

Speaker 1 ([00:06](#)):

Hi, this is Leah McGee and I'm a retired professor and reading recovery trainer from Ohio State University and currently serving as a teacher leader here in Sarasota. It's a wonderful day here. My topic for today is, how can we get ready for late learning, much better than we do right now? Clay gave us some ideas about this, what it means to do this. When she told us that in the final weeks of lessons we should pay attention to some particular things to consider strengthening them. And the first thing, of course, that she mentioned was effective processing. And there's lots of ways that we could talk about effective processing, but today I wanna particularly focus on monitoring. That is noticing when you've made an error or noticing that you don't know a word, problem solving. Once you've noticed you're in trouble, then you've gotta solve a problem by going to search for some information that will give you a, a good idea for another attempt.

([01:17](#)):

And once you've made that attempt, then you have to confirm. Confirm means, knowing that you're right, she also said that we need to switch children's attention from letter to letter, letter by letter solving to a salic attack, which means using letter clusters or, or parts like syllables. And in particular, she said, you should work toward flexibility. There should be more than one way to figure out words when we're taking words apart. And she mentioned that we have to be careful to bring children up to working at speed and maintaining their pace, which of course means fluency or phrasing. I would add that there's another place that we can go to to think about late learning, and that is early in her book, clay describes what she thinks should be happening in early learning, mid learning, and late learning. And in one thing that she said has struck me in the last three or four years, and I've been working on this here, and that is she says, children should remain attentive to meaning, and she adds, strikes her while solving problems on the run.

([02:34](#)):

Now, most people think this means attending to the meaning of a picture or attending to the meaning of the sentence to help you solve your problems. But what I think it also means is remaining attentive to the larger meaning That is, as children get to late learning, they are reading much more complex stories, and they have to keep in mind the story as a whole and the story as it unfolds, and the story becomes the helpful hint for them. Plus, I've done a little bit of research on comprehension, which I'll talk about at the end of my talk. That suggests that we need to pay just a little bit more attention to the story as a whole than we do right now. So last spring, I put together a proposal, and I did suggest in this proposal that we would, at late learning, we should look at these four things that Clay's talked about.

([03:30](#)):

Because I remember over the years, all of the time during mid learning suggesting to many of the teachers I worked with procedures or teaching prompts to strengthen these four things. And I remember talking about them over and over again and I thought, well, this is a good topic to give a talk about. And then fall came, of course, and I got this accepted and I realized I didn't have the video clips that I needed. So I recruited three teachers from Sarasota. And the way I chose these teachers was using IAC data. That is, there are many, many excellent teachers here in Sara Sarasota. I've been blessed to work with the best here. But these three teachers had the highest discontent five year discontinuing rate and the largest os gains on the mean gains for all of their children. If you added those two numbers together, they had the highest scores of anyone here in Sarasota.

([04:36](#)):

So I chose those three teachers, although there are many, many excellent teachers that I could have also tapped, but they agreed to begin videotaping their children in mid learning, and they agreed to

videotape frequently, and they would take their children in videotapes all the way till they reached accelerated progress. So what I'm gonna show you today, or what I found out from these three teachers, the first thing that I wanna talk about is all three teachers paid a great deal of attention to comprehension to every book throughout the lesson. This was not perfunctory, but it was often a deep look at comprehension and providing children's space and time to think to reason and to explain. So here is Kathy and Cora, and the first videotape is just a clip we're gonna see of her answering a question at the end of the book, who will dance with Porcupine? Of course, porcupine is having trouble getting someone to dance with him. And so the question is, what is the problem? And Cora gets at the essence of the problem

Speaker 2 ([06:04](#)):

Because, because animal, some animals just have skin and some animals don't have skin. So how did the problem in the story get solved? Solved is he wanted somebody to dance and he wanted somebody to dance. He asked him, he said yes, because he's been asking everybody who wants to dance with him. And why were the quills not too short for turtles? Because turtles have shells and other, and the other creatures don't. Cause

Speaker 1 ([06:44](#)):

Alright, I'm gonna stop it here for just a minute. So Cora was able to explain that the problem with this story was of course, that porcupine failed to take into account his quills when he asked partners. So the gist of this story, of course, is making better decisions about who, who you dance with because of the nature of their skin, which she clearly got. Now the next one is in the middle of a book introduction. Toward the end of the book introduction, Kathy is going to ask Cora to predict what some characters are going to do

Speaker 2 ([07:22](#)):

Animal, some animals. Just

Speaker 1 ([07:24](#)):

Let me just get there

Speaker 2 ([07:26](#)):

And possibly, oh, you were right. Look, he ran. Look in his face. They jumped him. They were having some fun. Oh, it's such a nice story. Read that story. Okay. I wanted to ask you before you start, how do you think Pip's gonna feel at the end of the story? Sad. Do you think she's happy? Happy? Why would she be happy? Because even if he wants to keep it in the, it cares about the, she still cares about the monkey. Even if, even if he is, even if she's going to miss her, she still has to let go. He wants to see his family. You're right. Pip the monkey pip and the little monkey

Speaker 1 ([08:24](#)):

Cora had did a good job of predicting a complex emotion of a character in the story before she read it. And she was able to use and she struggled to use her six-year-old language in a complex way to, to structure it. But those two examples are examples of what I would consider providing space for children to struggle to communicate their understanding of a, of a, of a deeper meaning or understanding of characters character traits and motivations. Now, another thing that the teachers did was attend to

pace in phrasing. And here is a clip of Janet and she is going to do the typical strategy of using the mask and having him read up to the mask. We'll just listen for a minute.

Speaker 2 ([09:20](#)):

We could probably add some phrasing to it. Watch you copy me. Ben went, Ben went to look on Teddy Bear. Teddy. Now you do that whole thing by yourself. Ready? Ben went to look on Pbe. He sheltered. That sounds real. Instead of this,

Speaker 1 ([09:40](#)):

Now she's giving the rationale.

Speaker 2 ([09:42](#)):

You can read and phrase this. You did a nice job. Tie birthday cake for Ben. We like our friend Ben. I'm gonna try and remember that. Okay, let's try to remember phrasing. Let's see if you can do, I think this book might be one you can phrase with your eyes. Hey, birthday cake for Ben. Just use one like this.

Speaker 1 ([10:04](#)):

Notice the mask is in pants

Speaker 2 ([10:07](#)):

Bed. Good.

Speaker 1 ([10:09](#)):

And she is guiding the mask

Speaker 2 ([10:11](#)):

Is working at the Dun birthday code. Good.

Speaker 1 ([10:18](#)):

Okay. So that was very typical. In the next one, we're going to see Kathy working with Cora again. And in this case, Kathy is going to call for a higher level use of phrasing, a more consolidated use of phrasing.

Speaker 2 ([10:38](#)):

Jonathan, it was happy. Pip was happy too.

Speaker 3 ([10:46](#)):

Okay, my friend. I like that you're reading that with your eyes. Oh, she also will try something else before I put this book away. Pip the zoo. Let's do a couple pages here of just phrasing, okay? Okay. Just put, putting words together, eyes only.

Speaker 2 ([11:05](#)):

Okay. Pip went to the zoo.

Speaker 3 ([11:09](#)):

Okay. Pip went to the

Speaker 2 ([11:10](#)):

Zoo. Pip went to the zoo. Okay. Zoo. Her dad was a zookeeper. Pip helped her dad

Speaker 3 ([11:21](#)):

One more.

Speaker 2 ([11:23](#)):

Jumped was happy.

Speaker 1 ([11:26](#)):

So in that case, Cora was asked on her own without a mask to find the phrases and to put them together. And after one demonstration, she was able to do that, which is what we're looking for as we move toward late learning our children beginning to consolidate and being able to be independent, doing what it took several teacher supports to get there. Now I'd like to talk about processing, monitoring, problem solving and consolidating because this was the heart of the teaching that I saw across the lessons. Let me say that all three children could already monitor very well before they started videotaping. And they did monitor with some lapses. And the teachers did sometimes have to remind them to monitor. But in general, they were good at doing that. And the teaching focus of teaching was not on monitoring. Instead, the focus of teaching was very much on solving words when you come to a word that you don't know, solving unknown words and confirming the words. So first I'd like to show a couple of just a, a short clip that children, that the teachers called for children to use, meaning to solve problems. So here is Janet with Ivan.

Speaker 2 ([12:51](#)):

Oh, you remember that word we worked on yesterday? No, it's okay. Watch though. I know. You know, th they they, good job. Oh, look at those lions. What are they? When they wake up? They're very hungry. Hungry. They are hungry.

Speaker 1 ([13:09](#)):

So just, she used meaning there to prompt him.

Speaker 2 ([13:13](#)):

This one.

Speaker 1 ([13:13](#)):

Why now? This one?

Speaker 2 ([13:14](#)):

Cause there's like a lot of bubbles.

Speaker 1 ([13:18](#)):

This is after a running record. And Janet has just asked Ivan the question the, the book ends with it was a good party. It was a great party, something like that. And she said, turn to the page. That proves to me it was a good party. So he's turned to this page and he is talking about the bubbles. And on this page it's the word children. And he had sounded that word out, letter by letter all the way through and never did get children. And so Janet's teaching point is going to be how to use meaning to get to words.

Speaker 2 ([13:57](#)):

Huh? They have fun. Oh yeah, they played with the bubbles, right? You were a little bit stuck on this word. And I'm gonna tell you, you did a nice job of looking at all the letters. You really did. And you knew that N said ren, but if you look around Ivan, look at the pictures and what's happening. Who played with the bubbles? The children. Yeah. So if you think about your story and let it help you, maybe that'll help you get to a word, right? Because it makes sense that the children played with the ball. Oh, you remember that word we worked on

Speaker 1 ([14:27](#)):

Yesterday? That's the end of that. It's

Speaker 2 ([14:28](#)):

Ok.

Speaker 1 ([14:29](#)):

I pointed that a little bit more cuz I want you to notice that at difficulty Ivan rubs his eyes and puts his head down. He literally at the, in the beginning, disengaged when it was time for him to solve problems. So the next part is I'm gonna share with you how the teachers used partial solving what we call here partial solving. Clay talks about solving the problem together. That is you and me, teacher and child solve it together. Her word, clearly smartly, both participating. So what this means is when a child comes to a word that's unknown, the child will do something. The teacher will do something in support, honoring the partially correct response and supporting it. And then the child will solve the word in the end. So what we're gonna look at is some clips from Janet and Ivan and I could have used any of the teachers, but the clips that I have with Janet and Ivan showed development across time of Ivan's taking on the ability to solve words more and more independently, consolidating his ability to solve unknown words. So we'll start in the beginning. And this he goes from a level six book, I think a level eight, seven or eight book. And we end with a level 12 book. And we're gonna look at what is new, what is Ivan doing that's new and different.

Speaker 2 ([16:13](#)):

You see baby Hippo baby,

Speaker 1 ([16:21](#)):

On this page he's gonna stumble on the word safe. The

Speaker 2 ([16:25](#)):

Level two, he is asleep on mo mother's hippos. Yeah, mother hippos back. Yep, he is

Speaker 1 ([16:45](#)):

Safe.

Speaker 2 ([16:47](#)):

So good.

Speaker 1 ([16:50](#)):

Okay, so that's an example of partial solving at the very beginning, they have already developed this routine. It started before I e even got a videotape. But Janet, the teacher A wants Ivan to say the first sound he does. And if he does, she says the rest of the word. Then he says the whole word. So that's early partial solving. Now let's walk. What comes next?

Speaker 2 ([17:18](#)):

That makes sense. Snap. Look at him. Snapped his mouth right around it. Oh no, vag white, white shark is on the rope.

Speaker 1 ([17:32](#)):

Look,

Speaker 2 ([17:32](#)):

Would you expect rope to start like that? Hook? Try vag. Va.

Speaker 1 ([17:37](#)):

That's confirming

Speaker 2 ([17:38](#)):

White, white shark is on the hook. Good. Va Good. You just said sh Say it again. Spark shock is

Speaker 1 ([18:04](#)):

The word is being.

Speaker 2 ([18:06](#)):

Show me a part, you know, I'll help you. You know more than that.

Speaker 1 ([18:10](#)):

You know more than that. Use the best a little word

Speaker 2 ([18:15](#)):

There. Being, being. So let's put it in. The shark is being

Speaker 1 ([18:25](#)):

Hold.

Speaker 2 ([18:28](#)):

There's pull pulling. Does that look pulling or pulled? You decide. Pulled. Okay, you decide. And if that, that's what you decide. Let's find out if you're right, find out if you're right. Trump is being pulled to a boat. There you go. He's being pulled to a boat. That sounded

Speaker 1 ([18:50](#)):

Right. Sounded right.

Speaker 2 ([18:52](#)):

LA pulled away. Try that again. Something looked fun. La

Speaker 1 ([18:59](#)):

He said, pulled it's poles.

Speaker 2 ([19:02](#)):

You said pulled. I see pole pulls away. There you go.

Speaker 1 ([19:12](#)):

Okay, I wanna stop there because what was new is in the word being. Okay. So Ivan did his typical response, which was boo. And Janet no longer would accept that she's upping the ante because she's asked for a part show a part, you know. So when he says just the letter, she says, you know, more than that. And then insisted he used the mask and helped him to show the word part B. And then he was able to solve it. Now we're up to level nine, I think it is. And we're gonna look and see what's new here in the word man. He's first, he, his they saw came together in their early way and then they come to the word man and watch what happens there.

Speaker 2 ([20:04](#)):

Ambulance come close. Sounded funny. That's okay. My head hose. Oh, I'm sorry you do that when you get stuck, don't worry about it. The ambulance aim came, try it again. Now the ambulance came.

Speaker 1 ([20:26](#)):

Where is man,

Speaker 2 ([20:32](#)):

Let hear you. Ah, man, man Wolf at Michael's good some tomato.

Speaker 1 ([20:46](#)):

Okay, I wanna stop there because if you notice something new happened on the word man, he picked up the mask himself. He sounded out every sound and put it together. This is the first time in any of the tapes of Ivan that he solved a word independently. It is a three letter word and it sound regular. But he grabbed the mask and solved it independent. This is a watershed event for this child that, and also noticed that he did not throw his head out or complain about it. He got to work and did it. So now we're at level 12 and I want you to watch what does for the word onions and spices

Speaker 2 ([21:38](#)):

Into went some into went some.

Speaker 1 ([21:50](#)):

This is onions

Speaker 2 ([21:52](#)):

On onions and

Speaker 1 ([22:00](#)):

Spices. Looks at the picture.

Speaker 2 ([22:09](#)):

Sprinkles. I was like white or no, I don't know. We'll talk about it. Keep going.

Speaker 1 ([22:16](#)):

He knows he's not right. So,

([22:22](#)):

Okay, we're gonna talk about that because we are gonna go back to spices in a minute. But what's new here is Ivan just grabbed the bass matter of factly and showed himself a part un and then did yuns. So this is just about two weeks later from the other video that we watched, he quickly moved from a nine up to a 12 much more quickly than he'd gone through the other layers. And he is already solving independently multi-syllabic Sal Salic words. And at the end when he was trying to solve spices, he said sprinkles and then was new. He won't right? Was try, gonna try it again, which is salt, which is the first time that I've seen him do multiple attempts. That is keep going and we're gonna come back to this important point in a moment.

Speaker 2 ([23:16](#)):

You see baby hippo?

Speaker 1 ([23:20](#)):

Okay, this is not one of the teachers that I worked with, but this is a clear clip of partial solving and what it clearly indicates that this teacher has taught the child the steps in what to do in partial solving. So this is the pip in the little monkey. And it's, it's got better is the sentence and better is the word. This second language learner is having trouble with the word better. And she's trying to say bit better and bit,

Speaker 4 ([24:04](#)):

Try that again.

Speaker 5 ([24:06](#)):

The monkey, my sister God. C

Speaker 1 ([24:20](#)):

She knows she doesn't, that doesn't make sense.



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Speaker 5 ([24:23](#)):

This is

Speaker 4 ([24:25](#)):

The monkey got which word's stricken you. This is, yep, I know. So how are you gonna check that word?

Speaker 5 ([24:32](#)):

This is the word mine. What word

Speaker 4 ([24:34](#)):

Should we take a look at that word? Let's take

Speaker 1 ([24:36](#)):

A cl. Okay? I want you to notice her prompts because they go from very open-ended, not giving any idea what to do. How could we solve this word? Or what could you do to check this word? And then what could we do? Can we take a closer look at the word meaning? How about crabbing the mask and looking at the word? And then she finally says, find a part. You know,

Speaker 4 ([25:01](#)):

Close. Look at that word. You ready? Let's find a part. You know, remember how to do that? What do you know in that word? Oh, what does that part say? PR says Very good earth. So now we're gonna cover that part up. Remember now work on the part you don't know.

Speaker 5 ([25:24](#)):

Again, faster. Beth did

Speaker 4 ([25:29](#)):

Now put it together,

Speaker 5 ([25:30](#)):

Put it with a cat. The monkey got the better.

Speaker 4 ([25:33](#)):

Very nice. The monkey got better. You did it.

Speaker 1 ([25:36](#)):

Okay. So after she did the part, she knew, of course then she has to work on the hard part and the teacher is still partially supporting it because what the child doesn't know is the vowel. She said bad and bit instead of bet. So the teacher said that vowel sound only the vowel sound. That's all she said in this word. And that child, once she reread, she was able to say better and realized it made sense. The monkey got better.

[\(26:11\)](#):

So if we were actually in Columbus at the conference, we would be turning to our, our smart partners and we would be discussing all of the various teacher actions and prompts that we've seen for solving and talking about how it changed over time for Ivan. Now I wanna talk about another thing the teachers were teaching for. And that is confirming most teachers help children solve problems. But after solving the problem, they began insisting that children confirm knowing they were right and they began teaching ways, demonstrating and calling for ways to know if you were right. So the first one we're gonna see here is Alison and Owen. And I'm sorry, when we, I watched her in person in a Zoom lesson and we recorded it, but we weren't smart enough to pin her. So you're gonna see me taking notes about the lesson, but I want you to watch Owen and Allison. And the first example here is just a quick, and this is exactly what I saw often throughout the lessons. He's gonna pause for a moment and then solve the word arm. And she's going to say, and and she's going to point to the picture as a demonstration for Yes. And is that where the bandaid is to confirm it? Then we'll see her do a much more complex teaching of confirming

Speaker 6 ([27:45](#)):

He wouldn't get hurt on Friday. Okay? On Monday Alex fell off his bike. He get got a on his arm. Is that where the bandage is on Tuesday? Alice tripped over his, we'll have to go over to the, he

Speaker 1 ([28:15](#)):

Stumbles on the word island. She gives a meaning cue. He still doesn't know it's an island.

Speaker 6 ([28:27](#)):

You see the part, you know.

Speaker 1 ([28:29](#)):

So now she starts with a partial solving.

Speaker 6 ([28:32](#)):

I'm on this one. Yeah,

Speaker 1 ([28:39](#)):

He shows is and she knows that's not gonna be helpful.

Speaker 6 ([28:43](#)):

Land. Land, okay. What is this called?

Speaker 1 ([28:51](#)):

So she's gonna have to tell him cuz he still doesn't know. That's an island

Speaker 6 ([28:56](#)):

Today. Yeah. Start it again. We will have to go over to the island today. Jolly Roger. We have no water to drink. I will get some water in the beach.

Speaker 1 ([29:19](#)):

Okay, the word is bucket.

Speaker 6 ([29:26](#)):

They gonna get water in basket. Okay, let's look bucket. Well, which is it?

Speaker 1 ([29:31](#)):

Which is it?

Speaker 6 ([29:32](#)):

Okay, check it with your finger. Wait, no bucket. <Laugh>. Well, which is it? Bucket. How do you know? It has a u It has a and let me see, is this a bucket or a basket? Bucket? I agree.

Speaker 3 ([29:48](#)):

Over here you changed the word you said.

Speaker 1 ([29:50](#)):

Okay, I wanna stop there for a minute. Because what Allison did was what I saw over and over the teachers did, they were going to and throwing from looking at the print to thinking about the story, confirming with the print, then confirming with the story or confirming with the story and then looking at the print. So this is what I call two-handed teaching. You know, if this hand is going for the print, then this hand has to come in. They have to work together. This hand has to come in with the meaning. So now we're gonna see Kathy and Cora again. And Kathy has just self-corrected. She read the word saw and read it as was, and she has self-corrected it. So now Kathy is coming in to teach about confirming

Speaker 3 ([30:43](#)):

Was, and then you said, so how do you know this is so

Speaker 2 ([30:47](#)):

Because when I say was then thatt make sense because watch when I do then turtle was porcupine. That doesn't make sense. So

Speaker 3 ([30:59](#)):

You're listening. So that's good.

Speaker 1 ([31:01](#)):

So you're listening to yourself.

Speaker 2 ([31:02](#)):

But then I changed it and star the over then turtle saw porcupine.

Speaker 3 ([31:09](#)):

Oh, that makes sense. If I just look at the orange. Makes sense. How do I know it's saw?

Speaker 2 ([31:14](#)):

Because m s is in the first leather,

Speaker 3 ([31:17](#)):

So you're using multiple ways to solve words.

Speaker 6 ([31:22](#)):

You

Speaker 1 ([31:22](#)):

Wouldn't get her name. So, so lemme stop. So you're using multiple ways to solve words. So she said there, so you're listening to yourself. That makes sense. And she talked about the letter and then she's saying, so you're using multiple ways. So now Kathy is being very deliberate about showing Cora that when you confirm you're using both hands, you're thinking about make what makes sense, and you're looking at the print and you're using multiple ways to make sure that you're rocked. So if we were in Columbus again, we would be turning to our partners in reviewing these confirming prompts and talking about why they're critical to get children to consolidate their problem solving their processing as they move into late learning. Now I wanna come back to the word spices because we need to value and encourage children's multiple attempts to solve words. So let's watch Janet and Ivan working on the word spices and figuring out, you wanted to know if you were right

Speaker 2 ([32:30](#)):

And I'm gonna let you answer that question. You weren't sure about this word. Read the whole thing for me

Speaker 3 ([32:34](#)):

Into the tone,

Speaker 2 ([32:35](#)):

Into the toplin, some onions. Mm-Hmm. <affirmative>. And I heard you say spook. That was good. But I, I bet if you cover sprinkles, well, let's look, see if it looks like sprinkles.

Speaker 1 ([32:51](#)):

Let's

Speaker 2 ([32:52](#)):

Look across the word

Speaker 1 ([32:53](#)):

Spill across the word.

Speaker 2 ([32:55](#)):

See right away. Do you see a sound? You don't hear? See? Do you hear something straight? Do you

Speaker 1 ([32:59](#)):

See a sound? You don't hear

Speaker 2 ([33:01](#)):

I hearing an R and I'm not seeing it. So watch sometimes. So check it, see if it looks like salt. No, no. Okay, so stick with it. Stick.

Speaker 1 ([33:11](#)):

Sometimes

Speaker 2 ([33:11](#)):

When I see an s it helps me to cover the S look. And I know this part says ice spice. So if she's got two of them, it would be spices, spice, spices, spices, some onions and spices. And you're right, it's salt and pepper. Those are both kinds of spices. Good job. You did a real nice job with,

Speaker 1 ([33:34](#)):

Okay, in that instance, she's teaching him to confirm, but she's valuing very much his ability to stick with it until he knows he's right,

Speaker 2 ([33:46](#)):

Because you wanted to know.

Speaker 1 ([33:49](#)):

So this is actually an important finding because in my research study that I published in the reading research cordially in 2015, the children who reached grade level achievement by the end of the year, Erland by level 12 were doing multiple attempts. And in Jeff Williams article, he published in a Journal of Reading Recovery in 2016 about your A game. He was talking about teachers, what are teachers doing to accelerate learning? And again, he gave a couple of examples of how teachers encouraged mul, what he called multiple responses. But what they are is repeated cycles of monitoring, solving, confirming, confirming, leading to more solving, solving leading to more confirming. And until the cycle goes around, until the end when the child either decides this is right or is good enough. Also, another thing I found the teachers doing was flexible ways of looking at words after reading a text. So here is Janet and Ivan, and they're gonna look at the word bottom and picture. And they're go, what they're going to do is look at it in different ways

Speaker 2 ([35:09](#)):

For me, okay, this word is bottom. Let's clap it. Bot clap it with me. Okay, let's cut it in a couple ways. Show me the part that says bot. Bot. You said bot. Good. Bot. What if I asked you to show me the part that says, what if we to cut it this way? B, b good tum bottom. It still says bottom right. What if I cut it this? What would this part say? But just the part. Very good. That was really nice. Do you know,

Speaker 1 ([35:44](#)):

Cut that word. Yeah.

Speaker 2 ([35:46](#)):

All right. Clap picture. Okay, show me where you're gonna cut it. Pit good. I see pit. Sure, sure. What if I did this? What if I asked you, show me the part that says pitch. Ooh, there's pitch. Ooh, pitcher. Very good. What if I said this is tricky. Show me the part that says pitch. Just pitch. Sure. Picture. There's lots of ways to break that word. That was very well done.

Speaker 7 ([36:18](#)):

Can you find,

Speaker 1 ([36:20](#)):

Okay. So what she's doing here is after a familiar reach, she's taken him back to a couple words. Very deliberately chosen by the way that could be divided into different ways. And again, if we were in Columbus, I would be showing you some pages of some text so that we could pick words that we could do that with. Now here's Owen and working with Alison. And she's going to have him divide words on his own. But she's asking him to do a little higher level task. And that is instead of her picking out words to divide, she's asking him, can you find words with two parts? Now what you have to know about Owen, which I've learned cuz watching his many videotapes, is his preferred method of solving is always to show two word, two letters. Two letters, two letters. So to solve the word together, for example, he would go t o g e t h e r. And I've seen him do it. So we're gonna see what happens. He, this is a after a familiar reading and it's seahorses, I think level 14 or maybe 16 out 15. Not sure, but it's got many multi-syllabic words. So we're gonna see what the task does for Owen. Cuz his oral language is so strong that it often carries him through a text without his looking really, really carefully, even though a strength of his is visual memory. So the first word he's gonna look at is babies.

([38:04](#)):

And then he's gonna get to the word belly

Speaker 7 ([38:10](#)):

Word with more than one part

Speaker 1 ([38:13](#)):

A word with more than one part.

Speaker 7 ([38:16](#)):

And show your eyes the

Speaker 1 ([38:17](#)):

Parts. Show your eyes the part A,

Speaker 8 ([38:20](#)):

B,

Speaker 1 ([38:21](#)):

B, B, and another one that works for him.

Speaker 8 ([38:27](#)):

B,

Speaker 1 ([38:28](#)):

B for bellies B, he knows it's not right. Let's try

Speaker 7 ([38:32](#)):

A different way. Let's break this word bell. Oh, good. All right. Do you do it? Bell, bell show. Bell show. Bell. Bell. Belly, belly. Good. All right, let's find one more call. Cold. Cold. Good. Do this one now. Oops. Good. Do this one. See,

Speaker 1 ([39:05](#)):

See

Speaker 7 ([39:06](#)):

Porsche. Good. See Hopes Very good. Ooh. Oh, you find another one.

Speaker 1 ([39:13](#)):

Okay, I'm gonna stop here because unfortunately my clip trimming of clips is as expert as I could be. But he did find the word father and he's going to cut it actually in his old way. Do you notice bellies was really important because he had to see more than two letters. Seahorse was important cuz he has saw sea horse, but that was so obvious to him. Now he's going back to father and he goes to his go-to strategy, which is fa and he says, fa tur. And so Alison has a chance to say, let's break that in a different way. And she so shows them f a t h and then they solve the word father together for me. Okay, so flexible wakey, ways to look at words that all the, the teachers did this, all three teachers did one way or the other. As they began to enter late learning, they began to do this right at the entrance into late learning. They would either break words into different ways, guided by the teacher, or they would call for the child to break words into two ways. And then the teacher would often this is especially useful for children like Owen who have a preferred method, which is not flexible at all. So building up the flexible parts.

([40:46](#)):

Now another thing that I saw a lot throughout the lessons was using analogies to solve words either in reading or in writing. And I'm not gonna show these clips because we're getting toward the end of our session and I wanna have time to wrap it up. But for example, Kathy used the word way from a away to get to the word stay. Janet early on used the word look in writing to get Ivan to write took. And what she would've seen here is Alison is using the words could and would to get to the word should

Speaker 7 ([41:31](#)):

Random sentence. Okay,

Speaker 1 ([41:32](#)):

So here, so I wanna conclude here. What we've seen is very deliberate, deliberate planned, not leaving it to chance, knowing exactly the next step that I need to take with this child and being, and also being deliberate with to the child that is almost setting goals for the child or saying out loud what the child is doing. Remember Kathy saying to Cora, oh, so you're listening to yourself. Oh, so you know, that makes

sense. Oh, you can look at the word so you can solve in multiple ways. That's being deliberate with the child. And dextrous of course, is responding to what the child is doing at the point of, of air. But these children were developing more complex and more independent problem solving, pro processing, that involved monitoring, problem solving and confirming. And they were begin to con, consolidate those into independent problem solving, confirming cycles of multiple attempts over and over again.

[\(42:51\)](#):

We saw teachers calling for children to use multiple sources of information. And the teachers deliberately built in ways to show children how to flexibly break words. They weren't waiting for the opportunity. They made the opportunity for children to do it, and they got children to higher levels of meaning in the story. And so, in conclusion, I'd like to conclude today. You may or may not have seen anything that was new to you, but it was eye-opening to me to see the experts at work that is across time watching video after video. I was always in awe of these three teachers and they're knowing what to do next and doing it. So I hope that you get a few ideas to take away for your children, to get them better ready for late learning.