</i>	<i>p</i>
Print (%)	13%	8%	14%	13%	-0.23	0.82
Picture (%)	35%	17%	43%	21%	-0.81	0.45
DR	5.88	3.72	6	2.98	-0.09	0.93
SBE	9.88	5.96	5.38	4.24	2.71	0.03*

*Note.* 1st = First book read, 2nd = Second book read. Print (%) = Percentage of print-related opportunities used per book; Picture (%) = Percentage of picture-related opportunities used per book; DR = Dialogic Reading behaviors; SBE = Shared Book Experience behaviors; \*  $p < 0.05$

Table 4

*Average Percentage Print and Picture-Related Behavior Opportunities Used by Book Size*

Behavior	<i>M</i>	<i>SD</i>
Print		
Big Book	11.8%	8.93%
Typical Book	16.4%	13.48%
Picture		
Big Book	42.25%	28.18%
Typical Book	37.13%	16.86%

*Note.* Print = Print-Related behavior; Picture = Picture-Related behavior

I ran two paired-samples *t* tests in order to determine if there were differences in the percentage of print and picture-related behaviors as a function of book size. The comparison between means of big and typical-sized books for total print-related behaviors was not statistically significant ( $t(7) = -1.196, p = 0.27$ ). Similarly, for total picture-related behaviors, the results were not statistically significant ( $t(7) = -0.387, p = 0.71$ ). The percentage of each behavior as a function of book size is graphed in Figure 1.

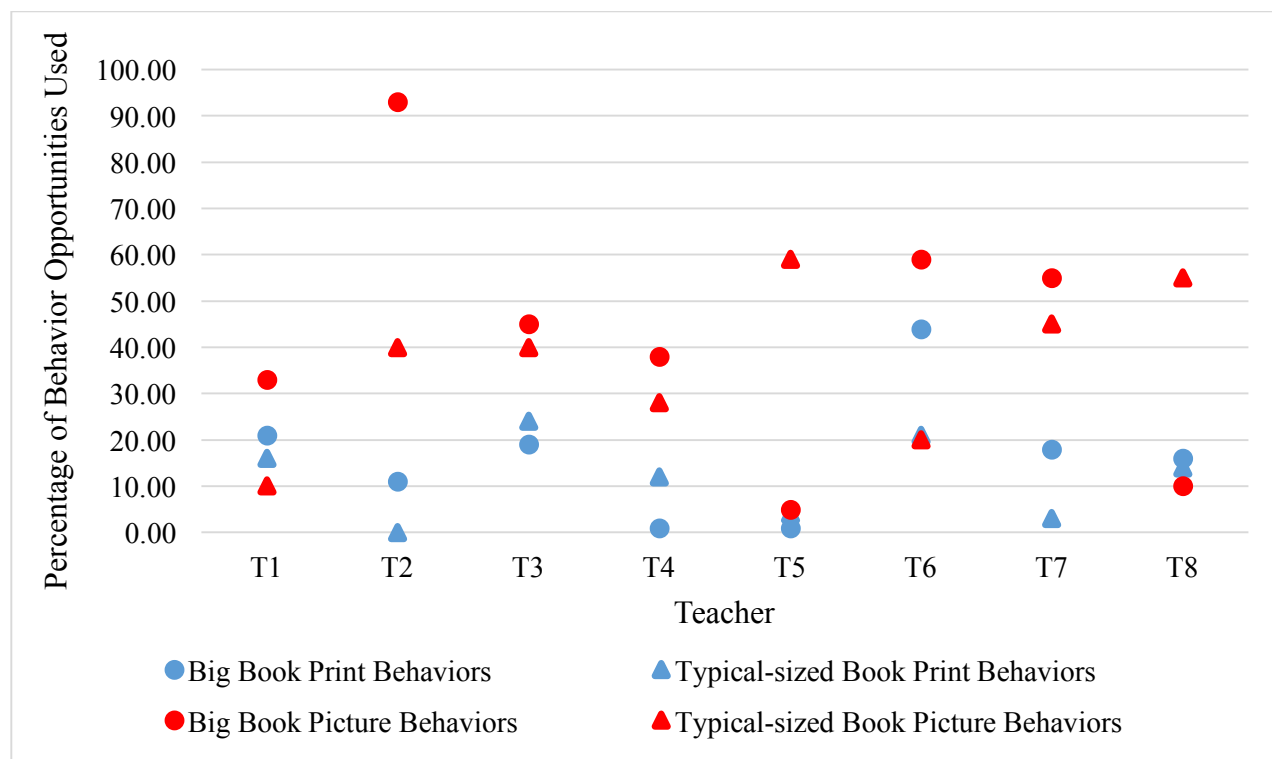


Figure 1. Percentage of print and picture-related behavior opportunities used for big vs. typical-sized books.

In order to compare the overall frequency of print-related and picture-related behaviors during read-alouds, I separated the participants into two groups. These groups were selected based upon visual inspection of the graph depicting the difference in frequency of these behaviors (Figure 1). The 30% mark appeared to separate the data into two groups naturally. I then sorted participants into two groups based upon whether or not the behavior exceeded 30% of opportunities. I calculated this twice: once for print-related behaviors and once for picture-related behaviors. The resulting data are graphed in Figure 2.

For big books, seven of the eight participants demonstrated print-referencing behaviors in 30% or fewer of the available opportunities, with one participant demonstrating these behaviors in more than 30% of the opportunities. For typical-sized books, all eight participants demonstrated print-referencing behaviors in 30% or fewer of the available opportunities. Conversely, for big books, two of the eight participants demonstrated picture-related behaviors in



30% or fewer of the available opportunities, with six participants demonstrating these behaviors during more than 30% of the opportunities. For typical-sized books, three of the eight participants demonstrated picture-related behaviors in 30% or fewer of the available opportunities, with five participants demonstrating these behaviors during more than 30% of the opportunities. The results revealed that picture-related behaviors had a higher percentage of opportunities used per book for more teachers than print-related behaviors.

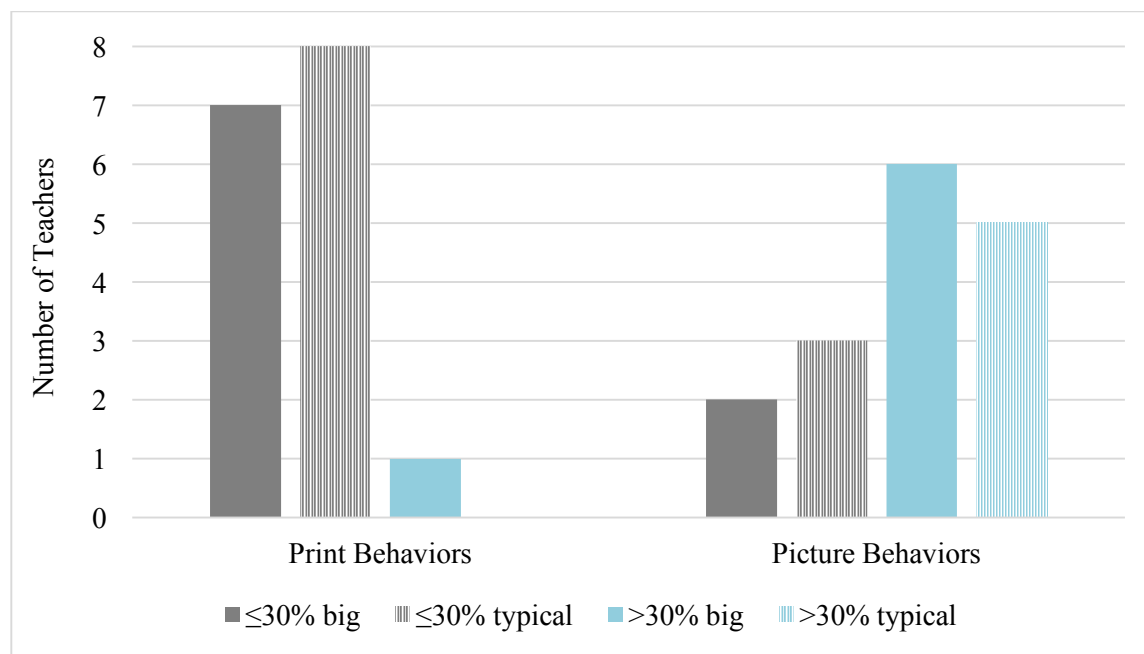


Figure 2. Number of teachers who used fewer or more than 30% of opportunities for print and picture-related behaviors for big and typical-sized books.

Two paired-samples *t* tests were conducted in order to determine if there were differences as a function of book size for Shared Book Experience (SBE) behaviors and Dialogic Reading (DR) behaviors. The difference in means for SBE behaviors for big ( $M = 7.5$ ,  $SD = 5.37$ ) and typical-sized books ( $M = 7.75$ ,  $SD = 6.02$ ) was not statistically significant ( $t(7) = 0.105$ ,  $p = 0.92$ ). The difference in means for total DR behaviors for big ( $M = 6$ ,  $SD = 3.46$ ) and typical-sized books ( $M = 5.88$ ,  $SD = 3.27$ ) was also not statistically significant ( $t(7) = -0.086$ ,  $p = 0.93$ ). These data are graphed in Figure 3.

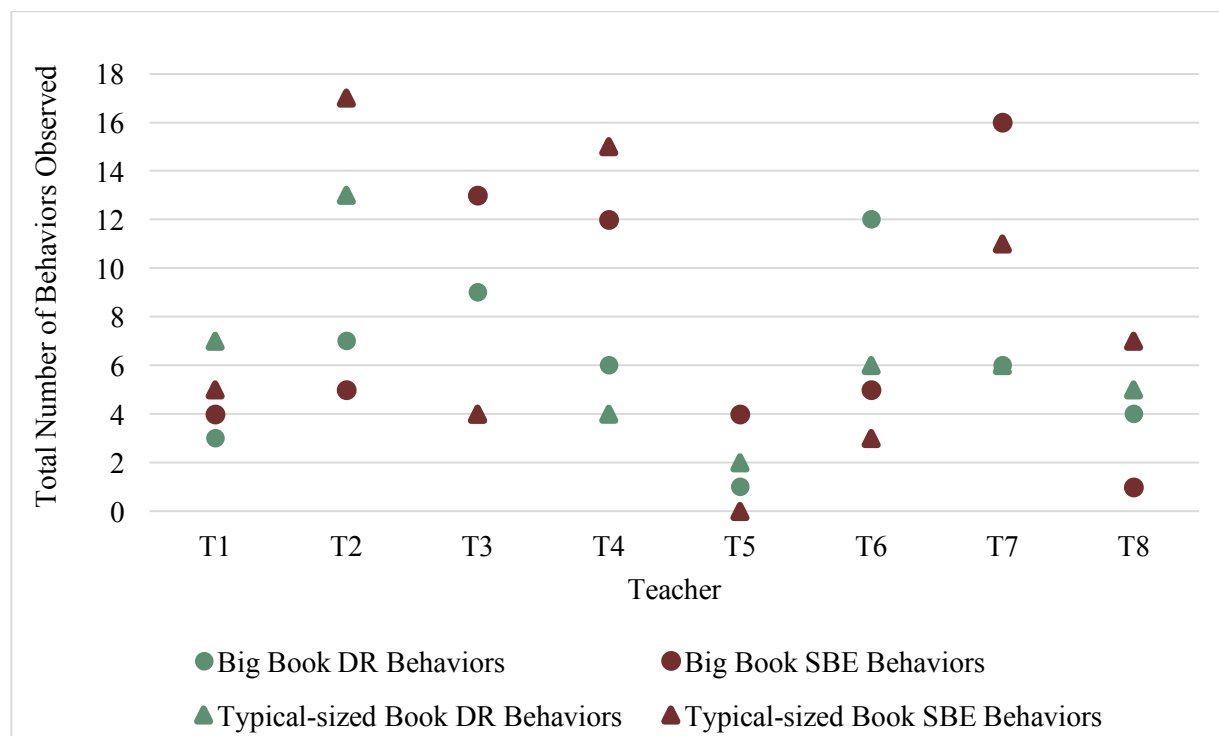


Figure 3. Total number of dialogic reading and shared book experience behaviors for big and typical-sized books. Note. DR = Dialogic Reading; SBE = Shared Book Reading

The means for the two SBE behaviors were also calculated separately. The mean for observations of call-and-response was 6.88 ( $SD = 5.23$ ), including the read-aloud behaviors from both book sizes. The mean for this behavior was 0.75 ( $SD = 1.13$ ), including the read-aloud behaviors from both book sizes.

Each of the composite variables for total print/book concept (PBC) behaviors, total vocabulary and comprehension (VC) behaviors, and total phonological awareness (PA) behaviors were compared to see if differences in these reading behaviors emerged as a function of book size. Three paired-samples  $t$  tests were conducted in order to determine if there were differences as a function of book size. The comparison between means for total PBC behaviors for big ( $M = 4.75$ ,  $SD = 3.92$ ) and typical-sized books ( $M = 6$ ,  $SD = 4$ ) was not statistically significant ( $t(7) = -1.85$ ,  $p = 0.12$ ). The comparison between means for total VC behaviors for big ( $M = 1.75$ ,  $SD = 2.66$ ) and typical-sized books ( $M = 1.5$ ,  $SD = 1.6$ ) was also not statistically

significant ( $t(7) = 0.22, p = 0.84$ ). The comparison between means for total PA behaviors for big ( $M = 0, SD = 0$ ) and typical-sized books ( $M = 0.13, SD = 0.35$ ) was not statistically significant ( $t(7) = -1, p = 0.135$ ). These behaviors are graphed as a function of book size in Figure 4.

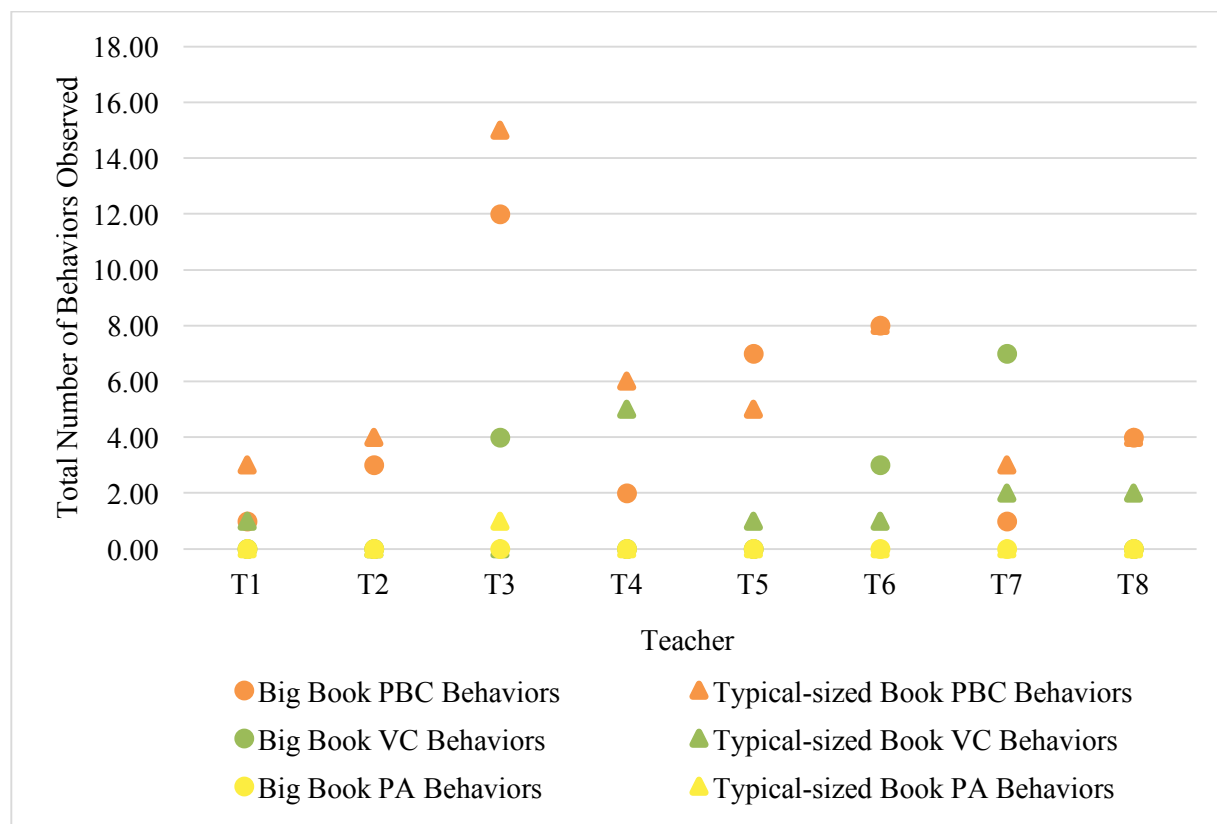
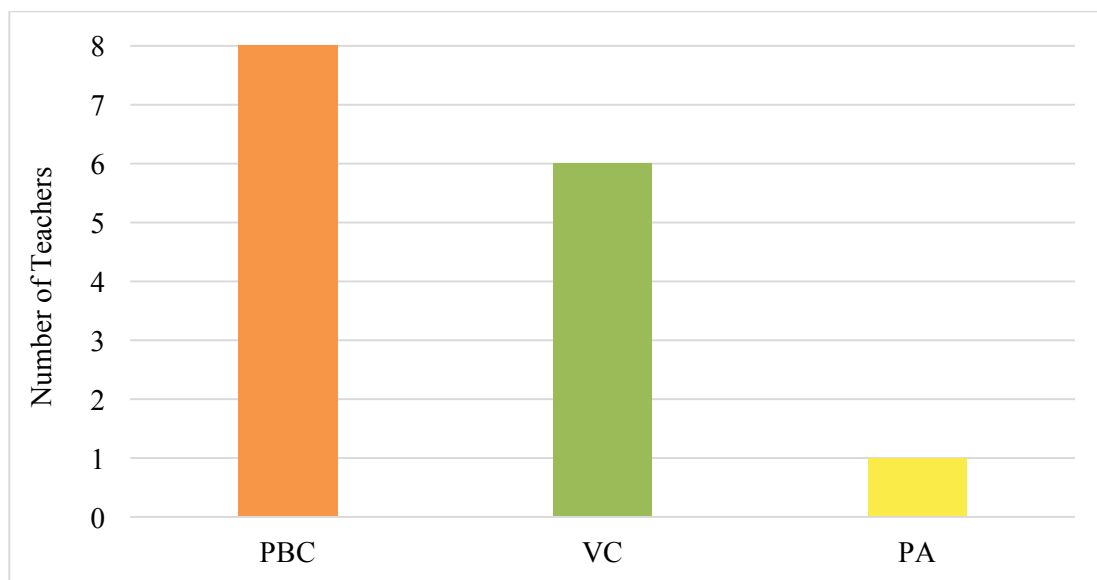


Figure 4. Total number of book concept, vocabulary & comprehension, and phonological awareness behaviors for big vs. typical-sized books.

Note. PBC = Print/Book Concept; VC = Vocabulary & Comprehension; PA = Phonological Awareness

Given that there were so few observations of these PBC, VC, and PA behaviors, I tallied the number of teachers who demonstrated at least one instance of these behaviors for each behavior type. The number of teachers who met this criterion for each behavior is graphed in Figure 5. The graph reveals that more teachers demonstrated at least one behavior within the categories of PBC behaviors and VC behaviors, compared to PA behaviors.



*Figure 5.* Number of teachers who demonstrated at least one behavior in each category.  
*Note.* PBC = print/book concept behaviors; VC = vocabulary and comprehension behaviors;  
 PA = phonological awareness behaviors.

The results of all of the paired-samples *t* tests calculated in this section were not statistically significant. This means that the use of print-related behaviors, picture-related behaviors, SBE behaviors, and DR behaviors were comparable across conditions. In the following section I will discuss tests calculated using the teachers' utterances from the SALT transcriptions.

### **Teacher Language Behaviors for SALT Transcriptions**

In addition to coding behaviors teachers demonstrated while reading the books, I also transcribed the videos and used Systematic Analysis of Language Transcripts software (SALT, Miller & Iglesias, 2012) to gain further information about the teachers' language use while reading aloud. I used SALT to calculate Mean Length of Utterance in Morphemes (MLUm), Total Number of Utterances (TNU), Number of Total Words (NTW), and Number of Different Words (NDW) for each of the teachers by book.

The average MLUm was compared to determine whether or not there were differences in the length of teachers' utterances as a function of book size. The comparison between means for total MLUm for big ( $M = 5.94$ ,  $SD = 0.49$ ) and typical-sized books ( $M = 5.8$ ,  $SD = 0.64$ ) was not statistically significant ( $t(7) = -1.01$ ,  $p = 0.34$ ). These behaviors are graphed as a function of book size in Figure 6.

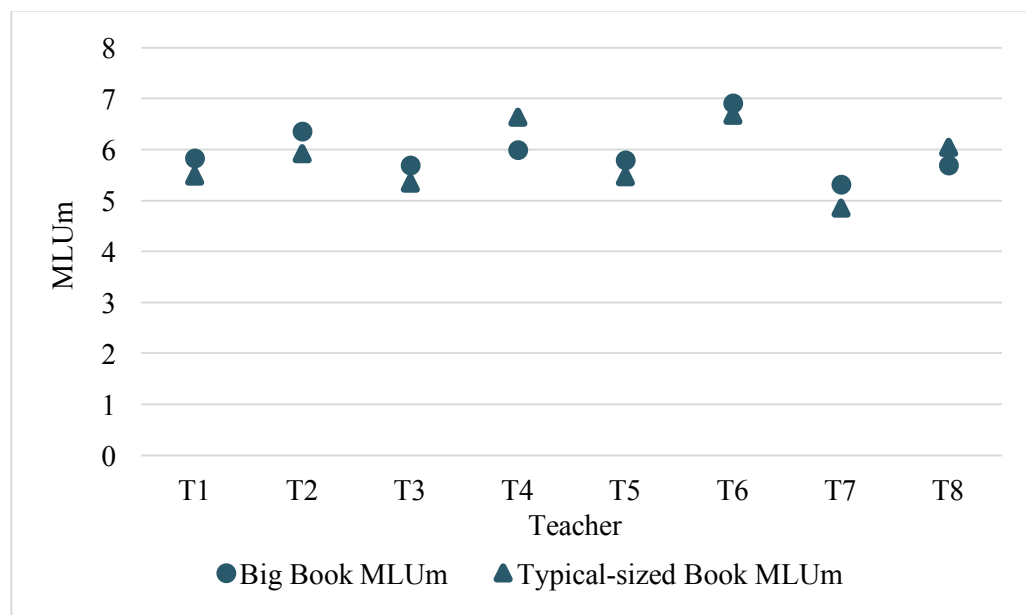


Figure 6. Mean length of utterance in morphemes across book size.  
 Note. MLUm = Mean Length of Utterance in Morphemes.

I calculated a paired-samples  $t$  test to determine if differences in the length of teachers' utterances were present as a function of book size. The difference in mean TNU for big ( $M = 77.25$ ,  $SD = 41.35$ ) and typical-sized books ( $M = 71.13$ ,  $SD = 29.77$ ) was not statistically significant ( $t(7) = -0.73$ ,  $p = 0.49$ ). These behaviors are graphed as a function of book size in Figure 7.

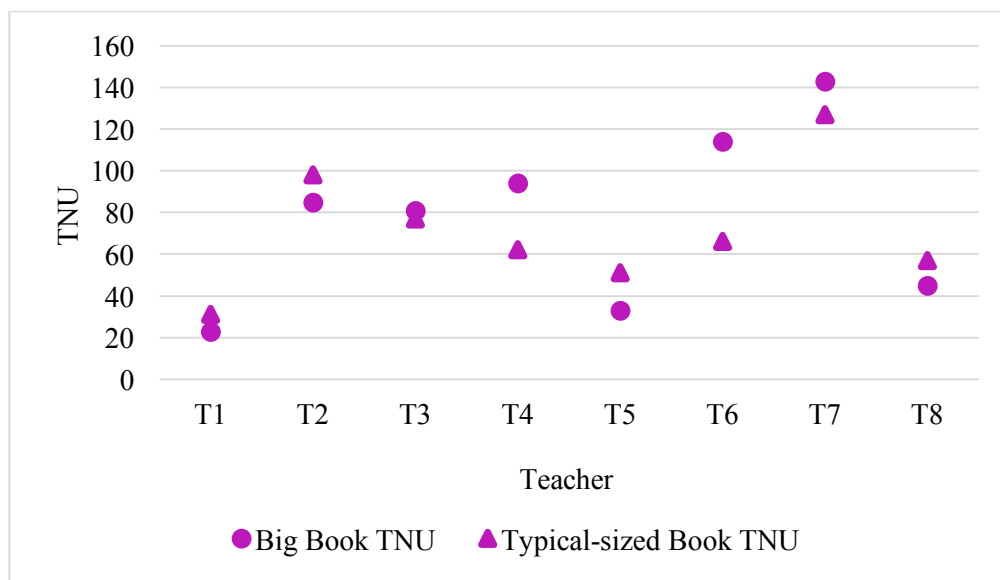


Figure 7. Total number of utterances across book size.  
 Note. TNU = Total Number of Utterances.

The next two variables I studied are lexical measures. The average NTW was compared to determine if differences in the number of words for the teachers' transcriptions were present as a function of book size. The difference in NTW means for big ( $M = 402$ ,  $SD = 216.08$ ) and typical-sized books ( $M = 359.5$ ,  $SD = 130.73$ ) was not statistically significant ( $t(7) = -0.95$ ,  $p = 0.37$ ). The difference in NDW means for big ( $M = 143$ ,  $SD = 54.72$ ) and typical-sized books ( $M = 125.63$ ,  $SD = 29.23$ ) was also not statistically significant ( $t(7) = -1.65$ ,  $p = 0.14$ ). These behaviors are graphed as a function of book size in Figure 8. In addition to lexical measures, I calculated the total number of utterances pertaining to behavior management (BM) for each transcription. The mean number of BM utterances was 5.5 ( $SD = 5.76$ ). Three of the transcriptions contained no instances of verbal BM, while the highest number of instances of BM utterances during the course of one book was 17.

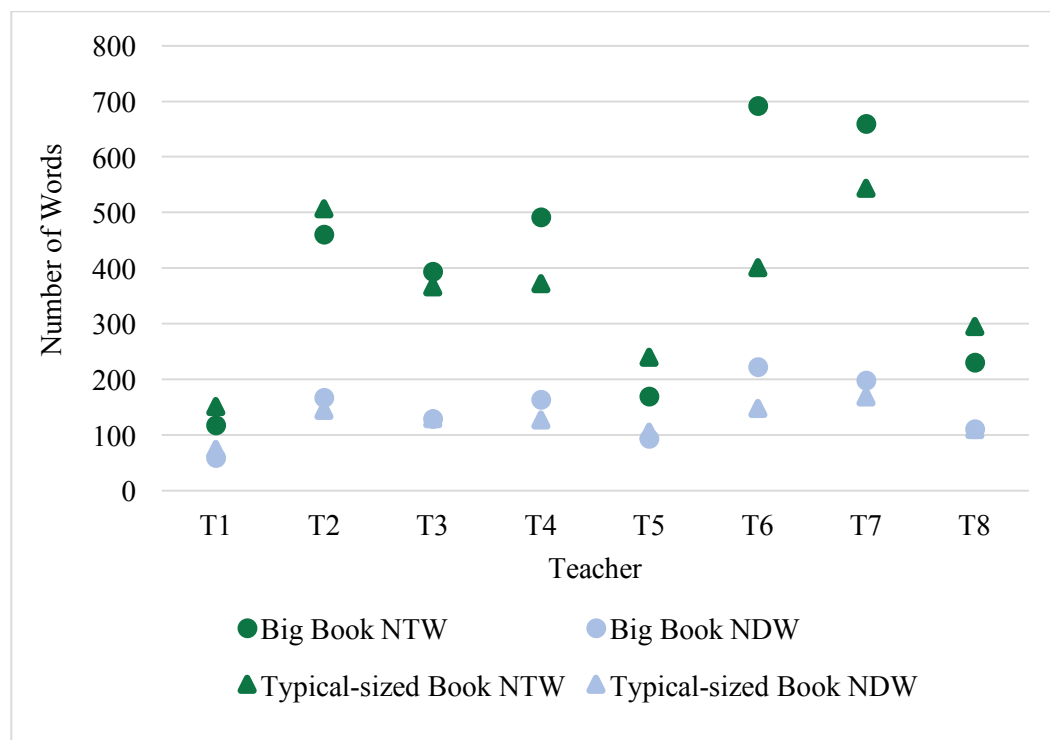


Figure 8. Comparison of NTW and NDW for big vs. typical-sized books.  
 Note. NTW = Number of Total Words; NDW = Number of Different Words.

The results of all of the paired-samples  $t$  tests calculated in this section were not statistically significant. This means that the participants' MLUm, TNU, NTW, and NDW were comparable across conditions. In the following section I will discuss the results of the post-reading questionnaire.

### Post-reading Questionnaire

In addition to being filmed while reading aloud, the participants also completed a post-reading questionnaire (PRQ) (See Appendix D). Teachers were asked to respond to several statements. Statements 3-6 of the PRQ prompted the teachers to respond using a five-point Likert-type scale, where 1 represented “strongly disagree” and 5 represented “strongly agree.” Statements 3 and 4 read, “I found *The Pig in the Pond* to be engaging for my students,” and “I found *Farmer Duck* to be engaging for my students.” The mean response for PitP was 4.38 ( $SD = 0.52$ ), and the mean for FD was 3.88 ( $SD = 0.99$ ). I calculated a paired-samples  $t$  test to

determine if the average perceived level of engagement differed as a function of the story. The difference in means not statistically significant ( $t(7) = 1.32, p = 0.23$ ).

Statements 5 and 6 on the PRQ stated, “I was comfortable maneuvering the big book,” and “I was comfortable maneuvering the typical-sized book.” I calculated a paired-samples  $t$  test to explore whether or not the average comfort-level of maneuverability differed as a function of book-size. The difference in mean ratings for big ( $M = 3.88, SD = 0.84$ ) and typical-sized ( $M = 4.62, SD = 0.52$ ) books was statistically significant ( $t(7) = -3, p = 0.02$ ). That is, participants on average agreed that the big book was comfortable to maneuver to a lesser extent than they agreed that the typical-sized book was comfortable to maneuver. These responses are graphed as a function of book size in Figure 9.

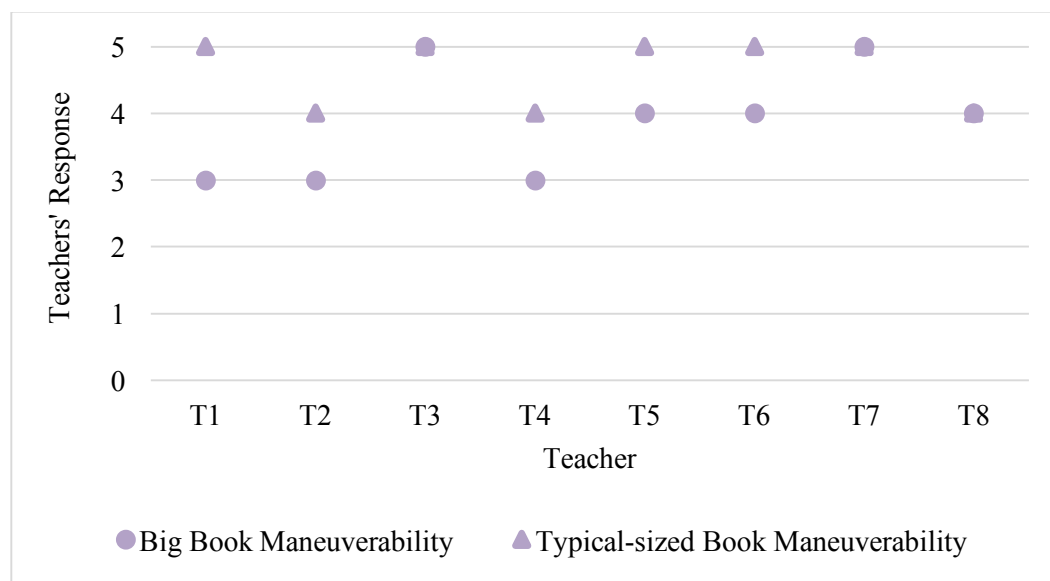


Figure 9. Teachers' ratings of maneuverability for big vs. typical-sized books.

## Discussion

In the previous section I described the findings of the study. In the section that follows, I will discuss these findings in the context of the extant literature. Since, to the best of my



knowledge, there have been no studies conducted to examine differences in teacher behavior as a function of book size, I will be utilizing related research to contextualize the data as best I can.

### **Story and Order Effects**

As presented in Table 1, there were no statistically significant differences among the dependent variables as a function of story. It was important to establish this prior to running other comparisons to ensure that the story was not related to differences in frequency of behaviors demonstrated.

Furthermore, there was only one significant difference among the dependent variables as a function of the order in which the stories were read. The mean number of Shared Book Experience (SBE) behaviors was significantly larger for the first book read than for the second book read. SBE behaviors included modeling the reading process and using call-and-response strategies. Because both behaviors require additional effort on the part of the teacher, the difference between the first and second book read may be a result of the teachers experiencing what is known as “respondent fatigue.” Respondent fatigue occurs when a participant in a study “becomes tired” completing a task (Lavrakas, 2008, p. 743). They may have had more energy during the reading of the first book and were therefore more likely to use more SBE strategies. Perhaps by the time teachers read the second book, they were less energetic about reading aloud, and their students may have been more restless. The teachers may have therefore decreased their use of this strategy to get through the second reading more quickly.

### **Behaviors Coded from Videos**

The main focus of this study was to explore whether or not there were any differences in teachers’ use of various emergent literacy-improving strategies as a function of book size. There were no statistically significant differences among any of the dependent variables as a function

of book size. That is, participants utilized reading strategies with the same frequency, regardless of whether they were reading a big book or a typical-sized book. It is difficult to interpret this in the context of the extant literature, since to the best of my knowledge, there have been no studies conducted on the subject of read-aloud strategy differences as a function of book size.

One explanation for the lack of statistically significant differences between book sizes may be that a floor effect was present. A floor effect can occur when the scores of a variable are too close to the lower limit, which “reduces possible amount of variation in the variable” (Everitt, 2002, p. 62). Generally, all of the participants demonstrated minimal usage of the read-aloud strategies coded, which led to the numbers in the data set being fairly small. For example, I observed no instances of a teacher asking children to generate rhyming words, or words that contain the same sound as a word in the story. Additionally, there were no observations of the teachers discussing or demonstrating the directionality of the reading process. Participants also demonstrated extremely minimal usage of several other variables, including drawing attention to specific letters, asking children to name a letter, drawing attention to the directionality of reading, and calling attention to rhyme or alliteration, among others. Given the low frequency of the behaviors under investigation, it was difficult to detect statistically significant differences between conditions.

The frequency of print-related behaviors was not found to be different as a function of book size. Although there have been no studies comparing these behaviors as a function of book size, there have been several studies examining the frequency with which early childhood educators use print-referencing behaviors when reading typical-sized books. For example, Zucker, Justice, and Piasta (2009) found that pre-kindergarten teachers demonstrated very limited usage of print-referencing when reading aloud (p. 387). This was increased when

teachers used texts with more “print-salient features,” which are elements that make print more interesting to look at, thus emphasizing the print on the page (p. 376). The books used in the current study did not contain “print-salient features.” This may have contributed to the low frequency of print behaviors observed. Other researchers have examined the frequency with which adults use print-referencing techniques when given specific training. For example, Ezell and Justice (2000) found that a specific training session using informational videos was effective in increasing speech-language pathology graduate students’ use of print-referencing strategies (p. 42).

Picture-related behaviors were also coded, as a point of comparison for print-related behaviors. While picture-related comments are not necessarily bad, researchers have shown that print-referencing behaviors can specifically improve children’s emergent literacy skills (e.g., Justice, McGinty, Piasta, Kaderavek, and Fan, 2010, p. 513; Justice, Kaderavek, Fan, Sofka, and Hunt, 2009, p. 67). Even though big books have larger, more visible pictures, there was no significant difference in the frequency of picture-related behaviors as a function of book size. When I compared the number of teachers who used print-related strategies in at least 30% of the opportunities presented in each book and the number of teachers who used picture-related behaviors in at least 30% of the opportunities (Figure 2), more teachers demonstrated a higher percentage of picture-related behaviors than print-related behaviors. While there was no statistically significant difference, there may be practical significance in the low frequency of print-related behaviors in general. Other researchers have found teachers to use low frequency of print-related behaviors when reading aloud if they are untrained or unprompted to do so (e.g., Ezell & Justice, 2000; Zucker, Justice, & Piasta, 2009).

The frequency of SBE behaviors did not vary as a function of book size. To the best of my knowledge, there have not been any studies conducted examining the frequency with which teachers utilize SBE with books of different size. SBE practices were designed for big books, having been developed along with the creation of the first big books themselves (Holdaway, 1979, p. 65). Holdaway (1979) argued that literacy instruction should be included with reading aloud because teachers normally keep group read-alouds and literacy instruction separate (p. 64). He claimed that big books are ideal for combining these two activities because “the print [can] be seen, shared, and discussed” (p. 64). Despite this, the participants did not use SBE behaviors more when reading big books compared to typical-sized books. However, teachers did tend to use the SBE behavior of call-and-response more frequently than they did the SBE behavior of modeling the reading process.

Due to the similar predictive elements in the two books used in this investigation, the teachers had a number of opportunities to utilize call-and-response strategies while reading aloud. Hall and Fuhrmann (2002) argued that big books should be predictable to encourage children’s participation in the story (p. 8). Given that one of the criteria for selecting the books for this investigation was that the title was available in two formats (i.e., typical-sized and big book), this element was present in both formats used in this study. Sullivan and Martin (1994) found that teachers’ use of predictive texts increased kindergarteners’ early reading abilities, relative to the use of read-alouds without predictive elements (p. 12). It is encouraging to note that many of the participants in this study did utilize the predictive elements of the story to involve their students in the reading process. This was a fairly common strategy for the participants, overall. However, this strategy did vary considerably among the participants. One

teacher used this strategy 17 times in one reading, while another teacher did not use call-and-response at all for one of the books.

Conversely, there were very few instances of teachers modeling the reading process. The participants demonstrated this behavior much less frequently than call-and-response. This behavior was observed a maximum of four times during the reading of one book. For example, one teacher said, "*I don't know, let's turn the... page. So it doesn't tell us on this page*" (See Appendix E, T4 Transcription). Several teachers did not utilize this strategy when reading aloud. Combs (1987) examined the effect that modeling the reading process had on kindergartener's story recall and attentiveness and found it to have positive outcomes with regard to the students' attentiveness during reading time, ability to recall story elements, and the nature of their pretend reading (pp. 424-425). However, the participants in Combs' study had been specifically instructed to use this strategy, in order for the researchers to be able to compare the outcomes between modeling the reading process and reading aloud without this strategy. To the best of my knowledge, there have been no studies conducted that examine the frequency with which untrained teachers use this strategy. The low frequency of this behavior may be due to the fact that it is a less common reading strategy, compared to call-and-response behaviors. It may be that without explicit training in the use of this technique, teachers do not regularly use it during read-alouds.

The comparison between the number of dialogic reading (DR) behaviors and book size was not found to be statistically significant. That is, teachers demonstrated comparable frequencies of this behavior regardless of which size of book they were reading. DR behaviors have been found to be beneficial for student emergent literacy skills (e.g., Pillinger & Wood, 2014, p. 161; Sim & Berthelsen, 2014, p. 53). Although DR behaviors were fairly uncommon,

some DR strategies were more commonly used by the participants than others. The DR behavior that occurred least often was asking additional questions to students' questions or comments. Regardless of book size, teachers demonstrated very little of this behavior. In some cases, the students did not talk very much during the readings. However, there were cases in which the teachers simply did not supply many prompts in order to encourage a dialog about the story. The behavior with the highest frequency was the use of open-ended questions. The mean for this variable was 2.94 ( $SD = 1.95$ ), including data across both big and typical-sized books. Teachers primarily demonstrated this type of question by asking open-ended story prediction questions, such as, "*What do you think might happen in this book?*" (See Appendix E, T6 Transcription).

To the best of my knowledge, there have been no studies exploring the use of DR behaviors as a function of book size. However, as with SBE behaviors, the limited use of these strategies in the current study may be due to the fact that in the absence of training, these are not a common read-aloud strategy that teachers utilize. However, researchers have shown that training programs can increase adults' use of DR strategies. For example, Brannon and Dauksas (2012) found that parents who were trained to use DR strategies demonstrated improved read-aloud skills with increased verbal interactions (p. 9).

Similarly, there were no differences among the frequencies of print/book concept (PBC) behaviors, Vocabulary and Comprehension (VC) behaviors, and Phonological Awareness (PA) behaviors, as a function of book size. There were limited frequencies of these behaviors in general, as depicted in Figures 4 and 5. Notably, only one teacher demonstrated one example of a PA behavior when reading aloud. This teacher drew her students' attention to an instance in which two words on the same page rhymed, or "*sound[ed] the same*" (See Appendix E, T3 Transcription). Studies have shown that professional development training in early literacy

strategies similar to these behavior-types can improve student literacy skills. For example, Powell, Diamond, Burchinal, and Koehler (2010) found that students of teachers given this type of training demonstrated increased “letter knowledge, blending skills, writing, and concepts about print.” (p. 299).

Despite the fact that these three variables were used infrequently, some teachers did demonstrate several instances of PBC behaviors; for example, drawing attention to the title, author, or illustrator of each story. This variable was the most common PBC behavior demonstrated by the participants. Seven of eight teachers used this behavior at least once across the two books. This appears to be a fairly common behavior when reading aloud to preschool children.

To the best of my knowledge, no literature exists exploring the frequency of these behaviors types in relation to book size. However, Gettinger and Stoiber (2016) compared teachers’ use of various reading strategies, including print and book concepts (PBC), vocabulary and comprehension (VC), and phonological awareness (PA) behaviors after training sessions with and without explicit demonstrations modeling the desired behaviors (p. 117). They found that explicit demonstrations in training sessions successfully improved the teachers’ use of read-aloud strategies. As with the other behaviors examined in this study, it may be the case that without specific training, teachers are simply unlikely to utilize these strategies when reading aloud. Use of these strategies has been shown to increase student literacy outcomes (Powell, Diamond, Burchinal, & Koehler, 2010, p. 299).

### **Teacher Language Behaviors for SALT Transcriptions**

For the teachers’ language behaviors calculated through SALT, there were no statistically significant differences as a function of book size. This means that in this study, the teachers did

not alter the length of their utterances, the number of total words they used, the number of different words they used, or the number of utterances they used to supplement the text of the story, whether they were reading a big or typical-sized book. It appears that teachers' language behaviors during read-alouds vary considerably, depending on the individual.

To the best of my knowledge there has not been any research conducted on the subject of these language features in relation to optimal read-aloud techniques. Weitzman and Greenberg (2002) recommended that adults use short sentences when reading aloud to young children (p. 83). However, they did not describe any particular measures or specifications. This lack of research makes it difficult to discuss the implications of the measures that I calculated for this portion of the study.

However, another important facet of teachers' language behaviors was the function of the language that they used to supplement the text. Most teachers demonstrated several utterances focused on behavior management (BM). Several of the teacher's raw Total Number of Utterances (TNU) score may be larger due to the fact that their students were causing more disruptions and it was therefore necessary for the teacher to verbally intervene more than teachers in other classes. Because the total number of BM utterances during each transcription had such a large range, it may be that teachers' differing use of language behaviors had less to do with their conscious choices regarding the read-aloud, and more to do with the children to whom they were reading.

### **Post-reading Questionnaire**

In the post-reading questionnaire (PRQ), there was no statistically significant difference between stories regarding the level of engagement the teachers noticed in their students. The average score for each story was close to "agree" with the statement, "*I found [the story] to be*



*engaging for my students.*” That is, participants found the books to be relatively engaging for their students. However, there is a possibility that because the PRQs were completed in person, the teachers may have been demonstrating socially desirable behaviors.

The difference between big and typical-sized books with regard to the participants’ perceived ease of maneuverability was statistically significant, with big books being rated as less comfortable to maneuver. This was not surprising; as big books can be nearly as long as a teacher’s arm span when the book is open. Some teachers chose to use the easel provided to prop up the big book to attempt to improve maneuverability. One teacher stated that she normally reads big books to her class by laying on the floor. To the best of my knowledge, Holdaway (1979) does not explicitly discuss the maneuverability of big books. However, *The Foundations of Literacy* does include several illustrations of teachers reading big books, which are propped up so that the teachers are not holding them (e.g., p. 65, p. 67). Additionally, because, based on my informal observation, big books are less common in the classroom than typical-sized books, teachers are less experienced in handling them while reading aloud. One teacher also noted that big books are more difficult to store in her classroom.

## CHAPTER V: CONCLUSION

The purpose of this study was to compare preschool teachers' use of read-aloud strategies, including print-referencing behaviors, Shared Book Experience strategies, and dialogic reading techniques, when reading typical-sized books versus big books. I also examined a variety of other teacher behaviors related to teaching literacy. This chapter will present the major conclusions and the implications of the conclusions, the limitations of the study, and recommendations for future research.

### Major Conclusions

The first major conclusion that can be drawn from this study is that the teachers' behaviors did not differ as a function of book size. This was true across all dependent variables. I ran a total of 11 paired-samples *t* tests to determine if the behavior-types differed as a function of book size, all of which were statistically insignificant. Therefore, the teachers' behaviors were equivalent across conditions.

The second major conclusion of this study is that the results revealed that the participants demonstrated fairly infrequent usage of the read-aloud behaviors in general. While some teachers demonstrated greater frequency of use of certain strategies, the coded behaviors were not generally used with much frequency. Several behaviors, such as asking students to name words with the same sound as a word in the book, were not demonstrated at all. Additionally, there was a low percentage of print-related behavior opportunities used per book, as well as a low frequency of several other behavior-types, including print/book concept behaviors, dialogic reading behaviors, and Shared Book Experience behaviors.

### **Implications of the Research Findings**

The first implication of this study is the fact that big books did not specifically draw teachers to use more emergent literacy enhancing reading behaviors. Therefore, big books may not inherently increase these teacher behaviors, and ultimately may not be a superior reading material for this particular goal. This is not to say that big books do not have other uses. However, with the extra cost of big books, teachers may want to consider their lack of effectiveness with regard to read-aloud behaviors when purchasing new reading materials for their classrooms.

Second, because of the general low frequency of evidence-based, emergent literacy enhancing strategies, these findings suggest that perhaps preschool teachers should be more highly trained in different read-aloud behaviors. This training could include the benefits and usage of print-referencing, dialogic reading, and elements of the Shared Book Experience, among other read-aloud practices. With more training in these strategies, teachers could utilize story time in their classrooms to its full potential—to both keep their students having fun and being engaged, while learning pre-literacy skills in an incidental and more naturalistic way.

### **Limitations**

This study had several limitations. First, the small sample size limits the extent to which one can generalize the results to the larger population of preschool teachers. Due to the short time-frame of the study, there were only eight participants, all of whom worked in the same county, in the same state. This means that the generalizability of the results is fairly limited.

Second, due to time constraints related to the length of data collection at each site, I was not able to ask many questions that could have been relevant to the study, and helpful in interpreting the data. The pre and post-reading questionnaires were each limited to five questions, none of

which were open-ended. It would have been beneficial to ask questions about the teachers' experience with any literacy and read-aloud training they had received, and to ask questions about more aspects of the books beyond student engagement and maneuverability.

Third, I did not measure student outcomes. This was once again due to the time constraints of the study. Without knowing what affect the read-alouds had on the students, it is difficult to determine if big books are ultimately a helpful reading material with respect to students' emergent literacy skills.

### **Recommendations for Future Research**

Due to the lack of research on this particular topic, further research could be conducted to extend the work done in this study. First, the study could be repeated with a larger sample size, which could increase the generalizability of the results.

Second, this study could be repeated with an accompanying survey that delves into the participants' knowledge and opinions on big books and emergent literacy enhancing reading behaviors in more detail. It would be helpful to gain more information about how much read-aloud training preschool teachers receive, their opinions on other aspects of big books versus typical-sized books, and what their goals are when they are reading aloud to their classes.

Third, future researchers could measure student literacy outcomes in a longitudinal study. An experiment could be conducted in which student literacy skills are measured in pre and post-tests. Some students could be read to over a period of time by teachers who were specifically trained in evidence-based, literacy-enhancing read-aloud strategies, and others could be read to by teachers without this specific training. Future researchers could compare the literacy outcomes of the two groups. There could also be subgroups within the two groups who use big books.

### **Final Thoughts**

Ultimately, the results of my study were not statistically significant. However, I still feel that the results revealed some interesting and important facts about preschool teachers' read-aloud behaviors. How teachers read to their students can have a huge impact on their students, and it is necessary to continue researching the read-aloud process, and find meaningful ways to keep improving children's emergent literacy skills. Teachers have an enormously difficult and rewarding job; I do not want to minimize the amount of training and work it takes to teach a group of children all of the necessary academic skills they will need. In conducting this study, I hope that the conclusions are not discouraging, but rather that they reveal ways in which teachers can add some simple strategies to their read-aloud routine, in order to get the most out of each school day. I knew very little about evidence-based read-aloud strategies before starting this project, and I feel that through the conduction of my study, the way I read-aloud to children has fundamentally changed. My hope is that others who read this study will feel inspired to do the same.

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Appendix A  
Participant Recruitment Email

Dear XX,

My name is Sara Beckstrom and I am senior at The College of Wooster. I am majoring in Communication Sciences and Disorders, with a minor in Early Education. As a senior, I am conducting a year-long independent study, similar to a thesis. My work at The College of Wooster Nursery School inspired me to study how preschool teachers read-aloud to their students. Now that I have examined past research about preschool read-aloud teaching methods, I am looking for preschool teachers who would be willing to participate in my study.

If you choose to participate in this study, I would video tape you reading two different children's books aloud to your class, after which you would fill out a brief questionnaire. This videotaping would be conducted at a time and date that work for you and your class. These videotapes will be transcribed and analyzed. The transcriptions will not include your name, preschool, or any other identifying information. Since my research is focused on teachers who are participating, I will not intentionally be capturing the children on video, and will avoid it as much as possible. After the videos have been transcribed, they will be deleted. This protocol has been approved by the Human Subjects Research Committee at The College of Wooster.

Additionally, all teachers who participate in my study will be entered into a drawing to win a \$25 gift card for Amazon.com!

If you have any questions or you would like to participate, you can contact me at [sbeckstrom18@wooster.edu](mailto:sbeckstrom18@wooster.edu) or (360) 930-4374. You can also direct questions to my advisor, Dr. Joan Furey at [jfurey@wooster.edu](mailto:jfurey@wooster.edu).

Thank you very much for your consideration, and I hope to hear from you soon!

Sincerely,  
Sara Beckstrom

Appendix B  
Participant Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY THE COLLEGE OF WOOSTER

Big Books and Preschool Read-alouds

Principal Investigator: Sara Beckstrom, Communication Sciences & Disorders

Purpose

You are being asked to participate in a research study. I am investigating preschool teachers' use of big books and average-sized books while reading aloud.

Procedures

If you decide to volunteer, you will be asked to read two different children's books aloud to your class. With your permission, I will film both readings. You will then be asked to fill out a short questionnaire.

Risks

There are no risks to you if you decide to participate in this study.

Benefits

There are no direct benefits to you for your participation. An indirect benefit is that we learn more about teachers' use of read-aloud behaviors in the preschool classroom.

Compensation

Participants will be entered into a drawing to win a \$25 gift card for Amazon.com.

Confidentiality

Any information you give will be held confidential. Your name will be stored on a password-protected Microsoft Word file. This file will be destroyed once all data is collected. Thus, all data will become anonymous at the conclusion of the study. Video recordings will be stored securely on a password-protected computer and destroyed after they have been transcribed.

Costs

There is no cost to you beyond the time and effort required to complete the procedure described above.

Right to Refuse or Withdraw

You may refuse to participate in the study. If you decide to participate, you may change your mind about being in the study and withdraw at any point.

Questions

If you have any questions, please ask me. If you have additional questions later, you can contact me by email at sbeckstrom18@wooster.edu You may also contact my advisor, Dr. Joan Furey, at jfurey@wooster.edu.

Consent

Your signature below will indicate that you have decided to volunteer as a research subject, that you have read and understand the information provided above, and that you are at least 18 years of age.

Signature of participant \_\_\_\_\_ Date \_\_\_\_\_

You will be provided a copy of this form upon request.

Appendix C  
Pre-reading Questionnaire

1. What is the highest level of education you have completed?
  - High school diploma or GED
  - Associate's degree
  - Bachelor's degree
  - At least one year of course work beyond a Bachelor's degree but not a graduate degree
  - Master's degree Education specialist or professional diploma based on at least one year of course work past a Master's degree level
  - Doctorate
  
2. In what year did you earn this diploma or degree?
  
3. Counting this school year, how many years have you been an early childhood educator?
  
4. Do you ever use big books in your classroom?

Yes/No

If yes, how often do you use big books in the classroom?

Never	Rarely	Sometimes	Fairly Often	Very Often
1	2	3	4	5

Appendix D  
Post-reading Questionnaire

1. Have you read *The Pig in the Pond* to your class before?

- Yes, in big book form  
 Yes, in typical-sized book form  
 No

2. Have you read *Farmer Duck* to your class before?

- Yes, in big book form  
 Yes, in typical-sized book form  
 No

Please respond to the following statements regarding your reading experience.

3. I found *The Pig in the Pond* to be **engaging** for my students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4. I found *Farmer Duck* to be **engaging** for my students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5. I was **comfortable maneuvering** the big book.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6. I felt **comfortable maneuvering** the typical-sized book.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

## Appendix E Video Transcriptions

*Note:* “-----” indicates the end of the text. Behaviors were coded for the length of the text. Discussion after the book was over was not counted. However, the teachers’ post-book comments are still included in this appendix.

### **Teacher 1: *Pig in the Pond***

T And we are go/ing to read it today, and it/S called pig in the pond.

= points to words on cover

S XXX.

T Which is like water, very good.

T Alright.

T {This is the story of Neligan/Z pig}.

T {One day Neligan went into town}.

T {It was hot}.

T {It was dry}.

T {The sun shone in the sky}.

T {Neligan/Z pig sat by Neligan/Z pond}.

T {The duck/S went out, quack}!

T {The geese went, honk}!

T {They were cool in the water in Neligan/Z pond}.

T {The pig sat in the sun}.

T {She look/ED at the pond}.

T {The duck/S went}~

= pause for student response

S XXX.

T {Quack}!

T {The geese went, honk}!

T {The pig went, oink}!

T {She did/N’T go in, because pig/S don’t swim}.

T Can you guy/S see?

S XXX.

T {The pig sat in the sun getting hotter and hotter}.

T {The duck/S went, quack, quack}!

T {The geese went, honk, honk}!

T {The pig went, oink, oink}!

T {She did/N’T go in, because pig/S don’t swim}.

T {The pig gulp/ED and gasp/ED and look/ED at the water}.

T {The duck/S went}~

= pause for student response

S XXX.

T {Quack, quack, quack}!

T {The geese went, honk, honk, honk}!

T {And the pig went, oink, oink, oink}!

T {She rose from the ground}.  
 = point to picture  
 T {and turn/ED around and around}~  
 = point to picture and make circular gesture  
 T {stamp/ING her feet}.  
 = point to words  
 T {and twirl/ING her}~  
 = point to picture  
 = pause for student response  
 T {tail and}~  
 T what do you think she did?  
 T what/'D she do?  
 T she jump/ED in!  
 S XXX.  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 S XXX.  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 T {Splash}!  
 = point to word  
 = wait for student response  
 T {Splash}!  
 T Is she play/ING in the water?  
 = follows words with finger as she reads  
 T {The duck/S and the geese were splash/ED out of the pond}.  
 S XXX.  
 T {The duck/S went, quack, quack, quack, quack}!  
 T {The geese went}.  
 = points to nose when making "honk" noise  
 T {Honk, honk, honk, honk, which mean/3S, very loudly, the pig/'S in the pond}!  
 T Are they happy the pig went in the pond?  
 S XXX.  
 T No.  
 S XXX.  
 T {The pig is in the pond}!

T {The pig is in the pond}!  
 T {The word spread about, above, and beyond}.  
 T {The pig is in the pond}!  
 T {The pig is in the pond}!  
 T {(And Neligan/Z far) At Neligan/Z farm}.  
 = point to words  
 T {the pig/'S in the pond}!  
 T So they went and told everybody about it.  
 S XXX.  
 T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}~  
 = Pause  
 T {Neligan came on his cart}!  
 = points to picture of Neligan  
 T who/'S that?  
 = pause for student response  
 S XXX.  
 T that/'S Neligan!  
 T He own/3S all those animal/S.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause and gesture for student response  
 T {Oink}!  
 T {Neligan took off his}~  
 = gestures like she's taking off a hat  
 = pauses for student response  
 T {hat}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went} ~  
 = pause and gesture for student response  
 T {Oink, oink}!  
 S XXX.  
 T {Neligan took off his pants and boot/S}.  
 T {Neligan look/ED at the pig in the pond}.  
 = point to words  
 T {The pig went}~  
 = pause and gesture for student response  
 S XXX.  
 T {Oink, oink, oink}!  
 T {Neligan took off his}~  
 = pause for student response  
 = point to picture of shirt  
 T {shirt}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = point to words  
 {Oink, oink, oink, oink}!



S XXX.

T {Neligan took off his underwear and}.

= point to words

T I/'M lose/ING the book.

= struggling to hold book up

S XXX.

T And>

T {SPLASH}!

T {Neligan join/ED the pig in the pond}.

T {What happen/ED next}?

T What do you think?

T Splash!

T {SPLOOOOOOOSH}.

T I mean.

= leans back to look at picture

T Who all went into the water?

S XXX.

T All of the animal/S went into the water with a~

= point to words

T {Sploosh}!

T They all jump/ED in.

S XXX.

T They all join/ED the pig in the pond!

S XXX.

T And that was the story of Neligan/Z pig.

-----

T So what did we learn?

= pause for student response

S XXX.

T You don't know?

T Was it a hot day?

S XXX.

T Why do you think they want/ED to all get in the water?

T Was it because they want/ED to>

S XXX.

T Cool down!

T Very good.

T so they all jump/ED in the water, and they all cool/ED down and had a good time do/ING it together, right?

T XXX.

T Alright.

### **Teacher 1: *Farmer Duck***

= Points to picture on cover

T A duck.

T What do you think this book/'S about?

T A farmer that/'S a duck?

T It/'S got pretty picture/S.

T This is by Martin Wadell, that/'S who wrote the book, and Helen Oxenbury.  
= points to words

S XXX.

T Okay let's listen.

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did not work}.

T {The farmer stay/ED in bed all day}.

= Points to picture of duck

T What/'S that duck do/ING?

S XXX.

T Work/ING!

T Bring/ING that farmer some food.

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

S XXX.

T {The duck answer/ED, quack}!

T Okay, if you have to go to the bathroom, go ahead.

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answered, quack}!

T What is he do/ING?

T name, what is the farmer do/ING in this picture?

S XXX.

T Is he eat/ING in bed?

T {The farmer got fat through (say) stay/ING in bed, and the poor duck got fed up with work/ING all day}.

T What do you think that duck/'S gonna do?

T {How go/3S the work}?

T {Quack}!

T {How go/3S the work}?

= pause for student response

= point to word

T {Quack}!

T {How go/3S the work}?

= point to word

T {Quack}!

T name, keep your hand/S to yourself [BM].

T {How go/3S the work}?

= point to word

T {Quack}!

T name [BM].  
 T XX please [BM].  
 T Criss cross your feet [BM].  
 T {How go/3S the work}?  
 = pause for student response  
 = point to word  
 T {Quack}!  
 T {How go/3S the work}?  
 = pause for student response  
 = point to word  
 T {Quack}!  
 T {Soon, the poor duck grew sleepy and weepy and tired}.  
 T {The hen and the cow and the sheep got very upset}.  
 T {They love/ED the duck}.  
 T {So they held a meeting under the moon, and they made a plan for the morning}.  
 T {Moo, said the cow}.  
 T {Baa, said the sheep}.  
 T {Cluck, said the hen/s}.  
 T {And that was the plan}!  
 T On your bottom, please [BM].  
 T What do you think they plan/ED?  
 T What do you think all those animal/S plan/ED to do?  
 S XXX.  
 T let's find out.  
 T {It was just before dawn and the farmyard was still}.  
 T {Through the back door and into the house crept the cow and the sheep and the hen/S}.  
 T What are they gonna do?  
 T Let's listen.  
 T {They stole down the hall}.  
 T {And they creak/ED up the stair/S}.  
 T What do you think they/'RE gonna do?  
 T Sit up, though [BM].  
 T Can you do that [BM]?  
 T Sit up [BM].  
 = above utterances whispered to student  
 T {They squeeze/ED under the bed of the farmer and wiggle/ED it out}.  
 T {The bed start/ED to rock and the farmer woke up, and he called, how go/3s the}>  
 T {and}~  
 T What did they do?  
 T {Moo}!  
 T {Baa}!  
 T {Cluck}!  
 T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right off his bed}  
 T Good morning!  
 = above utterance was to a child arriving at school

T {And he fled with the cow and the sheep and all the hen/S}  
 T {Moo/ING and baa/ING and cluck/ING behind him.  
 T name, be careful, please [BM].  
 T {Down the lane, moo}!  
 = point to word  
 T {through the fields, baa}!  
 = point to word  
 T {Over the hill, cluck}!  
 = point to word  
 T {And he never came back}.  
 T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work}?  
 T {But nobody spoke}!  
 T {Then the cow and the sheep and the hen/S came back}.  
 T {Quack, ask/ED the duck}.  
 T {Moo, said the}~  
 = pause for student response  
 S XXX.  
 T {cow}.  
 T {Baa, said the}~  
 = pause for student response  
 S XXX.  
 T {sheep}.  
 T {Cluck, said the}~  
 T {Hen}.  
 T {Which told the duck the whole story}.  
 T Oh, I/'M sorry.  
 = above utterance directed at the researcher  
 T {Then the moo/ING and the baa/ING and the cluck/ING and the quack/ING, they all set to work on their farm}.  
 -----  
 T (Who/'S) Who/'S the farmer/S now then?  
 S XXX.  
 T The animal/S!  
 T And they all took care of their farm.  
 T That was a good book.  
 S XXX.  
 T The end.

### **Teacher 2: *Pig in the Pond***

T Alright my friend/S, today we are gonna read The Pig in the Pond, by Martin Waddell, illustrate/ED by Jill Burton.  
 S XXX.  
 T Do you see that?  
 T What else is on there?

S XXX.

T A duck and a pig.

T Who usually is in a pond?

S XXX.

T The duck is for sure, right?

T Alright, let's see.

T Let's see what the pig is do/ing in the pond.

T The Pig in the Pond.

S XXX.

T Aw, man.

T {This is the story of Neligan/Z pig}.

T Neligan.

T That/'S a weird name.

T {One day Neligan went into town}.

T {It was hot}.

T {It was dry}.

T {The sun shone in the sky}.

T {Neligan/Z pig sat by Neligan/Z pond}.

T Who do you think Neligan is?

S XXX.

T The farmer, yeah.

T {The duck/S went}

= Pauses for student response

T What do duck/S say?

S XXX.

T {The geese went}~

= Pause for student response

T What do geese say?

S XXX.

T {Honk, honk}!

T {They were cool on the water in Neligan/Z pond}.

T Do you guy/S like to go swim/ING when it/'S hot out?

S XXX.

T Cool/3S you off, does/N'T it?

S XXX.

T That/'S true.

S XXX.

T {The pig sat in the sun}.

S XXX.

T {She look/ED at the pond}.

T {The duck/S went}~

= Wait for student response

T What do duck/S say?

S XXX.

T {The geese went}~

= Pause for student response

S XXX.

T {Honk, honk}!

T {And the pig}>

T What does pig say?

S XXX.

= pig noise

T {She did/N'T go in, because pig/s don't swim}.

T What?

T Name, can you sit down please [BM]?

S XXX.

T Well, watch your feet [BM].

S XXX.

T Pig/S like to roll in mud though, don't they?

T {The pig sat in the sun get/ING hotter and hotter}.

T {The duck/S went}~

= Pause for student response

T {The geese went}~

= Pause for student response

S XXX.

= Point to nose to help student recall "honk" noise

T {Honk, honk}!

T {And pig went}~

= Pause for student response

S XXX.

T {She did/N'T go in, because pig/S don't swim}.

S XXX.

= laughs

= Makes pig noise

S XXX.

T {The pig glub/ED and gasp/ED and look/ED at the water}.

T {The duck/S went}~

= Pause for student response

S XXX.

T {The geese went}~

= Pause for student response

S XXX.

T {And the pig went}~

= Pause for student response

S XXX.

= laughs at students making pig noises

T {She rose from the ground and turn/ED around and around, stamp/ING her feet and twirl/ING her tail and}.

T What do you think she/'S gonna do?

S XXX.

T Name [BM].

T Name, can you go over there [BM]?

S XXX.

T You think she/'S gonna go in the pond?

T Huh!

T But she does/N'T swim!

T {Splash}!

T Oh no, look at those duck/S and geese.

T What do you think they/'RE think/ING?

S XXX.

T They/'RE get/ING all wet, are/N'T they?

S XXX.

S XXX.

T He/'S scare/ING the duck/S?

S XXX.

T {Splash}!

T {Splash}!

T {Splash}!

T {Splash}!

T {Splash}!

T {Splash}!

T {Splash}!

T Uh!

T How do you think the pig is feel/ING right now?

S XXX.

T She/'S pretty happy now, is/N'T she, because now she/'S all cool.

T What about the duck/S and the geese?

T What do you think they/'RE think/ING?

T How you think they/'RE feel/ING?

S XXX.

T They/'RE probably like, holy cow, because the pig/'S Splash/ING them all over.

S XXX.

T They probably don't.

S XXX.

T Oh my goodness, look at the duck/S!

T Huh!

T {The duck/S and the geese were Splash/ED out of the pond}.

S XXX.

T It>

T It look/3S like it.

T He took over, did/N'T he?

T {The duck/S went}~

= Pause for student response

S XXX.

T {The geese went}~

= Pause for student response

S XXX.

T {Honk, honk, honk}!

T {which mean/S, very loudly, the pig is in the pond}!

S XXX.

S XXX.

T You stay right there for right now, please [BM].

T {The pig is in the pond}!

= Uses silly voice

T {The pig is in the pond}!

= Uses silly voice

T {The pig is in the pond}!

= Uses silly voice

S XXX.

T {The pig/'S in the pond}!

T {The word spread about, above, below, and beyond}

T {At Neligan/Z farm, the pig/'S in the pond}!

T What>

T (Who/'S all talk/ING) Who/'S all talk/ING about the pig be/ING in the pond?

= Points to picture

S XXX.

T What kind of animal/S are those?

= Points to picture

S XXX.

T Goat/S.

T What kinda animal/S are those, name?

= Points to picture

T XXX.

S XXX.

T Sheep.

T What kinda animal/S are those?

= Points to picture

S XXX.

T Yep.

T And what kinda animal is that?

= Points to picture

S XXX.

T Chicken, and a~

= Points to picture

= Waits for student response

S XXX.

T And a~

= Points to picture

= Waits for student response

S XXX.

T And a~

= Points to picture

= Waits for student response



S XXX.

T Where do you guy/S find those animal/S at?

S XXX.

T At the farm, right?

S XXX.

S XXX.

T They/'RE all just in a tither, are/N'T they?

T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.

T Huh!

T What do you think/'S gonna happen next?

S XXX.

T Name, please put your feet on the floor [BM].

T your body does not belong on there [BM].

T On the floor [BM].

S XXX.

T Name [BM].

S XXX.

T Who/'S gonna be mad?

S XXX.

T Who/'S gonna be mad?

S XXX.

T Let's see.

T {Neligan came on his cart}!

T Uh oh!

T What do you think he/'S gonna say?

S XXX.

T Is pig supposed to be in the pond?

T You think pig/'S gonna be in trouble?

S XXX.

T sit down, name [BM].

T Sit down, Name [BM].

T Thank you [BM].

T {Neligan look/ED at the pig in the pond}.

T {The pig went}~

= Waits for student response

S XXX.

T {And Neligan took off his hat}.

T {Neligan look/ED at the pig in the pond}.

T {And the pig went}~

= Waits for student response

S XXX.

= makes pig noise

T {And Neligan took off his pants and boot/S}.

T {Neligan look/ED at the pig in the pond}.

T {The pig went}~

= Waits for student response

S XXX.

= Makes pig noise

T {And Neligan took off his shirt}.

T {Neligan look/ED at the pig in the pond}.

T {And the pig went}

= Waits for student response

S XXX.

= Makes pig noise

T {And Neligan took off his underwear and}.

T What do you think he/'S gonna do?

S XXX.

T What do you think Neligan/'S gonna do?

S XXX.

T Yeah, but what do you think he/'S gonna do?

S XXX.

T He/'S gonna jump in the pond, you think?

T Think he/'S gonna chase that pig out?

T {Splash}!

T {Neligan join/ED the pig in the pond}.

T {And what happen/ED next}?

T Name, move over [BM].

T you may stand over there, please [BM].

S XXX.

T Look at that!

T He even Splash/ED the~

T What is that?

= Points to picture

S XXX.

T There/'S fish and frog/S.

S XXX.

T He made a big splash, did/N'T he?

T Holy bajolies.

T Oh my goodness, now look!

T All the animal/S jump/ED in!

T {SPLOOOOOOOSH}!

T Holy cow!

S XXX.

S XXX.

= Laughs at student comment

T That/'S a lot of animal/S in the pond.

T {They all join/ED pig in the pond}!

T How do you think all the animal/S are feeling?

T Look at their face/S.

= moves book closer to students for them to see the detail in the pictures

T They/'RE pretty happy about that, are/N'T they?

S XXX.

T XXX.  
 S XXX.  
 T {And that was the story of Neligan/Z pig}.

-----  
 S XXX.

T Stay right here.

S XXX.

T The End.

T Did you guy/S like that one?

S XXX.

T That was a good one, huh?

### **Teacher 2: *Farmer Duck***

T Good job, name!

S XXX.

T and that/'S what you use to pull>

T To get the weed/S out when you/'RE farm/ING, right?

= follows finger along title on cover

S XXX,

T okay it/'S called Farmer Duck, by Martin Wadell and Helen Oxenbury.

T Name, if you wanna listen to the story, you need to sit down [BM].

T Name [BM].

S XXX.

T Then you need to let name know that [BM].

T Shhh [BM].

T Name, then my friend/S can/'T hear [BM].

S XXX.

S XXX.

T It/'S a big book, is/N'T it?

= turns the page and turns to look at the illustration

T Ooh, look at that!

T What does that look like to you guy/S?

T What kind of>

T What time of year do you think this is?

S XXX.

T It look>

T Yeah, look/3S kinda wintery, does/N'T it, name?

= gestures to picture of tree

T There/'S no leaf/s on the tree/S.

= gestures to picture of sky

T sky/S are gray and cloudy.

S XXX.

T I don't know, it kinda does.

T I/'M gonna hold it.

= moving the book so it's on her lap

S XXX.

T It does look kinda foggy, did/N'T it?

T There/'S duck.

= points to picture of duck

T look/3S like he/'S got a rake this time.

T It look/3S like a fork.

T Name, please have a seat if you/'RE gonna listen [BM].

T Or stand back there with the rest of your friend/S [BM].

T Alright [BM].

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did the work}.

T {The farmer stay/ED all day in bed}.

T Well, that/'S not right.

= points to picture of duck

T Look at the poor duck, he look/3S tired.

T Do you see him?

S XXX.

S XXX.

T Yeah, farmer/S are supposed to farm!

T If you don't farm, you can/N'T be a farmer.

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T Quack!

T Name, please come have a seat [BM].

T Name go sit in your chair [BM].

S XXX.

T I>

T You no longer have a choice [BM].

= waits for student to move

T Go sit in your chair [BM].

T I/'M gonna count to three and then I/'M gonna help you [BM].

T One, two [BM]>

T You had a chance and you chose not to listen [BM].

T Thank you [BM].

S XXX.

= Turns head to look at the picture

T He/'S bring/ing the cow in from the field>

T Look, it/'S rain/ing, ew.

T Aw, poor duck!

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

S XXX.

T {The duck answer/ED}~

= Waits for student response

T {Quack}!

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T The poor duck!

= turns head to look at picture

T Oh my goodness, look at that farmer!

T He/'S get/ING fat and lazy.

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

S XXX.

T That/'S not right, is it?

S XXX.

T Why is the farmer>

T Why/'S the duck gotta do all the work?

T {How go/3S the work}?

T {Quack}!

T {How go/3S the work}?

T {Quack}!

S XXX.

T {How go/3S the work}?

T {Quack}!

S XXX.

T {How go/3S the work}?

T {Quack}!

S XXX.

T Look at all this work he/'S do/ing.

= points to picture

T What/'S he do/ing there?

S XXX.

T He/'S cut/ING wood.

T And down here he/'S>

= waits for student response

S XXX.

T Look/3S like he/'S dig/ING potato/S.

T I/'M not sure>

= Points to picture

T What/'S he do/ing here?

S XXX.

T Cook/ING.

= points to picture

T and here he/'S do/ing the~

S XXX.

T Laundry!

T Golly sakes!

S XXX.

T {How go/3S the work}?

T {Quack}!

T {How go/3S the work}?

T {Soon, the poor duck grew (sleep, sleep) sleepy and weepy and tired}.

S XXX.

T Poor duck, he need/3S a break!

T He need/3S a vacation.

S XXX.

T {The hen/S and the cow and the sheep got very upset}.

T {They love/ED the duck}.

T {So they held a meeting under the moon, and they made a plan for the morning}.

T {Moo, said the}~

= waits for student response

S XXX.

T {cow}.

T {Baa, said the}~

= waits for student response

S XXX.

T {Cluck, cluck, cluck, said all the}>

S XXX.

T {The hen/S}.

T {And that was the plan}!

T Wonder what kind of plan they came up with!

T Do you guy/S understand the plan?

S XXX.

T Why not?

S XXX.

T Don't you speak cow and sheep and chicken?

S XXX.

T {It was just before dawn and the farmyard was still}.

T {And through the back door and into the house crept the cow and the sheep and the hen/S}.

T What do you think they/'RE gonna do?

S XXX.

T Who they gonna scare?

S XXX.

T The farmer?

T You think they/'RE gonna scare him up out of bed?

S XXX.

T Let's see!

T {They stole down the hall}.

T {They creak/ED up the stair/s}.

= Points to picture

T who/'S sleep/ING?

T The farmer.

T I wonder what they/'RE gonna do.

T {They squeeze/ED under the bed of the farmer and wiggle/ED about}.

= wiggles her shoulders to act out the verb

T {The bed start/ED to rock and the farmer woke up}.

= moves head and shoulders up as if waking up to act out the verb

T {and he call/ED, how go/3S the work, and}.

T What do you think/'S gonna happen?

S XXX.

T (What you think/'S) What you think/'S gonna happen?

S XXX.

T He/'S gonna see the animal/S?

S XXX.

T And then what?

S XXX.

T You think?

S XXX.

T Let's see.

T {Moo}!

T {Baa}!

T {Cluck}!

T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right out of the bed}.

S XXX.

= Points to picture

T Oh my star/S, look at that.

S XXX.

T They got him up out of bed, did/N'T they?

S XXX.

T {And he fled with the cow and the sheep and the hen/S}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

T They/'RE not very happy, are they?

= Pause for student response

T Would you guy/S run if those animal/S were chase/ING you?

S XXX.

T I would!

S XXX.

T Cow/S are pretty big.

T {Down the lane, moo}!

T {through the field/S, baa}!

T {Over the hill, luck}!

= Drags finger along words

T {and he never came back}.

T Huh, they chase/ED him away!

T Now who/'S gonna take care of the animal/S?

S XXX.

T Let's see what happen/3S.

S XXX.

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work, but nobody spoke}!

T Hmm.

= Points to image of duck

T there/'S poor duck, he/'S take/ING hay.

T {Then the cow and the sheep and the hen/S came back}.

T {Quack, asked the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

S XXX.

T It/'S a good thing he understand/3S cow/S and sheep and duck and chicken/S.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----

= moves the book and turns her head to look at the picture

T Now look, they/'RE all help/ING.

T That/'LL make that duck happy, won/'T it?

= Turns to the back page

S XXX.

T Yeah.

T Oh, and now look!

T That/'S a much nice/ER picture, huh?

T Now what time of the year do you think it is?

S XXX.

T What time of the year?

S XXX.

T Is it winter, spring, summer, fall?

S XXX.

T It could be spring or summer, yeah.

T 'Cause now there/'S leave/S on the tree/S.

T Look it, the sky/S are blue.

T There/'S stuff grow/ING in the field/S.

T Green grass.

T And that/'S the end.

S XXX.

T Not yet.

S XXX.

T That was a long one, was/N'T it?

T Was it good?

T Did you guy/S like that story?

S XXX.



T So there you go, don't take advantage of duck or the other animal/S are gonna get ya.

**Teacher 3: *Pig in the Pond***

T What was this book?

= points to Farmer Duck book

S XXX.

T Big.

T And what is this book?

= holds up Pig in the Pond

S XXX.

T Smaller.

T I don't know that it's small, right?

T Alright, so should we do the part/S again?

T What's this?

= gestures to cover of book

S XXX.

= turns book over

S XXX.

= Turns the book to show the spine

S XXX.

= Gestures to top of book

S XXX.

= Gestures to bottom of book

S XXX.

T And>

S XXX.

T Well, (I did/N'T) I did/N'T turn the page yet.

T I'M gonna read the pig in the pond.

T Martin Waddell.

T Illustrate/ED by Jill Barton.

T So (what's) What's the name of this book?

S XXX.

T What's the name of the book?

S XXX.

S XXX.

T But what's the name of the book.

T Of the story I'M gonna read?

S XXX.

T The pig in the pond, good job.

T Alright, I'M gonna open the book.

S XXX.

T It is just white.

T Alright, here we go again.

T The pig in the pond.

= drags finger along author name

T Martin Waddell.  
 = Drags finger along illustrator name  
 T Illustrate/ED by Jill Barton.  
 T So who do you think is the author?  
 S XXX.  
 T The Martin.  
 T Martin Waddell!  
 T And who is the illustrator?  
 S XXX.  
 T Illustrate/ED by Jill Barton.  
 T And (we) we know that the author write/3S the word/S and the illustrator~  
 = pause for student response  
 S XXX.  
 T Paint/3S or draw/3S the picture/S.  
 S XXX.  
 T Alright.  
 T {This is the story of Neligan/Z pig}.  
 T {One day Neligan went into town}.  
 = Points to picture  
 T I think that/'S Neligan there, go/ING into town.  
 T {It was hot}.  
 T {It was dry}.  
 T {The sun shone in the sky}.  
 T {Neligan/Z pig sat by}>  
 T What/'D you notice about all those word/S?  
 S XXX.  
 T They all~  
 T Sound the same.  
 T {Neligan/Z pig sat by Neligan/Z pond}.  
 T {The duck/S went}~  
 = Pause for student response  
 T {Quack}!  
 T {The geese went, honk}!  
 S XXX.  
 T {They were cool on the water in Neligan/Z pond}.  
 S XXX.  
 T {The pig sat in the sun}.  
 S XXX.  
 T Uh oh.  
 T Lookit.  
 = Points to picture of the pig  
 T I don't know, let's look at the pig.  
 T {She look/ED at the pond}.  
 T {The duck/S went, quack}!  
 T {The geese went, honk}!  
 T {The pig went}~

= Pause for student response

S XXX.

T {Oink}!

T {She did/N'T go in, because pig/S don't swim}.

T {The pig sat in the sun getting hotter and hotter}.

= Points to pictures of the pig

T {The duck/S went, quack, quack}!

S XXX.

T {The geese went, honk, honk}!

S XXX.

T {The pig went, oink, oink}!

S XXX.

T {She did/N'T go in, because}~

= pause for student response

S XXX.

T {pig/S don't swim}.

S XXX.

T it is hot.

T So I think this pig want/3S to do something.

S XXX.

T {The pig gulp/ED and gasp/ED and look/ED at the water}.

T {The duck/S went, quack, quack, quack}!

S XXX.

T {The geese went, honk, honk, honk}!

S XXX.

T {The pig went, oink, oink, oink}!

S XXX.

T {She rose from the ground}.

T {and turn/ED around and around}.

T {stamp/ING her feet}.

T {and twirl/ING her tail and}.

S XXX.

T {Splash}!

T She jump/ED in the water!

T She could/'NT take it anymore, right?

T She was get/ING so hot.

T Oh my.

T {Splash}!

= Points at the word

T {Splash}!

= Points at the word

T {Splash}!

= Points at the word

T {Splash}!

= Points at the word

T {Splash}!

= Points at the word  
 T {Splash}!  
 = Points at the word  
 T {Splash}!  
 = Points at the word  
 T {Splash}!  
 T Is that pig have/ING a good time?  
 S XXX.  
 T Sit on your bottom XX [BM].  
 S XXX>  
 T That/'S a long time.  
 T Oh my!  
 T {The duck/S and the geese were splash/ED out of the pond}.  
 T Lookit.  
 T Did>  
 T (What happen/ED) what happen/ED over here, do you think?  
 S XXX.  
 T Splash/ED them so far out, they/'RE lay/ING over a tree branch!  
 S XXX.  
 T Alright, let's see what/'S gonna happen.  
 T Let's listen.  
 T {The duck/S went, quack, quack, quack, quack}!  
 S XXX.  
 T {The geese went, honk, honk, honk, honk}!  
 S XXX.  
 T {Which mean/3S, very loudly, the pig/'S in the pond}!  
 S XXX.  
 T Uh oh.  
 T {The pig/'S in the pond}!  
 = Points at the words  
 T {The pig/'S in the pond}!  
 = Points at the words  
 T {The word spread about, above, and beyond}.  
 T {The pig/'S in the}~  
 = Points at the words  
 = pause for student response  
 S XXX.  
 T {pond}!  
 T {The pig/'S in the pond}!  
 = points to the picture  
 T {At Neligan/Z farm}.  
 = Points at the word  
 T {the pig/'S in the pond}!  
 S XXX.  
 T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.  
 T Hmm.

T I wonder what/'S gonna happen.  
 T You guy/S wonder?  
 T Let's see.  
 T {Neligan came on his cart}!  
 T Huh!  
 = points to picture  
 T There he is, look/ING at the pig.  
 S XXX.  
 T I don't know, do you think he/'S mad?  
 S XXX.  
 T You do?  
 T Alright, let's see.  
 = turns head to look at the picture  
 T I don't know, look at his face.  
 T Does that look mad?  
 S XXX.  
 T I don't know, I don't think he look/3S mad.  
 S XXX.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink}!  
 S XXX.  
 T {Neligan took off his hat}.  
 = makes gesture like she's taking off a hat  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {Oink, oink!}  
 T {Neligan took off his pants and boot/S}.  
 S XXX.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink, oink}!  
 S XXX.  
 T {Neligan took off his shirt}.  
 S XXX.  
 = points to picture of shirt  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {Oink, oink, oink, oink}!  
 = counts on fingers along with saying "oink"  
 T {Neligan took off his underwear and}.  
 S XXX.  
 T {Splash}!  
 T {Neligan join/ED the pig in the pond}.

T {And what happen/ED next}?

S XXX.

T Oh, that/'S a good guess.

T The pig got splash/ED out.

T Oh!

T Oh, that/'S not what happen/ED!

T {SPLOOOOOOOSH}.

T What did happen?

S XXX.

T Everybody jump/ED in the pond.

S XXX.

T (I did not) I did not see an alligator.

T Do you see an alligator?

S XXX.

T No, because this is a~

= pause for student response

S XXX.

T Not because it/'S a book.

T What kind of place is this where the animal/S live?

S XXX.

T A farm, a farm.

S XXX.

T There/'S no alligator>

T Well, not on this farm.

T {They all join/ED the pig in the pond}!

T {And that was the story of Neligan/Z pig}.

-----

S XXX.

T The end.

T So what/'D you guy/S think about this story?

S XXX.

T That you/'RE hot!

T And what did you learn about if you were hot?

S XXX.

T You can go in the pool.

S XXX.

T And can pig/S swim?

S XXX.

T Do you think pig/S can swim, what do you think?

S XXX.

T Yeah, I think pig/S can swim.

T They said at the beginning of the book, pig/S don't swim, but did that pig swim?

S XXX.

T Yeah.

T Don't clean your nose with your finger, go get a tissue.

S XXX.

T You think pig/S can/'T swim?

T Well, let me tell you, (I) I have pig/S and pig/S actually can swim.

S XXX.

T Yep.

S XXX.

T Pig/S are very good swimmer/S, actually.

T How about that?

### **Teacher 3: *Farmer Duck***

T Are you ready?

T Okay.

= above comments addressed to the researcher

T Alright, so what are the part/S of the book?

T What/'S this?

= Gestures to cover of book

S XXX.

= turns book to show class the back of the book

S XXX.

= gestures to spine of book

S XXX.

T And I/'M gonna read you>

= drags finger along words of the title

T This say/3S Farmer Duck.

= drags finger across words listing the author and illustrator

T Martin Waddell.

T Helen Oxenbury.

T So who know/3S what the name of the book is?

S XXX.

T Farmer Duck!

T And what else is on the front of this book?

S XXX.

T What is Martin Waddell and Helen Oxenbury, do you think?

S XXX.

T The author and the illustrator.

T And do we know which?

S XXX.

T I don't know, let/'S turn the book>

T Page.

T So it does/N'T tell us on this page.

S XXX.

T Alright, here we go.

T Farmer Duck, by Martin Waddell.

= points to words

T Illustrate/ED by Helen Oxenbury.

= points to words

T So now we know, right?

S XXX.

T Who/'S the author?

S XXX.

T So what/'S the author do?

S XXX.

T Write/3S the word/S.

T What/'S the illustrator do?

S XXX.

T Paint/3S or draw/3S the picture/S.

T Alright, let's listen.

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did the work}.

T {The farmer stay/ED all day in bed}.

T So what do you think/'S gonna happen on the next page, huh?

T Let's see, I don't know.

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T {The duck brought the sheep from the (hill) hill}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED}~

= Waits for student response

S XXX.

T {Quack}!

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the}~

= Waits for student response

S XXX.

T The quack?

T Who/'S asking the question how go/3S the work?

T {How go/3S the work, call/ED the farmer}

T {The duck answered}~

= Waits for student response

S XXX.

T {Quack}!

T Oh my.

T Check that farmer out.

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

T Hmm, so>

S XXX.

T He is sleeping.

T That/'S the farmer!

S XXX.



T Oh, here we go!  
 T {How go/3S the work}?  
 T And~  
 = Waits for student response  
 = points to word  
 S XXX.  
 T {Quack}!  
 T Say/3S the duck.  
 T {How go/3S the work}?  
 T And~  
 = Waits for student response  
 = points to word  
 S XXX.  
 T {Quack}!  
 T Say/3S the duck.  
 T {How go/3S the work}?  
 = Waits for student response  
 S XXX.  
 T {Quack}!  
 T Oh my, what/'S he do/ING here?  
 = points to picture  
 S XXX.  
 T (It/'S) It look/3S like sew/ING.  
 T It/'S iron/ING.  
 T It/'S iron/ING.  
 T And so I guess it/'S the farmer, he/'S say/ING.  
 T {How go/3S the work}?  
 = Waits for student response  
 S XXX.  
 T {Quack}!  
 T So what do you think quack mean/3S?  
 S XXX.  
 T {How go/3S the work}?  
 = Gestures to page  
 T {Quack}!  
 = points to picture  
 S XXX.  
 T What/'S the duck do/ING here?  
 S XXX.  
 T {How go/3S the work}?  
 = Waits for student response  
 = points to word  
 S XXX.  
 T Oh.  
 T {Soon, the poor duck grew sleep/Y and weep/Y}.  
 = points to word

T What do you think weep/Y mean/3S?

S XXX.

S XXX.

T What do you think weep/Y mean/3S?

T The chicken/S are pet/ING him.

S XXX.

T {Soon, the poor duck grew sleep/Y and weep/Y and tired}.

T So what do you think weep/Y mean/3S?

S XXX.

T Well, that/'S a good guess.

T Weep/Y mean/3S>

= points to tears on picture of duck

T Do you see these come/ING out of here?

T What/'S that duck doing?

S XXX.

T He/'S cry/ING.

T So he/'S sleep/Y and weep/Y and tired.

T And the chicken/S are pet/ING him.

S XXX.

T {The hen/S and the cow and the sheep got very upset}.

T {They love/ED the duck}.

T {So they held a meeting under the moon, and they made a plan for the morning}.

T {Moo, said the}~

= pause for student response

S XXX.

T {Baa, said the}~

= pause for student response

S XXX.

T {sheep}.

T {Cluck, said the}~

= pause for student response

S XXX.

T Chicken/S.

= points to word on page

T Say/3S "hen/S".

T {And that was the plan}!

T I wonder what their plan was.

T Do you guy/S have an idea what their plan might be?

S XXX.

T Let's find out.

T XXX.

T {It was just before dawn and the farmyard was still}.

T {Through the back door and into the house crept the cow and the sheep and the hen/S}.

T I wonder what they/R'E gonna do.

S XXX.

T Well, we/'LL see.

T {They stole down the hall}.

T {And they creak/ED up the stair/S}.

T What do you think stole down the hall mean/3S?

S XXX.

T Be quiet!

T It mean/3S go quiet down the hall!

T Very good!

T We do that, we/'RE quiet in the hall.

T {They squeeze/ED under the bed of the farmer and wriggle/ED about}.

T {The bed start/ED to rock and the farmer woke up, and he call/ED, how goes the work, and}

S XXX.

T Do you think that/'S what they/R'E gonna say?

T Let's see.

T And...

T {Moo, Baa, Cluck}!

T So it did/N'T say quack!

T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED (and the) the old farmer about and about and about, right off his bed}.

T Hmm, so what do you think they/'RE tryna get the farmer to do?

S XXX.

T Get out of bed.

T Wake up.

T {And he fled with the cow and the sheep and the hens}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

T Oh my goodness, look at that.

T {Down the lane}.

= points to picture of cow

= points to word

T {Moo}!

T {through the fields}.

= points to picture of sheep

T {Baa}!

T {Over the hill}.

= moves finger along picture of hill and hen

= points to word

T {Cluck}!

T {And he never came back}.

T {The duck awoke and waddle/ED wear/ILY into the yard expect/ING to hear, how go/3S the work}.

S XXX.

T {But nobody spoke}!

T Is the farmer around?

S XXX.

T No one said how go/3S the work?

T {Then the cow and the sheep and the hen/S came back}.

T {Quack, ask/ED the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

T What was the whole story?

S XXX.

T (What did they tell the) What did they tell the duck by say/ING moo, baa, and cluck?

S XXX.

T They got the farmer out of bed.

T {(The moo/ING and baa/ING and cluck/ING and quack/ING) then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on the farm}.

-----

T Do you think that they/'RE all work/ING together and they look happy?

S XXX.

= moves book to show the ending illustration page

T And what do you think?

S XXX.

T The end.

T So what do you think about that book?

S XXX.

T I/'VE never seen this book before either.

T What>

T Did you learn anything from this book?

S XXX.

T What do you think you learn/ED?

S XXX.

T You learn/ED about be/ING quiet in the hallway?

S XXX.

T They help/ED each other!

T That is what they learn/ED in this book!

T You are right.

S XXX.

T Yes, you should be quiet in the nap room, too.

S XXX.

T Alright, thank you.

#### **Teacher 4: *Pig in the Pond***

T I/'M ready, are you?

T Alright, the pig in the pond.

S XXX.

T Yep.

S XXX.

T {This is the story of Neligan/Z pig}.

S XXX.

S XXX.

T What/'S go/ING on?  
 T Name, please sit down [BM].  
 S XXX.  
 T No [BM].  
 T Come over here [BM].  
 T Name, come over here [BM].  
 T Do you guy/S remember what the book was called?  
 S XXX.  
 T The pig in the pond.  
 T {This is the story of Neligan/Z pig}.  
 = repeated first line of story, after behavior issues  
 T Name, you ready [BM]?  
 S XXX.  
 T {One day Neligan went into town}.  
 S XXX.  
 = Shushes student who is interrupting  
 T {It was hot}.  
 S XXX.  
 T {It was dry}.  
 S XXX.  
 T {The sun shone in the sky}.  
 T {Neligan/Z pig sat by Neligan/Z pond}.  
 S XXX.  
 T Name, when you/'RE talk/ING as the same time I/'M talk/ING, then my friend/S can/'T hear me [BM].  
 T I know we like to talk and stuff during the story and that/'S okay, but right now repeat/ING what I/'M say/ING is/N'T help/ING, okay [BM]?  
 S XXX.  
 T {The duck/S went, quack}!  
 T {The geese went, honk}.  
 T {They were cool on the water in Neligan/Z pond}.  
 S XXX.  
 T {The pig sat in the sun}.  
 T {She look/ED at the pond}.  
 T {The duck/S went}~  
 = pause for student response  
 S XXX.  
 T {The geese went}~  
 = pause for student response  
 S XXX.  
 T {The pig went}~  
 = pause or student response  
 S XXX.  
 T Yeah, that was good!  
 T {She did/N'T go in, because pig/S don't swim}.  
 T (Has) Has anybody ever seen a pig swim?

S XXX.

T Are you fib/ING?

T Hmm.

S XXX.

T Have you really seen a pig swim or are you just say/ING that?

S XXX.

T You/'RE just say/ING that, okay.

T I just want/ED to know if anybody had?

T {The pig sat in the sun getting hotter and hotter}.

T {The duck/S went}~

= pause for student response

S XXX.

T {quack, quack}!

T {The geese went}~

= pause for student response

S XXX.

T {honk, honk}!

T {The pig went}~

= pause for student response

S XXX.

T {She did/N'T go in}.

T Why?

S XXX.

T {because pig/S don't swim}.

S XXX.

T (Let's see) let's see what happen/3S.

T {The pig gulp/ED and gasp/ED and look/ED at the water}.

T {The duck/S went, quack, quack, quack}!

S XXX.

T {The geese went, honk, honk, honk}.

S XXX.

T {The pig went, oink, oink oink}!

S XXX.

T {She rose from the ground}.

T {and turn/ED around and around}.

T Name [BM].

S XXX.

T {stomp/ING her feet}.

T {and twirl/ING her}.

T {tail and}.

S XXX.

S XXX.

T {Splash}.

T You/'RE right, she did.

T She jump/ED right in the water.

T {SPLASH}!

T {SPLASH}!  
 T {SPLASH}!  
 = points to word  
 T {SPLASH}!  
 T {SPLASH}!  
 T {SPLASH}!  
 T {SPLASH}!  
 = points to word  
 T {SPLASH}!  
 = points to word  
 T {SPLASH}!  
 T Do you think she/'S have/ING fun?  
 S XXX.  
 T I think so!  
 T She is everywhere.  
 = gestures to picture  
 T Look at her!  
 S XXX.  
 T What?  
 S XXX.  
 T {The duck/S and the geese were splash/ED out of the pond}.  
 T Uh oh.  
 S XXX.  
 T Where/'S the froggy?  
 = points to picture of frog  
 T Oh, look at that!  
 T I did/N'T even see that.  
 S XXX.  
 T Can you sit down please [BM]?  
 T Alright, you ready to see what happen/3S?  
 T {The duck/S went quack, quack, quack, quack}!  
 S XXX.  
 T {The geese went, honk, honk, honk, honk}.  
 S XXX.  
 T {which mean/3S, very loudly, the pig/'S in the pond}!  
 T You think that/'S what it mean/3S when duck/S go honk, honk, honk, honk?  
 S XXX.  
 T I guess in this story it is, huh?  
 T Alright, I did/N'T ask for any pig noise/S yet.  
 T {The pig/'S in the pond}!  
 T {The pig/'S in the pond}!  
 = points to picture  
 T {The word spread about, above, and beyond}.  
 T {The pig/'S in the pond}!  
 = points to picture  
 T {The pig/'S in the pond}!

T {At Neligan/Z farm}.

T {the pig/'S in the pond}!

S XXX.

T What/'S the doggy do/ING?

S XXX.

T Oh yeah, actually I did/N'T realize that was a doggy at first.

T I don't know what I thought.

T I thought maybe it was>

T I/'M not sure.

S XXX.

T (Maybe) maybe I thought it was a cow.

T I just did/N'T realize it was a dog.

S XXX.

T Maybe.

S XXX.

T {From the field/S all around they came to see}>

S XXX.

T Right.

S XXX.

T Oh, I thought you were go/ING to tell me about Daddy/Z cow Pepsi.

T I was gonna say, I already know about Pepsi.

S XXX.

T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.

T Hey boy/S and girl/S what do you think is gonna happen?

T They all came to see the pig in the pond.

S XXX.

T You think they/'RE all gonna jump in?

S XXX.

T Who think/3S they/'RE gonna jump in?

T Raise your hand [BM].

S XXX.

T Oh, (you/'RE the only) you/'RE the only one that/'S not raise/ING your hand.

T It was your idea!

T Yeah, there you go.

T He like/ED the idea at first, but>

S XXX.

T Let's see.

S XXX.

T {Neligan came on his cart}!

T Where/'S Neligan?

= points to picture

T There/'S the cart.

= points to picture

T Oh, and there/'S the farmer.

T Do you think he/'S happy or no?



S XXX.  
 T I don't know, let's see.  
 S XXX.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {oink}.  
 T {Neligan took off his hat}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {Oink, oink}!  
 T {Neligan took off his pants and boot/S}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {oink, oink oink}!  
 T {Neligan took off his shirt}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went}~  
 = pause for student response  
 S XXX.  
 T {oink, oink, oink}!  
 S XXX.  
 T {Neligan took off his underwear and}.  
 T What did he do?  
 S XXX.  
 T {Splash}!  
 T {Neligan join/ED the pig in the pond}.  
 = points to picture  
 T Look, and there/'S that frog!  
 S XXX.  
 = points to picture  
 T There/'S another one.  
 T There you>  
 = points to picture  
 S XXX.  
 S XXX.  
 T And there/'S another one.  
 S XXX.  
 T Yes, I see.  
 S XXX.  
 T Okay, I have a quest\*>

T Whoa!  
 S XXX.  
 T No, you/'RE okay.  
 = above utterance addressed to individual student  
 T Sit up and go [BM]>  
 S XXX.  
 T Nobody [BM]>  
 S XXX.  
 T Okay, sit down [BM].  
 T I need my friend/S sit/ING in 5, sit/ING in 4, sit/ING in 3 [BM]>  
 T Over here, where you/'RE supposed to be [BM].  
 = above utterance addressed to individual student  
 T Are you supposed to be touch/ING that [BM]?  
 T Any idea/S?  
 T He join/ED Nel\*>  
 T He join/ED the pig in the pond, then what?  
 T Name?  
 S XXX.  
 T You think we/'RE gonna have>  
 T Would it be a big splash or a little splash?  
 S XXX.  
 T Yeah!  
 S XXX>  
 T Here we go, we/'VE got~  
 T {What happen/ED next}?  
 T {SPLOOOOOOOSH}.  
 T Super big one!  
 T There/'S the cow/S and the duck/S and the <yup> and the pig.  
 S <XXX.>  
 S XXX.  
 T And the cat.  
 T Where/'S the dog?  
 T Where/'S that dog I was/N'T sure was a dog?  
 = points at the picture  
 S XXX.  
 T There/'S the dog!  
 S XXX.  
 S XXX.  
 T Yep, they/'RE all in there.  
 T Okay, go back.  
 S XXX.  
 T Alright, you ready?  
 S XXX.  
 T I already said that, sit down [BM].  
 = above utterance addressed to individual student  
 T Alright.

T {They all join/ED the pig in the pond}!  
 T You think they/'RE all>  
 = hits face with the book  
 T Ow, sorry.  
 T Do you think that they/'RE all hot still?  
 S XXX.  
 T No, because they/'RE in the water, right?  
 T Alright.  
 T {And that was the story of Neligan/Z pig}.  
 -----  
 S XXX.  
 T That/'S the end, yep.  
 S XXX.  
 T Alright, did we like this story?  
 T Thumb/S up if you like/ED the story.  
 S XXX.  
 T Yep.  
 T Alright.

#### **Teacher 4: *Farmer Duck***

T Alright boy/S and girl/S, this is our book that we/'RE gonna read and it/'S farmer duck.  
 T But I need you to turn around so you/'RE face/ING me, okay [BM]?  
 S XXX.  
 T Farmer duck.  
 = points to the cover of the book  
 T Is this the front of the book or the back of the book?  
 S XXX.  
 T The front of the book.  
 T How do we know that this is the front of the book?  
 S XXX.  
 = points to the title of the book  
 T It has the>  
 T What else>  
 T It has the name, but what else can that be called?  
 T The~  
 = pause for student response  
 S XXX.  
 T The title.  
 = points to spine of the book  
 T And what/'S this?  
 S XXX.  
 T Who remember/3S?  
 T Name, do you remember?  
 S XXX.  
 T The spine, that/'S right.

= gestures to back of the book

T And this is the what?

S XXX.

T The back of the book.

T That/'S right.

T Alright, okay.

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did the work}.

T {The farmer stay/ED in bed all day}.

S XXX.

T I don't know, we/'RE gonna have to find out.

T Why do you think he did?

S XXX.

T Oh, well it say/3S he/'S lazy.

T Does anybody know what that word mean/3S?

S XXX.

T And he does/N'T do a lot of stuff, does he?

T No.

S XXX.

T Yeah!

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

S XXX.

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T {The duck put the hen/S in their house}.

T {How go/3S the work, called the farmer}.

T {The duck answered}~

= Pause for student response

S XXX.

T {quack}!

S XXX.

T That/'S what duck/S say!

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

S XXX.

T Not that time, he did/'NT say anything yet.

T {How go/3S the work}?

= Pause for student response

S XXX.

T {How go/3S the work}?

= Pause for student response

S XXX.

T {How go/3S the work}?

= Pause for student response

S XXX.

T {How go/3S the work}?

= Pause for student response

S XXX.

T {How go/3S the work}?

= points to picture

= Pause for student response

S XXX.

T {How go/3S the work}?

= points to picture

= Pause for student response

S XXX.

T {Soon, the poor duck grew sleepy and weepy and tired}.

T Does>

T What does weepy mean?

S XXX.

T He/'S sleepy and weepy and tired.

T We know what sleepy and tired mean/3S, but does anybody know what weepy mean/3S?

S XXX.

T Look at the duck.

= points to picture of duck

T (What/'S) What/'S on his face?

S XXX.

S XXX.

T He/'S cry/ING.

T Why is he cry/ING?

S XXX.

T He/'S tired and he/'S sad, right?

T He/'S sad to have to do all that work by himself all the time.

T Alright, let's see.

S XXX.

T {The hen and the cow and the sheep got very upset}.

T {They love/ED the duck}.

T {So they held a meet/ING under the moon, and they made a plan for the morning}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck said the hen/s}.

T {And that was the plan}!

S XXX.

T Uh oh.

T I don't know what their plan is, but I might say uh oh too.

S XXX.

T They/'RE try/ING to help duck, right?

T {It was just before dawn and the farmyard was still}.

T {Through the back door and into the house crept the cow and the sheep and the hen/S}.

T Oh man.

S XXX.

T Can you please sit on your bottom [BM]?

= to individual student

S XXX.

T They/'RE go/ING inside the house.

S XXX.

T We have to figure out what their plan is, I don't know yet.

T {They stole down the hall}.

T {And they creep/ED up the stair/S}.

S XXX.

= points to picture

T There/'S his bedroom, right?

T {They squeeze/ED under the bed of the (farmer) farmer and wriggle/ED about}.

T {The bed start/ED to rock and the farmer woke up, and he XX}>

T (I/'M) I/'M sorry.

T {And the farmer woke up and he call/ED, how go/3s the work, and}.

S XXX.

T Don't say>

T Not that>

T This is/N'T that part.

T We need to figure out what happen/3S.

T What does the cow say?

= points to word

S XXX.

T {Moo}!

T What does the sheep say?

= points to word

S XXX.

T {Baa}!

T What does the hen say?

= wait for student response

T {Cluck}!

T {(They) they lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right out of the bed}.

S XXX.

T Oh, do you think he is or do you think maybe the chicken will move first?

S XXX.

T I think it might move first.

T {And he fled with the cow and the sheep and the hen/S}.

T {Moo/ING and baa/ING and cluck/ING behind him.

= points to words "mooing" and "baaing"

T So what did he do?

S XXX.

T He woke up.

T And what did he do when he saw them there?

S XXX.

T He did, and then what/'D he do?

S XXX.

T He ran.

= points to the picture

T And look they/'RE all follow/ING him.

T {Down the lane}.

T What does the cow say?

= points to word

= pause for student response

S XXX.

T {Moo}!

T {through the fields}.

T What does the sheep say?

= points to word

= pause for student response

S XXX.

T {Over the hill}.

T What does the hen say?

= pause for student response

S XXX.

T {and he never came back}.

S XXX.

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work}?

T {But nobody spoke}!

T {Then the cow and the sheep and the hen came back}.

T {Quack, ask/ED the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

S XXX.

T Well, maybe we gotta think about that.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----

T So was the duck do/ING all the work by himself still?

S XXX.

T Nope, he had help now, did/N'T he?

S XXX.

T Yeah, he did have help.

T But you ask/ED what the whole story was.

T What/'S the whole story?

T They made a plan, and then what did they do?  
 S XXX.  
 T Oh, I don't know, the farmer never came back.  
 T Alright, are we all done?  
 S XXX.  
 T Did we like our story?  
 S XXX.  
 T Alright, and that's it.

### **Teacher 5: *Pig in the Pond***

T Alright friend/S, I'M gonna read you this story.  
 T It's called the pig in the pond.  
 T The author is Martin Waddell and it's illustrate/ED by Jill Barton.  
 T That mean/S she's the one who drew the picture/S.  
 T Put your eye/S right up here on me.  
 S XXX.  
 T Please use your kind word/S and your listening ear/S, name [BM].  
 T Alright.  
 T {This is the story of Neligan/Z pig}.  
 S XXX.  
 T {One day Neligan went into town}.  
 T {It was hot}.  
 T {It was dry}.  
 T {The sun shone in the sky}.  
 T {Neligan/Z pig sat by Neligan/Z pond}.  
 T {The duck/S went, quack}!  
 T {The geese went, honk}.  
 T {They were cool on the water in Neligan/Z pond}.  
 T Name, put your eye/S up here, please [BM].  
 S XXX.  
 T What do you wonder, name?  
 S XXX.  
 T I don't know, let's see.  
 T {The pig sat in the sun}.  
 T {She look/ED at the pond}.  
 T {The duck/S went, quack}!  
 T {The geese went, honk}.  
 T {The pig went, oink}.  
 T {She did/N'T go in, because pig/S don't swim}.  
 T Hmm!  
 S XXX.  
 T We'll see.  
 T {She sat in the sun getting hotter and hotter}.  
 T {The duck/S went, quack, quack}!  
 T {The geese went, honk, honk}.



T {The pig went oink, oink}!  
 T {But she did/N'T go in, because pig/S don't swim}.  
 T {The pig gulp/ED and gasp/ED and look/ED at the water}.  
 T Can you help me this time?  
 T {The duck/S went}.  
 T {quack, quack, quack}!  
 S XXX.  
 T What noise do the geese make?  
 S XXX.  
 T Honk.  
 T Alright, three honk/S, here we go.  
 T {The geese went, honk, honk, honk}.  
 T {The pig went, oink, oink oink}!  
 T {She rose from the ground}.  
 T {She turn/ED around and around}.  
 T {stamp/ING her feet}.  
 T {and twirl/ING her}.  
 T {tail and}.  
 T {Splash}!  
 T What did she do?  
 S XXX.  
 T You think she fell?  
 S XXX.  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 T {Splash}!  
 S XXX.  
 T I think she/'S enjoy/ING that.  
 S XXX.  
 T Yeah, yes.  
 S XXX.  
 T Ok, you/'LL cool down.  
 = above utterance to individual student  
 T {The duck/S and the geese were splash/ED out of the pond}.  
 S XXX.  
 T Why did that happen?  
 S XXX.  
 T Yes!  
 T Huh, here we go we/'RE gonna make our noise/S again.  
 T {The duck/S went quack, quack, quack, quack}!  
 S XXX.

T {The geese went}.  
 T {Honk, honk, honk, honk}.  
 S XXX.  
 T {Which mean/3S, very loudly, the pig/'S in the pond}!  
 T {The pig/'S in the pond}!  
 T {The pig/'S in the pond}!  
 T {(The) the word spread about, above, and beyond}.  
 T {The pig/'S in the pond}!  
 T {The pig/'S in the pond}!  
 T {At Neligan/Z farm}.  
 T {the pig is in the pond}!  
 T The animal/S are all very excited!  
 S XXX.  
 T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.  
 S XXX.  
 T {Neligan came on his cart}!  
 S XXX.  
 T Let's see.  
 T {Neligan look/ED at the pig in the (pond) pond}.  
 T {The pig went, oink}.  
 T {Neligan took off his hat}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink}!  
 T {Neligan took off his pants and his boot/S}.  
 T {Neligan look/ED at (the pond) the pig}>  
 T Sorry, friend/S let me start again.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink oink}!  
 T {Neligan took off his shirt}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink, oink, oink}!  
 T {Neligan took off his underwear and}.  
 S XXX.  
 T {Splash}!  
 T {Neligan join/ED the pig in the pond}.  
 T He got in the pond, too!  
 S XXX.  
 T He probably did/N'T want water up his nose.  
 T {SPLOOOOOOSH}.  
 T What did they do?  
 S XXX.  
 T They did!  
 T They all got in, too!  
 T {They all join/ED the pig in the pond}!  
 S XXX.  
 T Yeah, they are.

S XXX.

T {And that was the story of Neligan/Z pig}.

-----

S XXX.

T The end.

S XXX.

T He was really funny!

T He just want/ED to cool down, did/N'T he?

S XXX.

T Yeah!

S XXX.

T He did, he splash/ED in and then what happen/ED?

S XXX.

T Yeah.

S XXX.

S XXX.

T They>

T They did, and they got so excited when the pig got in because pig/S don't swim!

S XXX.

T (Awesome) awesome, good job friend/S.

### **Teacher 5: *Farmer Duck***

T Alright friend/S, here we go.

T Miss name.

T Farmer duck by Martin Waddell and Helen Oxenbury.

S XXX.

T Hmm.

T What do you think the duck might be?

S XXX.

T XX play in the house?

T Listen to what the title is.

= puts finger to lips

T Farmer duck.

S XXX.

T Hmm, maybe he/'S a farmer.

T name and name, ready?

T Let's see.

S XXX.

T Hmm.

T What kind of weather does it look like?

S XXX.

T Maybe like a storm.

T Yeah.

S XXX.

T Let's see.

T Farmer duck.

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did the work}.

T {The farmer stay/ED in bed all day}.

T mm.

S XXX.

T Yeah, the farmer stay/ED in bed!

T name, would you sit up for me please [BM]?

T name, I'll wait for you to sit criss cross, please [BM].

= waits for student to sit

T Please [BM].

T Does miss name need to come help you [BM]?

T Thank you very much [BM].

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T He is sad.

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answered, quack}.

T He/'S do/ING a lot of work!

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

S XXX.

T Mhm, what does fed up mean?

S XXX.

T It mean/3S he/'S frustrated.

T He does/N'T wanna do that anymore!

T The farmer/'S not do/ING any of the work!

T {How go/3S the work?}

T {Quack}!

T {How go/3S the work?}

T {Quack}!

= points to picture

T {How go/3S the work?}

T {Quack}!

= points to words

T {How go/3S the work?}

T {Quack}!

= points to words

T I think he/'S get/ING tired.

T What is he do/ING?

= points to picture

T What is he do/ING in this picture?

S XXX.

T He/'S sharpen/ING the saw.

S XXX.

T Yeah, like the leader/S.

= points to picture

T What is he do/ING here?

S XXX.

T He/'S shovel/ING, you/'RE right, name.

= points to picture

T Does anyone know what he/'S do/ING here with the dish/s?

S XXX.

T He/'S wash/ING the dish/s.

T Let's see.

= points to picture

T Oh, what is he do/ING here?

S XXX.

T He/'S iron/ING it look/3S like, and fold/ING the clothes.

= whispering to student

T Sit up, please [BM].

T {How go/3S the work?}

T {Quack}!

= points to picture

T {How go/3S the work?}

T {Quack}!

= points to picture

T He/'S a strong duck.

T name, what is he do/ING right here?

S XXX.

T What is he do/ING?

S XXX.

T He has egg/S!

T {Soon, the poor duck grew sleepy and weepy and tired}.

T {The hen and the cow and the sheep got very upset}.

T {They love/ED the duck}.

T {So they held a meeting under the moon, and they made a plan for the morning}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {And that was the plan}!

T {It was just before dawn name and the farmyard was still}.

T {Through the back door and into the house crept the cow and the sheep and the hen/S}.

T Name, will you join us on the carpet please [BM]?

T {They stole down the hall}.

T {And they creak/ED up the stair/S}.

T {They squeeze/ED under the bed of the farmer and wriggle/ED about}.

T {The bed start/ED to rock and the farmer woke up, and he call/ED, how goes the work and}.

T {Moo}!

T {Baa}!

T {Cluck}!

T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED that old farmer about and about and about, right out of bed}.

T {And he fled with the cow and the sheep and all the hen/S}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

S XXX.

T Under his hat.

T Where do you think he/'S go/ING?

S XXX.

T Out of bed.

T {Down the lane}.

T {Moo}!

= points to picture

T {through the fields}.

T {Over the hill}.

T {cluck, cluck, cluck}!

= points to picture

T {and he never came back}.

S XXX.

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work}?

T {But nobody spoke}!

T Hmm.

T {Then the cow/S and the sheep and the hen/S came back}.

T {Quack, ask/ED the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----

T The end.

= points to picture

T Friend/S look right here, what did those animal/S decide to do?

T What are they do/ING for the duck?

S XXX.

T Make/ING the home?

T Did they decide to help him farm?

S XXX.

T They are, they/'RE all help/ING him spread the hay and hoe the garden.

= points to picture

T They/'RE all decide/ED to help him cause the farmer was/N'T.

T Huh, and what/'S the weather on this page?

S XXX.

T It/'S a sunny day.

T Thing/S got better.

T Let's look at the front page, what was the weather like there?

T Do you remember?

T It was a storm/Y day, that/'S not very happy.

T I think it got better at the end of the story.

S XXX.

T The end.

T I think because of the duck, yeah.

T Because the friend/S>

T (His) his animal friend/S help/ED him out!

S XXX.

T Yeah.

### **Teacher 6: *Pig in the Pond***

T This is a surprise book for all of us!

T Okay everybody, before we start can you check your body/S one more time for me?

S XXX.

T Criss cross applesauce [BM].

S XXX.

T Action.

T Okay, our surprise book>

S XXX.

T Can I have your eye/S up here my friend/S [BM]?

T Thank you [BM].

T Do you notice any (uh) letter/S that you/'VE seen before on here?

S XXX.

T (There) there are actually two p/S, look!

= points to letter

T P.

= points to letter

T P.

= drags finger along title

T The pig in the pond.

S XXX.

T (You saw) you saw the XX by the C?

T So what did it say?

T ch ch, yeah, very good.

T Okay, my friend/S, I need eye/S up here [BM].

T Don't worry about the camera, I need your eye/S up here please, okay [BM]?

T Pretend the camera/'S not there [BM].

T You/'RE good at pretend/ING, right [BM]?

S XXX.

T This book is called the pig in the pond.

= points to letters

T Pig and pond both start with p.

T The author of this book is Martin Waddell.

= drags finger along author name

T And illustrate/ED by Jill Barton.

= drags finger along words

= drags finger along author name

T So Martin Waddell.

T What did he do, if he/'S the author?

S XXX.

T He wrote the word/S.

T And the illustrator is Jill Barton~

S XXX.

T He drew the picture/S, very good.

T What do you think might happen in this book?

S XXX.

T You think the pig will swim?

S XXX.

T Let's go ahead and raise your hand if you have an answer.

T If you think you know what might happen.

T name?

S XXX.

T Huh, who might sink?

S XXX.

T You think the duck might sink?

T What do you think, name?

S XXX.

T The pig will sit on the duck?

T Oh no!

T What do you think, name?

S XXX.

T You think the pig will sink.

T Why do you think the pig will sink?

S XXX.

T He/'S heavy?

T I don't know, let's find out.

T Here/'S the title page.

T Did you remember what the title page is for?

S XXX.

T It tell/3S us, yeah, it say/3S the same thing.

T It tell/3S us what the book is called again.

T The pig in the pond.

T {This is the story of Neligan/Z pig}.

T Who do you think Neligan is?



S XXX.

T I/'M guess/ING, yeah, maybe it/'S this guy right here.

T {One day Neligan went into town}.

T {It was hot}.

T {It was dry}.

T {The sun shone in the sky}.

T {Neligan/Z pig sat by Neligan/Z pond}.

T {The duck/S went, quack}!

T {The geese went, honk}.

T {They were cool on the water in Neligan/Z pond}.

T What season do you think it was?

S XXX.

T Why do you think that?

S XXX.

T Yeah, good observe/ING.

T {The pig sat in the sun}.

T {She look/ED at the pond}.

T {The duck/S went, quack}!

T {The geese went, honk}.

T {The pig went}~

= pause for student response

S XXX.

T {Oink}.

T {She did/N'T go in, because pig/S don't swim}.

T {The pig sat in the sun get/ING hotter and hotter}.

T {The duck/S went, quack, quack}!

T {The geese went, honk, honk}.

T {The pig went}~

= pause for student response

XXX.

T {Oink, oink}!

T {She did/N'T go in, because pig/S don't swim}.

T {The pig gulp/ED and gasp/ED and look/ED at the water}.

T {The duck/S went, quack, quack, quack}!

= counting to three on her fingers

T {The geese went, honk, honk, honk}.

= counting to three on her fingers

T {The pig went}~

= pause for student response

= counting to three on her fingers

S XXX.

T Good job, there/'S a pattern here.

T {She rose from the ground}.

T {and turn/ED around and around}.

T {stamp/ING her feet}.

T {and twirl/ING her}.

T {tail and}.

T {Splash}!

S XXX.

T I thought he was/N'T go/ING in!

S XXX.

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

= pause for student response

S XXX.

T {Splash}!

T {The duck/S and the geese were splash/ED out of the pond}.

T Oh my!

S XXX.

T How did they get splash/ED out of the pond?

S XXX.

T And the pig is very heavy, is/N'T he?

S XXX.

T Oh my, my.

T {The duck/S went quack, quack, quack, quack}!

= counts to four on her fingers

T {The geese went, honk, honk, honk, honk}.

= counts to four on her fingers

T How many was that?

S XXX.

T {Which mean/3S, very loudly, the pig/'S in the pond}!

S XXX.

T {The pig is in the pond}!

T {The pig is in the pond}!

T {The word spread about, above, and beyond}.

T {The pig is in the pond}!

T {The pig is in the pond}!

T {At Neligan/Z farm}.

T {the pig is in the pond}!

T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm}.

T Everybody want/ED to see that.  
 T Pig/S must not go in pond/S very often, do they?  
 T {And then}.  
 T {Neligan came on his cart}!  
 T Hmm, what do you think Neligan is go/ING to do?  
 S XXX.  
 T You think the pig/'S go/ING to get in trouble?  
 T Let's find out.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink}.  
 = counts to one with a finger  
 T {Neligan took off his hat}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink}!  
 = counts to two on her fingers  
 T {Neligan took off his pants and his boot/S}.  
 S XXX.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink oink}!  
 = counts to three on her fingers  
 T {Neligan took off his shirt}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink, oink, oink}!  
 = counts to four on her fingers  
 T {Neligan took off his underwear and}.  
 T {Splash}!  
 = drags finger along word  
 = sounds out the word "splash"  
 S XXX.  
 T {Neligan join/ED the pig in the pond}.  
 S XXX.  
 T {What happen/ED next}?  
 S XXX.  
 T {SPLOOOOOOOSH}.  
 = drags finger along word  
 S XXX.  
 T It must/'VE been a hot day.  
 S XXX.  
 T He/'S mad?  
 T Everybody/'S in there with him.  
 T {They all join/ED the pig in the pond}!  
 S XXX.  
 T {And that was the story of Neligan/Z pig}.  
 -----  
 S XXX.  
 S XXX.

T The end.

T So I have a kind of a>

T I have a little question for you.

T What I notice/ED is all of the animal/S, they said the pig/'S in the pond, but the animal/S were not in there with him.

T They thought they/'D never seen a pig in the pond, but when Neligan came home, he got into the pond, and when, I think maybe, is Neligan like their boss kind of, he/'S their owner, he take/3S care of them, when Neligan got into the pond with them, maybe that/'S tell/ING them that it/'S okay that the pig/'S in the pond.

T And then what did everybody do?

S XXX.

T They all jump/ED in!

T Why do you think they all jump/ED in, only after Neligan was in?

S XXX.

T They thought it was fun?

S XXX.

T They thought it was a party for everybody?

S XXX.

T What do you think of this book, friend/S?

S XXX.

T That was a good book.

T The pig in the pond.

### **Teacher 6: *Farmer Duck***

S XXX.

T (Huh), how did you know that?

T Have you read this book before?

S XXX.

T Well, now that was really strange.

T Name said farmer duck.

T Why did you say that, name?

S XXX.

T The duck>

= points to picture on cover

T It/'S farm/ING and it/'S a duck!

T Guess what this book is called?

= drags finger along words of the title

T Farmer duck.

T That/'S amazing!

T Do you know what name was>

T Shh.

T Do you know what name was do/ING?

S XXX.

T Well, you know what>

T Did you read the word/s, name?

= drags finger along the title

T Or did you just read the picture?

= points to picture on cover

S XXX.

T You kind of>

T She was observe/ING the picture and see/ING what she saw and that/'S what she said.

T So usually, remember just like our journal/S today, the word/S usually match~

= pause for student response

S XXX.

T The picture.

= points to title and then to picture

T Just like when you drew a journal today, what was your favorite part of winter, your word/S match/ED your picture.

T So that/'S the same in book/S.

S XXX.

T That/'S a great question.

T Oh my goodness!

= points to author name

T Mart\*>

T Oh.

T This is/N'T the same, I remember that>

= looks back at pig in the pond book

T It is, Martin Waddell!

T It/'S the same author!

= drags finger along author name

T Martin>

T I hope that/'S how you say it.

T Waddell.

T Waddell, maybe it/'S waddell.

= not sure how to pronounce author/z name.

T Martin Waddell.

= points to author name

T It/'S the same author that wrote this one!

T And we like/ED that book, so do you think we/'LL like this one too?

S XXX.

T We/'LL have to see.

T It/'S a different illustrator though.

= drags finger along illustrator name

T Helen Oxenbury.

T So it/'S different picture/S.

S XXX.

T It/'S the same author.

T Alright, are you ready to read farmer duck?

= drags finger along title

T Yes?

S XXX.

T You think the duck is the farmer?  
 S XXX.  
 T (I/'M) Actually my friend/S, I/'M actually go/ING to talk to name because>  
 T Everybody look back at name.  
 T He/'S raise/ING his hand so nicely.  
 T Yes, name.  
 S XXX.  
 T Why do you think this is a long book?  
 S XXX.  
 T It is a big book!  
 T That/'S a good observation.  
 T I don't know if that mean/3S it/'S longer or not, we/'LL have to open it and see.  
 S XXX.  
 T Now, a lot of time/S when I read big book/S we/'LL lay on the floor and read it.  
 T This one is/N'T quite as big so I am go/ING to try it this way and if it does/N'T work we can switch and I/'LL lay on the floor, ok?  
 T Farmer duck.  
 T Hey look, this one has~  
 T Do you remember what that/'S called?  
 S XXX.  
 T A title page, too.  
 = points to title  
 T Farmer duck.  
 S XXX.  
 T Different color word/S.  
 S XXX.  
 T Junie B.?  
 T I said, remember, we/'LL start that tomorrow, ok?  
 T Okay.  
 T {There once was a duck who had the bad luck to live with a lazy old farmer}.  
 = drags finger along words  
 T {The duck did the work}.  
 = drags finger along words  
 T {The farmer stay/ED all day in bed}.  
 = drags finger along words  
 T Oh my!  
 T There was a farmer, but he/'S lazy!  
 = points to picture.  
 S XXX.  
 T You th\*>  
 T Well, it said>  
 T It did/N'T say he/'S sick, it said he/'S lazy.  
 = getsures to print  
 T So the duck had to do his work.  
 = points to picture  
 T Oh my.

S XXX.

T Lazy mean/3S you just>

S XXX.

T Yeah, lazy/'S>

T Sometimes it/'S fun to just lay around and be lazy, but if you/'RE lazy all the time that/'S not good because you/'RE not put/ING first thing/S first.

T Work then play.

T You/'RE lazy, you/'RE lay/ING around, you/'RE not do/ING anything.

S XXX.

T Well (you/'RE just) yeah, you/'RE just lay/ING around.

S XXX.

T Alright, let's put our bubble/S in and let's see what happen/3S.

S XXX.

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED}.

= drags finger along word

T {Quack}!

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

= points to picture

T Look,

T Oh, the farmer, is he back in the house?

T He/'S just yell/ING out the window not do/ING anything.

T Hmm.

T {The duck answer/ED}.

= drags finger along word

T {Quack}!

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the farmer.}

T {The duck answered}~

= Points to word

= pause for student response

S XXX.

T Quack!

T Hey look, quack start/3S with q.

= points to letter q

= sounds out the q sound

T Q, q, quack.

T Oh, look at that farmer, he is eat/ING chocolate in his bed while the duck do/3S the work.

S XXX.

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

T They/'RE not>

T He/'S not synergize/ING, is he?

T They should be work/ING together.

S XXX.

T As a team.

T {How go/3S the work}?

= points to word

T {Quack}.

T {How go/3S the work}?

= drags finger along words

= points to word

T {Quack}.

T {How go/3S the work}?

= drags finger along words

= points to word

T {Quack}.

T Hmm, wow, he even has to do the inside work.

= points to pictures

T He do/3S the laundry and the dishes, the garden/ING.

T {How go/3S the work}?

= points to word

S XXX.

T Good.

T {How go/3S the work}?

= drags finger along words

= points to word

S XXX.

T {Soon, the poor duck grew sleepy and weepy and tired}.

= drags finger along words

S XXX.

T You may.

T Sleepy and weepy.

T Does anybody know>

T We know what sleepy mean/3S, but what does weepy mean?

S XXX.

T That/'S a good guess.

T That/'S sleepy.

= points to picture

T Look at his tear/S.

S XXX.

T Yeah, he/'S weep/ING, he/'S cry/ING.

T We could put that on our wow word/S list, could/N'T we?

S XXX.

T Have you ever been weepy at home?

S XXX.

T Yeah?

T Everybody probably has.

T {The hen and the cow and the sheep}>

T Shh [BM].



T You need to wait, please [BM].  
T {The hen and the cow and the sheep got very upset}.  
T {They love/ED the duck}.  
T {So they held a meeting under the moon, and they made a plan for the morning}.  
T {Moo, said the cow}.  
= drags finger along words  
T {Baa, said the sheep}.  
= drags finger along words  
T {Cluck, said the hen/S}.  
= drags finger along words  
T {And that was the plan}!  
= drags finger along words  
T Boy, (I wish I could) I wish I could understand cow, sheep, and hen talk.  
S XXX.  
T What was their plan?  
S XXX.  
T They like duck, they don't want duck to have to do all the work.  
T Watch your step there, buddy [BM].  
T {It was just before dawn and the farmyard was still}.  
T {Through the back door and into the house crept the cow and the sheep and the hen/S}.  
S XXX.  
T They/'RE go/ING into the house?  
S XXX.  
T You may [BM].  
T What are they do/ING in the house?  
T Watch your step over the cord there [BM].  
S XXX.  
T They/'RE tell/ING the farmer to do his own job?  
T What do you think, name?  
S XXX.  
T Oh my, that would be silly!  
T {They stole down the hall}.  
T {And they creak/ED up the stair/S}.  
= points to picture  
T Oh look, farmer is sleep/ING.  
S XXX.  
T You think they break his bed so he can/'T lay there anymore?  
T {They squeeze/ED under the bed of the farmer and wriggle/ED about}.  
T {The bed start/ED to rock and the farmer woke up, and he call/ED, how go/3s the work}.  
T That/'S what he say/3S all the time.  
T {and}~  
T {Moo}!  
T {Baa}!  
T {Cluck}!  
T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right out of the bed}.

S XXX.

T He/'S got his pajama pants.

T {And he fled with the cow and the sheep and the hen/S}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

S XXX.

T {Down the lane}.

= drags finger along word

T {Moo}!

T {through the fields}.

= drags finger along word

T {Baa}!

T {Over the hill}.

= drags finger along word

T {cluck}!

T {and he never came back}.

T {The duck awoke and he waddle/ED wearily into the yard expect/ING to hear>}

T Name.

S XXX.

T Just wait one minute please, we/'RE almost done [BM].

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear how go/3S the work}?

T {But nobody spoke}!

T Huh!

S XXX.

T Nobody talk/ED.

T Good question.

T I like when you ask question/S when you don't know a word.

T {Then the cow and the sheep and the hen/S came back}.

T {Quack, ask/ED the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

= points to picture

T How does he feel?

S XXX.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----

T What are they do/ING?

S XXX.

T They/'RE synergize/ING, they/'RE work/ING together!

T Oh my goodness.

T So now the>

S XXX.

T The duck>

S XXX.

T Remember the farmer never came back.

T Oh, I have to tell you, this make/3S my heart feel happy.

T That poor duck was do/ING the work all by himself, and now they/'RE synergize/ING.

T Can I tell you what that remind/3S me of?

T I have four kid/S at home, right?

T You know my kid/S?

T Sometimes>

T That/'S the end of the story, let's close up.

S XXX.

T Well, sometimes they do, but do you know, sometimes>

T name.

T Sometimes I feel like that duck.

T I have to wash the dishes, do the laundry, clean the floor/S, pick up the toy/S, um, all the work around the house, and when that happen/3S, the I start to think, hmm, I/'M do/ING too much, I need help from my family.

T So I teach my kid/S that we are a team and we work together.

T So sometimes they need remind/ED that we are a team, but you know what happen/ED last night?

T Oh, it just made me the>

T It made me feel like duck.

= points to picture

T Name said okay kid/S, we/'RE go/ING to have a ten minute clean-up and everybody we all work together and we clean/ED up the toy/S, we put away the dishes, and we put away the laundry, and it was so much easy/ER that I did/N'T have to do it all by myself.

T The little one/S help/ED too, yeah!

### **Teacher 7: *Pig in the Pond***

T The pig in the pond.

= points to mouth for "p" sound

T Pig and pond, they start with (what) what letter?

S XXX.

T P!

T And look!

= points to picture on cover

T The pig and the duck/S and the pond.

T And what/'S the pond made out of?

S XXX.

T (Uh) I wanna be right there right now.

T Come on over, you wanna help me [BM]?

= talking to individual student

T It/'S called the~

= gestures to cover

= pause for student response

S XXX.

T The~  
 = gesture to spine  
 = pause for student response  
 S XXX.  
 T And the~  
 = gesture to back of book  
 = pause for student response  
 S XXX.  
 T Kiss your~  
 = pause for student response  
 = gestures to her head  
 S XXX.  
 T You guy/S are smart.  
 T XXX.  
 T {This is the story of>}  
 T I don't even know that word.  
 T You did that on purpose, did/N'T you?  
 T Well done.  
 = joking to researcher  
 T XX chime in.  
 = above comment to another adult in the classroom.  
 T Yeah, thank youl.  
 T {Neligan/Z pig}.  
 T Look at that, there/'S the pig.  
 = points to picture  
 T There/'S the pig.  
 T {One day Neligan went into town}.  
 T {It was hot}.  
 = pretends to fan herself  
 T He was sweat/ING.  
 T {It was dry}.  
 T {The sun shone in the sky}.  
 T {Neligan/Z pig sat by Neligan/Z pond}.  
 T He/'S sit/ING there.  
 T He say/3S, I am so hot.  
 T You guy/S remember when it was hot?  
 T It was a long time ago, huh?  
 T {The duck/S went}~  
 T What?  
 = pause for student response  
 T What/'D the duck do?  
 S XXX.  
 T {quack}!  
 T {And the geese went, honk, honk}.  
 T Can you guy/S show me honk honk/S?  
 S XXX.

T Yeah.

T {They were cool on the water in Neligan/Z pond}.

T So are the geese and duck/S hot, too?

S XXX.

T No!

T Why?

T Where are they at?

S XXX.

T The water.

T Water help/3S cool you down, huh?

T Aw, this poor pig.

T {The pig sat in the sun}.

T {She look/ED at the pond}.

T {And the duck/S went}!

= pause for student response

S XXX.

T {And the geese went, honk}.

T {The pig went, oink}.

S XXX.

T {She did/N'T go in, because pig/S don't swim}.

T {The pig sat in the sun and got hotter and hotter}.

T Look at it, she/'S get/ING wet.

T What is she do/ING?

T When you/'RE hot in the sun, what happen/3S to your skin?

= gestures to her skin

T You can do what?

S XXX.

T It/'S dry, but when you (hot) hot sometimes you get wet and it get/3S you kinda sw~

S XXX.

T Sweat drop/ING off.

= points to picture

T Look at that, the pig/'S sweat/ING.

T {The duck/S went, quack, quack}!

T {The geese went, honk, honk}.

T {The pig went}~

= pause for student response

S XXX.

T {She did/N'T go in, because pig/S don't}~

= pause for student response

S XXX.

T {Swim}.

T Oh man, she/'S get/ING worse!

T {The pig gulp/ED and gasp/ED and look/ED at the water}.

T {The duck/S went, quack, quack, quack}!

T {The geese went}~

= pause for student response

S XXX.

T {Honk, honk, honk}.

T {The pig went, oink, oink oink}!

T {She rose from the ground}.

T {and turn/ED around and around}.

T {And she stomp/ED her feet}.

T {and twirl/ING her}.

T {tail and}~

T What do you think she did?

S XXX.

T You think?

T {Splash}!

T You/'RE right!

T She went in the water.

T {She splash/ED and she splash/ED and all around}!

T Do you like to splash in the water?

S XXX.

T Yeah.

S XXX.

T XXX.

T Uh oh.

T {The duck/S and the geese were splash/ED out of the pond}.

T They were splash/ED out of it!

T Who splash/ED them out of the pond?

S XXX.

T You think the pig did it on purpose?

S XXX.

T You think he did it on purpose?

T Who think/3S he did it by accident?

S XXX.

T It was?

T Oh, there/'S somebody else out of the water.

= points to picture

T Who is that?

S XXX.

T The frog!

T It/'S a bonus animal!

S XXX.

T There/'S a turtle.

T Where?

T I miss/ED the turtle.

T Where/'S the turtle at, friend?

S XXX.

T It/'S on his tail?

T Talk/ING about right there?

= points to picture

T Is that a frog or a turtle?

S XXX.

T It/'S a frog.

T Can you see it?

S XXX.

T No, you can't see it?

T Well, I/'LL show you at the end of the book.

T I don't wanna XX.

T Because of the rule/S.

T You guy/S are creep/ING [BM].

T It/'S hard for you to stay away, huh [BM]?

= referring to kids trying to sit in her lap

T {The duck/S went quack, quack, quack, quack}!

T {The geese went}!

T What?

S XXX.

T (What do the) what do the geese do?

T {Honk, honk, honk, honk, which mean/3S, very lightly, the pig/'S in the}~

= pause for student response

S XXX.

T The water.

T {The pond}!

T They/'RE not used to me not have/ING them>

= to researcher

T {The pig/'S in the pond}!

T {The pig/'S in the pond}!

T {The word spread about>}

T Hold on, friend/S.

T {The pig/'S in the pond}!

T {The pig/'S in the pond}!

T (Look) look at all the animal/S.

T What animal/S do you see?

S XXX.

T And a sheep?

T What are these?

= points to picture

S XXX.

T Cow/S.

T And they do go moo.

S XXX.

T Oh, what/'S this one?

= points to picture

S XXX.

T Meow, meow!

S XXX.

T A cat.

T Uh oh.

T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.

T What do you think happen/3S?

S XXX.

T Who?

T All of them?

S XXX.

T Let's see.

T I don't know.

T {Neligan came on his cart}!

T So who came home?

T Neligan came home, huh?

T Let's see.

T {Neligan look/ED at the pig in the pond}.

T {The pig went, oink}.

T {Neligan took off his hat}.

= acts out taking off a hat

T {Neligan took>}

T Wait, he did/N'T took.

T {Neligan look/ED at the pig in the pond}.

T {The pig went}~

T What?

S XXX.

T {Oink}.

T {Neligan took off his pants}.

T What/'S Neligan do/ING?

S XXX.

T Are you sure?

T Let's see.

T {Neligan look/ED at the pig in the pond}.

T {and went, oink, oink oink}!

T {Neligan took off his shirt}.

T {Neligan look/ED at the pig in the pond}.

T {The pig went, oink, oink, oink, oink}!

S XXX.

T Yeah!

T {Neligan took off his underpants and}.

S XXX.

T Just make/ING sure this page is all good.

T It/'S okay.

T Sometimes>

T {SPLASH}!

T {Neligan join/ED the pig in the pond}.

T {What happen/ED next}?

S XXX.

T What are these?



= points to picture

S XXX.

T And?

S XXX.

T And frog/S.

T Fish and frog/S.

T Look at the pig.

T Does the pig look happy or sad?

S XXX.

T Sad?

T Look>

S XXX.

T Happy?

T look at that!

= points to picture

T I/'VE never seen a grin/ING pig like that before.

T It/'S a pretty happy pig.

T XX the cute little happy pig.

= showing picture to adult in the room

S XXX.

T Uh oh.

T I/'M gonna go big.

T Why am I>

T Why is my word/S gonna be loud?

= gestures to mouth

S XXX.

= points to words

T (Are those word/S big) are those word/S big or little?

S XXX.

T So am I gonna be loud or quiet?

S XXX.

T I/'M gonna be loud or quiet?

T With big word/S?

S XXX.

T XXX.

S XXX.

T Loud?

T It/'S gonna go>

T {SPLOOOOOOOSH}.

T What happen/ED to all the animal/S?

S XXX.

T They all went in the pond.

T {They all join/ED in the pond}!

T Do you think they/'RE hot now, or do you think they cool/ED down?

S XXX.

T Cool/ED down.

T {And that was the story of Neligan/Z pig}.

-----

T The~

= pause for student response

T Kiss your~

= pause for student response

S XXX.

### **Teacher 7: *Farmer Duck***

T Okay, what part is this?

= gestures to the spine of the book

S XXX.

T This is called the~

= pause for student response

S XXX.

T Cover!

T XXX.

= gestures to back of the book

T There/'S actually more word/S!

T They wrote more word/S on the back of the story.

T We good?

= above utterance to researcher

T Alright, what is on the front of the cover?

S XXX.

T A duck!

T And what is he do/ING?

T Or she, we don't know.

T What is she do/ING?

S XXX.

T Mop/ING?

= points to picture

T What do you think?

S XXX.

T Sweep/ING?

T Is she inside or outside?

S XXX.

T Outside?

T Inside?

T What/'D you say?

S XXX.

T She/'S garden/ING?

T How do you know she/'S garden/ING?

S XXX.

T You can see the dirt, and she/'S use/ING a thing call/ED a hoe.

T She/'S hoe/ING line/S for seed/S.

= gestures to picture

S XXX.

T Let's see what this does!

T Pretty excite/ING!

T Ooh.

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T What does lazy mean?

T Does he wanna help farm?

S XXX.

T Does lazy people wanna do a lot of work?

S XXX.

T They do?

T Ah, man!

S XXX.

T You can/'T see?

T We can rotate it.

T {The duck did all the work}.

T {The farmer stay/ED in bed all day long}.

S XXX.

T Is that helpful for the farmer to stay in bed all day long?

T You should work to~

S XXX.

= finishing the word "together"

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T Can duck/S talk?

S XXX.

T So what do you think he said when he said quack?

T You think it/'S a good day, or not so much a good day?

T Do/ING all that work.

S XXX.

T Not a good day?

S XXX.

T He/'S sad?

T He might be.

T Oh.

S XXX.

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

T {And the duck answer/ED}~

= gestures and waits for student response

T What/'D he say?

S XXX.

T {quack}!

T You/'RE right!

T {The duck put the hen/S in their house}.

T {How go/3S the work, say/3S the farmer}

T {The duck answered}~

= pause for student response

S XXX.

T {Quack}!

T He/'S do/ING all this work.

T Oh, look at that.

T He should get out of bed, huh?

T Put some clothes on.

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day long}.

T I think he might need a hug, what do you think?

T He might, sometimes hug/S make you feel better.

T Get out of bed.

S XXX.

T He need/3S some water?

T Work?

T He need/3S a different kind of work?

S XXX.

T The farmer?

T Yeah.

T {How go/3S the work}?

T And what does the duck say?

S XXX.

T {quack}.

T {How go/3S the work}?

T And the duck say/3S what?

S XXX.

T Look at all the stuff he/'S do/ING!

= points to picture

T In this picture he/'S use/ING a what?

S XXX.

T He/'S use/ING wood?

T He/'S use/ING a saw on the wood?

= points to next picture

T Here he/'S do/ING more rake/ING and shovel/ING.

T {How go/3S the work}?

= points to the words

T And what does the duck say?

S XXX.

T {quack}!

T Quack!

T And now he/'S do/ING this>

= points to words

T {How go/3S the work}?  
 = points to picture  
 T He/'S iron/ING the what?  
 S XXX.  
 T The clothes.  
 T You think the duck/'S happy about all this work?  
 S XXX.  
 T Think I need to hire him at my house, what do you think?  
 T {How go/3S the work}?  
 T What does he say?  
 = points to picture  
 T What is he do/ING in this picture?  
 = points to picture  
 S XXX.  
 T Nothing.  
 T He/'S up on the (the) what?  
 S XXX.  
 T The ladder.  
 T And he/'S get/ING~  
 = gestures to part of picture  
 S XXX.  
 T Fruit!  
 T He/'S get/ING fruit!  
 T {How go/3S the work}?  
 T What does the duck say?  
 S XXX.  
 = points to picture  
 T What is he get/ING out of the chick coop?  
 T The what?  
 S XXX.  
 T Egg/S!  
 T Man!  
 T {Soon, the poor duck grew sleepy and weepy}.  
 T What does sleepy look like?  
 = acts out being sleepy  
 S XXX.  
 T That you/'RE tired.  
 T What about weepy?  
 T If I/'M weep/ING am I gonna smile?  
 T Or if I/'M gonna go, I/'M just so tired!  
 = acts out crying  
 T Am I weep/ING?  
 S XXX.  
 T I/'M not?  
 S XXX.  
 T No?

T Let's see what happen/3S here.  
 T {The hen and the cow and the sheep got very upset}.  
 T {They love/ED the duck}.  
 T {So they held a meet/ING under the moon, and they made a plan for the morning}.  
 T {Moo, said the}~  
 T What?  
 S XXX.  
 T {Baa, said the}~  
 T What?  
 S XXX.  
 T {Cluck, cluck said the}~  
 T What?  
 S XXX.  
 T What say/3S cluck?  
 = makes chicken noises  
 S XXX.  
 T Chicken!  
 T {And that was the plan}!  
 T So it say/3S, moo>  
 = points to word  
 T Baa>  
 = points to word  
 T Cluck>  
 = points to word  
 T Is the plan.  
 T You guy/S can handle that?  
 S XXX.  
 T Okay, let's see what happen/3S.  
 T I'll hold your hand in a second, love.  
 = talking to individual student  
 T There we go.  
 T {It was just before dawn and the farmyard was still}.  
 T It was very quiet.  
 T {Through the back door and into the house crept the cow and the sheep and the hen/S}.  
 T What does crept mean?  
 T Are they go/ING fast or slow?  
 S XXX.  
 T Slow.  
 T Are they be/ING loud or quiet?  
 S XXX.  
 T Can I use my hand for a moment so I can turn the page?  
 = to individual student next to her  
 T It/'S a big book  
 T {They stole}>  
 T Yeah.  
 T {They stole down the hall}.

T {And they creak/ED on the stair/S}.

T Are they step/ING loud, or are they go/ING slow and it/'S go/ING creak, creak, creak?  
= acting out creaking up the stairs

S XXX.

T I wonder what they/'RE gonna do?

T You guy/S nervous?

S XXX.

T you think they/'RE gonna wake the farmer up?

T Let's see.

T {They squeeze/ED under the bed of the farmer and wiggle/ED about}.

T {The bed start/ED to rock and the farmer woke up, and he called, how go/3s the work and}.

T {Moo}!

T {Baa}!

T And~

= pause for student response

S XXX.

T {Cluck}!

= counting 1, 2, 3 on her fingers

T Crash the bed>

T They probably did crash.

T Let's see what happen/3S,

T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right off his bed}.

T What/'D they do?

S XXX.

T They woke him up, and they got him out of where?

S XXX.

T They/'RE make/ING him go to work!

S XXX.

T Yeah, because the farmer need/3S to help that duck.

T {And he fled with the cow and the sheep and the hen/S}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

= points to the picture

T What are they do/ING now?

S XXX.

T Help/ING.

T XXX.

T They/'RE kind of herd/ING outside, are/N'T they?

S XXX.

T He did/N'T put clothes on!

S XXX.

T A bit.

T He (he) has pants on.

= points to picture

T He has pants on.

T He has no shoe/S, no sock/S and no what?

= gestures to part of picture

S XXX.

T But he has a hat on!

T He has a>

T He has a head>

T I/'M start/ING to notice that.

= joke about mixing up her words

T A hat and pants.

= camera ran out of battery

T {Down the lane}.

T {Moo}!

T {through the fields}.

T {Over the hill}.

T {and he never came back}.

= above 5 lines were not filmed

T Let's see what happen/3S at the book.

T It says>

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work}?

T {But nobody spoke}!

T Did he hear the farmer say anything?

S XXX.

T Is the farmer there?

S XXX.

T Does the duck know yet?

S XXX.

T Hmm, let's see.

T {Then the cow and the sheep and the hen/S came back}.

T And what did the duck say?

S XXX.

= points to word

T What/'D the cow say?

= points to word

S XXX.

T What/'D the sheep say?

= points to word

S XXX.

T And what did the hen/S or the chicken/S say?

= points to word

S XXX.

T Cluck, cluck, cluck.

T {Which told the duck the whole story}.

T They/'RE tell/ING him.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----



T So they/'RE work/ING to~  
 S XXX.  
 T Cause it/'S their farm, it/'S their farm family.  
 T The~  
 S XXX.  
 = filling in "the... end"  
 T What/'D you guy/S think?  
 T Was it cool, the farmer not want/ING to help?  
 S XXX.  
 T What else could happen?  
 T Duck coulda tried to get the farmer to help, you think?  
 S XXX.  
 T No, you think he was just done?  
 T It/'S a good idea.  
 S XXX.  
 T Might be, we don't know.  
 T Maybe there/'S another book to this, we need to find it.

### **Teacher 8: *Pig in the Pond***

S XXX.  
 T That is a big book!  
 T This one/'S called the pig in the pond.  
 T And this is also by Martin Waddell.  
 T He/'S the author.  
 T And the illustrator is Jill Barton.  
 S XXX.  
 T Martin Waddell was the author of the other one, too.  
 S XXX.  
 T You/'RE right.  
 = struggling to turn page of book  
 T Woops!  
 T Okay.  
 T {This is the story of Neligan/Z pig}.  
 T So the last book was about a duck.  
 T This one/'S about~  
 = pause for student response  
 S XXX.  
 T A pig!  
 T {One day Neligan went into town}.  
 T {It was hot}.  
 T {It was dry}.  
 T {The sun shone in the sky}.  
 T {Neligan/Z pig sat by Neligan/Z pond}.  
 T {The duck/S went, quack}!  
 = points to word

T {The geese went}~  
 T What do geese say?  
 T {Honk}.  
 T {They were cool on the water in Neligan/Z pond}.  
 S XXX.  
 T Okay, get your stuff [BM].  
 = to student who was leaving  
 T {The pig sat in the sun}.  
 T {She look/ED at the pond}.  
 T {The duck/S went, quack}!  
 T {The geese went, honk}.  
 T {The pig went, oink}.  
 T {She did/N'T go in, because pig/S don't swim}.  
 T {The pig sat in the sun get/ing hotter and hotter}.  
 T {The duck/S went, quack, quack}!  
 S XXX.  
 T {The geese went, honk, honk}.  
 S XXX.  
 T {The pig went oink, oink}!  
 T {She did/N'T go in, because pig/S don't swim}.  
 T The poor pig, she/'S so hot!  
 T {The pig gulp/ED and gasp/ED and look/ED at the water}.  
 T {The duck/S went, quack, quack, quack}.  
 T {The geese went, honk, honk, honk}.  
 T {The pig went, oink, oink oink}.  
 T {She rose from the ground}.  
 T {and turn/ED around and around}.  
 T {stamp/ING her feet}.  
 T {and twirl/ING her}.  
 T {tail and}~  
 S XXX.  
 T What do you think she/'S gonna do?  
 S XXX.  
 T She jump/ED in!  
 T {Splash}.  
 T Finally she got in the water.  
 T You think that/'S gonna cool her off?  
 S XXX.  
 T She/'S splash/ING all the duck/S and the geese.  
 T {Splash}!  
 = points to word  
 T {Splash}!  
 = points to word  
 T {Splash}!  
 = points to word  
 T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

= points to word

T {Splash}!

S XXX.

T Sit back.

T {The duck/S and the geese were splash/ED out of the pond}.

T Oh my goodness, she splash/ED them all out!

T Now she/'S the only one in the pond.

S XXX.

T Mhm, all by herself.

T {The duck/S went quack, quack, quack, quack}!

= points to words

T {The geese went}.

= points to words

T {Honk, honk, honk, honk, which mean/3S, very loudly, the pig/'S in the pond}!

T Did you know that/'S what that meant?

S XXX.

T I don't speak duck either.

T {The pig/'S in the pond}!

T {The pig/'S in the pond}!

T {The word spread about, above, and beyond}.

T {The pig/'S in the pond}!

T {The pig/'S in the pond}!

T {At Neligan/Z farm}.

T {the pig/'S in the pond}!

S XXX.

T No.

S XXX.

T They/'RE tell/ING everybody!

T That is a big dog, is/N'T it?

T {From the field/S all around they came to see the pig in the pond at Neligan/Z farm and then}.

T {Neligan came on his cart}!

T Uh oh.

= points to picture

T There/'S the farmer, Neligan.

T He came on his cart.

T Sit back so your friend/S can see [BM].

S XXX.

T You/'RE right, he does have a horse pull/ING the cart.

S XXX.

T There he is.

T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink}.  
 T {Neligan took off his hat}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink}!  
 T {Neligan took off his pants and boot/S}.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink oink}!  
 T {Neligan took off his shirt}.  
 S XXX.  
 T {Neligan look/ED at the pig in the pond}.  
 T {The pig went, oink, oink, oink, oink}!  
 S XXX.  
 T {Neligan took off his underwear and}.  
 S XXX.  
 T {Splash}!  
 T {Neligan join/ED the pig in the pond}.  
 S XXX.  
 T {What happen/ED next}?  
 T Do you think?  
 S XXX.  
 T There go/3S the fish and frog/S.  
 T You can see them up in the air.  
 T Woops.  
 T {SPLOOOOOOSH}.  
 S XXX.  
 T Now who/'S in the pond?  
 S XXX.  
 T Everybody!  
 S XXX.  
 T Is there enough room in there for everybody?  
 S XXX.  
 T I guess so.  
 T It/'D be pretty crowded though, would/N'T it?  
 T {They all join/ED the pig in the pond}!  
 T So everybody got cool from the hot sun in the pond.  
 T {And that was the story of Neligan/Z pig}.  
 ----  
 S XXX.  
 T He/'S wear/ING his hat, that/'S funny.  
 T Did you like that one?  
 S XXX.

### **Teacher 8: *Farmer Duck***

T So helpful.

T Okay.

T This is called farmer duck.

T And it is by Martin Waddell and Helen (ox) Oxenbury.

T What/'S happen/ING on the front?

= gestures to picture

S XXX.

T What do you see?

S XXX.

T You see word/S?

T Yeah, there are word/S on there.

T What else do you see?

S XXX.

T Is it a chicken?

S XXX.

T A duck!

S XXX.

T (It) It/'S a farmer duck!

S XXX.

T Is there really duck/S that are farmer/S?

S XXX.

T So do you think this is a true story or a made up story?

S XXX.

T Miss name, can you assist [BM]?

T Thanks [BM].

= asking teacher aid for help

T {There once was a duck who had the bad luck to live with a lazy old farmer}.

T {The duck did the work}.

T {The farmer stay/ED in bed all day}.

T Hmm, does that seem fair?

T That/'S kinda silly.

T {The duck fetch/ED the cow from the field}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

S XXX.

T That/'S what duck/S say, right?

T {The duck brought the sheep from the hill}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answer/ED, quack}!

T {The duck put the hen/S in their house}.

T {How go/3S the work, call/ED the farmer}.

T {The duck answered}~

T What?

S XXX.

T {Quack}!

T {The farmer got fat through stay/ING in bed, and the poor duck got fed up with work/ING all day}.

= points to picture

S XXX.

T What/'S he eat/ING?

S XXX.

T Chocolate!

T He/'S lay/ING in bed eat/ING chocolate and the duck/'S do/ING all the work.

T {How go/3S the work}?

T What do you think the duck said?

S XXX.

T {Quack}!

T {How go/3S the work}?

= points to picture

= points to word

= pause for student response

S XXX.

T {Quack}!

T {How go/3S the work}?

= pause for student response

= points to word

S XXX.

T {Quack}!

T {How go/3S the work}?

= pause for student response

= points to word

S XXX.

T {Quack}!

= points to the picture

T (Look) Look at the poor duck/Z face.

T He just look/3S kinda tired, does/N'T he?

S XXX.

T It/'S not!

T He/'S work/ING very hard.

T {How go/3S the work}?

= pause for student response

= points to word

S XXX.

T {Quack}!

T {How go/3S the work}?

= pause for student response

= points to word

S XXX.

T {Quack}!

T {Soon, the poor duck grew sleepy and weepy and tired}.

= points to the picture

T Look at him.

T Poor duck.

S XXX.

T He/'S cry/ING.

T You/'RE right, he is bigger than the chicken/S, is/N'T he?

S XXX.

T The duck.

T Did you see the picture?

T He/'S cry/ING.

S XXX.

T Poor, sad duck.

S XXX.

T {The hen and the cow and the sheep got very upset}.

T {They love/ED the duck}.

T {So they held a meeting under the moon, and they made a plan for the morning}.

T {Moo, called the cow}.

S XXX.

T {Baa, said the sheep}.

S XXX.

T {Cluck, said the hen/S}.

T {And that was the plan}!

T What was the plan?

S XXX.

T I don't know!

= shushes talking children

T (I don't) I don't speak cow or sheep or hen, so I don't know what they said.

S XXX.

T name think/3S the/'RE gonna wake up the farmer and make him do the work.

S XXX.

T Oh, you understood them?

T Okay, let's see if you/'RE right.

T {It was just before dawn and the farmyard was still}.

T {Through the back door and into the house crept the cow and the sheep and the hen/S}.

T Okay, they/'RE go/ING in the house.

S XXX.

T You might be right!

T {They stole down the hall}.

T {And they creak/ED up the stair/S}.

= points to picture

T There he is in bed.

T They/'RE sneak/ING up on him.

S XXX.

T Mhm.

T {They squeeze/ED under the bed of the farmer and wriggle/ED about}.

T {The bed start/ED to rock and the farmer woke up, and he call/ED, how goes the work and}.

T What do you think it/'S gonna be?

S XXX.

T {Moo}!

= points to word

T {Baa}!

= points to word

T {Cluck}!

= points to word

T {They lift/ED his bed and he start/ED to shout, and they bang/ED and they bounce/ED the old farmer about and about and about, right out of bed}.

T They bounce/ED him out of bed.

T So you/'RE right, they woke him up!

T {And he fled with the cow and the sheep and all the hens}.

T {Moo/ING and baa/ING and cluck/ING behind him}.

= points to picture

T Look at that cow/Z face.

T What does he look like?

S XXX.

T I think the cow look/3S kinda angry, does/N'T he?

T {Down the lane}.

T {Moo}!

T {through the fields}.

= points to words

T {Baa}!

T {Over the hill}.

T {Cluck}!

T {and he never came back}.

T So did they make him work?

S XXX.

T They>

T Look/3S like they chase/ED him away.

T {The duck awoke and waddle/ED wearily into the yard expect/ING to hear, how go/3S the work}?

T {But nobody spoke}!

T So the duck does/N'T know the farmer/'S gone.

T {Then the cow and the sheep and the hen/S came back}.

T {Quack, ask/ED the duck}.

T {Moo, said the cow}.

T {Baa, said the sheep}.

T {Cluck, said the hen/S}.

T {Which told the duck the whole story}.

T So he understand/3S what they/'RE say/ING.

T {Then moo/ING and baa/ING and cluck/ING and quack/ING, they all set to work on their farm}.

-----

T So now who/'S do/ING the work?

S XXX.

T All of them!

T They/'RE use/ING teamwork.



## Appendix F Coding Information

### ***1. Print-related Behaviors***

The number of “opportunities” for a teacher to point to/move finger along print was determined by number of sentences in each book. There was one exception to this rule. In *Farmer Duck*, the pattern, “How goes the work?” “Quack!” is repeated multiple times. Each of these exchanges was counted as 1 sentence. The title, author, and illustrator on the cover and cover page of each book were counted as separate sentences. Because the books do not contain the same number of sentences, the researcher divided the number of behaviors observed in each reading, by the total number of sentences in that book. *Farmer Duck* had a total of 57 sentences, while *The Pig in the Pond* had a total of 70 sentences.

#### **1a. PrB\_print: move finger along print, or point at print**

The participant pointed to or moved her finger along the print.

#### **1b. PrB\_letter: bring attention to specific letters in words\***

The participant made a comment or asked a question about specific letters in a word.

#### **1c. PrB\_opp: give opportunities for children to name or locate letters in the book\***

The participant provided an opportunity for her students to name or locate letters on a page.

### ***2. Picture-related Behaviors***

The researcher determined the total number of opportunities for the participant to point at a picture. Illustrations that took up a two-page spread were considered one picture. Illustrations that took up one page were also considered one picture. If there were multiple illustrations on one page, separated by lines or plain white space, each separate image was considered one picture. Therefore, some pages contained multiple pictures. Because the books do not contain the same number of pictures, the researcher divided the number of behaviors observed in each reading, by the total number of pictures in that book. *Farmer Duck* had a total of 29 pictures, while *The Pig in the Pond* had a total of 40 pictures.

#### **2a. PiB\_point: point to picture**

The participant pointed or gestured to a picture.

#### **2b. PiB\_com: comment on picture**

The participant commented on a picture. If the participant commented on the same picture more than once, the researcher considered this to be one observation of this behavior.

#### **2c. PiB\_ask: ask question about picture**

The participant asked a question regarding a picture. If a teacher asked multiple questions about the same picture, the researcher considered this to be one observation of this behavior.

### *3. Print/Book Concepts*

**3a. PBC\_part: call attention to physical part of the book\***

The participant commented on or asked about a physical part of the book.

**3b. PBC\_dir: demonstrate/verbally describe directionality of reading\***

The participant commented on or made a gesture related to the directionality of the reading process. This behavior was not observed.

**3c. PBC\_tai: point to/read the title, author, or illustrator\***

The participant pointed to or read the title, author, or illustrator of the book.

### *4. Phonological Awareness*

**4a. PA\_ra: bring attention to rhyming or alliteration\***

The participant commented on or asked a question regarding rhyming or alliteration in the book.

**4b. PA\_ss: ask children to generate familiar words that start with the same sound\***

The participant asked her students to generate familiar words that start with the same sound as another word in the story. This behavior was not observed.

**4c. PA\_rhyme: ask children to generate words that rhyme\***

The participant asked her students to generate words that rhymed with another word in the story. This behavior was not observed.

### *5. Vocabulary and Comprehension*

**5a. VC\_vw: ask about/explain vocabulary words\***

The participant asked a question about, explained, or defined a vocabulary word present in the book.

**5b. VC\_cont: check children's understanding of the content of the book\***

The participant asked clarifying questions about the story that did not pertain specifically to the illustrations.

**5c. VC\_recall: ask the children to recall information from the story\*\***

The participant asked questions about past events in the story.

## 6. Dialogic Reading

### 6a. DR\_elab: elaborate on a child's idea\*\*

The participant added additional information to a child's comment or question.

### 6b. DR\_oeq: ask open-ended questions\*

The participant asked questions that required more than a single word, or few-word answer. This included when the participant elicited predictions from the students.

### 6c. DR\_addq: follow children's answers/comments with additional questions

The participant asked a separate question in response to a student's comment. This did not include the teacher rephrasing or repeating a child's question.

### 6d. DR\_praise: offer praise/encouragement for children's participation

The participant made positive comments such as "you're right" or "I'm glad you asked me that," in direct response to a child's participation.

## 7. Shared Book Experience

### 7a. SBE\_car: when print is predictable, elicit call-and-response from students

The participant used inflection to request student participation, gestured to students while pausing, took meaningful pauses when a phrase was repetitive, or specifically asked for participation. This included phrases such as, "what does the cow say?" This did not include instances when students participated in saying words as the teacher read them, when they had not been prompted to do so by the teacher.

### 7b. SBE\_model: model the reading process by "thinking out loud" while reading

The participant made a comment related to a thought process behind the act of reading the story, and used the first person pronoun "I". This included comments such as, "I wonder what they're gonna do."

## 8. Behavior Management

### 8a. BM

The participant made a comment regarding a student's negative behavior, seating arrangements, children's restroom requests, etc.

\* Coding item adapted from Gettinger, M. & Stoiber, K. C. (2016). Coaching and demonstration of evidence-based book-reading practices: Effects on Head Start teachers' literacy-related behaviors and classroom environment. *Journal of Early Childhood Teacher Education*, 37(2), 141.

\*\* Coding item adapted from DeBruin-Pareck, A. (2006). *Let's read together: Improving literacy outcomes with the adult/child interactive reading inventory (ACIRI)*. Baltimore, MD: Brookes.

Appendix G  
Read-Aloud Tips for the Participants

**Tips for Promoting Emergent Literacy Skills During Group Read-Aloud Time**

- **Draw your students' attention to the print**
  - Point or move your finger across the print (you can use a pointer, too!)
  - ask your students to name a letter on the page
  - discuss elements of the print: the shape/sounds of letters, directionality of the print
- **Teach your students about book concepts**
  - Ask students to identify physical parts of the book
  - Discuss the title, author, and illustrator
- **Facilitate a dialog between you and your students**
  - Ask open-ended questions
  - Ask for story predictions
  - Expand on students' comments/questions with additional questions
  - Elaborate on students' ideas with more information
  - Praise/encourage your students when they participate
- **Facilitate call-and-response with your students, when a story is predictive**
- **Model the reading process by "thinking out loud" as you read**
- **Target your students' phonological awareness skills**
  - Bring attention to rhyming or alliteration in the story
  - Ask your students to generate additional words that rhyme, or start with the same sound as a word in the story
- **Discuss the content and vocabulary words to increase your students' comprehension**
  - Define or ask your students to define unfamiliar words in the story
  - Ask your students clarifying questions about events in the story
  - Ask your students to recall past events in the story

If you are interested in learning about the evidence behind some of these strategies, check out this short article:

Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in Early Childhood Special Education, 23*(3), 99-113.