

LESSON TRANSCRIPT

Independent Reading Kindergarten: Make a Plan to Stay Engaged Irby DuBose, Pate Elementary School, Darlington, SC

T = teacher; S = students

Mini-Lesson: Part 1 – Engage and Model Plan 1

T: Boys and girls, I am so proud of what you've been doing in IR. Our stamina has gotten so long! We are reading for 15 whole minutes. And that's really good. You're getting to be really good readers with really good stamina. But Ms. McDonald and I have noticed something when you go to IR. We've noticed that some of you are doing a really great job of staying engaged the whole time. That's great. But some of you are starting to lose your focus, our eyes are starting to wander. You're not really staying with your books the whole time. And that's OK. The longer we read, the more likely we are to maybe have times where we lose our thinking.

So today I want to talk to you about a goal that we can set for ourselves to help us stay engaged. Because we know that independent readers set –

S: Goals. Goals can help us stay engaged. So today we're going to talk about making a plan with our books. There's two ways we can do this. One way we can do it is by organizing our books by just right books and look books. I'm going to show you that real quick. But before I start, what's a just right book?

T: Raise your hand if you can tell me what a just right book is. G__.

S: It's a book where I can read almost all the words.

T: You can read almost all of the words. What else is in a just right book?

S: Um, it's just right for you.

T: It's just right for you. Very good. All right, K__.

S: You like the book if it's just right.

T: You like the book if it's just right. Very good. Now, tell me about a look book. What's the difference between a just right book and a look book.

S: Because if you can't read it, if you can't read it, you can just read some of the words, and then think about it, and keep going.

T: So what else can you tell me about a look book?

S: You can't read the pages but you could just look at it and figure the words out.

T: Yes, you can't really read the words, you're just looking at the –

All: Pictures. H__

S: I had a look book yesterday.

T: Yes, we all have just right books and look books in our baggies. And we get a chance to go to the library and take out just right books and look books.

T: So I'm going to go through with my stack of books, and I'm going to sort them by just right books and look books. So everybody make sure you're on your bottom. Everybody make sure your eyes are on me so you can practice this when you go to independent reading. All right, I'm going to take my books and let me see. Hmm. (reads) He was sad. So I can read all the words in this book so this is a just right book over here. Oh, that's a lot of words. I do know that's a picture of a recycling truck. I'm going to say that's more of a look book. Max can put on his sweater. I can read most of these words so it goes in my –

S: Look book

T: Just

S: just right books!

T: Let's see, this one's about – hmm, I know this is a nonfiction book. I can't read all the words but I can get some information from the pictures so I'm going to put this in my –

S: look book

T: Look book. The ball is – OK, I can read most of these words. Old MacDonald – I can read that so it goes on my just right side. Hmm – look book. Can't read most of these words, so I'm going to put it on the –

S: look book.

T: Can't read most of these words so I'm putting it on the –

S: look book.

T: Now do you see how nicely I'm flipping through the pages to see if I can read the book, and then I'm deciding which stack it goes into?

T: Oh, Soccer – I know most of those words. I'm going to put that on look book.

S: (motions – no – just right!)

T: Curious George – now I know Curious George but I can't read most of these words, so what side should I put it on?

S: Look book! Look book!

T: Oh, these pictures are beautiful but there are a lot of words and I can't read them so where does it go?

S: Look book.

T: Oh, Pig took the Cookie from the Cookie Jar, I know this book, so it's – Just right. And here's another one, the pictures are good but I can't read the words so I'm going to put it on the –

S: Look book.

T: All right. I've got 2 stacks. I've got my Just Right stack, and my – look book stack. Now, if you're doing a plan like this, I want you to sort them, and then read your Just Right books first, and then your –

S: look books.

T: Because the whole point of IR, is for you to get better at reading. If you spend the whole time just looking at pictures, are we getting a chance to practice our reading strategies?

S: No

T: So I want you to be sure you read your just right books – first, and then your –

S: look books.

T: So here's one way we can make a plan. We can sort them by Just Right books and Look Books.

Mini-Lesson Part 2: Model Plan 2 and Prepare for Independence

That's one way we can make a plan. Another way we can make a plan is by sorting our favorite and the other books. I noticed a lot of times you go to IR you read the same books over and over and over. And that's such a great way to build our – fluency – remember fluency helps us understand books. If we read them over and over and over, we'll get better at our fluency. It's a great way for us to build our what, A ___? Stamina. And it's also a great way to understand the book better. It's great to read books more than once. But some of you I notice, you'll go to IR and you'll look at the same book every day for the whole time. And we want to make sure we're getting to the other books in our bags so we can practice our strategies. So another way you can make a plan, you can go through and pick out your favorite books. Take your favorite books and set them to the side. So let me see. So this book, Old MacDonald, it's one of my favorites. I read it every time I go to IR. So I'm going to pull it out. And then

<p>this one, My Camera, this is one of my favorites too because I like taking pictures. So I'm going to put that one over there. Now I'm going to take all my other books, and put them over here.</p>
<p>So if I make a plan like this, I'm going to make sure I read my other books first, and then my favorite books last. That makes sure I get to all the books in my bag.</p>
<p>So we read other books first, and then favorite books –</p> <p>S: last</p> <p>T: last. Now, the whole point of this is so we make a plan. When we make a plan, it's like setting a goal. Setting goals helps us stay –</p> <p>S: Engaged</p> <p>T: Engaged and focused. OK? So when you go to IR today, try it out. Try making some plans. You can sort them by Just Right books and Look books and read the Just Right books – first and the look books second. Or you could sort them by your favorite books and the other books, and read the other books first and your favorite books –</p> <p>S: Last</p> <p>T: Last. So Ms. McDonald and I are going to be looking for children that are making plans, and setting goals, and staying engaged. OK? Any questions about this?</p>
<p>T: P__</p> <p>S: Why are they called books?</p> <p>T: I'm not sure but we could try to figure that out. I have no idea. Any questions though about making plans? A__</p> <p>S: Can we sort them out, check them by the pictures, if they're just right or not right?</p> <p>T: That's a great thought. Make sure you are checking those pictures to see if they're just right or look books. Very good. S__</p> <p>S: Can we put them on the same stack or they will get mixed up.</p> <p>T: Yes, what you could do is sort them like this, and then put them in one stack and put your favorite books on the side or put your look books on the bottom.</p>
<p>All right, P__</p> <p>S: We could like, put our favorite books here, and put our just right books over here and we could put the pretty pictures at the bottom.</p> <p>T: There are different ways you could sort them. Some of you are saying you could sort them by books with pictures you like and pictures you don't. Whatever you think is best for you as a reader.</p>
<p>All right, table leaders, I want you to go get bags of books out carefully and then come back to the carpet. While our table leaders do that, we're going to wait ready. Thank you, G__ is waiting ready. Thank you S__.</p>
<p>T: Good job. Now, I'm going to call you and you're going to get your stuff and go to your fun spot. Some of you are going to make your plans and that's what we're going to be looking for.</p>
<p>OK, now if you sit at K__ table, please go get your books and your folders and find your spot.</p>
<p>(Children moving to places). If you're at __ table please get your stuff and find your spot.</p>
<p>All right, A and Z, you may find your fun spots.</p> <p>S: Woo! Ms. DuBose, I'm making a plan.</p> <p>T: Oh, M__, I love it! Thank you for making a plan.</p> <p>S: I'm making a plan too.</p> <p>T: OK, but I see a lot of you going like this (finger to head) – I'm making a plan. Let's actually do the plan with your books.</p>

Independent Reading: Conference 1

(boy on carpet sorting books)

T: W__, talk to me about what you're doing.

S: These are my books I can read. I'm getting them separated.

T: So you're getting them separated. So which ones are these.

S: The ones I want to read (inaudible)

T: So these are the ones you want to read? And what are these?

S: The look books.

T: Oh! So, keep going. (child picks up another book). I see you're flipping through those pages.

S: I can read this.

T: OK. (Child continues to make stacks)

T: OK, so tell me about your 2 stacks.

S: This one I can read

T: Say it a little louder. So you've got your just right books and your

S: Look books.

T: OK, so which ones are you going to read first? (picks up just right book) OK, let's read it together.

S: I can't read the title.

T: OK. The title is Three. See how there are 3 cookies?

S: (pause)

T: Three

S: Three – (looks at picture) carrots

T: Oh, I love how you looked at that picture.

S: Three blocks. Three puppies.

S: (hesitates) Three – cows?

T: I love how you're looking at that picture and really thinking.

S: Three boats. Three cookies. (turns page)

T: OK, that's just a picture that's got all the pictures and the words.

T: W__, that book was just right for you! And you put it in the just right stack. I'm so proud that you read it first, just like Ms. DuBose talked about making plans, and reading your just right books first. Now this is the page I was wondering about. I call those Oreos, don't you? (Child nods). So how did you know when you read it that it was Three cookies and not Three Oreos?

S: Cause there was three cookies on the front.

T: Right. But how did you know that was cookies and not Oreos?

S: Cause it has the picture.

T: And you know that cookies starts with a -

S: C

T: A c. W__, I am so proud of you. You were doing such a great job of first, figuring out that was a just right book – perfect; second, you were doing such a great job of looking at the pictures, which is what we practiced; and third, you were doing a great job of looking at the pictures and checking to make sure that the word matched the picture. Excellent job, W. I want you to share that at the end, OK? Great job. OK, keep reading those just right books.

Independent Reading: Conference 2

T: What's this? You've got 2 stacks?

S: This is my look books and these are my good books.

T: Good books? Like your favorite books? Do you have any books in here that are just right?

S: Well, this is the only one. Well, I just read the words that I know how to read but not the hard ones.

T: OK. Well, let's see if we can find a just right book. This isn't a just right book? I like how you've got your 2 stacks.

S: Cause the word "cow" won't fit. This – the word cow won't fit.

T: Cow?

S: This toy needs fixing.

T: OK. So what are you thinking about that?

S: It just won't fit.

T: Why not? How do you know that's not the word toy?

S: Cause it's the wrong word

T: Cause tt – toy would start with a –

S: T.

T: And this starts with a c. So what could it be? What kind of toy is it?

S: Cars

T: Try it.

S: This car needs fixing.

S: But I don't remember the first time I read this part.

T: OK, I'll read it. How can you fix it? OK, turn the page.

S: This teddy – this teddy bear needs fixing.

T: I'll read this page – How can you fix it?

S: How can you fix it? I think I'm ready to read this page all by myself.

T: You don't want me to read it next time, OK.

S: This airplane needs – This plane needs fixing. How can you fix it?

S: This look – paper – fixing – I mean, needs fixing. How can you fix it? You got to fix it with only tape, not all the rest of this stuff.

You did such a good job, looking at those pictures when you were reading to help you with the words. And there was even a page where I was really impressed, this page. You said, "this airplane needs fixing" and you knew it wasn't right, because your finger wasn't tracking what you were saying, so this is what you did. You stopped and what?

S: Went back and fixed it.

T: Yes. And you noticed that time you said, oh, that's not airplane, it's –

S and T: Plane. This plane needs fixing.

T: Very good. I want you to share this at the end, OK? Thank you A.

S: I don't know how to read the rest of them.

T: That's OK. Just do your best.

S: I just wish I had new books.

T: Well maybe during stations you can go to the library, and get you some new books with Ms. McDonald, OK?

S: (nods yes) yes ma'am.

T: Great job.

S: But I still love my old books, but I want some new ones.

T: Well, you don't have to get all new books. You can just get some new books, OK?

S: (nods and hugs the book).

Sharing

(S assembling on carpet, singing and pointing to Clean Up Song)

T: W, before you start, talk to your friends about what you did before you started reading. Did you make a plan? You did. I saw W, he had 2 stacks of books, just like we talked about. He had a just right book stack, and a –

S: look book

T: Look book stack. And this was in his just right stack, and we read it together. OK, go ahead. The book is called Three.

S: Three carrots. Three blocks. Three puppies. Three cows. Three boats. Three cookies. (Clapping)

T: Great job. Now I told W I loved the way he was looking at the pictures to help him figure out the words. I love that he said it was a just right book, and guess what, it really was a just right book. He could read most of the words by himself. He didn't really need my help. So that's what I loved about his book.

T: Now W, pick 3 friends to share what they loved that you did as a good reader.

S: L__

S: I love how you read. You didn't be rough with the pages, you turned the pages nice and easy.

T: Thank you. OK, pick somebody else.

S: I like how you used good fluency. You didn't sound like a robot.

T: Yes, and how does fluency help us?

S: It helps you so the other people understand the book.

T: Very good. It helps us understand the story. I liked his fluency too. One more, W.

S: I like how you didn't read like a robot.

T: Great job.

T: W, thank you for making a plan. Do you think making a plan helped you stay engaged? (nods yes) Good. Because that was the whole point, staying engaged and focused. OK, thank you Wyatt, you can put your books up. Clapping. Very good.

T: When we go to IR, it is very, very important that we stay engaged. That helps us build our stamina. That helps to read longer, and the more books we read, the better we become at –

S: Reading.

T: Reading. So one way we can really help our stamina grow is by making a plan. Making a plan is a way we can set a goal to make sure we stay focused while we read. Goals help us stay focused. So we talked about one way is by stacking just right books and look books. Another way is by taking our favorite books – taking your favorite book and putting it at the end. But making these plans is a great way to help you stay

S: Engaged.

T: Engaged. Tomorrow when we go to IR, I expect to see people making plans, just like we did today. OK? Great job, boys and girls (clapping)