Guided Reading Sample Lesson Level 5, Day 2 – Teacher Commentary

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

**Teacher Commentary** *(J= Joanne Durham, Interviewer; A=Amy Sanderson, Lesson Teacher)*

| **Segment** | **Transcript** |
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| Familiar Rereading: (1:10) | J: Amy, thanks again for a great lesson. Tell us a little bit at the beginning when the kids were doing familiar reading, what were some of the things you were looking for and prompting for?  A: Well, familiar rereading is just a time when I’m firming up those things we’ve been working on like the cross-checking and the thinking and looking – does it make sense what you’re saying? Does it look right? How do you know – the slow check to check those letters and make sure it makes sense. Another thing I notice in familiar rereading, just like other times in the classroom, they want to just read and they’re not listening to themselves, and you have to say, “you have to slow down and think – are you listening to what you’re saying?” You’re making sure you’re putting that in their brains so they’ll slow down and think, oh, that didn’t make sense, let me go back and try that again, just so I won’t have to remind them every time. That’s what I feel is so important about the familiar rereads. And it gets them warmed up for the lesson.  J: I noticed they took those books immediately. They wanted to start reading. There was no hesitation.  A: They love it – they don’t like for me to clean out their bags, so sometimes I let them accumulate a few more than normal.  J: Yes, they enjoyed that. |
| Interactive Writing: Creating the Story (2:09) | J: So then you did interactive writing. Talk about the interactive writing – why you chose to do it the way you did, and what you think they got out of it.  A: I was trying to get them to turn and talk with their neighbor because they need to understand that you don’t start every story with “I like” – it’s about having a conversation, and the talking, you can put that down on paper just like you say it. It doesn’t have to start with “I” or “The”, you can say it just like when they run up to you in the morning and say, “Ms. Sanderson, I lost my tooth last night and it was all bloody.” You want them to understand to have a good conversation about writing and get it down on paper. So I was trying to get them to turn and talk about the story and I probably should have let them read the book again about Tom, had it in their bags, but they might not have chosen it. They were a little shy about talking about why Tom was so brave, but that’s the time for me to pull out some things that I think might be important for them to get down on paper to make a good story. So we’re trying to work together to get that across.  A: With them, I just want them to be better at turning and talking, formulating their sentences. They can talk to me all day long, but turning and talking to their friends shouldn’t be that hard, so maybe that’s something else I should work on to get those conversations flowing because that’s where a good story comes from, from conversation.  J: So then in crafting the sentence, tell us about your thinking in how you helped them to craft that.  A: Well, they did say that Tom when to the store, so I said, “Oh, could we say it this way.” Just like in a book, giving them choices, it could be this, it could be that. Tom went to the store – or we could say, “On the way to the store”. You have to give them those kind of choices and ask them which do you think sounds better? How would a second grader write their story, so that they are starting to think, “Hey, maybe I am kind of like a second grader.” That’s our job, to build them up as readers and as writers. |
| Interactive Writing: Sharing the Pen (3:06) | J: So what kinds of things did you reinforce or help them to develop through the interactive writing?  A: You’re trying to get them to connect the reading and writing pieces, and understand that it works the same way. For example, this is one you see in a book, you know this one. They have that visual memory from all the books they’ve read. When you are writing “went” w-i-n-t and they’ve read several books with “went” in it, you know you are not building a good visual memory and you have to dig that ditch and connect that for them. Those are some things. Why do we have the word wall up in our classrooms? The word wall is there to help us write. So I try to also bring that in to connect and to use that word wall because it helps them in the classroom, in writer’s workshop, and even taking their spelling test. They need to get familiar with using it and be good at using it. Also with all that checking we did in our reading the day before, checking the letters, saying it slowly, running your finger under it and check, you’re doing the same thing in the writing when you get to a tricky word or one you’re not sure of. That’s why we do the boxes and practice saying it slowly and checking it. Basically I’m trying to teach them that reciprocity, that reading and writing work together.  J: Talk about what you did with “day” and “way”  A: That’s just another way you can go after words. There are some words you have to know, and some words you say slowly. There’s also analogies. If you know “day”, you can know “way” and “stay” and “play” and it can help you write other things and it also helps you in your reading. It’s a great way for them to think. You could notice they haven’t had much practice with that so I had to help them, but that’s OK, I’m modeling and that’s another great way to learn. You can’t know everything the first time.  J: So when the one little boy put the “w” and then the “d”, you just decided since this isn’t secure with them, I’ll model it so that -  A; And there are some others who probably could have done it, but I was trying to let him to see what he can do. That’s a way for me to know if he needs a little more help with that and they all do, to show how those words work.  J: Will you mostly do interactive writing with them at this level? Will you move on to other types of writing? A: They can also do other types of writing, like in their journals. We have mostly been focusing on this type of writing, I feel that it’s a better way for me to work with them, with the rereading and showing them all the different ways that words work, but yes, as they move on up in levels, they could use to be more independent with some type of journal or notebooks. |