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

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

*(J= Joanne Durham, Interviewer; A = Angela Rardon, Lesson Teacher)*

| **Segment** | **Transcript** |
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| **Lesson Introduction** (1:38) | J: So Angela, thanks for talking to us about your lessons. Tell us a little about the kids, where they started and where they are now.  A: I have a group of 4 second grade boys. The group started with two different children than are in there now, so I just swapped out two very recently. Two have been in the group since the beginning of the year, and two just joined us about a week and a half ago. The boys started on a level 12 at the beginning of the year, which was significantly below grade level and we’re working on about a 20 now.  J: And so that’s been about how many weeks?  A: It’s been about 5 months.  J: And this is second grade.  A: Yes, second grade.  J: So what was the focus of your lesson, and why did you choose it?  A: Today the focus was on nonfiction comprehension. We gotten past with the group on just learning how to read, and now our big focus is on comprehension.  J: So with the book that you chose, obviously this was nonfiction, but how did you pick that particular book?  A: I picked this book #1 because I thought they would enjoy it. These boys don’t always love to pick up a book and read, so I tried to pick a book that would capture their interest. They are all really interested in animals. And then #2 because I thought it would be a choice where I could put them in charge of a section and try to grow their independence a little bit as far as being in charge of their own piece and answering their own question. I thought the format of the book would help set that up. |
| **Running Record and Teaching Point**  (1:00) | J: So I also saw that you took a running record with the familiar reading at the beginning. Do you want to tell us what you learned from the running record?  A: Sure. I always try to take the running record to give the students a chance to familiar read, and then that way I can find out what reading strategies they are doing, and I can get a feel for how they sound on a continuous portion of text. I felt like \_\_\_ was fast and fluent when he read, it sounded really good. I’m really working with him and all the boys on pausing in appropriate places, because they’ve gotten to the stage where they think fast means a great reader, so I’m trying to get him to slow down a little so he can comprehend while he reads. He didn’t really surprise me too much; it just reaffirmed to me that I still need to work with him on not speeding through as he reads.  J: And you talked to him about the exclamation point?  A: Yes, I was excited. He started out as a monotone reader, so he is really getting some expression as he reads. I’m trying to praise that so he will continue to do that. |
| **Lesson and Book Introduction**  (1:34) | J: Tell us a little about your book introduction, how you decided what to focus on.  A: I tried to warm up with a tree map that we’ve been working on together to review the nonfiction text features to set the stage as to the type of book that we’re going to be reading, and then we reviewed those in the actual book so we could put those in the text. Then we did some background building knowledge for them because our kids just don’t have a lot of background knowledge about some of these concepts and ideas especially regarding nonfiction, so I tried to give them just a little bit of background regarding the vocabulary in the text.  A: A nonfiction book doesn’t always have the same type of introduction as a nonfiction book, but I wanted to make sure that I got the concepts in there that I thought they might be unfamiliar with, so I wanted to get that “message” part in there. And I wanted to set the stage for the idea that they aren’t going to communicate the same way people do, but they do have a way of communicating. So I wanted to set that overarching meaning piece for them. And then I also wanted to give them an opportunity to converse about it so I put the turn and talk in there to get their ideas flowing a bit.  Then I didn’t do a picture walk or anything like that because I didn’t think it was necessary after I gave an introduction and we talked about the vocabulary. And the way I split up the book I wanted each of them to be in charge of their own section. |
| **Initial Reading of the New Book: Supporting and Prompting** (2:02) | J: So as you were listening to them read, what were you learning about them?  A: I feel like with three of the four boys, I’m really just out of the decoding phase. It’s not so much about the words, it’s about the fluency, are they heeding the punctuation and then we can really focus on the comprehension. With one of the boys it’s still more about taking words apart, looking at parts you know. He’s not really gathering up the meaning so with him it’s still more the skills of how to read. So it’s different for him than for the other boys, but I did feel that I learned a lot about him today, because I saw him find some big parts of words that he knew and things like that. But his having to stop and work so much is hindering his comprehension at this point. I don’t know that he’s 100% a best fit in this group, that’s something I’ll think about – if I need to move some things around, and if I need to work with him differently from the other three.  J: So how might you deal with kids moving at different speeds?  A: Sometimes I’ll just provide additional support. Since there wasn’t a huge amount of text for them to read today, I felt like I could spend some more time with him and give him more support within the guided reading lesson, or sometimes the teachers will get together and talk about how someone might be a better fit in someone else’s group. So we try to make our groups as fluid and flexible as possible as needed. So it’s whatever’s best for the child. The way I’m formatting things right now, I feel like I can give him that additional support as needed.  J: Does that partly mean spending a little more time with him during the group?  A: Yes, I listened to him read almost his entire section, where with some of the other boys I just listened to three or four sentences, I got what I wanted to know, I heard them reading fast and fluently. I don’t really think their focus is on figuring out the words. |
| **Teacher Notes and Teaching Point** (1:39) | J: Talk to us about the kinds of things you jot down.  A: When I’m taking my notes, I’ll try to jot down if they err and it doesn’t make sense, because that’s important to me because I know either they’re not listening to themselves, or maybe I didn’t do a good enough job introducing it and so they didn’t have enough background knowledge to know that it didn’t make sense. I try to jot down how they sound when they read and I’ll try to jot if I see them doing something I’ve been trying to go after. Like with one student today he found a little word he knew in a word, so I tried to jot down that he found the “be” in “between” since that’s something I’ve been going after. So I write things I need to work on and things that I feel they are getting.  J: And you chose a couple of teaching points for the group. Talk about what you chose and why you chose them.  A: The first teaching point I chose was a praise for a student who did something I want all the students to do. He self-corrected based on meaning. He was thinking about his story and that’s why he was able to get at that word “danger.” So that is processing that we want all the students to do because that tells me that he is thinking about his story like a good reader does. So I did that a) to praise him and b) to show all the students that that’s what we all want to go after. And then I tried to hit on the fluency, that we don’t just barge through the punctuation; it needs to sound like a story when we read; that fast doesn’t mean it’s awesome. I’m continually trying to hit on that.  J: And since that was part of what you were thinking about as you planned the lesson, you were then looking for that as you were going through.  A: Yes. |
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| **Supporting the Comprehension Focus** (4:02) | J: So it sounds to me like you are really combining the guided reading and the informational text standards into this lesson. Talk about how you think about that.  A: We know that nonfiction is huge so I try to be sure that I do at least a 50-50 balance of fiction and nonfiction. We know that students have to be able to write an informational piece as well, so by doing these shared writings, they get a chance to see a model piece that we’ve composed together. Then hopefully the goal will be to move them toward independence where they write them on their own.  J: And I noticed you emphasized a lot them going back into the text to find their response.  A: Yes, that’s huge. I feel like a lot of the kids just try to think about things they already know if they do have some background knowledge, or just think what might be right, but they don’t realize that they really have to look into the text to find the answer. So I do try to draw their attention to the actual text.  J: At the same time, you were honoring what they knew, you were just helping them understand that there’s a book there!  A: Yes, I do always try to validate what they are saying so there will be a cooperative spirit in our group.  J: Which they certainly did.  A: Yes, they do an excellent job.  A: I think that just by clipping different portions of the text and having them each focus on that smaller part, that really gave me an opportunity to find out if they can draw information from a part of the text. It gave me information as a teacher and also didn’t overwhelm them because they just had a small part that they knew they were in charge of. So I thought that’s a good strategy that I’m going to start incorporating more and more into guided reading. And other people might want to try it too!  J: And it seemed to me that that also was giving them the opportunity to teach each other, and to really have some wow moments about – I didn’t know an elephant could do that because I didn’t read that part  A: Yes, absolutely.  J: Did anything surprise you or puzzle you today?  A: I was surprised that two of the students were so proficient at composing the sentence. I was not going to worry when they wrote the sticky note if they spelled things correctly, my focus was on comprehension, and tomorrow we’ll get to the writing piece. But two of the students really did an excellent job of composing a complex sentence and they used the question to help them form their answer. So I was really surprised that they had independently done that so well.  J; Then tell us where you are going from here, since this was the first day of a two-day lesson.  A: Tomorrow I’ll having them familiar read the book on their own while I take a running record. Then we’re going to do a shared writing piece and I’ll hold the pen and they’ll tell me what to write. I’ll already have prepared a topic sentence and they will give me supporting details from the text to support the topic sentence. Then we’ll come together with a closing sentence and read our shared writing. So this gives me an opportunity to model sentence composition and mechanics of writing, but they don’t have to worry at this point about those mechanical things. They can focus more on the composition, which is what I want – the composition and the comprehension. So it gives me the opportunity to work together and see what they can form as a group. |