



Post-Lesson Interview

Joan Moser: I felt really good about the lesson. Um, my goals were to work on personification, work on the before-during-, and after-reading strategies, and also, the text-to-text connections. And I was really excited that they were able to make such strong connections with some of the books that we have read. So, I'm very pleased with that. I think it went, it went quite well, (it never goes exactly as is planned); however, um, I try to be really responsive to the children. They did pick up some things that we'd done before, like other words for "said," and a couple of other pre-skills, which is also exciting because in the past it was—I'm also watching to be sure they achieve those.

I think if I were to replay it and do the whole lesson again, I would probably be a little more explicit about the, the personification of, what does that mean, and what does that truly look like? Because at this age they do get that mixed up. So, I'd be just a little clearer with that type of instruction and plan to do that with another book.

Joan Moser: In the whole group, I'm taught in Envoy, and so a lot of the classroom management is just non-verbal communication. And what I try to do is to just let children respond as much as possible rather than stifling too much 'cause I like a lot of interaction with children. A couple of strategies—either raise your hand and let me know what you're going to say, turn to an elbow buddy—so we get a little more energy and a few more kids talking. So those are two things that I really use.

Joan Moser: I continue to go back to heavily anecdotal records and running records. I'm constantly watching to see if my instruction in the whole group and in the guided reading groups is then being elicited and if I can see it in—when they're working independently or in those small groups. So I rely most heavily on my anecdotes as far as where I'm heading next. I also rely quite heavily, though, on a running record and on an IRI to judge their reading levels.

Joan Moser: My next step that I'm, I'm gonna move toward in my shared reading—we're going to continue tying together text-to-text connections. I have a few kids, about five, that really haven't elicited that behavior as much as I want to see. Most of them are doing it consistently, but we're going to move to their next level, which is written. So, I'm gonna move in two ways. I'm gonna have—go forward with, um, continuing with the text-to-text connection, with personification in particular. And I'm going to elicit that from some of those lower children that don't quite get it. The other piece that I'm going to move into is teaching children how to code that with a sticky [note] and to text-code those connections so the level of comprehension can be raised even higher.

Joan Moser: My, my personal philosophy works straight off of influence. I believe in, "every child is a learner," which is an old standard cliché, but in this classroom every child

is expected to perform and to be a learner. That happens through a high level of respect. I respect these human beings so much because they are brilliant. I also will never go “power.” It’s, it’s a Michael Grinder—it’s an Envoy term. Never pulling power on children or backing children into corners. I try very hard at the beginning of the year to set strong parameters for the children. Setting a structure—for example, daily five is a strong structure. Within that structure my students have a lot of freedom to move, a lot of choice. They are highly invested in their learning because the structure is strong; the parameters are set. And within that structure then, it allows me so beautifully to explicitly teach and then to step back and let them make choices on their learning. And what they choose is things that I’ve already taught them. They choose to practice within the guidelines that we set for them.

Envoy is a management system. It’s been developed by Michael Grinder, and it’s working with non-verbal behaviors. And what we know about children is they are very compliant—they are very eager to do what’s right. And often times as, as adults, we push ourselves, or we try to manipulate behavior through power. What the Envoy really suggests is we can have more energy as adults and to be able to have more influence on children when we don’t go so heavy with the power and with our body. We are able to control our own breathing, which allows them to be calm and allows them to learn easier. It’s a very comfortable environment. The stress level is very low for students, and I think you can see that when you look at how my children talk to each other, how they work in a small group during daily five, how they function. They are really, um, really respectful, very calm; it’s a nice feel to a classroom, and it’s always non-verbal behaviors.