

Guided Reading Sample Lesson Level 8, Day 2 – Teacher Commentary
 Grade 1, Karen Branch, McLees Elementary School, Anderson School District 5

(J= Joanne Durham, Interviewer; K=Karen Branch, Lesson Teacher)

Segment	Transcript
<p>Running Record and Teaching Point (2:23)</p>	<p>J: Thanks Karen for your lesson and talking to us about it. So you took a running record today – on the book that was the new book yesterday. So tell us why you took the running record and what learned from doing it.</p> <p>K: I rotate, so today I did it on the girl. After I teach my next new book on the following day I would do one on another child. In a group you may think, “Oh they’ve got it, they are doing great,” but they’re not, because you’re listening to this child and not that one.</p> <p>I did the run record on this child and learned that she has some confusion with “is” and “said” – three different times she said “is” for “said”, and she kind of monitored because she knew it didn’t make sense at one point, but she just kept going. I didn’t catch that in first day’s reading –I don’t know if she didn’t do it, or if I was focused on one of the other students and didn’t hear it , so if I hadn’t done the running record, I wouldn’t have known about that confusion that she has.</p> <p>J: So you developed your TP around that. So tell us how you developed it; how you tried to help her with that confusion.</p> <p>T:When she came to it and it didn’t make sense, she stopped, which was good, she monitored, but then she just kept going and or she reread it exactly the same way. So if that’s what she does at difficulty, I need her to know that now you have to go back and take a better look. If it didn’t make sense, you have to go back, you have to think about what would make sense, but you also still have to look. So that’s why I chose that – It wasn’t an integrated error. It didn’t look right and it didn’t make sense. It was a gross visual error, you knew you weren’t right, so this is what you have to do when you know you’re not right.</p> <p>J: So you’re helping her to become independent, it’s not just about this word.</p> <p>K: Yes, it’s about being independent, because at the end of first grade, they need to be independent readers. They aren’t going to have me or their teacher when they are reading at home or reading for fun. And hopefully they will read for fun.</p>
<p>Writing Part 1: Writing Decisions (1:43)</p>	<p>Then you went on to do the writing. So tell us about how you chose the type of writing you decided to do with them, what you think it accomplished.</p> <p>K: I did dictated sentences because they need so much help with high frequency words. I developed the dictated sentences so I was in control and I could be sure I got those words in there that I want them to be fast and fluent with. And just like at the beginning, we did some sight word review, and when we wrote high frequency words they could all write “went,” but when we did it in context, two of them couldn’t write went, they had to go and practice it. So they still don’t have a firm grasp on some of those high frequency words. I want them to have those high frequency words so not only they can be fast and fluent but to help them get to other words. Like with the “come” and “some”, if I know come, I can write some, use by analogy. I chose the sentence. I could have had them formulate the sentence with me, but then I couldn’t guarantee that I would get those high frequency words in there. So I think we’ll do some more of the dictated, but before long I think they’ll be able to formulate the sentence as a group and write it. They’re just not quite ready for that yet. They need more practice with the high frequency words and with hearing and recording sounds in what they hear, like “get” – some short words like that that they can say slowly and write what they hear.</p>
<p>Writing, Part 2: Reading/writing</p>	<p>J: So talk about relationship between the reading and the writing and choosing to do this writing in your guided reading lesson.</p>

Segment	Transcript
Relationship (2:45)	<p>K: Yes, that's huge – because some kids their strength is reading, and some in writing, or they may know different things in reading from in writing – so I'm trying to make that connection, if you can read it, you can write it, if you can write it, you can read it – and those same strategies they use in their classroom to say a word slowly to write it they can use to read it, or those analogies, like oh, when you're writing and you know "come" you can write "some". Or when they see it in a book, ooh, that word works like "play", so I can figure out it says "stay," just helping them make those connections that what they know in reading, they can use in writing, and what they know in writing, can help them in reading, and make that connection, because kids don't make that connection on their own, they have to be taught how that works.</p> <p>J: And by connecting it with the book that they've been reading—</p> <p>K : Yes, that way they have read it, they are familiar with it, they've already seen it, they have all the concepts, it's not asking them to write about something they have no background knowledge for.</p> <p>J: Did anything surprise or puzzle you about what they did?</p> <p>K: Actually it surprised me about food - that they, except one, all got to food. I think I confused one of them – when I said it's like "zoo" –I should have had him actually write "zoo" and then change the first letter and do, OK that would be foo, then do the last - add a "d" at the end. Because he put a z at the end, I confused him.</p> <p>J: Not hard to do!</p> <p>K: And that was pretty much it. And I let them used the front of the book for things like "dinosaur" that I know they don't know and we can go after it all day long but I know they aren't going to be able to get to "dinosaur" – just as a resource for the classroom, when they need to write something, they might say, oh, that's in a book I read, I can use that to help me, just another resource to help them in the classroom.</p> <p>J: And not to set them up for things they aren't really be able to do.</p> <p>K: Right, because then once you feel that you aren't good at something, you aren't going to put forward your effort, and I feel that they all tried, and that they were successful, they knew they could be successful, so I think they did really well today.</p> <p>J: Thank you very much!</p> <p>K: Thank you.</p>