General Guidelines for Teacher Language

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# Session 2

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### Handouts and Charts

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Learning objectives for Session Two

- Continue process of forming community
- Understand and apply guidelines for teacher language
- Plan for and reflect on classroom implementation

Materials needed

- Welcome chart
- Agenda for the day
- Chart: Opening Doors of Possibility (see page 59)
- Chart: Guidelines for Teacher Language (see page 59)
- Handout: Guidelines for Teacher Language: Key Ideas (see page 60)
- Handout: DVD Viewing: Session Two (see page 63)
- Handout: Teacher Language Implementation: Guidelines (see page 64)
- Handout: Reading Journal: Envisioning (see page 66)
- Handout: 3–2–1 Reflection (see page 67)

Preparation needed

- Photocopy handouts for today and put them on a table by the door or on participants’ chairs.
- Review directions for today’s suggested greeting, “Good Morning” Greeting (*The Morning Meeting Book*), and plan how to introduce it.
- Review directions for today’s suggested energizer, Tony Chestnut (#79, *Energizers!*), and plan how to teach it.
- Review directions for Jigsaw activity (page 10).
- Set up a welcome chart by the door (see pages 14–15 for information about welcome charts).
Sample schedules

Following are two sample schedules—a two-hour schedule and a one-and-a-half-hour schedule.

Two-hour schedule

I. Greeting and agenda 5–10 minutes
II. Reflecting on implementation 5–10 minutes
III. Exploring ideas 15–20 minutes
IV. Guidelines for teacher language 25–30 minutes

Brief energizer break 2–3 minutes
V. Guidelines in action: DVD viewing 25–30 minutes
VI. Planning for implementation 5–10 minutes
VII. Preparation for next session and closing reflection 5 minutes

One-and-a-half-hour schedule

I. Greeting and agenda 5 minutes
II. Reflecting on implementation 5 minutes
III. Exploring ideas 15 minutes
IV. Guidelines for teacher language 25 minutes
V. Guidelines in action: DVD viewing 25 minutes
VI. Planning for implementation 5–10 minutes
VII. Preparation for next session and closing reflection 5 minutes

*In the detailed outline, times in parentheses are for the one-and-a-half-hour session.
I. Greeting and agenda—
5–10 minutes (5 minutes)

1. Before beginning the session, quickly introduce any new members who have joined the group and remind participants to put on their name tags.

2. Do a simple, low-risk greeting.

   Suggested greeting: “Good Morning” Greeting (*The Morning Meeting Book*).

   The person who begins the greeting turns to a neighbor, smiles, and says, “Good morning [afternoon], ______,” using the neighbor’s first name. The person who was greeted then turns to the next person in the circle and the greeting continues around the circle.

   Sequence:
   
   a. *Introduce the greeting,* describing what participants will do. Emphasize that there is no touch involved in today’s greeting.

   b. *Model with a neighbor.* Key things to model are eye contact and friendly voice.

   c. *Ask participants* what they noticed you said and did.

   d. *Check for understanding* and begin the greeting.

3. Review the agenda for the day.
II. Reflecting on implementation—

5–10 minutes (5 minutes)

1. Ask partners to discuss what they noticed about their use of language in the classroom. Participants can refer to notes they made on the handout Teacher Language Implementation: Awareness.

2. Follow up by asking for volunteers to report to the whole group some things they noticed.

III. Exploring ideas—15–20 minutes (15 minutes)

1. Post the chart titled Opening Doors of Possibility (see page 59) and explore the idea that teacher language can open doors for children.

   a. Read aloud the quote that is on the chart:

   The power of teacher language cannot be overstated. . . . [By] using it to open rather than close the doors of possibility for children, we help them become self-confident, engaged learners (from the Summary, Chapter One, The Power of Our Words).

   b. Ask participants to reflect on the quote. Prompt their reflection with the following questions:

   ✴ How have you used language to help children become self-confident, engaged learners?

   ✴ Have you had experiences where your words closed doors for a child/children? What happened?

   c. Give participants a few minutes to journal and then ask them to share thoughts with their partner.

   d. Facilitate a whole-group discussion of the reflection questions.

2. As a transition to this session’s work, reinforce for participants that the guidelines you’ll be focusing on today are the foundation for powerful and positive teacher language.
IV. Guidelines for teacher language—25–30 minutes (25 minutes)

1. Post the chart titled Guidelines for Teacher Language (see page 59).

2. Use Jigsaw discussion structure to review the guidelines:
   
   a. Direct participants to the handout Guidelines for Teacher Language: Key Ideas (pages 60–62).
   
   b. Participants number off by 3s and gather by number to form expert groups (all 1s gather in an expert group, all 2s gather, etc.).
   
   c. Assign text by numbers: 1s will review first guideline, 2s will review second and third guidelines, 3s will review fourth and fifth guidelines.
   
   d. Expert groups review assigned text and, using the handout, fill in key ideas and examples for their guideline(s). Participants can refer to the reading journal they received in Session One.
   
   e. Participants form new groups consisting of a representative from each expert group. Expert group representatives report on what was discussed in their expert group and everyone completes the handout.

3. Lead a whole-group discussion:
   
   ✤ Are you already following some of these guidelines? Which ones?
   
   ✤ Which of these guidelines might be difficult to follow? Why?
   
   ✤ What questions or concerns are raised?

energizer break

This is a good place to pause for a quick energizer break. A suggestion for this session is Tony Chestnut (#79, Energizers!).

Remember to post directions for the Jigsaw discussion structure.
V. Guidelines in action: DVD viewing—25–30 minutes (25 minutes)

1. In small groups, participants watch a grade-level-appropriate DVD clip from the Sessions One and Two choices.

   a. Direct participants to the handout DVD Viewing: Session Two (page 63).

   b. Each group will focus on one of the guidelines, looking for specific examples of the teacher following that guideline.

   c. Show the clip; participants use the handout to write down observations.

   d. In small groups, participants discuss and agree on key observations and then report observations to the whole group.

2. Discuss with the whole group:

   • Now that you’ve seen the guidelines in action, what do you think the benefits would be for your classroom?

   • What do you think might be difficult about following these guidelines?
VI. Planning for implementation—

5–10 minutes (5–10 minutes)

1. Participants consider the stages in changing teacher language.
   
   a. Direct participants to read to themselves “Stages in Changing Teacher Language” (Appendix B, *The Power of Our Words*).
   
   b. Ask partners to talk about what stage they each are in at this point.

2. Using the handout Teacher Language Implementation: Guidelines (page 64), participants work with nine o’clock partners to begin planning for implementation.

   a. Partners help each other think of one “guideline for teacher language” to pay attention to in her or his use of language in the coming week(s).

   b. Participants record their guideline selection on the handout Teacher Language Implementation: Guidelines.
VII. Preparation for next session and closing reflection—

5 minutes (5 minutes)

1. Give the assignment for Session Three.


   b. Use Teacher Language Implementation: Guidelines to record information about your efforts to follow one guideline for teacher language.

2. Use the 3–2–1 Reflection structure for today’s closing reflection.

   a. Direct participants to the handout 3–2–1 Reflection (page 67) and ask them to fill it in.

   b. Ask participants to turn to their partners and share one thing they wrote on their reflection sheets.
Opening Doors of Possibility

The power of teacher language cannot be overstated. . . . [By] using it to open rather than close the doors of possibility for children, we help them become self-confident, engaged learners.

(The Power of Our Words)

Guidelines for Teacher Language

1. Be direct and genuine.
2. Convey faith in children’s abilities and intentions.
3. Focus on action.
4. Keep it brief.
5. Know when to be silent.
## Guidelines for Teacher Language: Key Ideas

### Group 1

<table>
<thead>
<tr>
<th>Guideline #1: Be direct and genuine.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key ideas and examples:</strong></td>
</tr>
<tr>
<td><strong>Questions and/or connections:</strong></td>
</tr>
</tbody>
</table>
### Guideline #2: Convey faith in children's abilities and intentions.

<table>
<thead>
<tr>
<th>Key ideas and examples:</th>
<th>Questions and/or connections:</th>
</tr>
</thead>
<tbody>
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</table>

### Guideline #3: Focus on action.

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<thead>
<tr>
<th>Key ideas and examples:</th>
<th>Questions and/or connections:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Group 3

Guideline #4: Keep it brief.

<table>
<thead>
<tr>
<th>Key ideas and examples:</th>
<th>Questions and/or connections:</th>
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Guideline #5: Know when to be silent.

<table>
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<tr>
<th>Key ideas and examples:</th>
<th>Questions and/or connections:</th>
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</table>
DVD Viewing: Session Two

As you watch the DVD clip, look for specific examples of teacher language that follow the guideline(s) assigned to your group.

Group 1: Be direct and genuine.

Group 2: Convey faith in children’s abilities and intentions.

Group 3: Focus on action.

Group 4: Keep it brief.

Group 5: Know when to be silent.
Teacher Language Implementation: Guidelines

1. Put a check mark next to the guideline you want to implement:
   
   _____ Be direct and genuine.
   _____ Convey faith in children’s abilities and intentions.
   _____ Focus on action.
   _____ Keep it brief.
   _____ Know when to be silent.

2. What steps will you take (e.g., observe when and how you currently meet the guideline; identify areas of difficulty; write key phrases in your plan book; plan what you will say in specific situations)?

3. How will you keep track of progress?
   
   _____ Keep a regular journal
   _____ Record myself
   _____ Have a colleague observe me
   _____ Other:
4. Before coming to Session Three, reflect on your implementation of one of the guidelines:

What went well?

What contributed to success?

What was challenging and why?

How might you address this challenge?
Reading Journal: Envisioning

Read Chapter Two, “Envisioning: Language as a Spyglass” (The Power of Our Words).

Using a format like the one below, note questions, key ideas, points to ponder, wonderings, text-to-self connections, etc.

<table>
<thead>
<tr>
<th>After (or during) initial reading</th>
<th>Upon further reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
3–2–1 Reflection

3 things I learned today:

*

*

*

2 points to ponder:

*

*

1 action to take:

*