Guided Reading Sample Lesson Level 11, Day 1

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

*(T=Teacher, C=child)*

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| **Segment** | **Transcript** |
| Familiar Reading and Running Record(1:53) | T: OK, \_\_\_\_\_ is my running record girl today, so you all read your familiar books. Now \_\_\_\_, I want you to use your whisper voice and practice making your voice sound like talking. So this is your time to read your familiar books. OK, go for it. (To child for running record). “Bandages” C: (reads the book – See running record and book text) |
| Running Record Teaching Point and Concluding Familiar Rereading (2:14) | T: Look at Alex. Why is he so happy?C: Cause he didn’t have a bandage.T: He did not have any bandages. Now look, you were very smart on this page. Something you said made sense and the first part looked right. I want to see if you can try it and take a good look. Do you know where? C: (points)T: That was it! So you’ve got to do the looking. Go readC: Alex had a goodT: Look here – put your finger under so you can see. Say gr – what would make sense and look right – Alex had a gr..C: great Friday.T: Were you right that time? See when you took a good look here – looked past the “g” and saw the “gr” – it just fell out of your mouth. See! Now, look right here, same thing (turns to page 10) It made sense what you said, it was very smart. It’s right here. What you said made sense, and the first part looked right, but it did not look right all the way through. So I want you to try this part here where it says “Next”C: Next a bandage on his finger. T: Finger. Did he get one on his finger when he got hurt?C: yesT: Clap “finger.” C: “fin-ger”T: Show me the first part with your finger, the first big part. What do you see first – “fing”. See the last part – er. Put it together, “finger.” Because when you were reading, you know what you told me? He got a bandage on his foot. And it looks like there’s one there. And see how you have to take a really good check? What do you see after the “ff” – what big part that you know? See the “ing”? Do you see the “ing” in “finger”? Yes, that’s what you have to do, because the book isn’t going to say it the way you want it to be every time. T: (to other children): All right, did you make your book sound like talking? Oh my goodness, tell me something that giant wanted to eat. C: He wanted to eat butter.T: (To another child) What was something she fixed in her cooking pot? C: sausagesT: Sausages. That sounds like a good breakfast, doesn’t it.  |
| Word Work (1:47) | T: Ok, let’s warm up our brains. (Brings out white board with car and see with magnetic letters at the top). Now, these are words that you know at the top. \_\_\_\_\_\_, what’s this word that you know? C: CarT: And what’s this one, \_\_\_\_C: SeeT: Now these little words that you know are going to help you with these big words at the bottom. OK, they have little parts in them that help you. You want to try the first one, \_\_\_\_\_?C: starT: I heard her, she went “st – ar”, “star”. Which one of these helped you? Is it like “car” or “see”?C: carT: Yes, it has the “ar” part like “car.” See how that helps you? You want to try this one, \_\_\_?C: keepT: Oh, he’s so smart. Which one helped you?C: seeT: You had the “ee” there – Say “keep” everybody. You hear the “ee”? You see them, just like in keep?C: The two ees makes double eT: Yes, it says “ee” like see. OK, you want to try the next one, \_\_\_\_\_. You want to use your finger?C: sh – arp, sharpT: Sharp. Which one helped you? (Child points to “car”). It’s got the “ar” like “car.” Do you hear it?(child nods). Say “sharp” (to another child). Do you see it? Do you see the “ar” like “car”? OK, let’s try the last two together. Ready, (points to the initial “st” and pronounces “st” ee p. Steep. Let’s try the next one. Par – do you hear the “ar” k –ing. Parking. Is “parking” a word? It makes sense. Do you see the “ar”? Did “car” help you? So using these little words, and using all your word wall words help you with bigger words when you’re reading and also when you’re writing. So that’s what you have to be thinking.  |
| Book Introduction(2:57) | T: OK, I’ve got a new book today called “Ten Little Bears.” Now let me tell you, this is one of my favorite books. This is a counting book, and we haven’t had a book like this, so I want to tell you how it goes. It starts like this, Ten Little Bears are at home first, so it goes backwards, 10 little bears, 9 little bears, 8 little bears – can you go with me? - 7 little bears….5, 4, 3, until there’s just one, so it goes backwards – that’s a counting book. All 10 little bears are sitting at home, and one by one, each little bear left home to go find something fun to do. So let’s open up and see our 10 little bears (distributes books to children). They’re all sitting at home. Take a look. See them sitting at home. Turn over and let’s see what that first little bear left home to go find to do. Tell us what he found to do, \_\_\_\_. C: a boatT: He’s riding in a boat. So how many bears were left at home?C; 9T: So this is how the book says it, listen to Ms. Sandersen: “Then, nine little bears were left at home. (she taps the rhythm of it as she says it.) You say it with me: “Then, nine little bears were left at home. See how that sounds? OK, turn over to the next page. What did he go to do, \_\_\_\_\_?C: ridingT: Riding, oh we’ll have to go see what he’s riding. So how many does that leave, let’s look.C: 8T: Ok, it says 8. So let’s say it, “Then, 8 little bears were left at home.” You say that with me. “Then, 8 little bears were left at home.” One more time (students repeat without teacher). Oh, I want to keep turning to see what fun things the next one does. Keep turning, take a look. (Children turn pages at their own pace to look at the pictures)C: swimmingT: What fun thing did he find to do?C: Jump ropeT: jumping rope. Keep going. Oh, I wonder what he’s doing. Let’s turn back to this page – page 18. Look – he’s looking at the plane.C: airportT: Could be the airport. We’ll have to read to see what they say. Look, that last one didn’t ever leave home. He took a nap. And then all his friends came home and he’s ready to go somewhere, but look what they’re ready to doC: eatT: Have some food! They’re hungry from all that fun stuff. They want a snack. I bet you all are like that too. OK, \_\_\_\_\_\_ is going to get us started, and I’ll tap you when it’s your turn.  |
| Reading the New Book (6:53) | C: (reads) 10 Little –T: That’s where it starts, “10 Little”C: 10 Little bears were sitting at home. They wanted some – thing?T: You’re right, they wanted something – keep goingC: to do.T: Did that make sense to you?C: nods yes.T: Are you right? Then keep going. (next child is tapped in and begins reading). (Teacher listens to the children)C: Four?T: I don’t know. It could be four, it could be five. Take a look. C: “five little bears…T: Well five makes sense because I’m thinking about my story. Check and see if you have the letters for ‘five”. Do you see “I”? Do you hear it? So that’s how you know. Do you look at me or do you check here. C: here.T: All right.T: (to boy). So you already got the first part, so think about your story. Could it be 7? Read and see.C: reads “7…”T: Let’s see if that makes sense. What was before that? What was this one?C: 8T: so if you’re counting backwards, does 7 come next?C: nods yesT: Yes, so that makes sense. You checked the letters and it looks right. Keep going…T: Did that make sense? Yes, I like how you’re taking a good look and thinking about your story. Let’s see where he went. …T: You got the first part now check the last part, that’s one you know. You got “fire” …T; He’s fast asleep. Alright, here they all come. C: (reads)T: You’re almost right – try “oo” – soo..T: Let’s see what they all decided to do.C: (reads)T: Were you right? Is that what all 9 of them wanted to do? Yes. OK, everybody stop and close your books.  |
| Comprehension(00:28) | T: I am so proud, that sounded like talking on those counting pages, “Then, 9 little bears were left at home.” You sounded like a reader. Give yourselves a pat on the back. Now what kinds of things did they go do? Tell me one fun thingC: They ride in the jeepT: they ride in the jeep. What else (to another child)C: swimmingT: They go swimming. What else did they like to do?C: They liked to eat. T: To eat – that was at the end, wasn’t it.C: Riding on the sailboat.T: They were riding on the sailboat.  |
| Teaching Point(2:23) | T: Now I want you to open up to the very first page. Read that first page, read with your eyes and your finger, the part where it starts “They.” Now I want you to read with your eyes and your finger while \_\_\_\_ reads, go \_\_\_\_\_\_. C: “They wanted something to do.”T: Did that make sense, “They wanted something to do.” Clap “something.”C; clapT: Oh, how many parts, you’re fast. Show yourself that first big part. I’m checking the word wall but it’s not there, but you all know “some”, put your finger under some – Oh, \_\_\_\_\_ found it fast. Now show yourself the last part, C: thingT: thing. You see those big parts – don’t let those big parts trick you, you know it. “Something to do.” Now look, turn over to that page where he’s getting a haircut, cause I didn’t tell you – where is it – what do you call it – Let’s read that – put your finger down while \_\_\_ reads and see if he’s right, let’s see where they are. Finger and eyes, let’s go.C: One little bear went to the barber to get a haircut. T: barber. I didn’t know it said “barber.” Put your finger under that first part. Do you see a big part you know for barber? Do we need to clap it. “Bar – ber” Oh look, bar is like a little word you know, it’s got that “ar” like car or part, see “bar” and then the last part, “ber.” Do you see “shop” on there? Do you see it? No, so you can’t say it. You all were so smart, I’m so proud of that good reading. OK, close your books. Tomorrow is our writing day, so we’ll write about some fun things you all like to do. So be thinking so you’ll be ready.  |