Guided Reading Sample Lesson Level 11, Day 2

Grade 1, Amy Sanderson, Centerville Elementary School, Anderson School District 5

*(T=Teacher, C=child)*

|  |  |
| --- | --- |
| **Segment** | **Transcript** |
| Familiar Rereading and Running Record Excerpts (3:19) | T: Now listen, Z\_\_\_ is our running record today, so take all your familiar books out so you can pick something good. And read in a whisper voice. (To child): 10 Little Bears.C: (see running record)  |
| Running Record Teaching Point (2:01) | T: Oh my goodness I’d be hungry after all that fun stuff too. Now look, you did some great things, Z\_\_\_. I loved how you were thinking about your story and taking a good look. Now this was the tricky part at the beginning, right. Did you work hard? Were you taking a good look? Did you reread to make things make sense? Yes, let’s read this bottom part about what they all wanted to do. TheyC: They T: They wC: They wanted something to doT: Yes, they were all sitting there and they wanted something to do. Clap somethingC: some thingT: I love how you found that part you knew super fast. Find that part that says someC: frames itT: You found it fast and said it. And that helped you, didn’t it. Some - You see the parts ? Something. So you found they wanted some – oh, something. See, when you do it quickly, and see those parts you know, it helps you go faster. It helps you thinking about your story. Now let’s take a look here because this one kinda works the same way. You were almost right, and this one works kind of like something. There was a tricky spot here. (firehouse page – child finds the word “firehouse”). Yes, that was it. See, you even knew. Let’s see where these bears went (points to the picture) – C: (reads) One little bear went to the firehomeT: Firehome. We could call it that, but lets take a look. Here’s fire, now let’s check this part.C: houseT: You already noticed – fire whatC: HouseT: Yes, it could have said “home,” but look, you know house and you know home, so what did they call it here?C: firehouse.T: Now read it one more time and see if it makes sense.C: (reads)T: To see the fire (engine)? Now, does it still make sense to say it that way?C: yesT: See you have to be very careful and use those good eyes that you have to make sure that you are looking. OK? You have to do it when you’re reading. And you also have to do it when we start our writing part.  |
| Guided Writing: Constructing Writing(3:32) | T: Here, you can put your books on the floor in your bags. That reading sounded great. I was listening to The Hungry Giant and to The Cooking Pot. I could still hear you. Now, those little bears did all kinds of fun things, didn’t they? Let me tell you about something fun I like to do. There are all kinds of things I like to do. You know what, this week, I did something I don’t normally do during the weekday, I went to the movies this week, so that’s something I did, like those bears left their house, I went to see this movie, because I had read the book and I wanted to see the movie that went with it. Oh, something else I like to do, I like to run. Guess when I ran? I ran this morning. I woke up before I came to school and I went for a run. So those are some fun things I like to do. I want you to turn to your neighbor and I want you to turn and talk about something fun that you like to do. You might like to do something like those little bears, or you might have something of your very own. I’m going to listen, because listen – look at me – we’re going to write about it today. So turn and talk with your neighbor. C: I went to the movies to see \_\_\_\_.T: You’ve got to talk. I know some things you like to do. Tell Tylor.C: I like to C: I like to play tagT: Did you get something good to tell Tyler about it. I knew it – you told me you went to the Clemson game last night. OK, if we have time we can add more. Say it again. C: I went to the Clemson game last night.T: You like to throw water balloons. OK, let’s put that in your story. Where do you throw them?C: On my porch.T: On your porch! That sounds like something great to put in your story. How are you going to say that?T: I like to throw water balloons on my porch. (She sets each child up in their journal and goes on to the next one).T: Alright \_\_\_\_\_\_\_. C: I like to play chase with my puppy.T: Alright, I like to play chase with my puppy. T: You’re already writing. What are you going to say? I love how you went ahead and got started. What are you going to say, \_\_\_\_\_?C: I like to play with my fish in his fish tank.T: Are you saying I like or I love?C: LoveT: OK. Go ahead and finish, and then we can add some more if we need to. |
| Guided Writing: Supporting Student Writing Part 1 (2:28) | T: Oh, I love how you went up to that practice page. T: throw, you’re almost right. Watch my mouth. It starts like a word you know. C: thT: Th. Put it right here on your practice page. And then I think the rest of it looks good. Thrrr – Slow it down. Look, here’s the first part. Say it with me. Where does the r go? Now take a slow check with your finger. Put your finger down and check it. Thrroooow. Do you see the letters you’re saying? It’s OK to slow down to take a check. (12:11) (13:13) C: (reading her sentence so far): I like to play withT: with – now with is in your books. Practice it. (Teacher looks for “with” in a book.) Oh, you did write it fast. With. Come over here (practice page) and try “puppy.” Stop after the P and let’s clap it. Pup – py. Do you feel those parts? Let’s do the first part. It says what – pup? Now think about how it looks in a book. Look at you – write that again because you need to know that, you write a lot of stories about your puppy. T: “with my fish in his” show me the first part – oh, you did it fast, you didn’t even need to say the parts. “in his” what – his tank?]C: fish tank. T: fish tank. I like that in there. Stop for a minute, You are almost right. Let’s try it again, you’re almost right. Get that first part – Say it slowly – saying it slowly helps you hear your sounds. Fiishhh – what are the letters that make that sh sound, like Shakela in your class? C: shT: sh. You got it backwards. Now, let’s take a slow check, and see if that looks right. C: I didn’t write fish.T: Yeah, so you can fix it.  |
| Guided Writing: Supporting Student Writing Part 2(4:02) | T: water – you’re almost right. Wa – ter. That’s not how it looks in a book. I’m trying think if we had water in this book. Did we have that? No, it’s not in here. But you’ve seen water in a lot of books. What would you see after that w? It’s not an o. It’s an a. Now take a look. Wa-ter. Alright, put water in your story. Did you try it? Here’s the first part. Take a look with your eyes. Say it. Wa – and then ter. I know you know the ter part, it’s like Ty-ler. Water – C: balloonsT: Balloons. Balloons makes sense. OK, stop after the b – what would come next. It’s an a. It’s kind of tricky. Ba- what are we writing? I like to throw water ball– C: Balloons.T: Just take balloons. what says oon, like zoo. C: ooT: oo. Balloonnnnss. How do you make it say balloons, what kind of ending?C: (writes s)T: now where are you going to put it? I like to throw water balloons C: on my porchT: on my porch T: I went to the Clemson game last night. You are almost right. I’m going to make a box for every letter (close up of the boxes as they do it). Last – you left one little thing out. Oh, you already know, try it and see if that looks right. C: writes l-a-s-tT: very nice. Now take a look. Look here (first letter). Laassstttt. See the letters for last?C: lastT: yes, you can’t just say las, you make it say last. Now put it in there (child finishes word in story) T: last night. You were almost right. That’s how night sounds. Let me show you how night looks. It has something tricky in there. You just have to know it. I was looking to see if you all have it on your word wall. You were learning about the day and the night, it’s up on the front of your chart. Let’s put night in your story.T: OK, let’s see \_\_\_\_\_. Sure, check and make sure you have all the things you need. C: I like to play with my puppy chase.T: I like to play chase with my puppy, or I like to play with my puppy, Chase? Which is it?C: (reads) I like to play with my puppy chase.T: Oh, do you have a puppy named Chase?C: No.T: You like to play chase with your puppy?C: Yes. T: Which way would sound better? How would a book say it? C: I like to play chase (teacher supports) with my puppy. T: Yeah, we can fix that up. (erases to make space). Chase. Here, let’s do chase right here in a box. (on practice page) What two letters make the ch sound? C: ChT: Yes, you know that. But look what you wrote, you said ch but you wrote an s – ch – C: (fixes to ch)T: There you go, now it looks right. ChaseC: (adds a, s)T: What goes on the end?C: tT: Do you hear chast or chase?C: chaseT: So what would make it look right? Just an e, would make it look right. You did say it. Now take a good look. Chaasse. You see the letters that your eyes are looking at?  |
| Guided Writing: Revisiting the Stories (4:11) | T: All right, let’s stop where we are, and let’s take a quick look at our stories. Put your pencils down for a minute. Let’s don’t worry about that picture, because the most important part is the story. I’ll let you read your story to your friends. I want you to listen to see if her story makes sense. C: I like playing with my fish in my fish tank.T: Yea, something tricked you. There’s one little thing that tricked you, something that didn’t look right. You said, I like playing C: I love playing T: oh, C: (finishes sentence)T: See, even when we’re writing, guess what, you still have to look, you have to make sure that your writing looks right. Did her story makes sense?C: yes.T: Ok, read your story.C: I like to play chase with my puppy.T: Yes, did her story make sense? C: Yes.T: Yes, good spacing.T: OK, read about your fun stuff.C: I like to throw water balloons on my porch.T: Look at you, I’m glad I won’t be standing on the other end of the porch. I’d get a water balloon.OK, read your good story, \_\_\_\_\_.C: I went to the Clemson game last night.T: Yea, last night, we need to work on that spacing just a little bit. T: Now listen, I want you to take a look at your story. I want you to see if we have all the things that good writers use. Who can tell me one thing that good writers use? Quickly. What do good writers use?C: Spacing.T: yes. What elseC: capital letterT: Oh, check and see, did you start your story with a capital letter? C: YesT: Yes. What else do good writers use?C: periodT: Some kind of ending mark. Check – do you have an ending mark? Oh, put it, quickly, just squeeze it in right there. Now, take your two fingers, I want you to show me one word. What did you show me?C: likeT: what did you show me?C: puppy, with, went. T: Oh, take your fingers away. Listen, don’t let me trick you. Show me two words.Two words. Watcha got?C: (frames 2 words)T: Is that one word or two words? Show me 2.C; frames chT: ch is not a word, chase is a word. Can you show me something to go with chase to make it two words? How about that – would that be 2 words?C: yesT: What did you show me?C: (frames a word)T: I want to see 2 words. (Takes his fingers) here’s a word, and now have you got 2 words?T: Yours is kind of tricky because we missed some spaces. Here’s a word. Can you show me another word? How about these two – game and last. T: Ready, take your fingers away, listen, one more thing – show me one letter.T: What did you show me, \_\_\_?C: A t.T: Let me see a letter. C: L, T: Show me 2 letters. Watcha got (goes around)T: Show me a capital letter. Where do you look? You should know it fast, super fast. Hmm, it tricked somebody. Where’s the capital letter. Tell, them \_\_\_\_\_.C: At the first.T: At the first. You always start your story with a capital letter. Here’s your capital letter, \_\_\_\_\_. Where’s your capital letter, \_\_\_\_? That’s a lower case t. where’s the capital letter? There it is. Don’t let it trick you, because those are tricky things. OK, everybody close your writing journals and tomorrow we’ll do a new book.  |