**Guided Reading Sample Lesson Level 13, Day 2**

**Grade 1, Karen Branch, McLees Elementary School, Anderson School District 5**

*(T=Teacher, C=child)*

| **Segment** | **Transcript** |
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| **Familiar Rereading and Running Record**  (1:29) | T: We’re going to read *Ratty-Tatty* and when I tap you, you can start, and if you get done before I tell you to stop, then you can read the other book that you have on your desk, OK? All right, \_\_\_\_\_\_\_\_\_\_, *Ratty-Tatty*  C: Read it, or write it?  T: Read it.  C: (reads – inaudible; see running record and book text from Supporting Documents)  T: Close your books. |
| **Running Record Teaching Point** (1:41) | T: Ratty-Tatty was clever wasn’t she. (teacher completes her running record). OK, you did a good job of making sure it made sense, didn’t you. Like right here, you got a little tricked at first. You said, “Ratty-Tatty stopped” – well, that would make sense, and then you tried, you said, “st-o” and you still said “stopped” because that made sense, but you kept reading and it said “the woman’s egg” and that didn’t make sense, did it, so you went back and thought about what would make sense and look right, didn’t you? That was very clever.  C: I know that “stop” is “s-t-o-p”  T: Yes. Is that why you went at it again because you knew it didn’t look like “stop”?  C: Yes  T: But you had to think about what would make sense too. Now there was one part where you were reading where it didn’t make sense, and when it doesn’t make sense, you *have* to go back. OK.  C: Okay.  T: So right here, this part didn’t make sense, so I want you to go back and try it again.  C: Here? “That – will” I didn’t see that “will”  T: I know  C: That will” – I see the “catch”  T: Keep going  C: That will catch Ratty Tatty.  T: Did that make sense?  C: Yes  T: Yes, the first time you read it it didn’t quite make sense, and you’ve got to be listening, and when it doesn’t make sense, you’ve got to go back. OK  C: OK |
| **Guided Writing: Composing the Writing** (3:37) | T: Today we’re going to write about Ratty-Tatty. We’re going to summarize Ratty-Tatty. We’re going to do a “somebody wanted but so” to tell what happened in our story, Ratty-Tatty. So I want you to think, “somebody wanted but so.” Who was the somebody who wanted something in this story?  C: Ratty-Tatty.  T: Ratty-Tatty. What did Ratty-Tatty want?  C: the cheese  T: OK, Ratty-Tatty wanted the cheese, but what’s the problem?  C: There was a snappy trap.  T: There was a snappy trap. So how did Ratty-Tatty fix his problem?  C: She got it with a fork  T: Yes, she got it with a fork, didn’t she. So that’s what we’re going to write today. Now does everybody’s have to be the same? No. So I want you to think, what is your “somebody wanted but so” going to say. Think –get yours in your head. We all know the somebody. How are you going to say what she wanted? How are you going to say the problem and how are you going to say how she fixed it. So once you have your sentence in your head, raise your hand and I’ll give you a marker. (8:30)  T: You have yours? OK, what is yours going to say? C: The somebody is Ratty-Tatty.  T: OK, so tell it to me all together. Ratty-Tatty wanted…  C: Ratty-Tatty wanted an egg and I forgot  T: OK, what did Ratty-Tatty want that she had to do something special to get?  C: The cheese.  T: So Ratty-Tatty wanted the cheese  C: But it was in a big snappy trap.  T: So  C: So she got a fork.  T: OK, so get that started. How’s your sentence going to start?  C: With a capital letter.  T: OK, \_\_\_\_, are you ready? What are you going to say?  C: Ratty-Tatty wanted to get some cheese but it was in a trap,  T: So…  C: So she got a fork.  T: OK, how’s it going to start? You can use the book for “Ratty-Tatty”. (moves to the next child)  C: Ratty-Tatty wanted the cheese but she can’t get it so she got a fork.  T: Good  T: (to next child): What’s your’s going to be?  C: I don’t know.  T: You know how it’s going to start.  C: Ratty-Tatty  T: (To first child) – Are you coming over here for “wanted”? (to practice page) Smart girl. You know how to write “want.”  C: Ratty-Tatty wanted some cheese.  T: OK, but…  C: but she was scared  T: OK, so  C: So she got a fork.  T: OK, get it started. |
| Guided Writing: Supporting the Writers (3:41) | T: You’ve got “want”, now “want-ed”. What two letters are you going to put on the end to make it say “wanted”?  C: ed  T: ed  T: Come over here and write “want – wanted”  11:46  T: Do you need to come over here and try “cheese”? You know how that’s going to start – “ch” – yes, there’s that part from “see” isn’t it? And then there’s something on the end to make it look right. You got it.  T: Do you know what “could” looks like? Are you sure? (Gives the child the book.) See if you can find it. (14:04)  C: Does that say “scared”? T: I like how you wrote what you heard, but it looks a little different. “sk” – what else could it be – after the s (close-up of “skerd). You did a nice job of writing what you hear; let me show you what it looks like.  C: I know, “c”  T: Yes. This is what it looks like (writes it in the story). Scared. That’s how it looks.  T: (to other child) – couldn’t – you have to add that last part too  C: “Couldn’t get”  T: All right, does that say “couldn’t”? C: (nods yes)  T: Check it. Look at it. You’re looking at me, look here. Does it? (close-up of writing). What would you see at the end of “couldn’t”?  C: t  T: Oh, so could that say “couldn’t”? So go back and check it again.  C: (looks in book).  T: (To other child) So what did she do?  C: So she couldn’t get the cheese, so she got a fork.  T: So she got a fork. What are you going to write? C: So she got a fork.  T: Good.  T: (to child with book) Oh, let’s look, could that say “couldn’t”? Keep looking and see if you can find “couldn’t”.  T: (to another child). You are almost right. That’s what it sounds like, but do you know what looks right? It’s a “y” on the end. I like how you remembered what the rest of that looked like.  C: Does that – Did I write “couldn’t”?  T: Did you? Does your “couldn’t” look like that “couldn’t” (in the book)?  C: yes  T: Then you wrote “couldn’t”.  C: Is it “ck” or just “k”? (on practice page herself)  T: Let’s look at it. Does that look like it could say “fork”?  C: Um, yes (close up of practice page)  T: Yes, you did a good job. That’s how it looked in the book, wasn’t it? Let’s check it and see if that’s the way it looked in the book. (goes through pages).  T: (to the other child) Come work on that on your practice page. That’s one you don’t need your book for. Yes, you know that first part, “for.” What are you going to add to the end to make it look right for “fork”? What would look right?  C: “c”  T: It’s not a “c”  C: “k”  T: It’s just a “k”  T: (to child with book): Does your fork look like this fork? Yes, good job. Put it in your story.  T: trap. Say “trap.”  C: trap.  T: Do you know a word that starts like “trap.” I bet you know how “truck” starts.  C: tr  T: Ah, so that’s how trap is going to start. |
| **Guided Writing: Concluding the Writing**  (4:06) | C: (reads his whole summary)  T: So what do you need at the end? C: I just read mine.  T: go back and reread it and make sure it makes sense. 17:16 Go back and reread and make sure it makes sense.  T: trap – do you see the letters you’re saying? Yep, put it in your story.  T: Something’s not quite right (to both boys). Go back and take a better look.  T: So what did she do?  C: (reading story)  T: Does that make sense? What do you need at the end?  T: 17:53 You’re looking at me baby, I need you to read this.  T: can we do that?  C: What? T: Put a capital “b” just in the middle of our sentence? No we can’t.  T: What did you mess up on? Read it out loud to me.  C: Ratty-Tatty wanted some cheese but he couldn’t so she got a fork.  T: But she couldn’t what?  C: get it  T: Yes, she couldn’t get it. I don’t know if you’ll be able to fit “get it” in – let’s try. Go to your practice page and write “get”.  C: I’m stuck.  T: On what? No, you didn’t, that’s right.  T: All right, I want you to write “wanted” (on practice page)  T: Oh, did you find it?  C: yes  T: What’s that supposed to say?  T: Does that look like get? That’s what “get” looks like. Come all the way over hear to the edge.  T: Write “for” You know that first part, for.  19:42 – 21:10  T: Where did you write wanted? Does that say “wanted”? What do you need to put on the end?  T: Come over here and write “come”. You know what “come” looks like. If you know “come”, then you know “some”.  T: Read it and make sure.  T: Write wanted again  T: Yeah, practice “some” again.  T: Does that make sense? I want you to write “got” again two more times.  T: OK, check it – does that say “wanted”. Does that part say “want”? no, that’s what want looks like. Let’s just cross that out and start over.  C: (reads story)  T: Does it make sense now? Good.  T: (to child writing “wanted”) Good, one more time up here.  You can close your books and you’ve read it and made sure it makes sense. That’s what you have to do when you’re writing in your classroom, too. You’ve got to be sure that you read your writing and it makes sense. Is this what Ratty-Tatty was about? If somebody asked you what this story was about, would it tell them what this story was about? Yes, it would. Sometimes, you don’t have to tell everything that happened, they just want to know real quick what happened. |