Day 1 Teacher Commentary – Level 11 Sample Lesson, Amy Sanderson, Centerville Elementary School

*Joanne Durham, Interviewer (I); Amy Sanderson, Teacher (T)*

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| **Segment** | **Transcript** |
| Introduction to the Lesson (3:49) | I: Tell us a little about this group of kids, what their strengths and needs are.  T: This group – their strengths are kind of half and half – some have great oral language, and then I have some that need more oral language, so I paired them together, thinking I’ve got two strong with that and some who need some help with structure, thinking they’d make a good fit. Strengths are also they seem to be reading for meaning, they know that reading needs to make sense and they know that reading has to sound like talking and it has to fit the story. They all want to work and want to please and have the will and the want to do this.  I: So what are you working on. Tell us about the focus of this lesson.  T: I’m trying to get them to read using that strong oral language and meaning and structure and check against the visual information. As teachers you’re always doing that from lower levels all the way through upper levels, just doing it in a different way when you get into these higher levels, using what you know to help you, doing it faster, seeing the “ar” for “barber” – it’s getting them to do these more things at these upper levels faster and using what they know to help them, problem solving and being more flexible – I guess that’s a good word, being more flexible.  I: They have to know what to use at different times  T: Right, it can work this way, letter by letter, it can work by here’s the first part, here’s the last part, it can work – oh, it’s like a word that I know, or I’ve seen that in my other book that we’ve been reading. I’m trying to get them to use all those things and not just do things one way.  I: Tell us how you made the choice of the book – 10 Little Bears.  T: This was our first Level 11. The running record book she did was the last 10. I try to sequence my books and think where’s my starting point and where am I trying to get to. The running record book was a good ending level 10. It had lots of work to do and I felt like they did a great job with that book on Friday so I felt they were ready based on how they did on Friday that they were ready to move on.  I: What kinds of things did you notice in the 10 that made you think that? T: They had some parts where everyone in the group, they set up some parts and didn’t even sound like a new book, and then there were places where they would slow down to do the work. There’s places like “ham-ster” where you have that big part. There are places to work on letter by letter. You’ve got your “On Monday, on Tuesday” and they’ve had books like that, so it’s pulling all the things they’ve had together and making it a successful read. I didn’t feel it was too hard, there were only a few places for each child to do the work and it wasn’t too much.  I: And since they seemed to be able to be flexible with the 10s, then you are kicking it up so there’s a little more they have to do.  T: And again, where your new book for the day has parts that sound good, and sound like talking, and sound like they’re putting it together – they’re speeding up and then slowing down to take a look, that’s a good signal to me. You don’t want it to all be fast because that’s too easy, and you don’t want it to be too hard, it seemed like a just-right book for them.  I: So the choice of this particular book  T: This book – it gives them the opportunity on that one page to pick it up – “Then 9 little bears were left at home.” And then this is the part where we’re going to have to do the work. You’re not having to do the work on every page, there are some parts where they can get it going. And there are just lots of opportunities to do letter by letter, there’s barber, there’s something, there are lots of different ways to go after words and to work on that flexibility piece that I’ve been working on with the visual information. |
| Running Record Teaching Point (2:31) | I: So in terms of the running record that you did, what did you learn from the running record.  T: Her errors for the most part made sense and looked right, for the first letter and even sometimes for the first two letters. She needs to get the visual scanning even more, not just taking a quick look at the first, looking at more parts. But I am happy with it being M,S, and V all integrated. As the teacher you’re happy but you’re not really satisfied because that’s the next piece that you’re having to work on – what you said made sense and looked right, but let’s take a better look. You have to remember these are first graders and they want to say something and whatever they see, it made sense and halfway looked right, let’s go on. So you want them to notice without you having to notice for them.  I: And do you remember the specific you went back to  T: I went back to one – she said, “Alex had a bandage on his foot” and it could have been because there was a bandage on his foot, but when I called her attention to it, she knew right away, oh it’s finger. It’s just a part of the looking piece for her. He had a “good Friday” for a “great Friday”. It could have been either one, they start the same way. I asked her, did you know what tricked you and she pointed it to it. So that let’s me know that she has to slow down and do the work at the tricky part because she knows how to do it, she just doesn’t maybe want to take the time. A lot of time she stops and looks at me, and I tell her, I’m not going to be sitting beside you all the time. You need to know what to do. She did, she fixed both of those parts. I want her to do it the first time and not have to go to that.  I: But it was interesting that since she made several errors that were the same, you were able to pick up on that as clearly what your teaching point was, and that’s what you’ve been focusing on too  T: Yes, it is. And it’s just something that you just have to hit hard, and sometimes it works its way out and sometimes it something you have to keep a watch on.  I: And it takes practice  T: It does, and for them  I: And thinking, I really have to do this. |
| Familiar Rereading  (00:31) | I: You start the lesson with familiar reading and taking the running record. So tell us why that familiar rereading at the beginning.  T: That familiar rereading – they have their bag with their books in it. It gives a good start to the lesson. They get to choose which book they want to read first. I try not to have them read the same one that the running record person is reading so they won’t get thrown off by the others, but it gives them time to work on their fluency – making books sound like talking, getting their brain warmed up. You want them to transfer – oh, that was in the other book, it can help me when I get to the writing piece. It helps them get a good warm up and started for a good reading lesson. |
| Word Work  (1:27) | I: Then you went into a little bit of word work, why don’t you talk about how you chose that, with car and see.  T: I chose that for our warm up before we went to the new book. I’m thinking the ee in see and the ar in car – that those could help them – I didn’t know if they would know the picture was a jeep – and the ar in barber and park – it’s going to reinforce those things when you’re reading, and those are parts you need to know when you’re writing, so I’m trying to make that connection, to use what they know to build on more things.  T: The thing about that they are really good on the board with the magnetic letters. It’s the piece about telling them, it works the same in a book. You’re so good at the board or with your magnetic letters but it’s making that connection for them, which is that one quick minute thing to pull it together. You can do it here, you can do it in your book. A lot of times they’ll just stop and look. I didn’t have anybody do that today, but they all do. They know what to do.  I: And because you did it before they went into the book, that really reinforced that OK now you are going to use this when you read right now. |
| Decisions about the Book Introduction  (1:38) | I: So talk a bit about the book introduction, what you decided to put in and not to put in  T: The part that I rehearsed and went over was the structure, “Then 8 little bears were left at home.” And that it was a counting book. That was new to them, so that’s what I thought they needed to make this successful as a read. “9 little bears were left at home” – that structure “were” – not was – trying to get into their heads what a book is going to sound like. You might say it this way, but this is how the book says it. Thinking about the book, I wanted to give them that feed forward with “9 little bears were left at home” to help them get that momentum to help them on the next page with the work. When you have that feed forward and momentum, that kinds of push you through and it helps build up the meaning in the story and gives you that to go toward.  I: So you gave them that overview at the beginning, you made sure they understood it was a counting book, because that was a new concept  T: And each little bear was going to find something fun to do  I: And you rehearsed the structure, but didn’t actually spend a lot of time on each page  T: No, I didn’t, I just wanted them to flip through after we got the structure down, I didn’t feel the need to go through each page because that was something I wanted them to read and find out, and I felt that they could do it. And there are lots of places for them to confirm and check for themselves, going to the park to jump rope, that could be play, they had to really take a look, and I wanted to see what they would do, because there are lots of ways to go after something, and lots of ways the book could say it, so I can see if they’re thinking about the story and looking at the same time. |
| New Book Observations and Teaching Points  (2:25) | I: While they were reading, can you talk about some of your observations of what they were doing as they were reading and any language you tried to be sure to use with them to plant in their heads  T: As they’re reading, I was surprised, it sounded good, that part that I worked on with them, I didn’t know if that structure was going to be tricky – 6 little bears *were* left at home – I didn’t know if they could really take it on – it was great when we rehearsed it but you never know how it’s going to come across in the first read. When they got to the barber they just knew right away it was a barber. Somebody said barbershop but they didn’t say it when they were reading, they knew it wasn’t there. They were hesitant on something so I went back to that. A lot of times I feel like its confidence, I want them to know for themselves, like with V\_\_\_\_\_ sometimes she will pause and she wasn’t sure – she said “something,” and I said, you’re right, keep going, how did that sound, do you see the parts. I want her to know without me giving her that push, of course that’s what I’m here for right now but I’m not going to be sitting beside her when she moves on to second grade.  I: In your teaching point, you went to “something” and “barber.”  T: Yes, and I didn’t know if they would get that and they did. I think they are seeing things they know and it’s paying off in our first read.  I: So your teaching point was sort of reinforcing the things they are doing that you are happy that you want them to do.  T: Yes, because I didn’t have any major that I heard. I went to some of the numbers and some of them weren’t sure about the 7 and 6 and 8, they would stop, so pulling the meaning part together for them and checking those letters. |