Guided Reading Sample Lesson Level 5, Day 1

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

*(T=teacher; C =child)*

| **Segment** | **Transcript** |
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| Familiar Reading and Running Record  (0:36) | T: OK, it’s called I Can Jump.  C: reads text (See Running Record and Book Text) |
| Running Record Teaching Point  (0:53) | T: Yes, does that look like fun? He found something he can do, didn’t he? Does “slide” make sense – “But I can slide”? Put your finger down and check the letters for “slide.” Find it first.  C: “sllliiiddde”  T: Do you see the letters you’re saying? Yes, slow check it. Put your finger back up there. Do you see the letters you’re saying? Yeah, that’s how you know you’re right, when it makes sense, and when the letters look right.  T: How would you start this one [snail] with two letters (p. 5). (Teacher covers the rest of the word) (waits, child making “s” sound) How would you get this one started – with two letters – sn – for what? (points to the picture) – for snail  T: How would you start this one [spider] with two letters (p. 4).  C: sp  T: Sp – for what? (points to the picture)  C: for spider  T: For spider!  T: How would you start this one? [grasshopper] with two letters? (p. 2)  C: g  T: See the “r’ with it – you say the “r”  C: gr  T: gr – for what?  C: grasshopper  T: Grasshopper. See, sometimes getting it started with two letters (points to the “gr”, and then thinking about your story (points to the picture), that’s what good readers do. |
| Word Work  (2:35) | T: Look, finish up your book, I’ve got a new book for you today… Just put your books aside, you didn’t get as much reading done today as you wanted to, did you. All right, put them to the side. All right, now, I’ve got a new book but we’re going to warm up our brains before we do that. Ok, ready, Victoria just read your book from yesterday, and she practiced getting it started with two letters. So if you were to see this one in a book, how would you get it started? (holds up word card folded back0  C: s  T: s and what?  C: T  T: How would you start it with your mouth?  C: St  T: There you go. How would you get it started, \_\_\_?  C: St  T: St. Now let’s keep checking after the “st” what do we see?  C: and  T: That’s right, now put it together – st-and – watch, watch my finger, st – and. Now watch me, stand – do you see the letters for “stand”? Is it a word, does it make sense? All right, I have one for each of you to try, so keep it shut and we’ll all start the same way. Let’s start with you Victoria. Let’s all watch Victoria. St – open it up and see what you’ve got.  C: St –ay.  T: Stay. You see the letters for stay? I love how you checked it with your finger.  T: Now yours, \_\_\_. (folds card over). Let’s get it started.  C: st  T: St – (opens up to the rest of the word) – keep checking  C: Sting.  T: Wow! Is sting a word? Does “sting” make sense? Check it with your finger and see if you see all the letters – stttiiiinng. Do you see the letters you’re saying? That’s how you know when you’re right. OK, let’s try the next one (moves to the next child’s card).  C: st  T: open it up and see  C: Stop  T: Oh! Stop! Was she right? Let’s check. Everybody look here, “Stttoooopp.” Do you see the letters for “stop”? “Stop”’s a word, right? So that makes sense.  T: OK, st – what do you say after the st?  T&C: ammmpp  C: Stop  T: Well, it’s kind of like stop, let’s help him – ready – we need your help – st – ammp – stamp. See the “p”? Watch – there’s “stammmppp” Is stamp a word?  C: yeah  T: Do you see the letters for “stamp”? All right, so that’s what you’re going to have to do with your new book today, you’re going to have to get it started with two letters, and keep checking. |
| Book Introduction  (2:48) | T: Our new book is called *Tom is Brave*. It’s about a little boy named Tom. What’s his name?  C (all): Tom  T: Tom. And Tom went to the grocery for Mom. Now there’s a problem. On the way, Tom got hurt. And we’re going to have to read to find out what Tom does and Mom says he’s very brave. Let’s take a look and see what’s happening in our book (hands out the books to the children.) Open up to where you see Tom on the way to the grocery. Do you see that part? All right, let’s stop right there and take a look. They could call this the shop, they could call this the store. You’re going to have to check when you’re reading. Turn to the next page. Tom is looking at that cool motorcycle. See that motorcycle? And he is not looking where he’s going and his friend is over there in that corner, and you know what he is saying to him? “Look where you are going.” What’s he saying?  C (all): Look where you are going.  T&C: Let’s do that again. Look where you are going. Try it one more time.  T&C: Look where you are going.  T: Because tell us what is about to happen. What happened? Oh, he tripped. Turn over and see what happened next. Poor old Tom, look at him. What happened?  C:He cried  T: He cried. What else? Look at his legs, oh my goodness. Then, turn over and see where Tom went.  C: home  T: Oh, he went home. Do you think Mom’s going to fix it up for him? Yes, she does. Turn over. She fixes it up and you know what she says? “Here you are.” How does Mom say it?  C (all): Here you are.  T: Say it again.  T&C: Here you are.  T: And that’s when she tells him that he is brave. All right, and then he goes off to show off his boo-boo back at the grocery to all his friends. All right, go back to that very first part when Tom went to the grocery. Say “went”  C: went  T: What letter would you expect to see at the beginning of “went”?  C: “w”  T: See if you can find went with your 2 fingers. Ooh, that was fast. Do you see it? Does that look like “went”? (She observes each child framing went). Put it in your window. Run your finger under it and check the letters.  T&C: wwweeennnnttt.  T: Does that look like the one on your word wall? Turn and look. Do you see it? What color do you see “went”?  C: Pink.  T: Look, look in your story.  C: It’s yellow.  T: Do you see it in your story? That’s why it’s up there, it helps you when you’re reading and writing. |
| Reading the New Book (3:23) | T: All right, everybody close your books. I’m going to start with you (taps to one student). You’re my starter girl today.  C: (reads) Tom went to the shop for Mom. Tom look where you are going. Look where you are going.  store  T: Oh my goodness.  C: Ow (looks up)  T: Um, hum, he says “Oh..”  C: “Oh, oh, oh. Tom cried and cried.  T: (has the next child start reading)  T: (to another child) – yes, (reads together with him) – “Look where you are going.” Does that sound like something a friend would say, “Look where you are going”? That makes sense, keep going.  C: (inaudible)  T: hmm. (put finger in text). What do you see?  C: bl—  T: Now think about your story. What happened to Tom? What’s he telling Mom? Go back and read  C: blood  T: Let’s check and see.  C: I am blooding  T: Now look, you’re almost right. Would we say “blooding” or “bleeding”?  C: bleeding  T: Let’s see if that makes sense. “I am bleeding.” Check with your finger. Put your finger in there and see if you see the letters for bleeeeding. You see the letters?  C: (nods)  T: (jots notes and turns to next child). Oh, what did she tell him?  C: You are – (looks at picture) brave.  T: Are you right?  C: (nods)  T: Does “brave” make sense?  C: (nods)  T: Check it with your finger and see if you have the letters for “brave”.  C: (checks)  T: You see the letters for “brave.” That’s how you know you’re right, when it makes sense in our story and the letters look right. OK, see what happens at the end. (turns to another student and comes back to previous one) Oh I like how you are taking a good look. Come back and let’s read to see what it says.  C: (reads – page 14)  T: Does that sound right, “Look here said”?  C: (shakes head no)  T: How about “Look” – Tom’s a boy, what would they call him?  C: he said  T: Does that make sense? (with expression): “Look, he said.” See reading has to make sense, doesn’t it? What does he tell his friends?  C: (inaudible – reading page 16)  T: You’re almost right. Try that again. Look-  C: Look at me  T: Oh – is that what he’s telling him? Yeah, he’s showing off where Mom fixed him up and he was brave. |
| Teaching Point  (2:20) | T: All right, everybody stop. Now I want you to open up to the very first page. Now when I was listening, I heard people and they were making it make sense. Some people called this place the “shop” and some people called this place the “store”.  C: the market  T: It could be the market. Let’s take a look and see what they call it in the book because see we can’t say it the way we want to, we have to say it the way the book says it. Read and let’s see.  C: “Tom went to the store.”  T: All right. \_\_\_ says “store.” Everybody, put your finger down and see if \_\_\_ is right. St – ore.  C (all) – st – ore.  T: St- ore, store. So does “store” make sense? Do you see the letters for “store”? Do you? Yeah. OK, turn on over to page 14. Now, I want you to read this for me. Let’s read what Tom is saying when he got there.  C: (reads) Tom went into the store.  T: Now let’s stop and think, does that make sense? Could he go into the store? Could we say it that way? Yes, clap “into”.  C(all) In- to.  T: all right. How many parts?  C: 2  T: 2 parts. Did you feel the parts? Clap it again.  C &T: In-to.  T: OK, take your finger, and let’s see if we can find the two parts with our finger. Ready? Put your finger under the first part. Oh – (to one child) – there you go, just use one finger. In – Show yourself the last part. “to” You see how it works? “in to”. It’s still the first part and the last part, like we did “store.” So that’s what you have to do when you’re reading, it’s got to make sense and it’s got to look right – that’s right – you can’t say it the way you want to, you have to check and see how the book did it. You all did an awesome job, give yourselves a pat on the back. And we’re going to do some writing about Tom tomorrow. So here’s your book to take home from yesterday. I’ll keep this one until tomorrow and then you’ll get to take it home. |