APPENDIX B: GUIDE FOR OBSERVING AND NOTING READING BEHAVIORS pdf

1: When readers struggle : teaching that works in SearchWorks catalog

When Readers Struggle: Teaching That Works,, - Appendix B: Guide for Observing and Noting Reading Behaviours ; Fountas & Pinnell Prompting Guide Part 1 for Oral Reading and Early.

Page 42 Share Cite Suggested Citation: The National Academies Press. The hot plate method of the U. Department of the Interior, U. Bureau of Mines, The modif fed Godbert-Greenwald furnace method of the U. It was the consensus of the panel that the test method to be recommended should be a hot plate method because of the simplicity and availabi lity of the equipment involved. Available test data indicate that similar test results are obtained when using different hot plate test methods, when different laboratories use the same method, and when repeated tests are perf armed in the same laboratory. It also was noted that the difference in results between the U. The proposed IT test method was chosen by the panel as the foundation of its recommended method because there i s a relatively wide data base for this method that indicates that it produced results as reproducible as any method studied. The method recommended by the panel for determining the layer ignition temperature of combustible dusts is described below, and the differences between it and the IEC test method are discussed. Mo st of the data readily available in the United States on the ignition temperature of combustible dusts layers is the result of tests by the U. Bureau of Mines using dust passing through a 0. The 29 30 test method recommended by the IEC requires that the dust pass through a 0. There are no reported data correlating the layer ignition temperatures using dust samples identical to each other except for the particle size. This decision errs, if at all, on the side of safety. Other relatively minor changes from the IEC recommended test method e. Electrical equipment evaluated and found acceptable for use in the presence of dust may not be acceptable when exposed to molten material. The test is not suitable for use with substances having explosive properties. Definitions For the purpose of this recommendation the following definitions apply: Ignition--The initiation of combustion in the material under test. Ignition should be considered to have taken place at the minimum hot plate temperature at which: Preparation of Dust Sample The dust should be able to pass a 0. If necessary, any dust passing a O. The ground and unground fine dust samples then should be mixed. The sample must be representative of the dust received and the dust used in the test should be well mixed. Any changes caused in the properties of the as-received dust samples e. Essential details and performance requirements are described below. The heated surface should consist of a circular stainless steel plate mm in diameter and not less than 20 mm thick. The same thermocouple should be connected to a temperature recorder for recording the temperature of the plate during a test. The heated plate and its controller should satisfy the following performance requirements: A fine thermocouple O. The thermocouple should be stretched across the heated plate parallel to the surface. This thermocouple should be connected to a temperature recorder for observing the behavior of a dust layer during tests. Temperature measurements with the thermocouple should be made either relative to a fixed reference junction temperature or with automatic cold junction compensation. The ambient temperature should be measured by a thermometer placed in a convenient position within 1 m of the hot plate but shielded from heat convection and radiation from the plate. Dust layers should be prepared by filling the cavity. The ring should be left in place during a test. A given dust should be tested in a layer that is A ring of the appropriate depth will be required. The scoop with the concave edge supports the ring and collects excess dust swept toward it in leveling the layer formed inside the ring. Density of Dust Layer. The dust layer should not be compressed unduly i. To minimize spillage, it is convenient to form a pan around one half of the ring arid then to draw the straight edge towards the pan. The apparent density should be calculated from the weight of the dust and the filled volume of the ring and should be reported. These data are only to provide a reference should data on a similar material yield significantly different results. Ignition in particulate or porous solids exposed to elevated temperatures generally is preceded by a more or less protracted period of self-heating usually due to atmospheric oxidation. Depending on the temperature of exposure, self-heating may result in no more than a transient, although

sometimes substantial, rise in temperature within the solid that does not lead to the propagation of combustion. Further, the "induction period" for ignition at temperatures near the minimum required for ignition is usually many times greater than for ignition in dust clouds or in gases and vapors. For these reasons, recognition of the minimum ignition temperature for layers is less straightforward than for dust clouds or for gases and vapors, and it is necessary to be certain that failure to ignite at a given temperature is not merely a result of premature termination of a test. The occurrence of ignition in a layer of dust on a surface at a given temperature depends critically on the balance between the rate of heat generation self-heating in the layer and the rate of heat lost to the surroundings. The temperature at which ignition of a given material occurs therefore depends on the thickness of the layer. Values determined for two or more thicknesses of a given dust may be used for predictive purposes see the section below on application of results. If the dust is seen to flame or glow, this is sufficient evidence of ignition. If flaming or glowing is not seen, the behavior of the dust layer is to be observed by means of a fine wire thermocouple supported within it and connected to a temperature recorder. It usually will be found that, provided the temperature of the plate is high enough, the temperature in the layer will increase slowly to a maximum value that may be in excess of the temperature of the hot surface and then fall slowly to a steady value below the temperature of the hot surface. This behavior is evidence of self-heating in the dust layer and may often be accompanied by a discoloration of the dust but not by active and visible combustion of the layer. Discoloration shall not be considered to be ignition. If the temperature of the hot surface is slightly higher, it will be found that the temperature measured in the dust layer will continue to rise instead of passing through a maximum and lead to ignition. Simple temperature-time curves illustrating this behavior are shown in Figure B If there is no ignition within 30 minutes, the test can be considered concluded. For these dusts, visible observations and notes should be included with the temperature-time curve. With dust layers composed of certain divided metals, ignition may be characterized by the relatively sudden appearance of highly incandescent smoldering combustion progressing rapidly through the layer. Temperatures at which ignition fails to occur must be confined by continuing a test long enough to establish that any self-heating is definitely decreasing in rate i. The apparatus should be set up in a position free from drafts and under a hood capable of exhausting smoke and fumes. An angled mirror some distance above the test sample or equivalent means for visual observa- tion of the dust during the test should be provided. The temperature of the hot plate should be adjusted to a desired value and should be allowed to become steady within the prescribed limits. A ring of the required height should be placed centrally on the surface of the plate and should be filled with the dusts to be tested and leveled off within a period of 2 min. The test thermocouple recorder then should be started. The surface of the heated plate and the ring should be cleaned after each test. Tests should be repeated with fresh layers of dust until an ignition temperature has been determined. The temperature at which ignition does not occur also should be recorded. This fact and the maximum duration of the test should be reported. Time to ignition, or time to the maximum temperature in the case of no ignition, should be measured to the nearest 2 minutes from the time of placing the dust layer on the hot surface and should be reported. If melting occurs, this fact and the melting temperature should be recorded and 38 the test should be discontinued. The melting temperature should be considered to be the ignition temperature. The tests should be repeated. Repeatability and reproducibility sometimes may be very poor for reasons associated with the physical nature of the dusts and the behavior of layers during the testing. When this occurs, it should be reported and all results should be accepted as equally valid. The test report should include a brief description of the nature of the combustion following ignition, noting especially behavior such as unusually rapid combustion or violent decomposition. Factors likely to affect the significance of the results also should be reported; these include difficulties in the preparation of layers, distortion of layers during heating, decrepitation, and melting. Reporting of Results The test report should include the name, source, and description if not implicit in the name of the material tested; the date and serial number of the test; the room temperature; and the apparent density of the material as tested. The report should state that the determination of ignition temperature has been carried out in accordance with this recommended method. The ignition tests

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should be reported in the manner shown in Table B-1 showing results in descending order of temperature rather than in the order in which tests were performed. All test data should be reported e. It is possible to estimate minimum hot surface temperatures for the ignition of layers of a given dust of lesser or greater thickness by linear interpolation or extrapolation of the experimental results plotted as the logarithm of the thickness versus the reciprocal of the ignition temperature in degrees Kelvin. This is the simplest predictive procedure that has some theoretical justification. More elaborate treatment based on thermal ignition theory will permit estimates of the ignition temperatures of layers in other configurations e. When extensive prediction is intended, it is recommended that ignition temperatures be detained for at least three layer thicknesses and that thicker layers be emphasized. Construction of Heater Surface Provided the requirements presented above in the section describing the heated surface are satisfied, the detailed construction of the heated surface is not critical. It should consist of a circular plate of stainless 40 steel provided with a "skirt" Figure B-1 and may be mounted on any suitable electrically heated hot plate commercially available. Aluminum and ordinary steel are not recommended for the heated surface because of the potential for corrosion problems and the possibility that an aluminum surface could be destroyed when metal powders are being tested. There are two ways of achieving a sufficiently uniform temperature distribution across the heated plate, the choice of which depends primarily on the heating device available. If the heater consists, for example, of exposed coiled filaments intended to run at red heat, there should be an air gap of about 10 mm between the heater and the plate so that heat transfer occurs by radiation and convection. If, however, the heater is designed for direct contact and heat transfer occurs mainly by conduction, the plate needs to be much thicker if hot spots are to be avoided. A thickness of not less than 20 mm is recommended. The general arrangement shown in Figure B-1 is self-explanatory. It is preferable to insert indicating and controlling thermocouples in holes drilled radially from the edge of the plate and parallel to the surface at a depth of 1 mm from the surface. The base of the hot plate should be provided with feet in order to clear the support for a thermocouple stretched horizontally across the surface.

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Appendix A: Ways of Thinking About Text Reading: Observing for Evidence Appendix B: Guide for Observing and Noting Reading Behaviors Appendix c: Coding and Scoring Errors at-a-Glance.

Jackson Georgia State University Abstract This study used qualitative methods to determine whether kindergarten children exhibited stress behaviors during the academic work period of the day. Sixteen children 8 male, 8 female ages years were observed. The data consisted of classroom observations by the researcher, open-ended interviews with teachers, artifacts collected from the classroom, and specific work artifacts of the children. Results showed that a total of 9 children exhibited stress behaviors at some point during the observations. Questions raised by this research include what types of classroom environments and teacher characteristics ease or contribute to stress experienced in kindergarten and whether children in developmentally appropriate settings are less likely to exhibit stress behaviors than those in setting where developmentally inappropriate practices are predominant. Each article will include a brief overview of the topic and the research methods but not a literature review, thorough analysis, conclusions, or recommendations. The first author to share "Notes from the Field" is Lori Jackson, an educational psychology graduate student in Georgia. In a time when randomized clinical trials are seen in some quarters as the only valid type of research, we suggest that highlighting data such as Ms. Previous research on children and stress has examined observable stress behaviors in the classroom including examining specific classroom situations or types of activities and how these situations affect individual children Hart et al. In one study, kindergarten children were observed for stress behaviors in developmentally appropriate and inappropriate classrooms. Results were examined for effects of race, socioeconomic status SES , and gender. Significant findings indicated that boys exhibited more stress behaviors than girls, but in developmentally inappropriate classrooms, children overall exhibited more stress than children in developmentally appropriate classrooms. Also, more stress behaviors were exhibited by low SES Black children regardless of classroom type Burts et al. The following questions formed the framework of the study: Do kindergarten children exhibit signs of stress in academic situations? If so, at what specific points or during what specific activities throughout the school day do children exhibit stress behaviors? Methods Data sources for this study consisted of naturalistic classroom observations by the researcher, open-ended interviews with teachers, and collection of artifacts from the classroom and specific work artifacts made by the children. Setting The study was conducted in a suburban private school in a major metropolitan area of the southeastern United States. The stated mission of the school includes providing an academically structured environment and recognizing the uniqueness of each child. I chose this setting because I had insider knowledge of the school and its routines and mission for education, in addition to prolonged involvement with the school as an educational consultant. The observations reported here were conducted in Ms. I also spent a day observing in each of the other kindergarten classrooms to gain a sense of the daily routines in each. Data Collection Data were collected from three sources: Triangulation was achieved through analysis and comparison of observations, work samples created during the observation periods, and comments from the teacher regarding the events during the observation. I conducted systematic observations by means of event sampling over an 8-week period, two to three times a week in the spring of the year, for a total of 18 observations. Each observation period lasted for 1 to 2 hours. I used a checklist of stress-related behaviors for quick reference see Appendix A. A semi-structured interview was conducted with Ms. Walker using open-ended questions see Appendix B for framework interview. Walker about the behaviors of children during various activities in the school day and about her academic expectations of the children. The interview lasted for approximately 30 minutes. Walker for additional information about each child in her class and about particular behaviors that I noted while observing. Much of this information from Ms. Walker was collected during informal interactions that occurred during classroom observations. Artifacts were collected as a source for confirming and contesting the

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observation and interview data. The 16 children 8 boys, 8 girls in Ms. The children were all White and from families of middle to upper middle SES. At the time of the study, all children were either 5 or 6 years of age. Each child has been assigned a pseudonym for the purpose of reporting in this study. The school had five kindergarten teachers, all of whom consented to be part of the study. All of the teachers were White and of similar SES as the children in the study. At the time of the study, Ms. Walker had been teaching kindergarten for 9 years. Walker stated that she enjoyed teaching and that she continued to teach because of her love of children. She believed that the children in her classroom benefited from the academic focus of her teaching and that they needed this foundation to be successful in future academic endeavors. Walker professed belief in developmentally appropriate practices when I questioned her about her beliefs. She commented that she often felt pressure from parents in particular to help children excel academically. She also stated that she wanted the children to do their very best at all times and felt that pushing them academically in kindergarten would help them to be successful in future grades. Walker consented to participate in this study and was welcoming to all observations, conversations, and interviews. She stated that she agreed to take part in the study because she was interested in having the children in her classroom observed to see whether any learning differences would be noticed or identified. Classroom Context Physical Space. All of the kindergarten classrooms were located on this hallway except one, which was directly around the corner from the others. The doors to each room were generally kept open, and the feeling of the school was warm and caring. The warmth was shown in the way teachers greeted children by name as the children moved throughout the hallways. Teachers were heard asking the children about their activities and lives outside of school; they showed genuine interest in listening to the children. Walker said that she preferred to keep her classroom door closed to lessen the noise and distraction from the hallway. Her classroom had individual desks for each child. It was filled with stacks of paper and books and miscellaneous items brought in by children or the teacher for use in the classroom. All of the charts were placed at eye level for the children except the manuscript and number chart, which was lined around the room at the top of the wall. Virtually all of the wall space was filled with these articles. In addition, one display featured a picture of a cartoon drawing of a snail, called the tattle-tale snail. On this picture, a child who was upset with a friend would write down the concern and pin it to the snail. Walker explained to me that she hoped that through using the tattle-tale snail the children could learn to vent their frustrations through writing and eventually through talking out their conflicts with their friends. The official start time for kindergarten at the school was 8: Children were allowed in the building starting at 7: The time between 7: When the children came into Ms. Walker called the class together each morning around 8: The children were given a snack break around Lunch and recess followed the daily morning work period. Science or social studies were scheduled for the afternoon. The school day ended at 2: Data from the Study Daily Routines As children entered the classroom each day, they were greeted by Ms. The children put away their backpacks and jackets and got out any notes or other items that the teacher requested. They were then allowed to socialize, quietly, with one another as they played with puzzles, read books, or took a turn on the computer. When the school bell rang at 8: The teacher then discussed end-of-the-day plans for each child such as extended day, carpool, or going home with a friend. Walker then began with the calendar, weather, and everyday tasks such as tallying the days in school, counting the coins on the board, and going over the word wall, which took about 5 to 7 minutes. A different child was assigned to these tasks each day in a preset rotation. For example, if the January calendar had a number 1 on a snowflake, the number 2 on a snowflake, and the number 3 on a snowman, a child would be asked to predict what the number 4, for January 4, would be on. If a child was recording the weather, he or she would typically look outside to see the conditions and also look at the thermometer. The condition sunny, cloudy, rainy, etc. While these tasks were being completed by an individual child, the other children remained sitting quietly in the circle. When these everyday tasks were finished, the teacher gave a quick overview of the work to be completed for the day. The overview usually consisted of the schedule for the day and the basic nature of the tasks to be completed. For example, one day Ms. Walker told the children that they would have music with the music teacher after snack and that recess

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would be after lunch. Before she had the children return to their desks, she told them that they had several phonics pages to be completed because they were behind in the schedule. This assignment would be in addition to their typical work for the day. When the children returned to their desks from circle time, they opened their personal work folders, which were placed there by Ms. The children perused the folders until the teacher called for their attention in the front of the classroom. Attention was then quickly diverted to the work of the day. The teacher usually began with a short lesson about minutes at the board for the more novel work, such as producing their own spelling sentences with the new spelling words, and then she gave a final, quick once-over of the directions for the other tasks that were more routine, which again took 2 to 3 minutes. These words were selected by the teacher. For instance, one week the spelling words were blend, blond, brand, land, and lend. Walker went over the spelling words by pointing to them and having the children respond chorally. She then asked individual children to read the sentence that she had written with the spelling words. What brand are your shoes? The land is flat.

3: ECRP. Vol 11 No Observing Children's Stress Behaviors in a Kindergarten Classroom

Appendix A:Ways of Thinking About Text Reading: Observing for Evidence Appendix B: Guide for Observing and Noting Reading Behaviors Appendix C: Coding and Scoring Errors at-a-Glance

4: When Readers Struggle by Irene Fountas, Gay Su Pinnell. Teaching That

Irene C. Fountas Gay Su Pinnell Study Guide Observing and Noting Reading Behaviors" (Appendix B of this study guide) for Observing and Noting Reading.

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