**Guided Reading Sample Lesson Level 13, Day 1**

**Grade 1, Karen Branch, McLees Elementary School, Anderson School District 5**

*(T=Teacher, C=child)*

| **Segment** | **Transcript** |
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| **Book Introduction**(3:25) | T: Boys and girls, our new book today is called “Ratty Tatty.” In the story, Ratty Tatty is a rat. And do you know what Ratty Tatty likes to do? She likes to steal food. So the people in this story come up with a plan to catch her. We’re going to read to find out if that plan works. Do you think it’s going to work?(Children nod)C: I think I heard this story before. T: Maybe. Let’s turn to the first page. Ratty Tatty. Turn to the next one. What did Ratty Tatty do on this page?C: Steal the egg.T: She did. And do you know what the woman said? I want you to listen, because this part is a little tricky: “That Ratty Tatty is no good. I would catch her if I could.” Listen one more time: That Ratty Tatty is no good. I would catch her if I could.” Now I want you to say it with me. (Repeat together.) One more time. (Repeat again; more children have it this time). That’s what she’s going to say. But guess what, (shakes her head no). Let’s see what Ratty Tatty does next. C: Spills the milk.T: Oh, keep going. I’m glad Ratty Tatty doesn’t live at my house. Oh, turn to the next page. Turn one more. (Children make inaudible comments as they look at the pages.) So I want you all to be on page 12. Look what Ratty Tatty did. What did Ratty Tatty do? C: in a mouse trap.T: Yes, she touched it. I want you to say “touched”.C: touchedT: I want you to find that word, “touched” and frame it with your fingers. What are you looking for? Yes, touched. Check it and make sure you’re right. (waits for child who doesn’t check) What are you looking for? Touched is the word you’re looking for. Say “touched.” What letter would you see at the beginning of “touched”? (child points) Is that right? Check it? Do you see the letters you’re saying? Yes, what did Ratty Tatty do? Touched. We’re not going to read anymore. You’re going to have to read and find out on your own what happens. Close your books.  |
| **Reading the New Book** (5:52) | T: Remember, when I tap you that’s when I want you to read louder. (Taps first child). Ratty Tatty.C: (reads – inaudible) T: I like how you’re going back and trying something else, aren’t you. What would make sense? No one— (waits) Could it say “could’? C: (reads) could catch her.T: Does that make sense?T: What do you see? Take a good look. C: Steal.T: Now let’s go back and think, “What did Ratty-Tatty steal?”T: Get that started. What could that be? What could we call her? C: (inaudible)T: Go back and put that together and see if it makes sense.T: (to next child tapped in) Does that make sense? Is that what they were talking about on this page? OK, keep going. T: Where are you? (child points) Take a good look. (points through the line) Now let’s go back and think about what would make sense. C: Ratty-Tatty stole the we-manT: What did she steal? Who did she steal from?C: The womanT: (to other child) Oh, and that didn’t make sense, is that why you stopped? Let’s go back. What’s she going to say? That Ratty-Tatty is ---what letter do you see first?C: No good.T: Would that make sense?C: YesT: keep going. (child reading)T: Did that make sense? What you said, “But he couldn’t” – did that make sense? C: nodsT: Yes, so keep going. (children read)T: Oh, do you think he’s going to?  (children read )T: Yes, you have to think about what makes sense (T listens to different kids, she puts her pencil in the text) Yes, what did they do? (child reading)T: Go back and put it all together C (reading)T: Yes, so what did Ratty-Tatty do? Think about it (C (reading)T: She got a fork and –C: and (inaudible)T: Did that help?C: NoT: You have to think about what would make sense. What did Ratty-Tatty do? She got a fork and…C: took (inaudible)T: Did that make sense?C: NoT: Okay, so you have to go back and think about what else could it say? She got a fork and… (waits) Could it be “touched”?C: YesT: Keep going. Let’s see if that makes sense. C: (reads)T: Did that make sense?C: Yes C (reads last page)T: Does that make sense? Close your books  |
| **Comprehension** (00:38) | T: In this story, it says that Ratty-Tatty is clever. What does it mean that Ratty-Tatty is clever? What makes Ratty-Tatty clever? C: He’s being really mean.T: Clever means smart. If you’re being clever, that means you’re smart. So what did Ratty-Tatty do that was so smart?C: So he wouldn’t get catched in the trap he used a forkT: Yes, that was smart, wasn’t it. He used a fork so he wouldn’t get caught in that mousetrap. That was very clever.  |
| **Teaching Point** (2:56) | T: You guys did a good job today of making sure it made sense and taking a good look. Can it look right just at the beginning? No, it has to look right C: At the whole bookT: All the way through. You are exactly right. And there was one part where I was so proud of you guys. We came to this tricky part (writes “snappy” on white board). Now when you come to a tricky part like this, what can you do? C: Sound it out?T: We can look for parts that we know, can’t we? And what do you see that you know? What’s this first part that we know? Snnnnaappy (children join in). So let’s try that all together. Snappy. Let’s look in our book and see if that makes sense. Turn - do you know where that is in the book, see if you can find it. Page 8. Let’s start right here and see if that makes sense. (Teacher and children read together): “They put some cheese on a big, snappy trap.” Does that make sense? Did they put it on a big snappy trap. I like how you looked all the way through that word. You didn’t just say, “on a big snap trap”, you looked all the way to the end. That was very clever. Now there was another part that was a little tricky. It works almost the same way as “snappy.” (Writes “sniffed” on white board). We came to this word. It starts the same way. Tell me the first part that you know.C: snT: sn – oh, what’s this next part? “if”- d. Let’s try it. Let’s go to the book and see what would make sense. “Ratty-Tatty –C: sniffed and sniffed.T: Does that make sense, “Ratty-Tatty sniffed and sniffed”? Look at her – she sniffed and sniffed. That was very smart that you found that part that you knew, and you kept looking and made sure that it made sense. When we’re reading, we’ve got to use parts that we know to help us. Close your books and just put them up to the side.  |
| **Word Work** (2:43) | T: We’re going to use words that we know today to read other words. This is a word that we know. (writes “see” on white board). What’s this?C: SeeT: See. You know what? This part can help us read a lot of other words. What does this part say?C: eeT: ee. So we’re going to use that part to help us today. We’re also going to use this word that we know – (writes on board). What’s this word that we know?C: carT: car. We’re going to use this part (underlines “ar”) – what’s that part?C: ar.T: ar. That can help us read lots of words too. So we’ve got “ee” and we’ve got “ar”. (Puts out cards with the parts.) So I want you to think which one will help us read this word, OK? Which part is going to help us (holds up “need”; children point to ‘ee’.) Yes, it’s got that “ee” part. So let’s read it. Nnnneeed. (read together). What is it? C: needT: Need. Do you see how knowing that “ee” part helped us? What about this one? (holds up “hard”). Which part is going to help us? C: point to “ar”T: “ar” So let’s see what we have. H – ar –d. What is it?C: hardT: Hard. Do you see how knowing that “ar” part from “car” can help you? Alright, let’s try another one. (holds up “start”.)C: point to “ar” card.T: What is it? C: startT: Yes, st-ar-t. Good. Oh, what about this one? (holds up “sweep”). C: point to eeT: OK, let’s read it.C: sw-ee-p.T: Put it together. C: sweep.T: What about this one? (cheese). Yes, it’s got that ee part, let’s read itC: ch-ee-se. cheese. That’s in our book.T: That was in our book! And the last one – (farm). So what would we have?C: f-ar-m.T: So you see how knowing those parts can help us read other words that we don’t even know. And you know what else they can help us do? They can help us read them, and they can also help us write them. T: OK, good job today. I’m going to keep all of your books today, and tomorrow we’ll write about Ratty-Tatty.  |