Teacher/Video ID: **111509110**   Book Title: Kingdom of Friends   Grade: PK

Coder: UT master coder   Genre: ✖Narrative ☐ Informational ☐ Other: _____

Start time: 00:00 End time: 13:55 Languages observed: ✖English ☐ Spanish ☐ Other: _____

SABR 2.2 Video Coding Sheet

CHILD TALK + CONTINUATIONS

Form of Utterance Codes CHILD TALK	Definition and keywords	Frequency counts			Total
		BEFORE	DURING	AFTER	
Child Comment	Definition: Child declarative sentence form used to convey information or imperative sentence used to request action from the listener.	17	38	4	**58**
Child Questions	Definition: Child interrogative sentence form designed to elicit a response from the listener. – *Why doesn't Diego get a turn?* Keywords: *Who, What, When, Where, Which, Why, How, Have (Has, Had, Having), Can, Could, Do (Does, Did), Will, Would, Is, Are, Was, Were, Being, Been, May, Might, Must, Need, Shall, Should*	1	4	0	**5**
TEACHER TALK Triggered by Child Talk					
Repeat/Recast/Extend	Definition: Repeat/recast/extend – This teacher code involves elaborating on child utterances by repeating, recasting or expanding the topic in a way that uses at least one word from the child's previous utterance. These continuations of child topics/utterances must use at least one word from the child's previous utterance(s); this includes root word that are carried over from C's talk (C: They read. T: They're reading). This must include teacher talk that immediately follows a child utterance.	1	1	1	**3**

TEACHER QUESTIONS

Form of Utterance Codes TEACHER TALK	Definition and keywords	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Auxiliary-Fronted Yes/No Question	Definition: These questions are designed to elicit a yes/no response and contain an auxiliary ("helper") verb. *Note: Auxiliary verb may not be the very first word in the question, but should still be coded here. – *Do you see that?* / *When they were playing, was she being nice?* Keywords/Auxiliary verbs: Have, Has, Had, Having, Can, Could, Do, Does, Did, Will, Would, Is, Are, Was, Were, Being, Been, May, Might, Must, Need, Shall, Should	1	3	1	**5**
Yes/No Question	Definition: A question that can be answered with yes/no question response but does NOT have an auxiliary verb at beginning – *See that?* May also include tag questions (rhetorical questions) – *She's bossy, huh?*	2	2	3	**7**
Basic Wh- Question	Definition: Who, what, when, where, which (but not why) + interrogative sentence form/question – *What happened?*	1	3	3	**7**
Why Question	Definition: Why + interrogative sentence form/question – *Why are they mad?*	0	1	0	**1**
How Question	Definition: *How* + interrogative sentence form/question – *How did they build the tower so high?*	0	0	0	**0**
Turn-Taking Question	Definition: Where the teacher uses a question form, but it does not fit the other Q categories and is designed to give the child a turn to speak (*Yes, Felicia?*)	0	0	0	**0**

TOPIC/CONTENT CODES: ALL TEACHER TALK

These categories only apply to teacher utterances; these utterances can co-occur, but Literacy- or Meaning-Related trump Behavior if within one utterance.

Behavior Code TEACHER TALK	Definition and common phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Redirection/ Reminders	Definition: Positive and negative behavior management related talk (redirection and reminders) Key phrases: *Raise your hand, just a minute, hold on, I am looking for…., I like how…, shhh, sit down, wait, wait your turn, stop, be quiet*; *Look, see* (Do not double count attention-directing words if they are embedded in a longer behavior-focused utterance, e.g. *Sit criss-cross applesauce and look up here!)*	3	17	0	**20**

Literacy Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Book and Print Conventions	Definition: Talks about how to use books, book parts or rules and conventions that English print requires. Keywords/phrases*: Title, title page, page, cover, spine, end pages, dedication page, turn page, left/ right, top/bottom, "this is called" + title of book, genre*	1	0	1	**2**
Letters/Words/Writing	Definition: Talks about letter names, letter sounds, alphabetical order or letter features; identifies whole words in print; models writing of words; talks about how to write, invented spelling, or writing notes to friends Keywords: *Letters, uppercase, lowercase, letter sound, starts with + letter name, rhyming word, write, writing center*	0	2	0	**2**

Meaning Codes TEACHER TALK	Definition and Common Phrases	Frequency Counts			Total
		BEFORE	DURING	AFTER	
Character References	Definition: Names specific characters with proper noun. Keywords: Proper nouns that name characters in text (e.g. Petunia, Diego)	0	3	0	**3**
Cognition	Definition: Indicates cognitive processes in the brain. Keywords: *Think, know, believe, make believe, remember/remind, pretend, idea, plan, find out, learn, understand, imagine/imagination, wonder, guess, decide/decision, choose/chose/choice, pick*	2	1	0	**3**
Feelings/Emotions	Definition: Captures feeling/emotions. Common keywords: *Mad, sad, happy, angry, sorry, miss, scared*	0	0	0	**0**
Define/Elaborate on Vocabulary	Definition: Asks for or providing a word's definition, or elaborating on word meaning. Key phrases: *"What does __ mean?"; "The word __ means …"*	0	0	0	**0**
Act Out/Pretend	Definition: Promotes dramatization of the book or other pretend role-play. Key phrases: *"Let's pretend…"; "Let's imagine…"; make believe, (dramatic) play*	0	0	0	**0**

Other Observations TEACHER TALK Check modifiers if 1+ utterances	Author/Illustrator reference ☐ Yes ☒No *authors write words, illustrators draw pictures*	Making Predictions ☐ Yes ☒No *"What will happen…?"; "Guess what's next?"; "I expect…"*	Making Connections ☒Yes ☐ No *"Remember when we…"; "Reminds me of our…"*	Background Knowledge ☒Yes ☐ No *"What do you know about…?"*	Causal Reasoning/ Problem Solving ☒Yes ☐ No *because, why?, since/so, problem, solve, trouble*	Judgments/Opinions ☒Yes ☐ No *mean/nice, bossy, fair, smart, friendly, bully, agree, good/bad*	Desires/ Preferences ☒Yes ☐ No *like, dislike, want, hate, decide, favorite*