**Guided Reading Sample Lesson Level 17 Day 1**

**Grade 2, Angela Rardon, Nevitt Forest Elementary School, Anderson School District 5**

*(T=teacher; C =child)*

| **Segment** | **Transcript** |
| --- | --- |
| Familiar Rereading and Running Record  (2:04) | T: OK, Emergency (Lv 18)  C: (reads first 116 words of the book – see RUNNING RECORD in Supporting Documents)  T: OK, stop there. I really enjoyed how you made your voice sound like the punctuation, like right here where you said, “The first thing to do is to MOVE!”, right – you saw the exclamation point and you made your voice sound like that. That makes it so much more interesting to listen to, right? And you want to make sure that you take a little pause before you read the next one – “Get out!” That way it doesn’t run altogether, and it sounds like a story. I love how you’re thinking about your story as you read. Good job my friend.  T: OK, close up your books, put your bags on the back of your chairs. Thanks you |
| Lesson and Book Introduction  (4:08) | T:Today we’re going to be reading another nonfiction book, called *Animal Messages*. And you guys are going to love this book. But before we get started on it, let’s quickly review some of our nonfiction text features that we’ve been talking about. (Shows chart). Who can remind us what kind of nonfiction text feature we usually find in the front of a nonfiction book?  C: It’s called a Table of Contents.  T: It is. And can you tell us quickly what we use it for?  C: We use it to find a page that we really like.  T: That we really like, yeah, or of different sections that are in the book. And this book does have a Table of Contents. That was a great explanation. What are some nonfiction text features that we can usually find throughout the book, in the middle of the book?  C: Bold print.  T: Yeah, and what does the bold print word look like, compared to the other words?  C: Big words  T: Yes, big or really dark or black, you’re right. And this book doesn’t actually have any bold print words. Good.  What else do we usually see? \_\_\_\_, you can just tell me from your brain, you don’t have to read it from the chart.  C: Highlighting  T: Sometimes words are highlighted instead of bold print, you’re right, that another way they call attention to those vocabulary words. What kind of pictures are usually in a nonfiction book?  C: Real pictures.  T: Um hum, taken by a camera, right, those are called photographs. And then sometimes there are labels that tell us what a picture is, and that’s what this book has. For example, who can point to the label on this page? (Students point). Yea, that’s a label. So that’s labeling this picture, which is a lion. So this book has labels. And what nonfiction text feature can we usually find at the end?  C (all): The glossary.  T: Yes, and that tells us what?  C: It tells us what we don’t understand  C: It tells us what something means  T: You’re both right, yea, if we don’t understand a word, it’s going to tell us what it means. For example, in this book, in the glossary, it’s going to tell us all these words down here. So real quickly, who can tell us what the definition is of the word “message.” OK, \_\_\_, can you read it to us.  C: “Message – a way of giving information.”  T: Yes, so if we weren’t sure what a message is, we could look in the glossary, right.  T: OK, you guys are going to love this book because, while animals don’t communicate the same way that we do as people, they can actually send messages to one another. And \_\_\_ just told us that a message is a way of giving information. So real fast, you turn and talk, and you turn and talk, about how you think animals can send messages.  (C’s turn and talk): They can send messages by like getting together. Let’s say polar bears are together, they start playing and talking and just having fun.  T: (to other group): How do you think..  C: (inaudible)  T: Oh, that’s a great idea. I can see that you know something about penguins. OK, come back to me. I heard \_\_\_ say that they can talk and play. And you know, I bet he’s right. Now do they talk like we do as people (kids nod no). No, but they have their own way  C: They make animal sounds  T: Oh, you’re right, and we’re going to learn all about that. So this nonfiction book will teach us about different animals and how they can send messages. We’re going to read to find out how they can do that.  T: Now in this book, it’s going to talk about how a lot of times an animal sends a message when they’re frightened, or when they “get a fright.” You say, “Get a fright.”  C(all): Get a fright.  T: Yes, that’s another funny way of saying “frightened.” Who can tell us what a synonym for “frightened” is. A synonym is a word that means the same. Who knows what another word for “frightened” could be.  C: scared  T: Scared, right? If you’re frightened of something you might be scared of it. OK, I’m going to give you your book, don’t open it quite yet. |
| Initial Reading of the New Book  (5:30) | T: Alright, today, I have clipped your books so you only have one section to read, so you’re only going to read this part, \_\_\_, you see how that’s going to work? You’re going to open it up and just read your section. Now, when you finish reading your section, I want you to reread it again until everyone’s done. We’re going to wait to answer your question until everyone is done reading, OK? Alright you’re going to read in your head until I tap you in. OK, go ahead and find your section and you can start reading in your head. Go ahead, \_\_\_.  C: (reads first part of his section). …They thump on the ground to send a message when there is (waits) dan - ger  T: Yes, I like how you—  C: danger!  T: Oh, I love how you thought about your story right there. That was very clever.  C: (continues reading text, then begins reading the question the teacher has put on a sticky note)  T: Just go ahead and read the rest of yours and then we’ll do the question.  T: (to next child).  C: “Dogs dark and wag their tails when they feel happy.”  T: Something didn’t quite make sense there. See where it was? (waits). You said, “Dogs dark and wag their tails when they feel happy.” Does that make sense?  C: (nods no)  T: Let’s go back,  C: Dogs  T: (with finger in text) b… What would make sense? What do they do when they feel happy? b..  C: bark?  T: OK, check it with your finger and see if you’re right. Get your finger up there. (Child puts finger in text) Do you see that “bar” part? Go back and read.  C: (rereads sentence, goes on): “An (waits) unhappy dog  T: I like how you found that part you knew. Keep going.  C: (continues – puts finger in text at “between” and reads it correctly)  T: I love how you broke that.  C: (continues – stops at “makes”  T: What would make sense? “An unhappy dog puts its tail between its legs and mmm---  C: (tries)  T: Say “A” when you get there  C: (inaudible)  T: Would it make sense to say “he makes”?  C: yes  T: yes, let’s see what he makes (continues to point to text)  C:  T: I like how you found that “ou” part that you knew. And makes a sound –  C: (continues to read to end of page)  T: Ok, keep reading – (turns to next child)  C: (reads)  C: (next child reads ) |
| **Teaching Point**  (00:54) | T: OK, go ahead and close your books up. You guys are doing some smart things when you read. I love what \_\_\_ did in this part of his book, when he was listening to himself read. He said, “Kangaroos, rabbits, and dogs all have strong back legs. They thump on the ground to send a message when there is” and he said, “d dagger – and then, you thought about your story, didn’t you? and thought, oh, why would they make that sound – when there is danger! See \_\_\_\_ thought about how the letters sounded but he also thought about his story? That’s what good readers do, right? Love that, \_\_\_\_. We all need to be thinking about our story like that.  T: Listen, I also love that you guys are starting to pause at the punctuation. It will help our brain think about the story and know what the story is talking about if we don’t just read it superfast and we pause at the punctuation. You all sounded really good. We need to keep working on that. |
| **Rereading and Responding for Comprehension**  (4:47) | T:You have a post-it note in your book. I want you to open it up and read your question. Then you’re going to write your answer on your post-it note. (hands out pencils; students start to read the questions).  T: (to one child) Read me your question.  C: (reads post-it): How do we know when a dog is unhappy?  T: Ok, what did the book tell us? How do we know when a dog is unhappy?  C: (reads - inaudible)  T: OK, so it’s about to tell us, right? Let’s keep going.  C: (reads)  T: What’s the little part you know?  C: be  T: uh huh,  C: be tween  T: I love how you broke that. What does it mean to say he put his tail between his legs?  C: (hesitates) T: Like you’re between \_\_\_ and \_\_\_\_ right now, where are you?  C: In the middle  T: uh huh, that’s what it means, right in the middle of his legs when he’s sad or unhappy. So that’s one way that an unhappy dog shows it’s unhappy. And it also told us it makes a sound called a – and you broke this word earlier, you did a great job – a whine. Show me what a whine would be. (Child looks up and teacher makes a whining sound). Yes, that’s a noise, right. So you can write down one of the ways you know, or both of the ways.  T: (to next child) Read me your question \_\_\_  C: How are chimpanzees smaller to people?  T: You’re almost right. What would make more sense than “smaller to people”, how are they --  C: “similar”  T: That makes sense, doesn’t it? What is “similar” mean?  C: Similar means like the same.  T: Yes, you’re right. Now listen, you’re right about what you wrote, but I want you to get it from the text. Go back to your section and find what the text told us.  T: (to next child):  C: (reads)  T: OK, what did you find?  C: By hitting their back legs  T: Did you find that in the text?  C: (writes)  T: I like how you’re adding more detail. Yea, and you’re exactly right. Show me where you found that in here.  C: reads  T: there it is again, right? High-five. Good reading and good thinking.  T: (back to earlier child) Yes, that’s one way.  T: (to last child) So you had, “How do elephants send a message a long way?” What are you writing?  C: (reads from what he wrote): Elephants they stamp their feet on the ground.  T: Wow, I like how you put it in a complete sentence too.  T: (back to other child): OK, did you find it? What did it tell us? Let’s go back into the text. This is the page that tells us about chimpanzees. Let’s read this – off you go.  C: (reads)  T: Yea, to their families, right, just like people do. So, I like how you started it, “They are similar” – and what are you going to add?  C: They are similar to people because they give hugs and kisses just like we do.  T: That’s excellent. I love how you put that all together. OK, I’m going to let everybody start sharing while you complete your sentence, OK. |
| **Sharing Responses** (2:57) | T: Try to finish up so that we can share really fast, and tomorrow we are going to work together to create our shared piece of writing about this. \_\_\_\_, read us your question.  C: (reads question about elephants)  T: Thank you for listening. OK, he’s about to give us his answer.  C: “Elephants stomp their feet on the ground.” T: And did you find that in the text? Did the text tell you that? C: (nods yes)  T: And I saw you going back to look for that answer. And that’s what we do, right? Awesome job. Alright, \_\_\_, what was your question?  C: (reads question about dogs and then answer)  T: You are exactly right. I love how you started. It’s called a whine. So he gave us two ways and did you see him look back to double check himself in the text? That was very smart. So we know it’s unhappy by putting its tail between its legs, or if it whines.  T: Ok, \_\_\_\_  C: My question is how are chimpanzees similar to people?  T: \_\_\_, tell them what similar means please. C: Similar means that they do the same thing.  C: They are similar because they give hugs and kisses, just like we do.  T: Excellent. Did you find that in the text?  C: Yes.  T: \_\_\_ already knew some things about chimpanzees in his brain, which is great, but when we’re asked a question like that, we want to tell what the book had to say. You did an excellent job.  T: \_\_\_, tell us what you have?  C: Mine is “how do animals with strong back legs such as kangaroos and frogs send a message.” By hitting their back legs on the ground.  T: Yep, and you got that from the text, didn’t you.  C: Yes  T: So they’re going to hit their back legs on the ground and make that thump noise. That’s awesome. Tomorrow, we are going to take all this information that we learned about how animals send messages, and we’re going to create our writing together so that we can have a nice, composed piece of all different types of animals and how they send messages. And then we can share it with other people who don’t know all this stuff. Sound good? You guys did an awesome job. I’m going to keep the books for today, and that way I know I have them for tomorrow, and put your sticky notes right here, that way I can give them to you tomorrow after we finish. |