**Guided Reading Sample Lesson Level 17 Day 2**

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

*(T=teacher; C =child)*

| **Segment** | **Transcript** |
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| **Running Record and Teaching Point** (2:26) | T: While you are reading, I’ll take my running record on \_\_\_\_ today. “Animal Messages”.  C: (reads). (See Running Record and Text Excerpts in Supporting Documents for child’s reading.)  T: Listen, I love what you did here, because you were listening to yourself and thinking about your story, right? You said, “They can send messages a long way under the water by making sounds like click and “wis-tles” and right away you said, “whistles!” See how you thought about your story? That’s what good readers do, that’s what I want everyone to do. That was very clever of you. And you are doing an excellent job of stopping at punctuation so it sounds like a story. You sounded just like Ms. Pendleton on this page when you said, “Kangaroos, rabbits, and frogs all have strong back legs.” High – Five. Awesome job listening to yourself. That really sounded like a story.  So what is one way that whales send a message?  C: Whistling  T: Yes, they do, don’t they. |
| **Shared Writing: Rehearsing to Write (**3:37) | T: Today we are going to think back to the book that we read yesterday, *Animal Messages*. You’re going to think back to the section that you read and that you were in charge of. In just a minute, I’m going to give you your book back. I want you to read your post-it note to remind yourself of what you wrote. Then you’re going to share with a neighbor what you found out, because today we’re going to work together to create a piece of writing about animal messages. I’m going to go ahead and read you our first sentence so you know where we’re going with this. Look up here – “Animals don’t communicate exactly like people, but they do send messages to one another. All of you guys read a different section about how animals send messages, so you be thinking about that, because you’ll be in charge of sharing with the rest of us about your section , so that we can support this statement written on the chart. So … read through your post-it note and read through your section, and I’ll give you a minute to turn and talk with a neighbor.  C: (reads post-it) “Its tail between its legs and makes a sound called a whine.”  T: (to child) I love how you got it started and thought about what would make sense. That was very smart of you. So it could send a message to us that it’s unhappy by whining, right? Yeah.  T: (to group) OK, real quick, \_\_\_\_ and \_\_\_\_\_, you guys are going to talk to each other about how your section told us information about how animals send a message, and \_\_\_\_ and \_\_\_\_\_ are going to talk about that.  C: (to other child) Cats hiss – Cats send messages by hissing to let other cats know that there’s danger. It purrs when it’s OK.  T: (to other group) I love how you went back to find the information…OK, \_\_\_\_, share with \_\_\_\_.  C: (reads question): How do you know when a dog is unhappy?  T: (to the partners) OK, good, so how does the dog send the message that it is unhappy? What did it tell us in the book?  C: (looks at text). Whines  T: By whining. Yes, that sends a message that it is unhappy. Have you guys ever heard a dog whine when its unhappy? (Children shake heads yes). Yea, we get it don’t we. We understand that message.  C: My Daddy had a little Chiwhawha (inaudible). He sounded like this (shrieks).  T: Wow, that’s a good connection.  T: OK, let’s come back together.  C: Mine and his are kind of the same because mine hit their back legs on the ground and elephants hit their legs on the ground.  T: So a lot of animals send a message that way? Great, I love that you found that similarity. |
| **Shared Writing: Composing**  (5:42) | You guys ready? We’re going to work together to create our piece of writing. So let’s read together again our topic sentence, and what we say has to support this. Ready? Here we go. (All read) “Animals don’t communicate exactly like people, but they do send messages to one another.” Who has a statement that we can add to our writing that supports that sentence?  C: Cats can hiss when there’s danger. Cats can purr when it’s OK.  T: Now I know we read about the danger part in there. Did it talk about how they purr when they’re OK?  C: Yes.  T: OK, open up the book and show me. Tell me what we’re writing first.  C: A cat hisses when it is angry.  T: And I love that you put it in your own words.  C: Cat hisses when it’s angry or frightened.  T: Yes, in a book we’d say, “Cats hiss”, OK? (writes on chart) “Cats hiss when they are – are you guys looking– what?  C: scared.  T: OK, we can say “scared.” Love that. Did you want to add your other part?  C: Cats purr when they are happy.  T: (repeats). Oh, I like that he added that on to make our sentence a little bit longer and give us some more detail. So, “Cats hiss when they are scared, and” help me out, what did you say?  C: purr when they are happy.  T: (repeats). And I like how \_\_\_ went back into the text. Does that support that animal do communicate and they do send messages? (Children nod). Yes, that’s how they send a message that they are scared or that they are happy, right.  T: OK, who can add our next sentence. You ready, \_\_\_?  C; Kangaroos, rabbits and frogs thump their strong back legs on the ground  T: To do what?  C: To send messages  T: When there’s what? C: When there’s danger.  T: I love that he used that word, “thump.” I’d better write quickly with all those animals. Tell me again what we’re writing, \_\_\_\_  C: (child reads as teacher writes).  T: rabbits…OK  T: And I love that he used those words that were in the book, like “thump” and “danger.” Let’s read it together.  All: Animals don’t communicate…Cats hiss…Kangaroos, rabbits…their strong back –  T: Whoops, let’s see – that’s what we do as writers, if we make a mistake I can put my caret in there – strong back legs…danger. OK, we’re moving along, right?  OK, let’s add two more things. \_\_\_\_.,  C: (reads from text): Elephants have very good ears because (hesitates)  T: You’re right, they do have good ears, that’s what it told us. But let’s look in here and find how elephants might send a message. So keep reading and let’s see what it says.  C: (reads) “They put their trunks up high and make a loud noise like a trumpet.”  T: Oh, wow, let’s see why they do that. Keep going.  C: (reads) They stamp their feet on the ground to send a message a long way.  T: OK, so it kind of told us two different things. What kind of sound do they make? (to another child)  C: like a trumpet  T: So they send a message by a trumpet noise and it also told us that they stomp the ground with their feet. So which one of those do you want to add to our piece of writing? C: They stomp their feet  T: Who does that?  C: Elephants  T: OK, so we’re going to say “Elephants stomp”  T: Where did it say they are sending the message? Look back in the book.  C: a long way  T: Oh, let’s add that. That sounds important, doesn’t it.  T: \_\_\_\_, what do you have for us?  (child reading)  T: He said, “It puts its tail between its legs and makes a sound called a whine.” And you’re exactly right, what animal does that?  C: A dog  T: OK, a dog does that. And why does it whine?  C: To send a message  T: What kind of message is it sending to tell us how it feels?  C: sad  T: It does, right. It said “unhappy” in the book, so sad is another way we could say it. So how will we put that all together into a whole sentence? Dogs do what? What sound did you tell me they make  C: whine  T: OK, “Dogs whine” when what?  C: they are sad  T: Perfect. “Dogs whine when they are sad.” Is that a great sentence? Does it support what we said? Love it. |
| **Shared Writing: Concluding the Writing**  (2:06) | T: OK, we need one more sentence to wrap up our whole piece of writing. \_\_\_, do you have a good ending sentence? Now it can’t be about a specific animal, right, it has to sum everything up, wrap it all up.  C: Some animals hug and kiss just like we do.  T: You’re right, but that was about what specific animal?  C: monkeys  T: It did. You’re right, probably other animals can too. So that’s one thing we could put at the end. \_\_\_\_, what do you want to say?  C: Animals all can send messages.  T: Wow, does that sum up everything we said? Does that have to do with everything we wrote in here? “Animals all can send messages”? What do you guys think? OK, here we go, are you ready? (writes and repeats). Ok, wow, we wrote an awesome story, didn’t we? I think we would probably teach people that read this all about how animals can send message. What do you think? Are you ready to read it together?  All: (read the whole piece) Wow, we sure put a lot of information in there, didn’t we? |
| **Word Work**  (3:04) | T: Listen, when you guys are writing on your own in your classroom, maybe you are going to write about a book that you read, or if you’re writing in your writing journal, you’ve got to be able to help yourself write words. So we’re going to talk about one way you can help yourself (hands out white boards) by thinking about parts of words that you know. I want everybody to write the word “jump” on their board, fast. “Jump.” (to child who is still writing): juummmpp – check it with your finger.  Listen, there’s a part you know in there that could help us write bigger words. Like what if we wanted to write about something that is “bumping” into us, like “He is bumping me at my desk.” How could we write “bumping.” There’s a part you know in “jump” that could help you, right?  (One child puts finger under “ump,” another calls out the letters needed.)  T: OK, let’s do it, make it bumping. (to one child) Ready, how would it start? (Child gets “bump”). Clap “bumping.” (Child claps). Did you hear that “ing” part? You know the “ing” part; put it down. (Child writes).  Show yourself the parts of “bumping”. There’s the bump part, where’s the ing part. There you go.  OK we could write dumped, like “She dumped trash there when she wasn’t supposed to.” How would you make it “dumped.” For that ending, you’re going to have to think about how it would look. (To child: See how fast you know it now. See, jump helps you to get to all those trickier words, doesn’t it. Do you know what two letters we have to put at the end to make it dumped?  C: t  T: It sounds like a t, but think about how words look – yep, it’s an “ed”. Good. Do you see how knowing one easy word like “jump” can help you get to a lot of other ones? Can you use words that are on your word wall to help you with trickier words that you want to write. Yes. And we know if we can write them, then we can read them. OK, erase, and you can keep your books today but I am going to take your boards and markers. Alright, friends, I’m proud of you. |