

**Teacher Language Matters: It Can Make a Difference  
in Supporting Strategic Activity**  
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**Teaching Samples for Analysis**

**SAMPLE # 1**

**Book:** *I want a Pet* (L4)

*This scenario takes place during the first reading of the new book or during familiar reading.*

TEXT	TEACHER LANGUAGE	CHILD LANGUAGE
<b>I want a pet.</b>		I ( <i>stop</i> ) [want]
	Look at how this word starts.	
	Say the first sound.	
		/w/ /w/
	I /w/	
	It helps to get your mouth ready and start over.	
		I /w/ /a/ /n/
	want	
		want a pet.

**SAMPLE # 2**

**Book:** *I want a Pet* (L4)

*This scenario takes place during the first reading of the new book or during familiar reading.*

TEXT	TEACHER LANGUAGE	CHILD LANGUAGE
<b>I want a pet.</b>		I ( <i>stop</i> ) [want]
	Let's think about the story and what the little boy was telling us.	
		I <i>like</i> [want]
	Very good. He does like pets, but let's look at how this word starts	

	(pointing to <u>w</u> ). What letter would you expect to see if the word were <u>like</u> ?	
		<u>l</u>
	Check the letter.	
		It's not <u>l</u>
	Thinking about the story, could it be <i>I <u>want</u> a pet?</i>	
		I want a pet. That's it.
	Good. Did you make sure that looks right, too? It helps to think about what it could be and try it. Then check to make sure it looks right, too. <i>Note: This discussion could also be said after the book is finished so there isn't as much interruption of the flow of the reading.</i>	

**SAMPLE # 3**

**Book:** *I want a Pet* (L4)

*This scenario includes a few examples of strategic activity on a running record. The teaching occurs after the running record.*

<b>TEXT</b>	<b>TEACHER LANGUAGE</b>	<b>CHILD LANGUAGE</b>
<b>I want a pet.</b>		<i>I am/have/SC</i> [want] a pet.
<b>I do not want a very big pet.</b>		<i>I do not want a white/big/APPEAL</i> [very]
	very	
		<i>I do not want a very big pet.</i>
	AFTER the running record: I like the way you fixed <u>want</u> . That's good to make things sure it makes sense and looks right. Let's look at this tricky part [very]. You said "I do not want	

	a <u>white</u> , and then you noticed that was wrong and tried <u>big</u> and noticed that was wrong, too. You need to look at how words start and make sure you are saying that sound when you try the word.	
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**SAMPLE #4**

**Book:** *Along Comes Jake* (L6)

*This scenario includes a few examples of strategic activity on a running record. The teaching would occur after the running record.*

<b>TEXT</b>	<b>TEACHER LANGUAGE</b>	<b>CHILD LANGUAGE</b>
<b>Anne helps Dad with the garden.</b>		Anne helps Dad with the <i>flowers/ /g/ /g/</i> [garden]
	garden	
<b>And then along comes Jake.</b>		And then <i>here/about/SC</i> [along] comes Jake.
<b>Dad helps Ben with the washing.</b>		Dad helps Ben with the <i>clothes/laundry/ /w/ /w/</i> [washing]
	washing	
<b><i>Audience Teaching Activity #1</i></b>	<i>Teach the child the strategy for the first time in a way that promotes independence.</i>	
<b><i>Audience Teaching Activity #2</i></b>	<i>Prompt the child to use the strategy with an</i>	

	<i>emphasis on independent problem solving.</i>	
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**SAMPLE #5**

**Book:** *The Lion's Tail* (L9)

*This scenario takes place during the first reading of the new book or during familiar reading.*

<b>TEXT</b>	<b>TEACHER LANGUAGE</b>	<b>CHILD LANGUAGE</b>
<b>The mouse looked behind the lion.</b>		The mouse looked ( <i>stop</i> ) [behind]
<b><i>Audience Teaching Activity #3</i></b>	<i>Teach the child to take words apart for the first time in a way that promotes independence.</i>	
<b>You couldn't find your tail because you were sitting on it.</b>		You couldn't find your tail ( <i>stop</i> ) [because]
<b><i>Audience Teaching Activity #4</i></b>	<i>Prompt the child to take words apart with an emphasis on independent problem solving.</i>	

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**SAMPLE #5**

**Book:** *The Cave* (L5)

*This scenario takes place during the running record.*

<b>TEXT</b>	<b>TEACHER LANGUAGE</b>	<b>CHILD LANGUAGE</b>
<b>Out went the dog.</b>		A dog came out.
<b>Out went the cat.</b>		A cat came out.
<b>Out went the</b>		
<b>Out went the</b>		A A dog came out.
<b>But the skunk stayed in.</b>		A/SC the skunk stayed in.
<b><i>Audience Teaching Activity #5</i></b>	Teach the child the most appropriate strategy if this is typical of his problem solving. Make your language generative for his future strategy use.	